

Evaluation of Legal Research in Norway

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Marketing and Law
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Summary

Legal research at USN School of Business is organised in a research group under the Department of Business, Marketing and Law. However, the Committee finds that the legal research at USN does not reflect this organisational set-up. The researchers in the research group in law do not seem to feel any connection to the Department of Business, Marketing and Law in which the group is embedded. Moreover, the group does not seem to be well aligned with the faculty's research strategy, which naturally has a business focus. This detachment is particularly evident for legal disciplines that are relevant to the bachelor's programme in Law, but which do not have a business focus. It is also evident, however, for legal disciplines that have a clearer business focus and that are relevant to the bachelor's programme in Business Law. There is currently no research strategy for the legal research group and the Committee finds that legal research at USN could benefit from a strategy that more specifically supports and guides research at research group level.

The USN School of Business offers a bachelor's degree in law and a bachelor's degree in business law. The Bachelor of Laws follows the model at the University of Oslo (UiO) and is pre-approved as the first three years of the Master of Law degree at UiO. Thus, the curriculum of the bachelor's degree in law is largely decided by the University of Oslo. Teaching is given high priority within the legal research group, and the Committee appreciates the staff members' dedication to teaching. However, the Committee finds that this prioritisation gives rise to a dilemma in relation to how the individual researcher allocates his or her time in order to ensure that he/she has sufficient research time. In the Committee's view, the range of courses for which a research staff member is responsible entails a risk of deterioration in the research basis required for university teaching.

The Committee is of the opinion that this situation affects the research output – at least in terms of quantity. This could also have a knock-on effect on research quality, as there is a risk that sufficient time will not be allocated to discussions of the quality of research and to cooperation between the researchers in the research group in law. The Committee is hesitant to draw any conclusion as regards whether there is a correlation between this observation and the quality of legal research, but it notes that, based on the submitted publications, the overall impression of research quality at the JUREVAL unit is that it is not above average. The Committee finds that, despite very respectable efforts made by the individual researchers at the Department of Business, Marketing and Law, the institution as a whole does not quite have the breadth and depth of research needed to match the performance of other legal research environments in Norway.

It is a priority in the coming decade to make the current study programmes related to law more robust. To achieve this strategic aim, the Committee finds that it is necessary to recruit a number of researchers in law with broader research profiles. This is difficult in a competitive environment, where suitable candidates are scarce and in high demand. If the Department of Business, Marketing and Law is to succeed in recruitment, the Committee finds that the department needs to reconsider the conditions offered to researchers at both junior and senior level. In particular, it should be considered how the teaching burden can be reduced and how the synergies between teaching and research interests can be strengthened. Moreover, clearer career paths for junior researchers and early career support should be established and communicated.

Finally, the Committee finds that the performance of the Department of Business, Marketing and Law has some societal relevance, but that this does not seem to be a strong priority within the area of law.

Sammendrag

Rettsvitenskapelig forskning ved USN Handelshøyskolen er organisert i en forskergruppe under Institutt for økonomi, markedsføring og jus. Komiteen mener imidlertid at den rettsvitenskapelige forskningen ved USN ikke gjenspeiler det organisatoriske oppsettet. Det virker ikke som om forskerne i den rettsvitenskapelige forskningsgruppen føler tilhørighet med Institutt for økonomi, markedsføring og jus. Videre synes ikke gruppen å være særlig koblet til fakultetets forskningsstrategi, som naturlig nok vektlegger økonomi. Den manglende tilknytningen er særlig påfallende for rettsvitenskapelige fag som er relevant for bachelorstudiet i jus, hvor økonomi ikke står sentralt. Det samme er imidlertid også tilfelle for rettsvitenskapelige fag som har et tydeligere økonomifokus, og som er relevante for bachelorstudiet i forretningsjus og økonomi. Det finnes per i dag ingen forskningsstrategi for den rettsvitenskapelige forskningsgruppen, og komiteen mener den rettsvitenskapelige forskningen ved USN kunne hatt nytte av en strategi som mer spesifikt støtter og styrer forskningen på gruppenivå.

USN Handelshøyskolen tilbyr ett bachelorprogram i jus og ett bachelorprogram i forretningsjus og økonomi. Bachelorprogrammet i jus følger modellen ved Universitetet i Oslo (UiO), og er forhåndsgodkjent som de tre første årene i en master i rettsvitenskap ved UiO. Av den grunn styres læreplanen for bachelorprogrammet i jus i stor grad av Universitetet i Oslo. Undervisning har høy prioritet i den rettsvitenskapelige forskningsgruppen, og komiteen anerkjenner undervisningsengasjementet blant de ansatte. Komiteen ser imidlertid at denne prioriteringen skaper et dilemma med hensyn til å skulle sikre tilstrekkelig tid til forskning. Kursene som den enkelte forsker har ansvar for, har et omfang som medfører en risiko for å svekke forskningsgrunnlaget som kreves for å undervise på universitetsnivå.

Komiteen mener at dette har innvirkning på forskningsproduksjonen, i hvert fall når det gjelder kvantitet. Det kan også påvirke forskningskvaliteten, ettersom det er en risiko at det ikke blir viet tilstrekkelig tid til drøfting av forskningskvalitet og til samarbeid mellom forskerne i den rettsvitenskapelige forskningsgruppen. Komiteen ønsker ikke å konkludere med om det finnes en sammenheng mellom denne observasjonen og kvaliteten på den rettsvitenskapelige forskningen. Komiteens hovedinntrykk er at forskningskvaliteten på de innsendte publikasjonene fra USN ikke ligger over gjennomsnittet. Til tross for en svært respektabel innsats fra den enkelte forsker ved Institutt for økonomi, markedsføring og jus, mener komiteen at institusjonen ikke har den forskningsbredde og -dybde som trengs for å komme opp på nivå med andre rettsvitenskapelige forskningsmiljøer i Norge.

