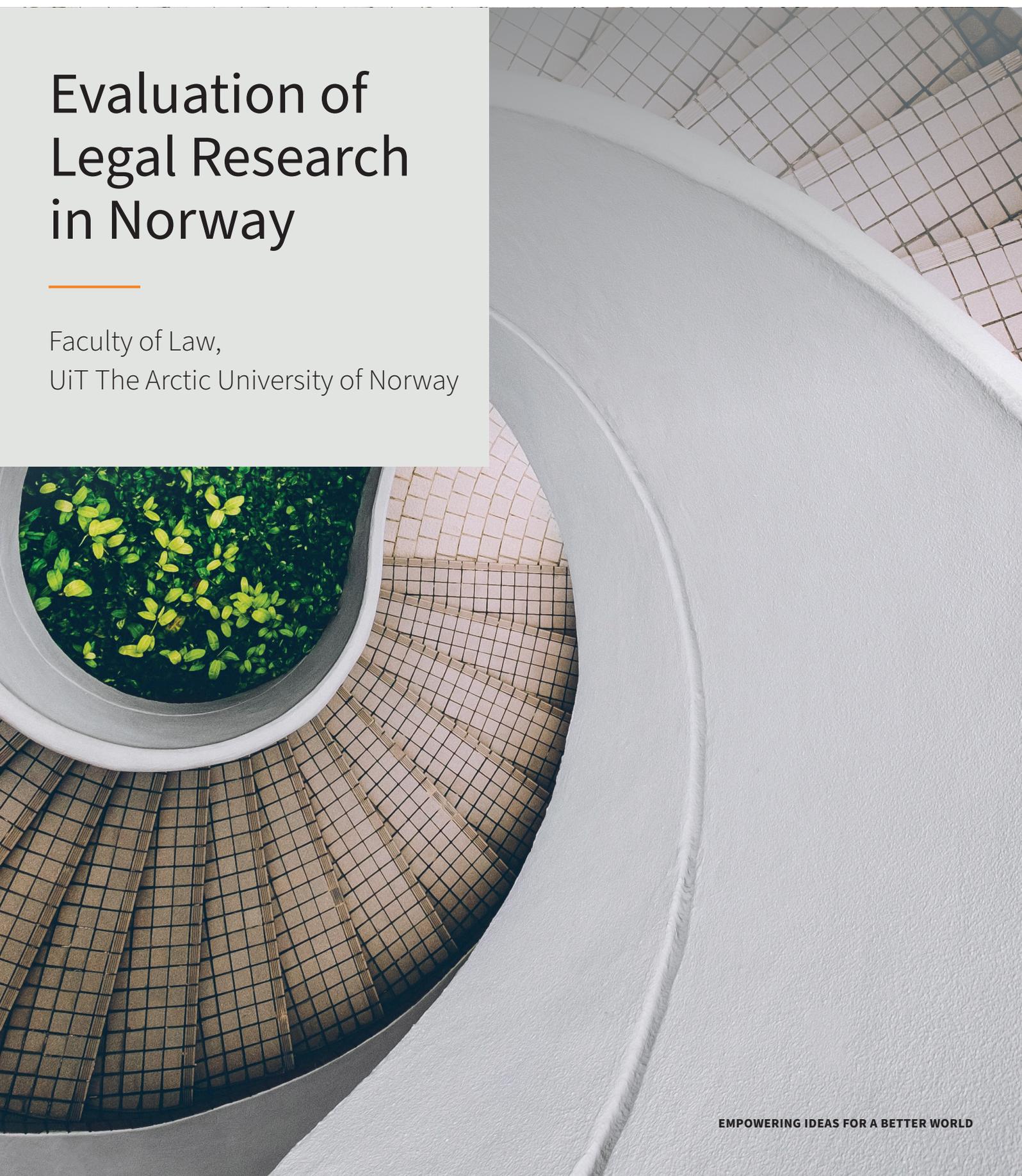


# Evaluation of Legal Research in Norway

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Faculty of Law,  
UiT The Arctic University of Norway



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## Summary

The Committee is very pleased to note how the faculty has implemented the recommendations of the 2009 evaluation. The faculty's vision reflects its activities. The Committee was very satisfied with the strong research component in the faculty's study programmes and mode of teaching. The education the faculty provides for future lawyers is strongly research-based, and its primary aim is to serve Norwegian society. The Committee is also very pleased to note that the faculty's PhD programme and procedure seem to be very well designed. A good balance is struck between extra PhD activities, such as teaching and administrative duties, and the need to focus on the PhD thesis.

The close cooperation between the faculty and other faculties is very satisfactory, and appreciated by the faculty's academic staff. The Committee is impressed by the faculty's focus on interdisciplinary studies, while at the same time accommodating the research knowledge and expertise of its individual staff members. There is also a high degree of collaboration between research groups and the Norwegian Centre for the Law of the Sea (NCLOS), which the Committee finds satisfactory. The faculty has established strong international cooperation in a Scandinavian context, as well with Europe and internationally, which will be an enormous benefit for the faculty in general, as well as for its individual members of staff. The faculty's sabbatical leave system is one of the factors that boosts the scholarly productivity of its members.

The faculty's publication results have been above the UiT average throughout the evaluation period. The faculty produces research of high academic and scholarly quality, which reflects expert knowledge in the research areas of the centre and the research groups. The publications are innovative, evidencing knowledge of theory and practice. The interdisciplinary approach and focus of the faculty's and the centre's research is also admirable and has contributed to enhancing the research environment and international standing of the faculty. The faculty's success in publishing in reputed international journals and publishing houses since the previous evaluation period is particularly commendable.

The Committee is appreciative of the faculty's endeavours to obtain internal and external funding. The Committee is very impressed by the high level of, and extensive funding obtained by NCLOS. The research output of the faculty's research groups should be highlighted for the very valuable and diversified contribution it makes to the scholarly achievements of the faculty. The Committee is pleased to note that the allocation of funding and general financial support for members of staff is very satisfactory.

## Sammendrag

Komiteen synes det er gledelig å kunne fastslå at fakultetet har tatt til seg anbefalingene fra evalueringen i 2009. Fakultetets visjon gjenspeiles i fakultetets aktiviteter. Komiteen er svært tilfreds med at fakultetets studieprogrammer og undervisningsformer har en solid forskningskomponent. Undervisningen fakultetet gir til fremtidige jurister har som mål å tjene det norske samfunnet, og er i stor grad forskningsbasert. Komiteen synes det er positivt at fakultetets ph.d.-program virker svært gjennomtenkt. Det er en god balanse mellom stipendiatenes aktiviteter som undervisning, administrative oppgaver, og arbeid med egen avhandling.

Det nære samarbeidet mellom det juridiske fakultetet og de andre fakultetene ved universitetet er svært tilfredsstillende, og dette blir verdsatt av de vitenskapelig ansatte ved fakultetet. Komiteen er imponert over fakultetets vektlegging av tverrfaglige studier, og at fakultet samtidig tar hensyn til den enkelte ansattes forskningskunnskap og ekspertise. Det er et tilfredsstillende samarbeid mellom de rettsvitenskapelige forskningsgruppene og Norsk senter for havrett (NCLOS). Fakultetet har etablert et solid skandinavisk, europeisk og internasjonalt samarbeid, som vil være svært nyttig for fakultetet og den enkelte ansatte. Fakultetets ordning med sabbatsår er blant ordningene som bidrar mest til de ansattes vitenskapelige produksjon.

Publikasjonsresultatene fra fakultet er bedre enn gjennomsnittet for UiT i evalueringsperioden. Fakultetet produserer forskning av høy vitenskapelig kvalitet, som gjenspeiler de områdene senteret og forskningsgruppene forsker på. Publikasjonene er innovative og dokumenterer kunnskap om teori og praksis. Fakultetet og senterets tverrfaglige tilnærming til forskning er beundringsverdig, og har bidratt til å styrke forskningsmiljøet ved fakultetet og dets internasjonale renommé. Siden forrige evaluering har fakultetet vist imponerende resultater med hensyn til å publisere i velrenommerte internasjonale tidsskrifter og hos velrenommerte internasjonale forleggere.

Komiteen anerkjenner fakultetets innsats med å sikre intern og ekstern finansiering, og er meget imponert over nivået på og omfanget av finansieringen som NCLOS har tilegnet seg. Det bør også trekkes frem at fakultetets forskningsgrupper gir et verdifullt og mangfoldig bidrag til fakultetets faglige resultater. Komiteen synes det er gledelig at tildelingen av midler og den generelle finansielle støtten til fakultetets ansatte er god.

# 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 research<sup>1</sup>

- 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.

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<sup>1</sup> 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).<sup>2</sup> Positions were distributed using the categories in Figure 2-1.