Det kommende tiåret skal studietilbudet innenfor jus gjøres mer robust. For å nå dette strategiske målet mener komiteen at det er nødvendig å rekruttere forskere innen rettsvitenskap med en mer variert forskningsprofil. Dette er vanskelig i et konkurransepreget miljø, der antall egnede kandidater er få og etterspørselen høy. Om Institutt for økonomi, markedsføring og jus skal lykkes med rekrutteringen, mener komiteen at instituttet må revurdere vilkårene som tilbys forskerne både på junior- og seniornivå. Særlig bør man se på hvordan undervisningsbelastningen kan reduseres, og hvordan samspillet mellom undervisnings- og forskningsinteresse kan styrkes. Videre bør det etableres tydeligere karriereløp for juniorforskere og karrierestøtte til forskere i tidlig karrierefase, og dette bør også kommuniseres.

Komiteen mener at resultatene ved Institutt for økonomi, markedsføring og jus har en viss samfunnsrelevans, men det virker ikke som om dette er en hovedprioritet innen rettsvitenskap.

1 The scope and terms of reference of the evaluation

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

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

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

1.1 Terms of reference

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

1.2 The JUREVAL units

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

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

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

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

1.3 The evaluation committee

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

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

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

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

1.4 Criteria for the assessment

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

The criteria used were as follows:

a) Research production and quality

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

b) Relevance to education

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

c) Relevance to society

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

d) Diversity and integrity of research¹

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

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

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

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

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

Moreover, the external assessment concerned:

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

1.5 The evaluation process

1.5.1 Preparations and reference group

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

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

1.5.2 The Committee's work process

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

First phase: September 2020–January 2021

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

Second phase: January–March 2021

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

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

Third phase: March–May 2021

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

Fourth phase: May/June –September 2021

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

Fifth phase: October –November 2021

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

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

1.6 Data and background material

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

The institutions' self-assessment reports

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

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

See Appendix C for information on timeframes for the assessments.

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

Societal impact cases

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

Report on personnel, publications and societal interaction

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

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

Data on students and master's degrees

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

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

Project data

The RCN provided data on project funding:

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

Interviews

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

2 Legal Research in Norway and JUREVAL

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

2.1 Research personnel with a higher degree in law

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

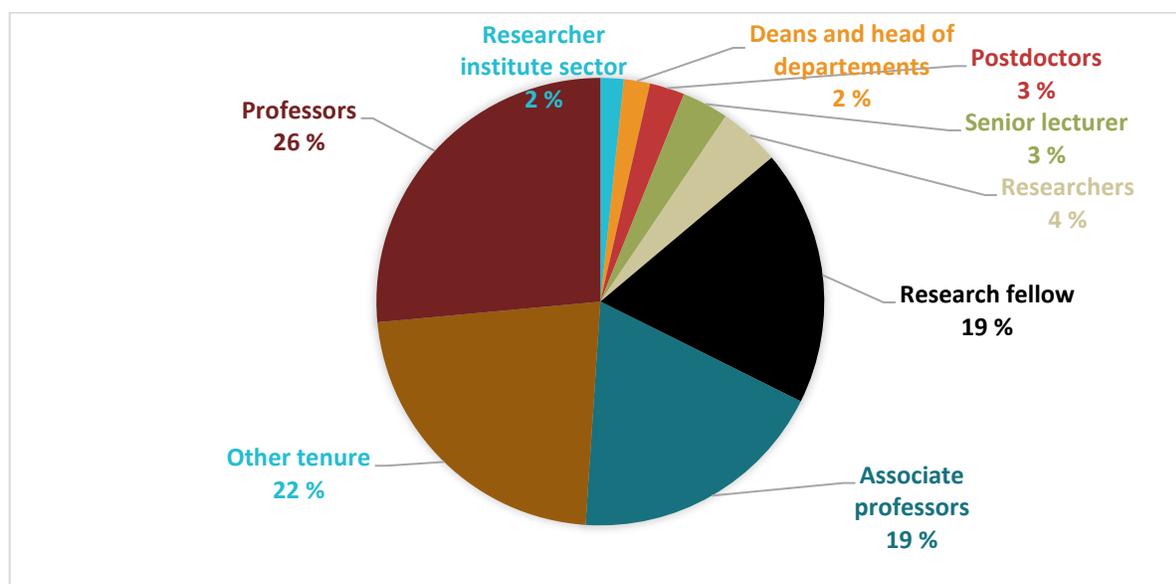


Figure 2-1 Academic staff with a higher degree in law in the Norwegian research system by position in 2019, per cent.