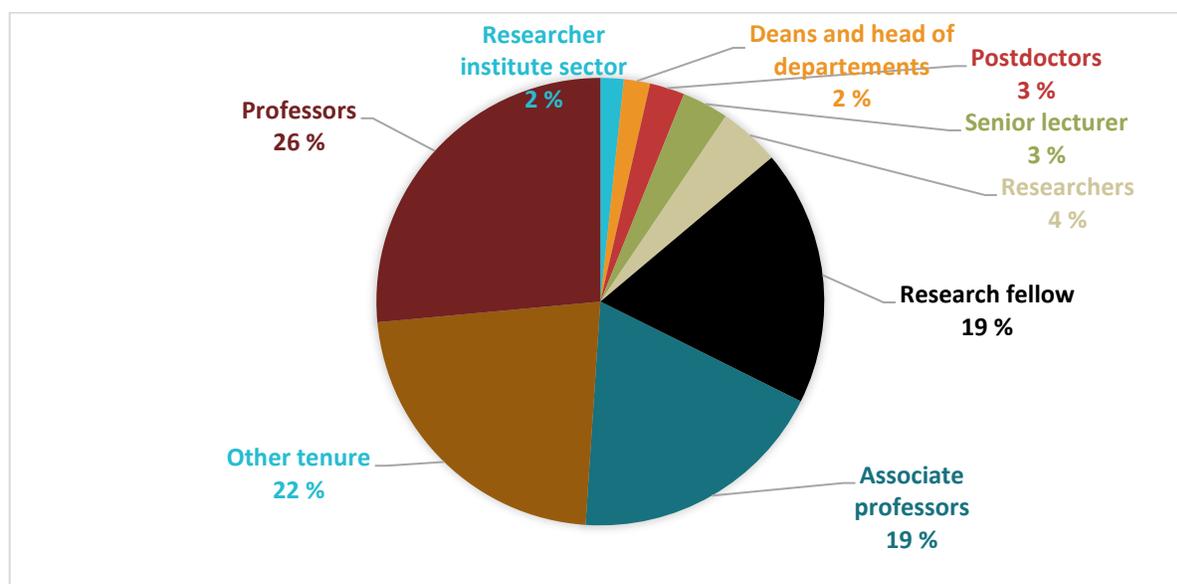
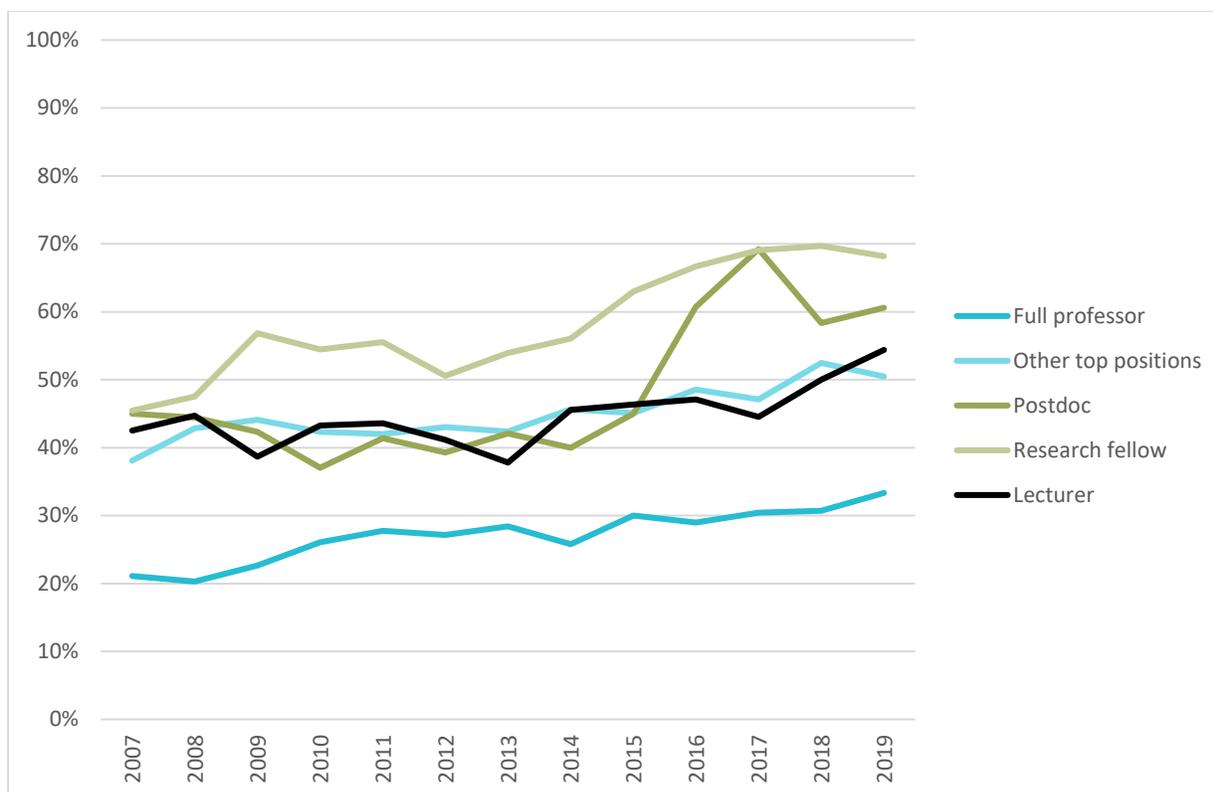


Figure 2-1 Academic staff with a higher degree in law in the Norwegian research system by position in 2019, per cent.

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.

<sup>2</sup> 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.<sup>3</sup>

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

**Table 2-1 Academic staff<sup>1</sup> 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 <sup>2</sup>	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
<b>Total JUREVAL units</b>	<b>303</b>	<b>75%</b>	<b>237</b>	<b>78%</b>	<b>387</b>

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

<sup>2</sup> 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

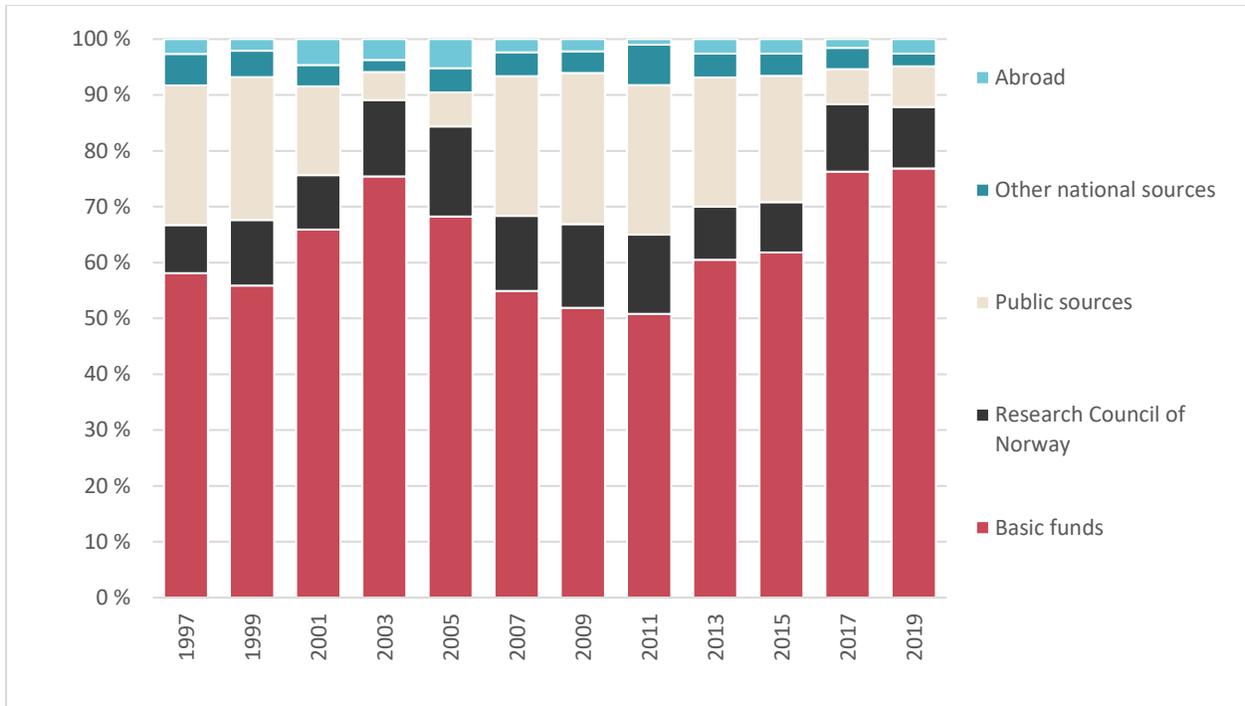
## **2.3 Expenditure and funding**

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.<sup>4</sup>

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.

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<sup>4</sup>2017: 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
<b>UIB</b>				
<b>Faculty of Law</b>				
Open Arena (FRIPRO)	15	2	17	12%
Programmes	9	2	11	18%
<b>Faculty of Social Sciences</b>				
Open Arena (FRIPRO)	74	17	91	19%
Programmes	64	10	74	14%
<b>UIO</b>				
<b>Faculty of Law</b>				
Open Arena (FRIPRO)	42	5	47	11%
Programmes	36	9	45	20%
<b>Faculty of Social Sciences</b>				
Open Arena (FRIPRO)	117	10	127	8%

Programmes	82	45	127	35%
<b>UIT</b>				
<b>Faculty of Law</b>				
Open Arena (FRIPRO)	2		2	0%
Programmes	5	5	10	50%
<b>Faculty of Humanities, Social Sciences and Education</b>				
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*.<sup>5</sup> 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.**

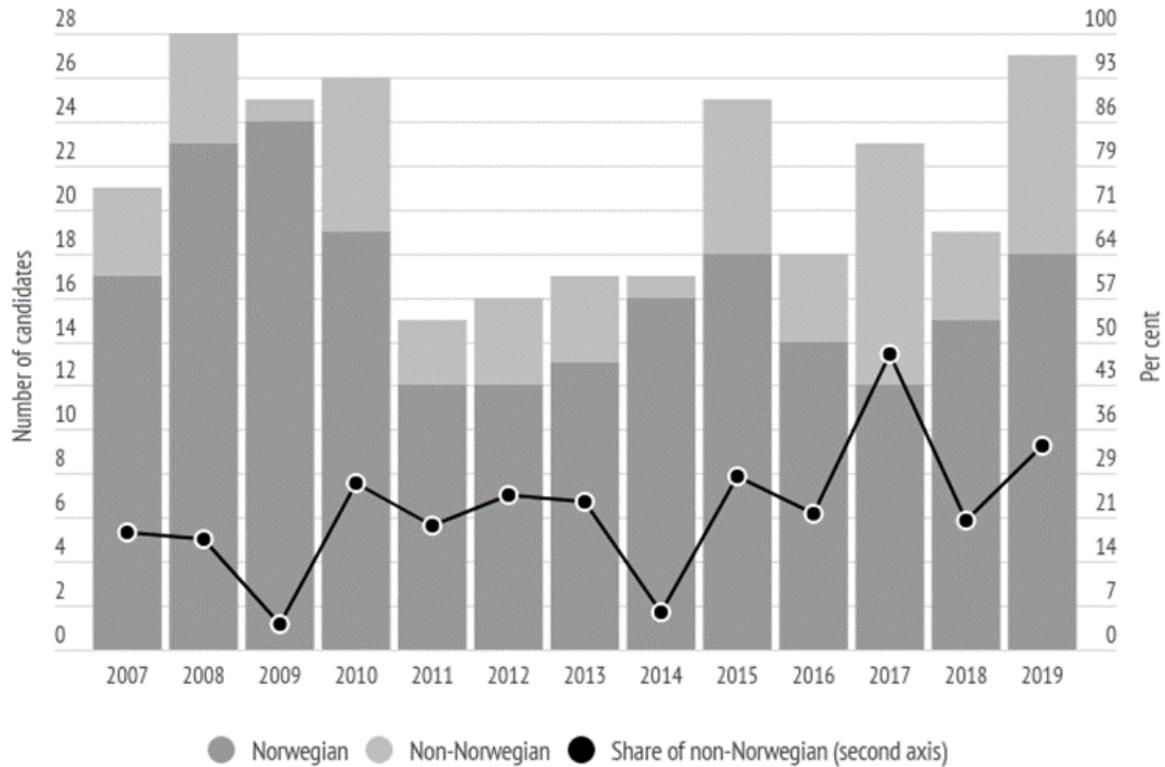
	UiB	UiO	UiT	Total 2010–2019
2010	7	15	4	26
2011	8	6	1	15
2012	6	9	1	16
2013	3	11	3	17
2014	4	9	4	17
2015	5	16	4	25
2016	6	10	2	18
2017	5	15	3	23
2018	2	14	3	19
2019	5	16	6	27
	51	121	31	203

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).

<sup>5</sup> NIFU, Doctoral Degree Register.

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



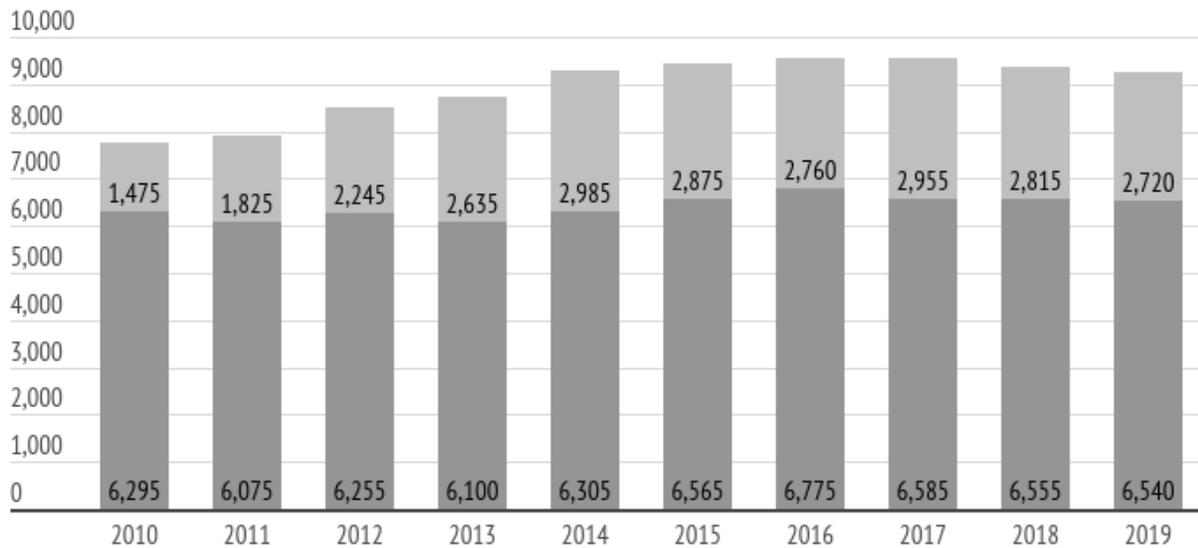
**Figure 2-4 Doctorates in law in Norway by citizenship, 2007–2019.**

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).

<sup>6</sup> NIFU, Doctoral Degree Register.



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

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

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

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

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

Source: DBH.

## 2.6 Scholarly output

Scientific publications are a hallmark of knowledge production and dissemination within the national and international community of legal researchers. In 2019, 4,060 publications categorised as legal research were published in Norway.<sup>7</sup> 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)*.

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<sup>7</sup> 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 <sup>1</sup>	45%	49%	6%	100%

<sup>1</sup> 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.<sup>1</sup>**

	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

<sup>1</sup>As published in NSD's Database for statistikk om høgre utdanning.

Source: NSD, DBH

## 2.7 Societal interaction

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

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

**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.<sup>9</sup> 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

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

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

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

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

# 3 The Committee's assessment

## 3.1 Introduction and overall strategy

### 3.1.1 Presentation and strategy

This report has been prepared as a part of the Evaluation of Legal Research in Norway 2019, which endeavours to ascertain and confirm the quality and relevance of research performed at Norwegian higher education institutions, and to contribute to the development of research quality and relevance at these institutions and at the national level. In connection with its preparation of this report, the Committee appreciates the efforts that the Law Faculty has put into its self-assessment report and related documents, as well as discussions during interviews with the faculty's staff. The Committee was also very pleased to see how the faculty has implemented the recommendations of the 2009 evaluation. The Committee would like the faculty to build on its previous experience and develop its research areas along the lines of the Committee's recommendations.

The faculty's research activities are mainly organised in six research groups and one research centre (the Norwegian Centre for the Law of the Sea (NCLOS)). The faculty currently has seven research groups that are linked to the following main research areas: Child Law, Procedural Law and Dispute Resolution, Constitutional Law, Administrative Law, Private Law, Sámi and Indigenous Peoples' Law, and Crime Control and Security Law, which was established after the commencement of JUREVAL. Research groups exist on two levels; level I and level II. It was apparent from the interviews that more activity, including but not limited to publications, applications for external funding, and the organisation of events etc., is expected of level II research groups. Faculty staff should be part of at least one research group but can, by their own choice, be members of several groups.

Research groups are typically smaller than the centre, but vary in size depending on the research group in question. The structure of research groups is flexible, and the faculty encourages the establishment of new research groups, should they, *inter alia*, recruit new academic staff whose research areas and expertise are not related to those of the existing research groups. Research groups have to draw up a two-year plan for how to use their allocated funding to organise events/projects/activities, and to conduct research.

UiT has adopted an action plan for Equality, Diversity and Inclusion. Until 2013, UiT's goal was to achieve a percentage of 30% female professors. Today, this goal has been increased to 40%. As described in the self-assessment report, the faculty's goal during the same period has been 40% representation by both genders. In 2019, 41% of employees at professor level, 50% of those in postdoctoral positions and 67% of PhD positions at the faculty were held by women. In its self-assessment report, the faculty emphasises that it continues to strive to achieve a better gender balance, especially among full professors. To achieve this, the faculty has established a promotion project that seeks to facilitate the promotion of female employees to full professorships. The project, which started in 2019, includes appointing a female adjunct professor to head the project. The faculty is also endeavouring to mentor junior female researchers and has increased its focus on gender balance in all staff categories at the

faculty. Furthermore, the faculty's staff, as described in the self-assessment report, consists of a mixed age group, and has experienced increased internationalisation throughout the evaluation period. In 2010, four nationalities were represented at the faculty. In 2019, this had increased to eleven nationalities.

Overall, the Committee's view is that the faculty's vision of developing and sharing legal knowledge of high international quality through research, education and dissemination, and of constantly developing and improving its integrated research-based master's degree programmes, reflects its activities. The departmental structure enables staff to focus their research on the university's areas of expertise and to cooperate with others. As pointed out by the Committee in the 2009 review, the organisation of research groups reflects all the research interests of the faculty's academic staff and has enabled the faculty's staff to be at the forefront of their respective fields, both nationally and within the Scandinavian context. This contributes to strengthening the faculty's research environment and maintaining specific, high-quality research profiles. The Committee is nevertheless mindful that there is a slight imbalance between the size and activities of the centre and the research groups, which are less acknowledged and known abroad, also in the Scandinavian context. It is our view, therefore, that research groups should strive to improve their presence within Scandinavia and beyond.

Gender equality at the faculty must also be considered satisfactory, although the continuous effort to achieve a better gender balance, particularly among full professors, is welcomed. The gender balance goals are clearly feasible, but, apart from the notable internationalisation of staff that has taken place since 2010, there is no specific focus on promoting social and cultural diversity. The Committee recommends the faculty to consider improving its promotion of social and cultural diversity, since socially and culturally diverse groups often stimulate innovation and facilitate broader perspectives on the development of new research agendas. The Committee understands that the issue of social and cultural diversity has been addressed at the university level, and that the resultant guidelines will be followed by the faculty.

### **3.1.2 Education: purpose and arrangements**

#### ***Education, purpose and arrangements***

As outlined in the self-assessment report, the faculty offers a five-year integrated master's degree in law. The Faculty also offers one LL.M. programme (Master of Laws in the Law of the Sea, 90 ECTS) and one two-year Joint Nordic Master's Programme in Environmental Law (NOMPEL), 120 ECTS), as well as one PhD programme in Law with a scope of 180 ECTS. The faculty has approximately 90 employees, including both academic and administrative staff, approximately 20–25 of whom are employed as PhD students.

Legal research is part and parcel of all the study programmes at the faculty. The LL.M. in Law of the Sea and NOMPEL maintain a close relationship with NCLOS. It is recognised in the self-assessment report that this has been an important factor for students when choosing to enrol in these programmes, and it

has also enabled students to engage in the research activities of the faculty as research assistants. Educational resources used in the programmes include individual and group assignments, moot courts, writing courses, academic papers and excursions, which in many instances are based on NCLOS's research. All the educational programmes and teaching are strongly research-based and influenced by all research activities at the faculty.

Overall, the faculty endeavours to prepare students for a career as a lawyer in Norway. Based on the self-assessment report and the interviews, the Committee can clearly conclude that the faculty, through its teaching, primarily addresses and targets the domestic labour market. The education received by future lawyers at the faculty is research-based, and its primary aim is to serve Norwegian society.