Source: NIFU, Register of Research Personnel

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

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

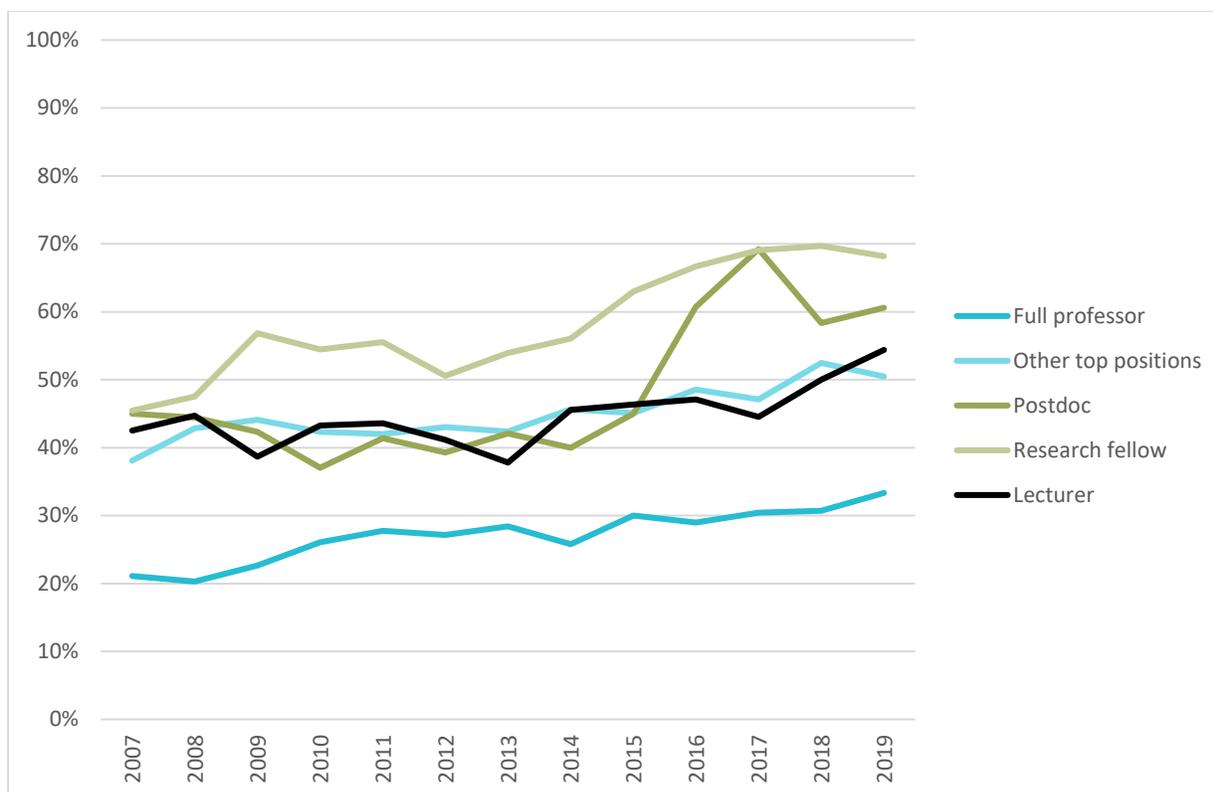


Figure 2-2 Share of female academic staff with a higher degree in law at Norwegian higher education institutions in selected positions, 2007-2019, per cent.

Source: NIFU, Register of Research Personnel

2.2 The six JUREVAL units

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

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

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

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

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

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

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

² Research fellows are not included in the calculation.

Source: NIFU, Register of Research Personnel.

2.2.1 Academic staff

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

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

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

2.2.2 Organisational changes since 2009

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

BI, Norwegian Business School, Department of Law and Governance

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

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

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

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

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

2.3 Expenditure and funding

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

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

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

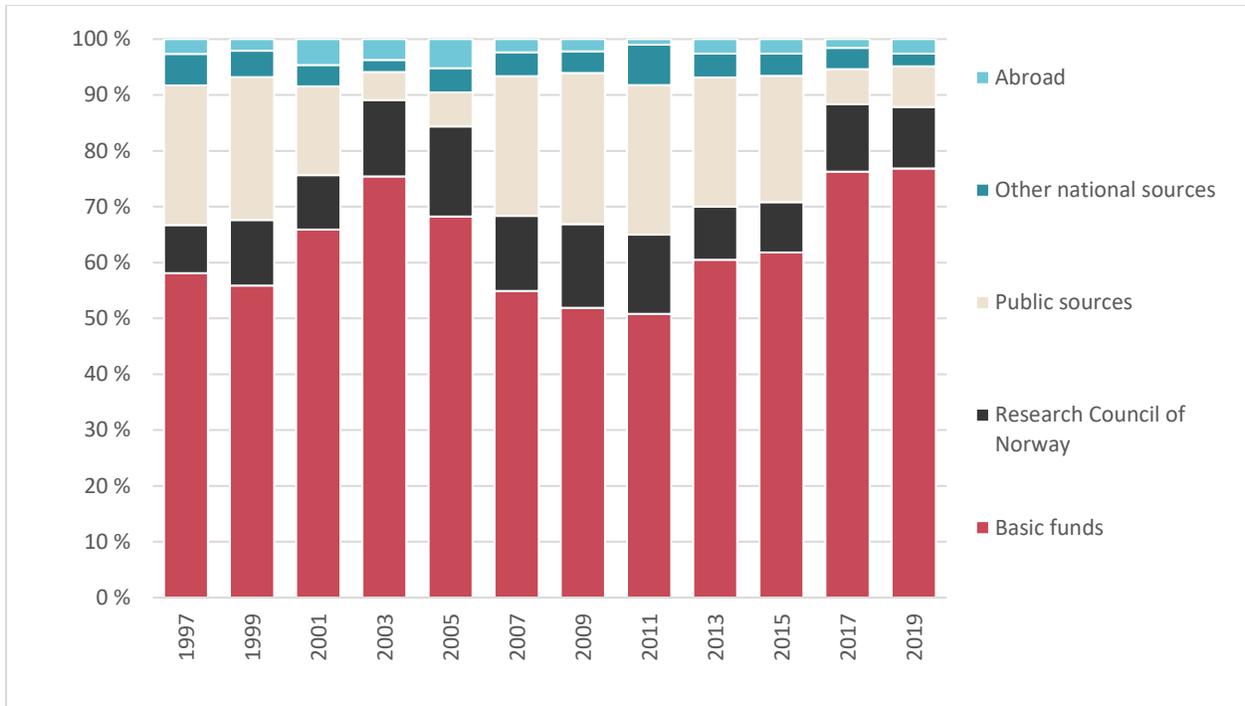


Figure 2-3 R&D expenditure on legal research by source of funds, 1997–2019, per cent.

Source: NIFU, Register of Research Personnel

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

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

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

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

Source: RCN, Project database.

2.4 Recruitment – doctorates

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

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

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

Source: NIFU, Doctoral Degree Register.

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

⁵ NIFU, Doctoral Degree Register.