### ***Cooperation with other UiT faculties and/or departments***

The faculty's researchers cooperate with other educational areas related to their expertise in legal research. For instance, the faculty's researchers offer a course in Indigenous Peoples' Rights to Land, Resources and Livelihood as part of the Joint Master's Degree in Governance and Entrepreneurship in Northern and Indigenous Areas, provided by the Faculty of Humanities, Social Sciences and Teacher Education. In addition, the faculty cooperates with the Faculty of Biosciences, Fisheries and Economics on two master's degree programmes in Ocean Leadership and Marine Biotechnology. The faculty also teaches law in study programmes at other faculties, including the master's degree programme in Peace and Conflict Transformation at the Centre for Peace Studies, the School of Business and Economics and several programmes of study at the Faculty of Health Sciences, including the programmes of Professional Study in Medicine and in Psychology, the bachelor's degree programmes in Nursing and in Nutrition, and the national further education course in Child Welfare Professional Guidance.

### ***International cooperation***

On the international level, the faculty has teaching exchange programmes and students exchanges as part of the Erasmus cooperation with several institutions, including Uppsala University (Sweden), the University of Eastern Finland (on NOMPEL) (Finland), the University of Kobe (Japan), as well as with the Pace University and Elisabeth Haub School of Law in New York (United States).

### ***Allocation of time for research/teaching***

The Committee understands that the teaching load is decided at university level. For professors and associate professors, 47.5% of their time is allocated to research and 47.5% to teaching, while the remaining 5% is allocated to administrative duties. For senior lecturers, 67.5% is allocated to teaching, 27.5% to research and 5% to administration. For university lecturers 77.5% is reserved for teaching, 17.5% for research and 5% for administration. Increased teaching duties during one period can be compensated through an increase in research time during another period. The faculty tries to let permanent staff teach within their research area. Temporary staff can occasionally be allocated to teaching duties. PhD students are given the option of teaching in the field in which they conduct research and write on.

The faculty's researchers agree that they are encouraged to teach courses related to their research interest. They also have an opportunity to design new specialised optional courses for students. In addition, they are encouraged to teach at other faculties that want to integrate law in their field (see the description of cooperation referred to above). The view among the faculty's academic staff is that this possibility enriches their own research and enables them to further develop and excel as researchers. They are able to concentrate their teaching during particular times of the year, thereby freeing up uninterrupted research time at other times of the year.

The close cooperation between the faculty and other faculties is satisfactory, and much appreciated by the faculty's academic staff. The faculty deserves praise for its endeavours to encourage staff to teach interdisciplinary studies in cooperation with other faculties, while at the same time accommodating the research knowledge and expertise of individual staff members. The allocation of time between teaching and research is likewise well organised. However, it is noteworthy that, for junior positions such as lecturer and senior lecturer, a significantly larger proportion of time is allocated to teaching than to research. In our view, junior staff should be allocated fewer hours of teaching in order to boost their research portfolio. By junior staff, the Committee refers to lecturers/associate professors. Junior staff often generate renewal through innovative research ideas and by building up new networks that will be valuable to the faculty in the long run. Moreover, senior researchers with more experience may need less time to prepare for teaching because they will be more familiar with the faculty's courses and curriculum.

In addition, the Committee is appreciative of the faculty's teaching cooperation with several Scandinavian and international universities, such as Uppsala University, the University of Eastern Finland (on NOMPEL), the University of Kobe, Pace University, the Rhodes Academy, and the cooperation on several projects, such as ECO CARE (Brazil), NOCO (Colombia), and UGSOL (Ghana). The Committee encourages the faculty to further explore the benefits of these collaborations and to make them known to both research staff and faculty stakeholders.

### **3.1.3 Financial conditions for research and education**

#### ***Basic expenditure***

During the evaluation period, basic funding from the Norwegian Government has been the most important source of funds. The University Board has allocated funds to a strategic component that distributes funds to research, education, dissemination and research infrastructure. The faculty has succeeded in securing funding for several projects from the strategic component. The faculty has also received extensive funding from the strategic component for the establishment of NCLOS.

#### ***National and international participation in research programmes funded by RCN/EU***

During the evaluation period, around 52 externally funded projects with a total funding of NOK 132 million have been carried out. Many of the faculty's external projects are funded by the Research Council of Norway (RCN). These projects have played an important role in developing the research

groups at the faculty, and also had a prominent role in the establishment of NCLOS. According to the self-assessment report, these projects account for an average of 13.9% of the faculty's total budget.

So far, the faculty has not received extensive funding from the EU. In 2014, however, the faculty hosted UiT's first IEF Marie Curie Fellowship funded by the EU. Several members of the faculty's staff have participated in a COST ACTION-funded network of Law of the Sea experts (Marsafenet), and the faculty has been a partner in an interdisciplinary Horizon 2020 project on climate change and fisheries (ClimeFish). The Committee encourages the faculty to increase its focus on applying for EU funding, such as relevant collaboration projects under the auspices of the Horizon Europe programme.

### ***Other types of funding bodies and private gift schemes***

Other funding bodies have contributed extensively to the faculty's research activities. During the evaluation period, more than 21 projects were funded by, for instance, the High North Research Centre for Climate and Environment (the Fram Centre), the Norwegian Ministry of Foreign Affairs, the Joint Committee for Nordic Research Councils in the Humanities and Social Sciences (NOS-HS), and the Norwegian Directorate of Immigration (UDI). The faculty has also received generous contributions from private gift schemes during the evaluation period. One example is Stiftelsen Kristian Gerhard Jebsen, which awarded NOK 36 million for the establishment of the KG Jebsen Centre for the Law of the Sea (JCLOS) (2013-2019). Since 2019, the centre has been organised as the Norwegian Centre for the Law of the Sea (NCLOS).

### ***Faculty support***

On the basis of the interviews with the faculty's staff, the Committee is pleased to note that, overall, members of staff are satisfied with the financial support received from the faculty. Academic staff receive funds for each calendar year, which can be used for travel purposes, conference attendance, or the organisation of workshops etc. The more autonomous centre, does not have access to the same research funding as the research groups at the faculty do. Still, the Committee is satisfied to note that, during the interviews, the centre stated that it has been satisfactorily supported by the faculty, making it possible, for instance, to recruit professors/associate professors. Moreover, it was revealed during the interviews that the faculty's administrative staff are able to assist academic staff, research groups and the centre in various ways. This includes, but is not limited to help with: i) the application procedures for funding; ii) follow-up of project initiatives; iii) impact assessments in connection with project descriptions; iv) preparing project budgets; and v) writing CVs etc. The administrative staff seek to engage with researchers very early on in order to offer the best support possible.

The faculty has been very well-funded during the evaluation period, primarily through government funding but also by the NRC. For future reference, the faculty could endeavour to further strengthen its focus on increasing externally funded projects, especially from the EU. The faculty could also endeavour to specify and formulate more precisely how its substantial and generous funding resources are used to bolster the faculty's research community and development, as well as how it contributes to increasing its research profile at the international level. This will help to increase the attention on and reputation of the faculty in a broader context than Scandinavia, and make the faculty's research more visible and

legitimate in this regard. It will also create opportunities to connect and work with other scholars in the same field, and facilitate interdisciplinary studies and research. The Committee appreciates the way in which NCLOS attracts external and private funding, and the significant role that the centre is playing in various areas of legal research.

Lastly, the Committee is also fully aware that grant applications are complex and time-consuming to write. The comprehensive support offered by administrative staff is therefore very advantageous and has proven to be a helpful and appreciated source of support among academic staff.

## 3.2 Research production and quality

### 3.2.1 Development of objectives and priorities in the last ten years

#### *Follow-up since 2009*

In 2009, the evaluation panel recommended the faculty to focus on increasing its share of publications in internationally recognised journals/publishers. As outlined in the faculty's self-assessment report, these recommendations have largely been met today. The faculty's publication results have been above the UiT average throughout the evaluation period; 60% of the Faculty's publications are in English and 49% of their books are published through international publishers. The faculty recognises in its self-assessment report that the research groups have played an important role in the faculty's efforts to increase its publication rate, particularly in level II journals and through international publishers. This was also apparent from the interviews with the faculty's staff.

The Committee appreciates this substantial progress, which is shown below in comparison with other relevant Norwegian law schools, namely the University of Oslo and University of Bergen.

The percentage distribution of articles between three levels of journals (national, Nordic, international):

<b>University</b>	<b>National</b>	<b>Nordic</b>	<b>International</b>
UiB	60%	18%	22%
UiO	33%	26%	41%
UiT	39%	14%	47%

The Committee is pleased that these numbers evidence the progress that the faculty has made in targeting international journals.

Furthermore, the 2009 evaluation panel recommended that future cooperation should focus on establishing more Nordic/international collaborations. This recommendation seems to have been followed up. The faculty's researchers have established extensive research cooperation with national,

Nordic and international research groups and scientific communities on research projects, co-publications and the organisation of conferences and workshops.

### ***Cooperation with national, Nordic and other international research groups***

In its self-assessment report, the faculty states that national and international collaboration is a core aspect of the faculty's strategic plan and that it has increased in recent years. The cooperation has taken different forms: through externally funded projects, collaboration with research groups and individual researchers, exchanges of researchers, and participation in international strategic forums. Nationally, the faculty cooperates with the two other law faculties in Norway, at UiO and UiB, and with other Norwegian universities and research institutions such as Nordland Research Institute, Tvangsforsk, Nofima, the High North Research Centre for Climate and the Environment, the Fridtjof Nansen Institute, Aquaplan Niva AS, and the Institute of Marine Research. The faculty is also involved in international cooperation that benefits ongoing or planned research, for instance collaborations with individual researchers and with research groups/communities abroad. NCLOS has the most extensive international collaborative network, in addition to the research group for Sámi and Indigenous Peoples' Law.

### ***Cooperation within the faculty***

On the basis of the interviews with faculty staff, the Committee can conclude that cooperation within the faculty depends on whether one belongs to NCLOS or to a research group. Members of the centre emphasise that collaboration has been a central theme in how the centre operates. This has been an important contributory factor to both innovative research and publications. They focus systematically on collaboration, because they recognise that this is vital in order for them to succeed and for their upcoming application to RCN for a Centre of Excellence to be granted. It is also important for the centre to work with other institutions, such as UiO and UiB.

As the Committee pointed out above, there is risk of some disparity between NCLOS and the research groups, since the centre stands out in terms of funding and the number of staff it employs. The faculty seems to have struck a good balance as regards reconciling the work and interests of the research groups with the those of the centre. During the interviews, it was emphasised that they have largely avoided major tensions by integrating the centre into the faculty, and by facilitating cooperation across these sub-institutional boundaries; everyone is invited to take part in research activities, and every new member must engage with the faculty's research groups and participate in achieving the faculty's research and strategic goals. There is thus a high degree of collaboration between research groups and the centre, which the Committee finds satisfactory. That said, the faculty should aim to further balance the profiles and interests of the research groups and endeavour to improve their status and research reputation by, as mentioned above, restructuring some of the groups and basing them on a constitutive model similar to NCLOS.

### ***The institution's opinion on its working environment***

Research conducted by a member of staff has to be in line with the faculty's research objectives. During the interviews with faculty staff, researchers generally agreed that they have plenty of research freedom to write and carry out research on their desired topics, although this has to be weighed against the

interests of the ongoing projects of the research groups. In other words, there is a high degree of academic freedom, but a balance has to be struck between academic freedom/creativity and the contribution to the common goals of the faculty. Many researchers use their freedom to work on personal projects, but also to work together through cooperation within groups. Some members find this particularly helpful since creativity and ideas are sometimes stimulated by engaging and cooperating with colleagues on projects.

The faculty encourages researchers to engage in larger projects by working together, particularly as this yields more nuanced and fruitful results. Importantly, the faculty emphasised during the interviews that it encourages and facilitates cooperation but does not make it mandatory in any way. To this end, the faculty holds regular meetings aimed at bringing people together to start talking about what funding to apply for. The committee applauds this approach.

### ***Sabbatical system***

Researchers are satisfied with the sabbatical system. Permanent staff are entitled to sabbatical leave for a whole year every four years. Alternatively, they can opt for six months of sabbatical leave after two years of employment. There are regulations laying down criteria for when sabbatical leave can be taken. These criteria include: i) you must have been a full-time employee and an active researcher for four years; ii) the sabbatical leave should be used for research to the benefit of the faculty; iii) you need to present a research plan for your sabbatical year and explain how this will be useful for the faculty; iv) after the sabbatical year, you must write a report outlining the results of the sabbatical. The faculty exercises some control to verify what has been accomplished during the sabbatical. If you do not produce a sabbatical report, you are not entitled to another sabbatical.

In the Committee's view, the very generous sabbatical scheme warrants more internationally published work of high international quality and relevance. Furthermore, despite a system being in place to verify the sabbatical output, the Committee believes that the faculty should make it very clear that all staff, in their sabbatical research plan, must explain the international relevance of the proposed research, how it targets level II journals, and how it contributes to strengthening the international reputation of the faculty. In addition, colleagues who succeed in publishing in level II journals should assist or provide guidance for more junior staff about how to successfully target such journals.

Overall, the Committee is pleased with the advantageous and well-organised sabbatical system at the faculty, which is also very appreciated by academic staff.

### ***Research output***

The faculty has a system whereby each researcher has to write a report every year outlining what he/she has accomplished during the previous year. This include what publications the researcher has produced, what research he/she is currently doing, and what the expected outcome of the research is. The faculty interviews each staff member every year to discuss the report. They look at what the researcher has accomplished, what has changed or developed since the previous year, and how the faculty can support the individual researchers in their research endeavours. The faculty aims to provide

the best possible support and to accommodate the needs of staff. If there are staff members who have not produced any research/publications, the faculty, through the interviews, endeavours to identify the reason for this and to provide appropriate support.

The faculty has no benchmark for research. The core question is how satisfied the researcher is with his or her publication performance. Nor does the faculty have any ranking of journals/publishing houses and it does not encourage staff to publish anywhere specific. However, in line with the system that applies to the whole of Norway, scientific publications are credited on two levels; level I and level II journals and publishing houses. Level II is more prestigious, but many publishing houses in Norway are on level I. The faculty has statistics for the levels in which their publications are published. They look at how many publications are international, although the faculty emphasises that this is of limited importance since they have a duty to carry out research/publish in the field of domestic law.

In 2009, the panel recommended the faculty to focus on increasing its share of publications in internationally recognised journals/publishers. Staff members state that there is some pressure on academic staff to publish internationally in level II journals (most level II journals are international journals). Funding is in many instances dependent on their publications, and international publication at the highest level is required. Since many of their stakeholders (like the courts, government institutions etc.) are located in Norway, and Norwegian universities primarily aim to serve Norwegian society, there is a certain ambiguity about publication in level I and level II journals, because of the lack of interest on the part of stakeholders in reading international publications. Accordingly, for some members of staff whose research interests are exclusively related to domestic law, it is difficult to publish internationally and in level II journals or with international publishing houses.

As regards the publication of articles on private law topics in level II journals, the Committee would like to emphasise that such output can still be published within the Scandinavian context, where many relevant parallels and comparisons can be drawn between legal systems. Furthermore, many level II journals deal with the history of law, which can be targeted by private law scholars, since private law topics can be linked to the theory of law and presented in a broader context. This could contribute to the development of research in the field, while at the same time being of societal relevance.

Overall, in the Committee's view, the faculty generally produces research of high academic and scholarly quality, which reflects expert knowledge in the research areas of the centre and the research groups. This is demonstrated by innovative publications, in many cases combining theoretical and practical frameworks, as well as by the various prizes and awards won by academic staff, as described in the self-assessment report. The interdisciplinary approach and focus of the faculty's and the centre's research is also admirable, and has contributed to enhancing the research environment at and international standing of the faculty.

However, it is noticeable from the submitted publications that the highest-level ones typically pertain to areas relating to the law of the sea, international environmental law, and general international law. Larger research groups, as well as NCLOS, produce higher quality research than the smaller research groups, which also have a great potential to produce at the highest academic level of excellence. This

reinforces the Committee's previous recommendation to endeavour to strengthen the position of the faculty's research groups and reorganise them so that they can fulfil their potential.

### **3.2.2 Future areas of strength and priorities**

#### ***The research groups'/centre's role in relation to discipline areas, strengths and specialisations***

During the next 10-year period, the faculty intends to further develop its research environment and the research groups and the centre. For instance, as an already internationally renowned research centre within its discipline, NCLOS has submitted a first-stage application to the RCN's programme for Centres of Excellence. In addition, the project 'Developing Good Ocean Governance of the Arctic in Times of Unpredictable and Rapid Changes (DOGA)' was selected for funding by the RCN in December 2020. With a grant of NOK 11 million, NCLOS will seek to investigate the capacity of the existing legal framework to provide for sustainable development of the marine Arctic. The research group for Sámi and Indigenous Peoples' Law will continue to influence scholarship within its discipline in the form of publications and research projects. In the longer term, the group's ambition is to offer research-based education in Sámi, within the faculty's programme of study as compulsory and elective courses. The group has received RCN funding for a project entitled 'Governance of Land and Natural Resources in Sápmi (GoSápmi)'.

The research group in Child Law will continue to work on a newly started research project, 'Children's Right to Health', financed by the RCN. The group also has plans to apply for additional funding for research on Norwegian child welfare and the European Convention on Human Rights. In its self-assessment report, the faculty stated that the research group in Procedural Law will continue to play a leading role within the Nordic network for mediation. Through participation in a newly developed research project, Corporõ Sano Laboratory, researchers in criminal law will contribute to a new research area in the years ahead. The focus of this project is to gather and organise interdisciplinary academics and practitioners who collectively conduct research on designing complex, trustworthy, large-scale digital ecosystems, which is an original, innovative and very topical project.

#### ***Initiatives to implement the strategies: recruitment***

According to the faculty's management, the recruitment of highly qualified personnel is an important task in the coming 10-year period. As emphasised during interviews with faculty staff, and as outlined in the self-assessment report, the current ratio of students to teachers at the faculty is too high and must be reduced by hiring more staff. The faculty has well-qualified applicants for positions. However, the number of highly qualified applicants may not be sufficient to cover vacant positions in all disciplines. PhD and postdoctoral positions are important in relation to recruiting permanent staff. External funding and internal strategic funding will be important in providing the financial means required to recruit enough well-qualified candidates for permanent academic positions towards 2030. Funding in itself is not sufficient, however. The faculty must also continue to develop an attractive and stimulating research environment that will make UiT Law an attractive place for researchers to work.

#### ***Benchmarking***

The faculty expects its results to be at the same level as those of other comparable institutions in Norway and the Nordic countries. In Norway, the faculty aims to match or exceed UiO and UiB in terms of teaching quality. In terms of research, the faculty aims to match or exceed UiO and UiB in some areas at least.

The Committee appreciates that the faculty's research groups have secured substantive funding for the years ahead and again encourages the faculty to specify how this funding will be used in a way that strengthens the faculty's national and international research profile. The Committee is also impressed by the interdisciplinary nature of the faculty's research and encourages the faculty to continue to pursue interdisciplinary research, since it helps to advance new research agendas in law and highlights how legal knowledge interacts with other forms of knowledge. The Committee would especially like to recommend a focus on interdisciplinary research as a way of tackling societal challenges, for example those outlined in the EU Horizon programme.

In the 2009 review, the Committee suggested that the faculty should seek to bolster its knowledge and presence at the international level. Research groups should attempt to attract more international attention to their research. Given the expert knowledge the faculty possesses in topical and relevant research areas, as well as its generous funding, it has a potential to improve the opportunities of scholars, both nationally and internationally, to gain insight into the research environment at the faculty. The faculty should take more initiatives to organise conferences, seminars and workshops etc. for an international audience. It should also be more ambitious in setting challenging objectives that do not just match the quality and production of other Norwegian universities, but also within a broader international discourse. To this end, it should again be emphasised that the faculty has significant funding at its disposal. A frequent theme during interviews with faculty staff was the small size of the faculty's staff compared to UiO and UiB. However, a staff numbering 67 members, including PhD students, can be considered sufficient compared to other faculties in Europe. The members are all active researchers within their respective fields, and have the potential to achieve the level of excellence of not only UiO and UiB in their areas of interest, but also in the Scandinavian, European and international context.