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

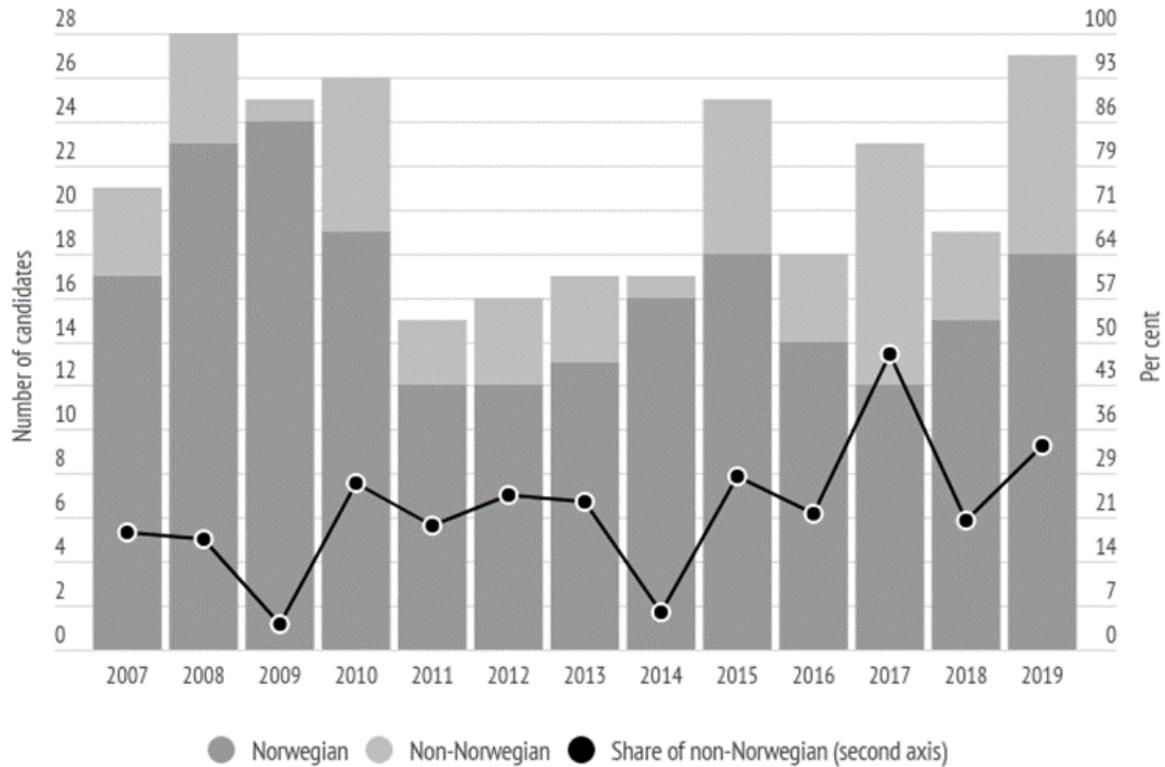


Figure 2-4 Doctorates in law in Norway by citizenship, 2007–2019.

Source: NIFU, Doctoral Degree Register

2.5 Education

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

⁶ NIFU, Doctoral Degree Register.

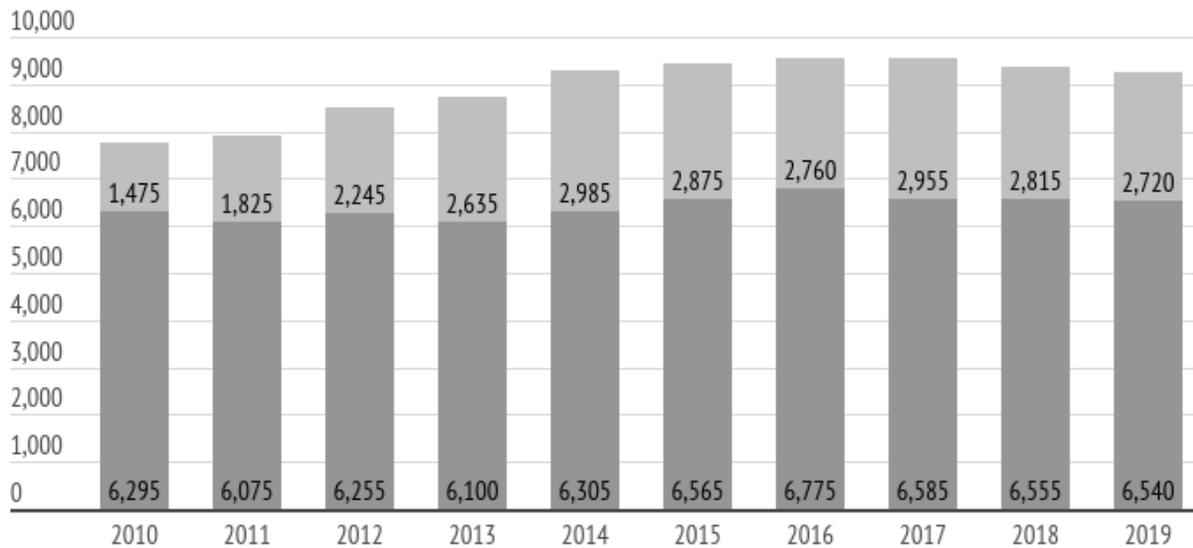


Figure 2-5 Students in law, 2010–2019.

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

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

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

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

Source: DBH.

2.6 Scholarly output

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

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

2.6.1 The six JUREVAL units

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

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

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

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

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

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

2.6.2 Publication patterns

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

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

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

¹ The publication type is unknown for 10 items.

Source: NSI

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

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

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

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

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

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

Source: NSD, DBH

2.7 Societal interaction

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

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

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

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

Source: Lovdata.