In order to achieve this, the faculty, the research groups and NCLOS should be more outward- looking, taking on a leading role in the research areas that are unique to the faculty (for example Sami and indigenous people), and it should try to find a diversified group of PhD students from various countries and jurisdictions, and produce a consistent level of high-quality publications in the areas of interest. Furthermore, the faculty could increase its focus on the exchange of scholars in its areas of expertise, as well as continuously applying for external funding, with particular focus on RCN/EU funding.

### **3.2.3 Recruitment and PhD programmes**

#### ***Overall structure/ access to the academic environment***

Most of the PhD students are employed as research fellows at the faculty. Some are hired on the basis of basic funding, while others have been employed on the basis of external funding. These positions are

for a fixed term of four years. The PhD students at the faculty are integrated into the research environment through the research groups and NCLOS. PhD students are encouraged to take part in the activities carried out by the research groups and the centre. The faculty has an incentive scheme for research periods abroad, which also applies to PhD students. This scheme is an important incentive for collaboration with international research environments. Each PhD student is assigned a minimum of two supervisors, with one internal main supervisor. At NCLOS, the PhD students are assigned to work on large research projects.

As explained by the faculty in its self-assessment report, 35 PhD candidates have defended their dissertations during the evaluation period. Many of them have contributed with ground-breaking research, and some have been published by nationally and internationally renowned publishers. Most of the graduates are employed within academia, whereas a few have moved on to institutions outside academia, mainly as judges or lawyers.

### ***Assessment***

The doctoral thesis is the main basis for assessment for the PhD degree. The thesis should produce new knowledge in the field of law and be on a scholarly level that justifies publication as part of the law literature. Together with the law faculties at UiO and UiB, the faculty has developed joint and uniform recommendations that are used as the basis for the evaluation of doctoral theses at all three faculties, which ensures a coherent and uniform assessment of candidates. The educational component of the PhD programme consists of compulsory courses organised by the faculty, and some elective courses, in Norway or abroad, that are selected based on the projects. A compulsory midway evaluation was introduced as part of the educational component in 2008. Its purpose is to give the PhD student feedback on the status of the work on his or her thesis and advice on how the quality can be improved. There is a strict requirement to finish within four years, after which period the funding will end.

### ***Recruitment of PhD students, conditions of employment and funding***

As understood from interviews, the recruitment of PhD students starts with a formal announcement setting out the criteria for employment. The faculty also reaches out to former and current students. Most applicants do not have a Norwegian law degree, and the faculty wishes to recruit more Norwegian PhD students in order to enrich Norwegian academic life. Some of the PhD students are directly linked to the research projects at the faculty, where it is possible to apply to work with a research group. The faculty occasionally also has open positions. When applying, the students have to outline their project and how it aligns with the research activities at the faculty.

PhD students at the faculty have a considerably higher salary than PhD students at other UiT faculties. They must spend 25% of their four-year employment period doing some kind of activity, such as teaching, marking, supervision, administration, or organising events etc. In addition, PhD students must produce one publishable article during the duration of their PhD. Like all staff, PhD students must also be members of at least one research group. In the faculty's view, they have an active group of PhD students, and aim to have around 25 students at all times. Supervision is scheduled on demand. After

completion of the PhD, the faculty seeks to help students to publish their PhD theses and it has some funding available for this purpose.

### ***Transition to post-doctoral research***

After completion of a PhD, the candidate is eligible to apply for an associate professor position at the faculty, should such a vacancy be available. The faculty currently needs more staff and is working actively work to retain its PhD graduates. In practice, however, it is sometimes difficult to appoint a PhD graduate because many of them do not have a Norwegian law degree, which makes it difficult to teach the law programme. Nevertheless, it was emphasised during the interviews that the faculty is very flexible as regards employing graduates after completion of their PhD, and it endeavours to involve PhD students in preparing applications for external funding etc., which can subsequently lead to post-doc positions being available after completion of the degree.

The centre emphasises the importance of providing further opportunities after completion of a PhD and offers some post-doc positions in that connection. For instance, when a student has finished his or her PhD, they will try to provide funding for a post-doc position.

The Committee is pleased to note that the faculty's PhD programme and procedure are very well-designed. The current procedure balances extra PhD activities, such as teaching and administrative duties, with the need to focus on the PhD thesis, and the programme is tailored to each particular student. The requirement to write a publishable article could possibly be framed as a more proactive condition that the candidate actually attempts to have an article published. It must also be deemed satisfactory that PhD students must be a member of at least one research group, which helps to integrate the students into the academic community at the faculty and prepares them for a future academic career. The Committee also takes a positive view of the efforts of the faculty and NCLOS to engage PhD students after completion of the PhD programme.

The Committee also understands why the recruitment of Norwegian PhD students is important in order for the faculty to serve Norwegian society. However, for the international and Scandinavian standing of the faculty, it should also continue to endeavour to attract international students in the research areas and areas of interest. Such students can learn Norwegian and become an important asset in the faculty's continued development.

## **3.3 Relevance to education**

### **3.2.4 Discipline, legal research and education: learning methods, principles and practices**

The faculty's programmes of study are strongly research-based and strive to give students insight into research and spark interest in an academic career. This was emphasised both in the self-assessment report and during the interviews. The faculty's students benefit from close cooperation with the research group in their area of interest. Furthermore, the faculty seeks to ensure diversity in its teaching and examination practices, keeping them strongly research based. In particular, the faculty's teaching

methods focus on research methods and on enabling students to participate actively in research activities. Throughout the master's degree programmes, legal methodology and legal reasoning are prominent features of the syllabus, teaching, learning activities and examinations.

The faculty's five-year master's programme gives students the knowledge, skills, general competence and attitudes required to enable them to hold all public and private positions where qualified legal practitioners are needed. Candidates must be able to identify and analyse legal issues, relate independently and critically to the legal system and have a historical and international perspective on the law. The syllabus, teaching and language of examination is generally Norwegian, but it can also be another Scandinavian language or English. Students may apply to write their master's thesis in English.

The Master of Laws in the Law of the Sea programme aims to broaden the traditional approach to the Law of the Sea from jurisdictional issues to also include substantial law, such as conservation and sustainable use of biological resources, and protection of biodiversity and the environment. Students are admitted to the programme once a year. To qualify they must, as a minimum, hold a bachelor's degree or equivalent comprising at least three years of law or political science at university level. They must also document knowledge of the fundamentals of international law and international politics. The language used in teaching, the syllabus, instruction, examination and the thesis is English.

The Joint Nordic Master Programme in Environmental Law provides advanced knowledge of environmental law methodology and insight into how crucial environmental issues are legally managed internationally, within the EU and in the Nordic states. As outlined in the faculty's self-assessment report, this programme is intended to attract and prepare candidates for future PhD studies. Accordingly, one of its objectives is to promote sustainability in academic environmental law research at Nordic and other universities. The programme should also meet the increasing demand for environmental law expertise in non-academic work, particularly in the sustainable energy sector. Teaching and examinations are in English.

Importantly, faculty staff emphasise that master's students should actively engage with the various research groups at the faculty. For instance, students can apply to write their master's thesis within the research area of a research group. This enables the faculty to identify research talent among students and introduces a research-based approach early on in students' careers.

The Committee welcomes the strong emphasis on research methodologies in the faculty's study programmes. The fact that the faculty's teaching focuses on research methods enables students to be actively involved in research activities and encourages them to think independently and strategically. In addition to its master's programme, the faculty offers two very original and forward-thinking master's programmes, which are of high international relevance and educate candidates in specialist areas of law. This is partly a result of the close cooperation that the faculty maintains with NCLOS, which is both autonomous and an integrated part of the Faculty of Law. It can be praised for having yielded fruitful results. Other factors include the strong emphasis on research, the niche areas of research and the expert knowledge of the academic staff in this regard, as well as the way in which the programmes combine theoretical and practical aspects. Moreover, it was evident that the staff appreciate and enjoy involving students in the projects of the faculty's research groups and the centre. The collaboration with

the faculty's research groups has been very successful and fruitful, and the Committee encourages the faculty to continue with this cooperation. The Committee recommends the faculty to promote Norwegian language learning among international staff and to ask the management to consider whether more courses could be taught in English to enable better integration of international and Norwegian staff, and sharing of a broader range of tasks at the faculty. The Committee is mindful of the difficulties resulting from the lack of knowledge of Norwegian law and language among international staff. However, this situation is not unique to UiT, and the Committee is aware of other universities that make it a condition that international staff learn the language and acquire knowledge of the legal system and framework of the country they work in.

### **3.2.5 Learning and practising law and legal research methods**

In its self-assessment report, the faculty emphasises that, by focusing on legal method and legal reasoning, it aims to facilitate students' learning of academic and legal research methods. During the master's degree programmes, the students are exposed to research tasks through annual semester assignments, home examinations and exercises. By providing formative feedback and assessments, and by giving students an opportunity to resubmit revised work, the faculty seeks to boost their knowledge, abilities and skills, and facilitate academic work methods.

In the fifth year, the integration of legal research is reinforced. All students must write a master's thesis with a scope of at least 30 ECTS. However, the faculty encourages students to write a 60 ECTS thesis, while simultaneously participating in the work of one of the research groups. In addition, from 2021 onwards, the faculty offers a research programme with a scope of 70 ECTS, whose main objective is to spark interest in an academic career in law. When authoring their thesis under this programme, all students must take a compulsory course focusing on research methodologies. Every student is assigned a supervisor.

The Committee is mindful that the faculty integrates research-based activities in the master's programmes early on and focuses on this teaching method throughout the students' education. Students are required to author a master's thesis with elements of research, and, on a flexible basis, the faculty offers them an opportunity to work directly with a research group, which can be a both supportive and motivational study environment for students. The faculty has also endeavoured to fortify the strong research focus by introducing a new programme (starting in 2021). This must be regarded as a positive development, allowing students in the master's programme to conduct research activities. It is also important that the faculty carefully monitors the implementation of this programme and its results to ensure that it leads to the desired improvements.