2.8 The evaluation of 2009

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

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

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

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

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

3 The Committee's assessment

3.1 Introduction

3.1.1 Presentation and strategy

The University of South-Eastern Norway (USN) was accredited as a university in 2018. USN has approximately 18,000 students and 1,600 employees, spread over eight campuses.

The School of Business is one of four faculties at USN: the Faculty of Health and Social Sciences; the Faculty of Humanities, Sports and Educational Sciences; the Faculty of Technology, Natural Sciences and Maritime Sciences; and the School of Business.

The Department of Business, Marketing and Law is one of four units at the USN School of Business. The department is located at Campus Ringerike and has 75 employees and approximately 1,400 students. It offers undergraduate and graduate programmes in a variety of disciplines, including a bachelor's degree in Law (since 2011) and a bachelor's degree in Business Law.

Legal research at USN School of Business is organised in a research group under the Department of Business, Marketing and Law. Not all the members of the research group in law are employed by the Department of Business, Marketing and Law. As of 2021, the group has 14 members according to the USN website. However, according to the self-assessment report, the number is 12. Also, according to the self-assessment report, half of the members of the group have research time (professors (including docents) and associate professors). NIFU working paper 2020:5 shows that, in 2019, 20% of the researchers at the department had a degree in law. This percentage has increased over the years. Moreover, 44% of the researchers at the department had a PhD degree. It is not clear, though, how many of them were part of the research group in law. However, based on the research group's website (June 2021), the number of researchers with a PhD in law is low.

Diversity is not an issue that is covered by the self-assessment report and it is not something that was discussed during the interviews. However, according to NIFU working paper 2020:5, Table 2.4, 34% of the researchers at the Department of Business, Marketing and Law are female. At professor level, the equivalent number is 29%. According to the research group's website (June 2021), 3 of the group's 14 members are female (21%). The Committee notes that this number is rather low. The average age of researchers at the department is 46.3, while for tenured staff it is 52.9. For researchers in law, the average age is 52.9 (NIFU working paper 2020:5, Table 2.5).

The USN School of Business is the product of a number of mergers between different educational institutions (university colleges). Historically, legal research was organised under *Statens lærerhøjskole i handels- og kontorlag* (state teacher training college). The teacher training college educated specialised teachers for further education institutions, but many graduates were employed in the private sector, and the curriculum included general studies in economics and administration. Jurisprudence was a mandatory course for students at the teacher training college. The course included a general introduction to a number of general elements of the legal system, such as family law, the law of succession, contract law, and criminal law. The teacher training college was merged with Buskerud University College, which merged with Vestfold University College in 1994 and continued as Buskerud

and Vestfold University College. After a merger with Telemark University College in 2016, it continued as *the* University College of South-Eastern Norway, which became the University of South-Eastern Norway in 2018. This historical context still has some relevance to the courses taught, and to the priorities of the research group in law.

The mergers have resulted in a period with a lot of construction work on the campus (the last three years). It is now coming to an end, but during both interviews, it was mentioned that it has affected working conditions in the department due to a series of relocations.

The self-assessment report includes a link to USN's strategy and a link to the Business School's strategy. Strategy is primarily seen as a matter for the faculty, which is why the departments do not have a formal strategy. During the interview with the management, it was explained that this was primarily intended to ensure a strategic focus that ties the departments together. However, there is an informal strategic focus at the departmental level, including the research groups. The management mentioned that the research group in law is discussing whether it should seek a more formal connection to the research centre for sustainable development (*Senter for bærekraftig omstilling*), which is an interdisciplinary centre at university level.

The lack of a clear research strategy for the research group in law seems to be problematic for some researchers at the department, as they feel that their research has no clear connection to the faculty's strategy. Asked about whether a research strategy would benefit the research group, the interviewed professors confirmed this. It also seems that some employees see the faculty's strategy as problematic in relation to teaching requirements, since some parts of the bachelor's programme in Law cannot be accommodated in the faculty's strategy. As a result, there is a conflict between teaching and research obligations in connection with this programme and the faculty's strategy.

Asked about the main research areas, the management highlighted 1) labour law/working environment regulation, in particular within the educational sector, 2) environmental law/law of the oceans, and 3) law and economics. These priorities and the motivation for selecting them are also reflected in the publications submitted to the Committee. USN still educates teachers for upper secondary level, and the focus of the first highlighted area should be seen in this light. Researchers at the department are still involved in teaching in this field.

There seems to be little demand from professors for a clear prioritisation of different research areas, however, as there is a general consensus that quality research is driven by the individual researcher's interests.

While the Committee strongly encourages academic freedom and agrees that high-quality research is driven by the individual researcher's motivation, the Committee also believes that the lack of a research strategy for the Department of Business, Marketing and Law seems to be problematic. Several researchers at the department feel unable to identify with the faculty's strategy, both in relation to their teaching obligations and in relation to their research. Moreover, what is said to be the primary research focus of the research group in law is too very hard to reconcile with the faculty's strategy.

3.1.2 Education: purpose and arrangements

The USN School of Business offers a bachelor's degree in law (since 2011) and a bachelor's degree in business law (*Forretningsjus og økonomi*). The Bachelor of Laws follows the model at the University of Oslo (UiO) and is pre-approved as the first three years of the Master of Law degree at UiO. After completing the bachelor's degree in law, students can apply for a master's degree in law at UiO, the University of Bergen (UIB) or the Arctic University of Norway (UiT). Some also take a cand.jur. programme in Denmark. As for the Bachelor's programme in Business Law, students can apply for the cand.merc.(jur.) programme in Denmark or continue their education under one of the programmes offered at the USN School of Business. However, USN does not offer a master's degree in business law.

Professors (including the "docents") and associate professors must carry out research and teaching within a normal framework of a 50/50 split between research and teaching time, after time for other tasks have been deducted (other tasks amount to 11%). According to the self-assessment report, the department currently employs one professor of law, two professors (docents) of law, and three associate professors of law. Only 30% of the associate professors' time is allocated to research, while 59% of their time is allocated to teaching. The equivalent figures for university lecturers are 15% and 74%. Neither of the two positions is defined as research-oriented by nature, which is reflected in the figures.

Courses in law are taught solely by members of the academic staff. Consequently, no external teachers are responsible for teaching except when used as guest lecturers for limited teaching tasks.

Asked about the time allocated to teaching and research, the management answered that it is appropriate. When the Committed asked the interviewed researchers the same question, it was clear that some of them feel that there are many teaching-related tasks, and that the sum of those tasks exceeds the time allocated to teaching. Asked directly if they have 50% of their time for research, the answer is clearly 'no'. As it is, the research group in law has few junior researchers. However, if the current ambition to recruit more members to the research group is to be achieved (see below), the Committee recommends the department to reconsider the time allocated to teaching. The Committee finds that junior staff should be allocated fewer hours of teaching in order to allow them to boost their research portfolio. Moreover, senior staff with more experience may need less time to prepare for teaching.

Since the research group in law covers all subjects in the Bachelor's programme in Law and the legal subjects in the Bachelor's programme in Business Law, the individual researcher has to cover a broad range of legal disciplines in his/her teaching. The Committee finds that this focus on breadth is undoubtedly at the expense of the depth of the individual scholar's research output since there is little synergy between teaching and research.

While the multi-faceted history of USN, and in particular the Department of Business, Marketing and Law, is stressed as an explanatory factor for the department's rather poor research achievements, the Committee finds that another explanatory factor is the time required to prepare sufficiently for teaching. The different obligations related to teaching, the number of courses a researcher is responsible for, and the lack of any immediate synergy between teaching and research undoubtedly affect the conditions for research at the department.

3.1.3 Financial conditions for research and education

The research group in law at the Department of Business, Marketing and Law has little experience of external financing from programmes offered by the RCN or the EU, and the group has not attracted funding from these sources yet. Thus, the most important source of funding for the department's activities is the basic funding provided by the Norwegian state.

However, due to the USN School of Business's focus on the region in which it is located, the Department of Business, Marketing and Law has received external funding in the form of gifts, such as the financing of professorships for two or three years, after which the USN School of Business takes over. Student activities are also made possible by local/regional donations. Local funding has also made a 'Professor II' position possible for the research group. Continuing and further education (EVU) is also mentioned in the self-assessment report as an important funding source for the Department of Business, Marketing and Law.

The Committee notes that it is unclear how this kind of financing supports research at the department. To a large degree, this seems to depend on the objective for which the funds are given. It seems clear, however, that it does not have the same strong research focus as, e.g., RCN funding.

The research group in law has a budget of NOK 100,000 that is provided by the department. In addition, the department financially supports the continuing development of the research group in law, which has enabled the group to establish cooperation with the Copenhagen Business School (CBS) and to participate in conferences.

During the interviews, both the management and the professors mentioned that there is a general feeling that it is very difficult for legal researchers to qualify for RCN funding. However, as described in the national report, data provided by the RCN indicate that there are no signs that applications from legal research environments are not granted funding to the same extent as applications from social science faculties. The professors also mentioned that the competition for external funds, for example from the RCN, is difficult because the Norwegian research institutes (*forskningsinstitutter*) are very professional in their approach to applying, and their setup is difficult to match. The professors also mentioned that the department lacks support for applications for external financing. Finally, it was mentioned that much research within law does not require external funding, and that the legal tradition focuses on the production of articles or books by individual researchers. Thus, they find that the incentives for applying are limited.

Increased external financing is a stated ambition of both the School of Business and the Department of Business, Marketing and Law. There seem to be several barriers to achieving this, however. It does not seem to be clear to the legal research environment how it could benefit from external funding, and it seems to lack incentives to apply and to request administrative support. Consequently, there seems to be a general understanding that it is not worth the effort. The Committee clearly recommends the management to initiate a debate on the advantages of external funding for legal research. Not only could this make the recruitment of junior researchers possible, but it could also enable empirical work to be done to unfold the legal debate. Moreover, in order for applications to be successful, the Committee recommends that it should be considered more systematically whether to submit these applications in cooperation with legal research groups at other institutions, or with other departments at USN. The Committee also notes that legal research at the Department of Business, Marketing and Law seems to be somewhat detached from other research at the School of Business and even within the

department. Besides the cooperation with CBS, which largely rests on one professor in the area of law and economics, no other formal research cooperation has been established.

The importance of the teaching portfolio is also highlighted by the fact that an important source of financing is based on student activities.

3.2 Research production and quality

3.2.1 Development of objectives and priorities over the last ten years

The research group in law at the Department of Business, Marketing and Law is relatively young, and it is still in its initial phase. It comprises all the legal researchers at the department, in addition to two philosophers, regardless of which campus they are based at.

There has been no discussion in the research group in law about what good quality is in the context of legal research. There is a consensus, however, that the ranking of legal journals as level 1 and 2 does not always accurately reflect their quality, and although the ranking of output channels is given some weight by the interviewed professors, it is not seen as decisive for their choice of output channel. The target audience for a publication is seen as more important than research points. However, the interviewed professors agree that the ranking system and the allocation of publication points affect the publication and quality of textbooks within legal disciplines, since there is little incentive to prioritise these books.

The conditions for carrying out legal research are clearly affected by the fact that both the Department of Business, Marketing and Law and the research group in law are relatively young, but, in particular, by the fact that the research group in law is so small. The Committee finds that this has several implications. Firstly, being responsible for two Bachelor's programmes in Law, each researcher has responsibility for several courses in different disciplines. Teaching seems to have high priority, and the researchers are dedicated to teaching. However, the interviewed professors also feel that both the teaching itself and teaching-related tasks take time away from their research. Secondly, there is not always a clear link between the courses taught and research interests, which is why a researcher's research does not necessarily benefit from his or her teaching.