## **3.3 Societal relevance**

### **3.3.1 Outward-oriented activities**

The faculty engages in outward-oriented activities targeting different user groups in a variety of ways. This is referred to throughout the self-assessment report. For instance, scholarly publication is a central part of disseminating research results to other public experts. To this end, the faculty aims to publish in major national and international peer-reviewed journals and well-regarded publishing houses. The NCLOS blog is another example of dissemination to public experts. The faculty also presents research results at national and international seminars and conferences, and organises workshops, seminars and conferences, in Tromsø and abroad, as well as outreach seminars targeting specific stakeholders, such as politicians and public administrators. Faculty staff are regularly invited as speakers to expert meetings and round table conferences, and to present research results to civil servants in the public administration. Several of the faculty staff are represented on public committees appointed by the Norwegian Government.

The faculty participates in various ways in outward-oriented activities, which helps to strengthen the presence and reputation of the faculty nationally and internationally. For instance, the Committee is pleased to note that the participation of staff on public committees contributes to developing the knowledge base for policy-making and new legislation. It also enables the faculty's researchers to influence the advice given to the Government on how to develop and implement public policy or future legislation. The faculty could nevertheless endeavour to improve its dissemination of research activities, with the objective of raising the level of knowledge about legal issues among external stakeholders and the general public. This can be done, for instance, by increasing the presence and visibility of the faculty at the international level. The faculty could thereby do more to advertise its excellent work and take a leading and proactive role in its areas of expertise by participating in international conferences, producing high-level publications, engaging in scholarly exchanges, organising projects, and applying for external grants.

### **3.3.2 Contribution to achieving societal goals**

In its self-assessment report, the faculty outlined a range of means by which it contributes to achieving societal goals. For instance, the Government's Long-term Plan for Research and Higher Education 2019–2020 designates seas and oceans, and climate, the environment and clean energy as two long-term research priorities. NCLOS's research covers and combines these priorities and is therefore strongly linked to the long-term plan. Public sector renewal and better public services are another priority in the Government's long-term plan. The faculty's researchers in child law work on issues that are pertinent to this goal and they have recently received a significant external grant to research children's health law and regularly engage with policymakers about the development of Norwegian child law.

The Ministry of Justice and Public Security has immigration as one of its priority areas. The research by the Child Law research group has had a direct impact on this priority area by contributing to a balanced

and child-centred practice on the part of the Norwegian Directorate of Immigration, and more generally by influencing policymakers and decisions concerning children and immigration. Another priority set by the ministry relates to penalties, criminal proceedings and crime prevention, topics that the faculty's researchers in the Procedural Law research group have put a lot of effort into, not least in connection with a new externally funded project on the use of data to combat financial crimes.

The faculty's research also contributes to community goals, and, in particular, to the UN Sustainable Development Goals (SDGs). For instance, the research project SECURE affects SDG 2 by focusing on the harvesting of novel marine low trophic resources, which addresses the challenge of meeting the demand for safe food and raises fundamental legal questions concerning novel marine resources' compliance with the EU legal framework as regards health claims for novel food in the Norwegian and European markets. The research on distribution issues in the Norwegian seafood industry is another example of research contributing to SDG 2. This research is widely used in the day-to-day work of Norwegian fisheries organisations. The project Children's Right to Health contributes directly to SDG 3 Good health and well-being. The research done at NCLOS is strongly focused on promoting sustainable development, especially by trying to combat climate change and its impact (SDG 13).

In Procedural Law and Dispute Resolution, the research group has contributed to research on the interplay between EU (EEA) law and national civil procedural law. In collaboration with international partners, a new subfield has been created under the umbrella of comparative and EU civil procedure law. It sheds light on how EU law influences national law and the methods of interaction between supranational and national law. The group has also contributed research on access to courts and court mediation in the Nordic countries.

The research group in Constitutional Law has contributed research and publications in areas such as domestic constitutional law, comparative studies of constitutional law, a constitutional framework for the use of military force, the concept of property in the European Convention on Human rights, the impact of international human rights in Norwegian courts, judicial review of laws in the economic field, and religion in the Norwegian legal order. Members of the research group in Administrative Law have produced key works on the subject, some of which are in areas where there are few academic works in Norway, and which illustrate basic problems within the field. Insight and new research on the rules that ensure the public's right of access to information about public activities is provided by research giving a thorough account of the provisions of the Public Administration Act. This group's research has also had an influence on the preparation of new provisions under the Norwegian Local Government Act.

In recent years, the research group in Private Law has initiated collaboration with central actors from the seafood authorities and the industry on aspects of fisheries legislation, mortgage law, EEA law, and environmental law. This has resulted in both publications and seminars with national and international partners. The research group in Sámi and Indigenous Peoples' Law produces publications containing in-depth presentations of Scandinavian historical and legal issues relating to the Sámi people. Research areas in the group also comprise comparative research on the legal situation in Norway, Sweden and Finland in relation to other jurisdictions and indigenous peoples.

The Committee enjoyed reading the case studies presented by the faculty and it is impressed by how the faculty's activities have contributed to societal goals. However, the faculty should ensure that a more precise structure is in place for how the faculty seeks to contribute and commit to society and community goals and interests. This was vaguely discussed in abstract terms during the interviews, and a more precise and structured plan, instead of ad hoc events, is desirable. We know that this will be a new task for the faculty, but the general development in funders' requirements of academia show that there is an increasing focus on the ability to document positive societal impact. The committee therefore recommends the faculty to initiate a way of including this dimension of research in its strategic plans.

## 4 The Committee's overall conclusion and recommendations

### 4.1 Conclusions

(A) The Committee is very pleased to see how the faculty has implemented the recommendations of the 2009 evaluation. The Committee would like the faculty to build on its previous experience and develop its research areas along the lines of the Committee's recommendations.

(B) In the Committee's view, the faculty's vision reflects its activities. The departmental structure enables staff to focus their research on the expert areas of the university and to cooperate.

(C) Gender equality in the faculty must also be considered to be satisfactory, although the continuing endeavours to achieve better gender balance, particularly amongst full professors, are welcomed.

(D) Legal research is an organic part of all the study programmes at the faculty.

(E) The education the faculty provides for future lawyers is research-based, and its primary aim is to serve Norwegian society.

(F) The Committee can clearly conclude that, through its teaching, the faculty primarily addresses and targets the domestic labour market.

(G) The faculty's researchers cooperate nationally, regionally and internationally with other educational areas that are related to their expertise in legal research.

(H) The close cooperation between the faculty and other faculties is satisfactory, and much appreciated by members of the faculty's staff. The faculty deserves praise for its endeavours to encourage staff to teach interdisciplinary studies in cooperation with other faculties, while at the same time accommodating the research knowledge and expertise of individual members of its staff. The allocation of time between teaching and research is also very well organised.

(H) The Committee can clearly conclude that the faculty, through its teaching, primarily addresses and targets the domestic labour market.

(I) The faculty's researchers agree that they are encouraged to teach courses related to their research interest.

(J) During the evaluation period, basic funding from the Norwegian Government has been the most important source of funds. The University Board has allocated funding for a strategic component that distributes funds for research. The Committee appreciates the way in which NCLOS attracts external and private funding, and the significant role the centre is playing in various areas of legal research.

(K) The faculty's publication results have been above the UiT average throughout the evaluation period; 60% of the faculty's publications are in English and 49% of their books are published through

international publishers. The faculty recognises in its self-assessment report that the research groups have played an important role.

(L) The Committee can conclude that, in the view of members of staff, cooperation within the faculty depends on whether one belongs to NCLOS or to a research group. Members of the centre emphasise that collaboration has been a central focus as regards how the centre operates.

(M) There is a high degree of collaboration between research groups and the centre, which the Committee finds satisfactory.

(N) The faculty generally produces research of high academic and scholarly quality, which reflects expert knowledge in the research areas of the centre and the research groups. This is demonstrated by innovative publications, in many cases combining theoretical and practical frameworks, as well as the variety of prizes and awards won by academic staff, as described in the self-assessment report. The interdisciplinary approach and focus of the faculty's and the centre's research are also admirable. They have contributed to enhancing the research environment and international standing of the faculty. Overall, the Committee is pleased with the faculty's advantageous and well-organised sabbatical system, which is also very appreciated by the academic staff.

(O) The Committee is pleased to note that the faculty's PhD programme and procedure are very well designed. The current procedure balances extra PhD activities, such as teaching and administrative duties, with the need to focus on the PhD thesis, and to tailor the programme to the individual in question.

(P) The faculty's programmes of study are strongly research-based and endeavour to give students insight into research and spark interest in an academic career. The Committee welcomes the strong emphasis on research methodologies in the faculty's study programmes.

(Q) The NCLOS blog is an example of dissemination to public experts. The faculty also presents research results at national and international seminars and conferences, and organises workshops, seminars and conferences, in Tromsø and abroad, as well as outreach seminars targeting specific stakeholders, such as politicians and public administrators. Faculty staff are regularly invited as speakers to expert meetings and round table conferences, and to present research results to civil servants in the public administration. Several members of the faculty's staff are represented on public committees appointed by the Norwegian Government.

(R) The Committee enjoyed reading the case studies presented by the faculty and it is impressed by the way in which the faculty's activities have contributed to societal goals.

## 4.2 Recommendations

(A) The research groups are smaller, less acknowledged and less well known abroad, even within the Scandinavian context, than the centre. In our view, considering their research potential, the research groups could therefore strive to improve their presence within the Scandinavian region and beyond. The Committee is, however, aware of the funding complexities, which impact on the situation of the research groups.

(B) The gender balance goals are clearly feasible, but there is little focus on other aspects of diversity, such as social and cultural factors, which the faculty should consider improving, since socially and culturally diverse groups often stimulate innovation and advance broader perspectives on the development of a new research agenda.

(C) For junior positions, such as lecturer and senior lecturer, a significantly larger proportion of time is allocated to teaching than to research. In our view, junior staff should be allocated fewer hours of teaching in order to boost their research portfolio. Junior staff often generate renewal through innovative research ideas and by building up new networks that will be valuable to the faculty in the long run. Moreover, senior researchers with more experience may need less time to prepare for teaching because they will be more familiar with the faculty's courses and curriculum. The Committee is mindful that the allocation is decided at university level, but still encourages the faculty, in dialogue with UiT's management, to explore other possibilities for a more favourable teaching allocation for junior staff. By junior staff the Committee refers to lecturers/ assistant professors.