As mentioned in section 3.1.2, the interviewed professors find that they have less than 50% of their time for research. As for members of the academic staff who do not have full research time, in the Committee's view, while they are ensured research time to keep up with developments within their teaching portfolio, they have very little – or no – time for independent research. The priority given to teaching is also reflected in the expected research output, whereby professors (including docents) and associate professors with a 50/50 teaching/research position are expected to deliver 0.8-1 research points per year, as well as their actual research output.

NIFU working paper 2020:5 does not provide data on the annual publication points per full-time equivalent for USN (Table 3.11 of the report). However, according to sections 2 and 3 of the report, approximately 20% of the researchers at the Department of Business, Marketing and Law have a basic education in law (Table 2.3), but only 2% of all the research publications at the department (2011–2019) are classified as legal research (Table 3.2) – a total of two journal articles and two books. This indicates that a number of the research group's publications are not classified as legal research (defined for the

purpose of this evaluation in the NIFU working paper, section 3.2). This is confirmed by the NIFU report, where Table 4.2 shows that 19 journal articles have been published (2011–2019) that are not characterised as scholarly journal articles. Moreover, one book has been published that is not classified as a scholarly book (Table 4.1).

Based on the interview with some of the department's researchers, international relevance and orientation are important to some researchers because of their research focus. However, international orientation is not a priority in itself given the strategy of the School of Business, which is locally and regionally oriented. Other priorities such as sustainability are mentioned as more important.

However, none of the books published (1 in number) has been published by an international publisher, while 66% (2 in number) of the journal articles have been published by a Nordic or international journal (NIFU working paper 2020:5, Tables 3.7 and 3.8).

The Committee finds that the submitted publications are relevant in light of the topics mentioned by the management as priorities. Of the ten publications submitted to the Committee, the Committee finds that most are well-executed descriptions of a legal situation, but that they are rather traditional in terms of themes and methodology. They could have benefitted from developing more depth and the theoretical framework. Thus, the Committee's overall impression of the submitted publications is that the quality in general does not rank among the top half of the publications submitted by the institutions assessed in JUREVAL. Although the publications are interesting and relevant, the general impression is that they are lacking in innovation and in-depth analysis. However, the submitted publications do represent examples of original discussions that either offer interesting perspectives on under-researched areas or build on the state of the art within the given area. This does not change the general impression, however, that, if the submitted publications are seen as an indication of the quality of legal research at USN, then the research group could benefit greatly from a more distinct focus on research quality.

Given the size of the research group in law and the publication record, the Committee finds that a strategic focus on collaboration with other research groups could be a way to achieve an increase in both the quality and quantity of its output. They could include other national legal research environments, but the group should also explore cooperation with the other research groups in the department since cross-disciplinary cooperation could enhance the quality of the research production.

According to the self-assessment report, the department's researchers, including researchers in law, have regularly acted as peer reviewers for different journals, but no researchers from the department serve or have served on editorial boards of journals and publishers.

3.2.2 Future strengths and priorities

According to the self-assessment report, it will be a priority in the coming decade to make the study programmes in law and business law even more robust. Based on the interview with the management, this priority mainly relates to recruitment. Recruitment is seen as a general problem, but it is more pronounced in some areas. Difficulties with recruitment could be reinforced by the fact that the research group is a small unit.

The Department of Business, Marketing and Law has no PhD students within law and currently has no plans to involve PhD students. The management finds that it could become relevant if an application for

a master's programme in Law or in Business Law is approved. At the moment, the recruitment of researchers with a PhD degree from other universities is considered a better option.

USN is expecting to offer a master's in law if this becomes an option, as is currently being discussed in the Norwegian parliament. There is scepticism among the professors, however, about how this will affect their work, and they see a large increase in the number of academic staff as a prerequisite. While the Committee understands that a Master of Laws is regarded as an important competitive parameter, it also realises that it will be a challenge for the Department of Business, Marketing and Law, since the current researchers in law will not be able to meet the increased teaching burden. Further recruitment will be essential, but many legal research units compete for the same (few) candidates. Good conditions for research and good career opportunities will be important to attract candidates. At the moment, however, the Committee finds it difficult to envisage the Department of Business, Marketing and Law having significant competitive advantages to offer. If the department is to succeed, the Committee strongly recommends that the focus should be on improving the conditions for research. Defined career paths could be offered to young researchers, including mentoring, flexibility during certain periods to allow them to strengthen their research portfolios, and formalised cooperation with relevant research environments inside and outside USN.

The research group already has an ambition to strengthen cooperation with both researchers internally at USN and national and international institutions. Formal cooperation has been established between the Department of Business, Marketing and Law and CBS, but it currently only involves one person, and there seems to be no formal strategy for how this cooperation could benefit the research group as such. Any other cooperation between researchers in law at the department and research units at or outside USN seems to be left to the initiative of the individual researcher. While the department encourages such cooperation, no formal structures seem to be in place to support the establishment of research cooperation. The Committee therefore recommends the Department of Business, Marketing and Law and the School of Business to consider how they could help the research group to establish more formalised cooperation.

Increasing the quality and quantity of research output is also a priority. The challenges for legal research, as a small part of an interdisciplinary and business-oriented department at a school of business, seem to be numerous, and, when asked about challenges relating to academic breadth versus depth, the management admitted that these are major challenges. The department is seeking advice on how to define a direction, however (see the Terms of Reference). The Committee comments on this in section 4.2 below.

3.2.3 Recruitment and PhD programmes

Recruitment issues are described in section 3.2.2 above. There is currently no PhD programme in law at the USN School of Business.

3.3 Relevance to education

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

The Bachelor's programme in Law offered by USN follows the study programme in law at UiO, and the programme at USN is pre-approved for the first three years at UiO. As a result, the curriculum of the bachelor's programme in Law has to follow the curriculum at UiO, while, for the bachelor's programme in Business Law, the economics part has to follow a national standard model for business economics. Still, either a professor (including docents) or an associate professor is responsible for teaching all the courses offered in law at the department.