(D) The faculty could also specify and more precisely formulate how the substantial funding resources can be used to bolster the faculty's research community and development (UiT basic and external funding), and how it contributes to increasing its research profile at the international level. This will help to increase the attention on the faculty and enhance its reputation in a broader context beyond Scandinavia, and will make the faculty's research more visible and legitimate. It will also offer opportunities to connect and work with other scholars in the same field, and facilitate interdisciplinary studies and research. The comprehensive support offered by administrative staff is therefore very positive and has proven to be a helpful and appreciated source of support among academic staff.

(E) Like the 2009 review, the Committee suggests that the faculty should seek to bolster its knowledge and presence at the international level. Research groups should attempt to attract more international attention to their research. If at all possible, research groups should draw on a constitutive model similar to NCLoS. Research groups have unique areas of expertise and sharing this expertise and exchanging views would enrich international research in other countries.

It is noticeable from the submitted publications that the top-level ones typically pertain to areas relating to the law of the sea, international environmental law, and general international law. Larger research

groups, as well as NCLOS, produce higher quality research than the smaller research groups, which also have a great potential to produce at the highest academic level of excellence.

(F) The research groups and NCLOS should be more outward-looking and take a leading role in the research areas that are unique to the faculty (for example Sami and indigenous peoples). Moreover, they should try to recruit a diverse group of PhD students from various countries and jurisdictions, and produce a consistent level of high-quality publications in the areas of interest. Furthermore, the faculty could increase its focus on exchanges of scholars in its areas of expertise, and on continuously applying for external funding, with particular focus on EU funding. The Committee acknowledges that nine different nationalities are represented among the faculty's 25 PhD fellows, and that the situation is more complex for other research groups with more domestic research topics, since most research and teaching areas employ people with a Norwegian law degree due to limited resources to increase staff at present.

(G) The Committee recommends the faculty to promote Norwegian language learning among international staff and to ask the management to consider whether more courses could be taught in English to enable better integration of international and Norwegian staff and sharing of a broader array of tasks at the faculty. The Committee is mindful of the difficulties resulting from a lack of knowledge of Norwegian law and language among international staff. However, this situation is not unique to UiT, and all other universities make it a condition that international staff learn the language and acquire knowledge of the legal system and framework of the country they work in.

(H) The faculty should endeavour to ensure that a more precise structure is in place for how the faculty contributes and commits to society and community goals and interests. This was vaguely discussed in abstract terms during the interviews with faculty staff, and a more precise and structured plan, instead of ad hoc events, is desirable.

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# Appendices

## Appendix A: Terms of Reference (ToR)- UiT

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

The board of The Faculty of Law, UiT The Arctic University of Norway, 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, UiT, 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, UiT, as well as its strategic targets and the extent to which it is equipped to achieve them. You should do so by judging the unit's performance on three assessment criteria (a. to c.) below. Be sure to take into account current international trends and developments in science and society in your analysis.

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

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

1. UiT, The Arctic University of Norway is organised into eight faculties, each of which is comprised of a diversity of disciplinary perspectives and academic cultures. The UiT 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. The Faculty of Law's vision for its broad scoped research activity is to contribute to and develop legal scholarship of high international quality. In addition, our strategic goal over the period 2010 – 2020 has been to build international expertise on research and teaching within these disciplines:

- a) Law of the Sea and Environmental Law
- b) Sami Law and Indigenous Law

In addition, we would like your report to provide a qualitative assessment of The Faculty of Law, UiT, 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
- relevant information related to the strategic research areas mentioned under item 2 above

### **Interviews with representatives from the evaluated units**

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

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

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### Evaluation of Legal Research in Norway 2019

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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 unit<sup>1</sup> 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.

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<sup>1</sup> 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](mailto: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
<b>Strategy, resources and organisation</b>	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
<b>Outputs</b>	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
<b>Use of outputs</b>	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
<b>Marks of recognition</b>	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) <sup>3</sup>	Prizes Participation in public advisory committies - national & international

<sup>3</sup> [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><b>1</b></p> <p><b>Introduction and framing</b></p>	<p><i>1.1 Presentation and strategy:</i></p> <ul style="list-style-type: none"> <li>institutional, professional and framework conditions, and central aspects/(strategies)</li> <li>initiatives promoting social diversity, such as gender, ethnical and age balance.</li> </ul>	<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"> <li>for legal research at bachelor-/master level</li> <li>purpose and arrangement of legal research as part of other education areas</li> <li>distribution of time spent on teaching, research, administration and other activities by type of academic position</li> <li>cooperation with other departments at the same institution</li> <li>cooperation with other institutions/cooperation agreements</li> </ul>	<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"> <li>• national and international participation in research programmes, under or outside the auspices of the RCN and funded by the EU</li> <li>• other types of assignments and funding bodies</li> <li>• private gift schemes/ other funding sources</li> </ul>	<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><b>2.</b></p> <p><b>Productivity and research quality,</b> 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"> <li>• if relevant: follow up of the evaluation of legal research from 2009, at the institutional level or at the level of research groups.</li> <li>• disciplinary development and achieved results at a general level</li> <li>• prioritised/selected disciplines</li> <li>• if possible, formal /informal research groups and their implication for the discipline</li> <li>• the institution's cooperation with national, Nordic and other international research groups /scientific communities</li> <li>• the institutions opinion about its disciplinary contribution and implication for legal research at the national, Nordic and international levels.</li> </ul>	<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, <a href="https://www.forskningsradet.no/siteassets/publikasjoner/1253953293406.pdf">https://www.forskningsradet.no/siteassets/publikasjoner/1253953293406.pdf</a></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><b>For articles and book chapters:</b> Please select publications, or parts thereof, that are no longer than 12.000 words including footnotes.</p> <p><b>For monographs:</b> 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"> <li>• 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, <b>motivation for the selection of the examples should be included/attached to the template,</b></li> <li>• 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, <b>a list with motivation for the selection of the examples should be included/attached to the template,</b></li> <li>• 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</li> </ul>
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		<p>publications/research contributions within prioritised/selected areas,</p> <ul style="list-style-type: none"> <li>• a list with motivation for the selection of the examples should be included/attached to the template</li> </ul> <p>Attachment 1: templates, table 2 (for 2.1.a)</p>
2010–2019	<ul style="list-style-type: none"> <li>• marks of recognition: prizes, centres for excellent research (senter/(re) for fremragende forskning)</li> <li>• editor/ editorial work for academic journals, books etc., peer review for academic publications and teaching material</li> <li>• professorship of honour etc.</li> </ul>	<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"> <li>• If available, formal/informal research groups role for disciplinary areas of strengths and specialisation</li> <li>• initiatives to implement the strategies: recruitment</li> <li>• partners/ internal and external institutional cooperation</li> <li>• 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?</li> </ul>	<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"> <li>• 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</li> <li>• Do PhD students have access to relevant academic environments?</li> </ul>	<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"> <li>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</li> </ul>	<p>Data/documentation if available</p> <p>Description/analysis based on impressions and own judgement</p>
<p><b>3.</b></p> <p><b>Relevance of research on education</b></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"> <li>research (and development) for building and /or developing study programmes/ courses, relevant themes for disciplines, practice and professional practice</li> </ul>	<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"> <li>feedback from students on how they perceive learn research methods</li> <li>student learning of academic working methods and research/ methods of legal research</li> <li>students' participation in research/academic activities at the institution and /or in close connection to the study programme</li> <li>completed master's degrees (with 60 credits) with title of the master thesis</li> </ul>	<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><b>4.</b></p> <p><b>Dissemination, communication and societal relevance</b></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"> <li>engagement of the academic staff in boards and in other types of appointments in private organisations and businesses</li> <li>the institution's and researchers' outward activities in national public and private sectors <ul style="list-style-type: none"> <li>media</li> <li>public commissions, committees, boards, etc.</li> </ul> </li> </ul>	<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), <a href="https://www.uio.no/om/regelverk/personal/felles/sidegjoremal.html">https://www.uio.no/om/regelverk/personal/felles/sidegjoremal.html</a>, especially point 10, retrieve data/documentation from the register</p>

	<ul style="list-style-type: none"> <li>• other, Norwegian, Nordic or internationally oriented organisations</li> </ul>	<p><b>Strategy documents, documentation</b></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"> <li>• 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</li> <li>• a list with explanations for the selected examples to be attached.</li> <li>• 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</li> <li>• a list with explanations for the selected examples to be attached</li> <li>• 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</li> <li>• a list with explanations for the selected examples to be attached</li> </ul> <p><b>Impact cases</b></p> <p>Attachment no 6: Template for The societal impact of the research – impact cases</p> <p>The institution is invited to document examples (cases) of the impact of their research beyond</p>
	<p><i>4.2 Contribution to the achievement of societal goals:</i></p> <p>(See appendices below)</p> <ul style="list-style-type: none"> <li>• list from the Ministry of Justice and Public Security *</li> <li>• contribution to other ministries/central and local government</li> <li>• the Government’s Long-term plan for research and higher education 2019–2028**</li> <li>• the UN Sustainable Development Goals***</li> </ul>	

		<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"> <li>• 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.</li> <li>• 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.</li> <li>• higher education institutions with above 100 academic employees (including PhD fellows, post-docs and externally funded researchers), may submit up to 10 impact cases.</li> </ul>
<b>5. Mandate for each institution</b>	<i>5.1 Topic 1</i>	
	<ul style="list-style-type: none"> <li>• Sub-topic 1</li> </ul>	local data / local documentation
	<ul style="list-style-type: none"> <li>• Sub-topic 2</li> </ul>	local data / local documentation
	<i>5.2 If available, Topic 2</i>	local data / local documentation
<b>6. Conclusion</b>	Summary and conclusion, including arguments about the framework conditions for legal research and higher education: strengths, problems and potential	4.2.1.1.1 Qualitative summary and conclusion

## Attachment number 1 to the self-assessment form

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

Position	Activities				Hours per week	<b>OR</b> 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**

<b>Thematic areas</b>	<b>Numbers</b>
<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.**

<b>Target group</b>	<b>Examples</b>	<b>Description of the selected examples contributions</b>
<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

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

- 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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