The self-assessment report states that research-based teaching means that all employees involved in teaching are employed in combined positions that qualify for Research & Development (R&D). However, the number of different courses taught by each member of the research group in law weakens the foundation for research-based teaching, since some of the researchers do not engage in independent research within the disciplines they teach. However, while the researchers keep up to date with research in the areas they teach, the interviewed professors also find that it is necessary to give low priority to teaching in some areas in order to ensure that they have sufficient time for their own research. Consequently, some professors question whether it is necessary for all courses to be research-based to provide a robust education.

The Committee sees a dilemma here, which the management of the Department of Business, Marketing and Law needs to address. The department must provide research-based teaching in the programmes based at the department, but, since the researchers find that they have to give low priority to teaching in some courses to safeguard their own research time, there seems to be a risk that the quality and the research basis of the teaching will be impaired.

3.3.2 Learning and practising law and legal research methods

As the Department of Business, Marketing and Law only offers bachelor's programmes in Law and Business Law, this is not considered a priority. However, according to the programme descriptions for both study programmes, the students have to follow courses in methods of legal research. Moreover, the national *Studiebarometer* survey shows that USN have an average ranking when students are asked about their learning outcome as regards knowledge of scientific methods and research and their own experience of research and development.

3.4 Societal relevance

3.4.1 Outward-oriented activities

In the self-assessment report, it is mentioned that the Department of Business, Marketing and Law gives priority to cooperation with society and business, both regionally and nationally. However, based on the interview with the professors, outward-oriented activities do not in general seem to have high priority

among researchers, although it is recognised that legal research often has very direct implications for society.

This may reflect the fact that societal interaction and impact are not explicit aims of the USN School of Business in relation to research, but, when it comes to the study programmes offered by the faculty, societal relevance has high priority. Members of the department nonetheless participate in outward-oriented research activities. NIFU working paper 2020:5, Table 4.2 shows that members of the department publish more non-NSI journal articles (16) than they publish scholarly articles (3). Moreover, Table 4.4 shows that researchers at the department and their publications have societal impact in terms of being referred to in judgments or parliamentary papers.

The self-assessment report presents a number of examples of communication and activities at the Department of Business, Marketing and Law. It is not clear, however, which researchers contribute to which activities, and to what extent researchers in law are active in the listed activities.

The Committee notes that there seem to be no incentives or structural support for researchers' outward-oriented activities. The Committee also notes that the Department of Business, Marketing and Law has not submitted any impact cases for this assessment.

3.4.2 Contribution to the achievement of societal goals

The self-assessment report states that legal research at the Department of Business, Marketing and Law has links to thematic and objective priorities as emphasised in Report to the Storting No 4, and that research activities at the department level fall within a number of the UN's Sustainable Development Goals.

4 The Committee's overall conclusion and recommendations

4.1 Conclusions

The Committee finds that legal research at USN is affected by the organisational set-up. The researchers in the research group in law do not seem to feel any connection to the Department of Business, Marketing and Law in which the research group is embedded. Moreover, they do not seem to be able to relate to the faculty's strategy, which naturally has a business focus. This detachment is particularly evident for legal disciplines that are relevant to the bachelor's programme in Law, but which do not have a business focus. It is also evident, however, for legal disciplines that have a clearer business focus and that are relevant to the bachelor's programme in Business Law. Moreover, the set-up affects the research strategy, which is defined at faculty level and to which the researchers within the research group in law seem to find it difficult to relate.

Moreover, the Committee finds that the priority given to teaching gives rise to a dilemma in relation to how the individual researcher allocates his or her time in order to ensure that he/she has sufficient research time. In the Committee's view, while this entails a risk of deterioration in the research basis required for university teaching, it will almost certainly also affect the research outcome – at least in relation to quantity. This could also have a knock-on effect on research quality, as there is a risk that sufficient time will not be allocated to discussions of the quality of research and to cooperation between the researchers in the research group in law. The Committee does not want to draw any conclusion as regards whether there is a correlation between this observation and the quality of legal research, but it notes that, based on the submitted publications, the overall impression of the research quality at the JUREVAL unit, as discussed above, is that it is below average.

The Committee find that, despite very respectable efforts by the individual researchers at the Department of Business, Marketing and Law, the institution as a whole does not quite have the breadth and depth of research needed to match the performance of other legal research environments in Norway. A priority in the coming decade is to make the current study programmes related to law more robust. To achieve this strategic aim, the Committee finds that it is necessary to recruit a number of researchers in law. This is difficult in a competitive environment, where suitable candidates are scarce, and it will not be any less difficult if more universities than the current three are allowed to offer a Master of Laws programme.

The curriculum of the bachelor's degree in law is largely decided by the University of Oslo, and it is not clear to what extent the department's research in law is relevant to the bachelor's degree in business law or to education in general. However, given the historical origins of USN and the research group in law, and the motivation for the publications submitted to the Committee, the Committee finds that legal research at the Department of Business, Marketing and Law does have some relevance to education, although it is unclear whether this extends to the university level.

Finally, the Committee finds that the performance of the Department of Business, Marketing and Law has some societal relevance, but that this is not a strong priority within the area of law.

4.2 Recommendations

- The Committee finds that the management of the Department of Business, Marketing and Law must consider how to work on the faculty's strategy in a way that supports and guides research at research group level. This includes reflecting on how synergies can be achieved between the research group in law and other disciplines embedded within the department.
- The Committee recommends the management of the Department of Business, Marketing and Law to consider how teaching can be organised in a way that allows for greater synergy between the individual researchers' teaching obligations and their research areas.
- If the Department of Business, Marketing and Law is to succeed in recruitment, the Committee finds that the department needs to reconsider the conditions offered for research at both junior and senior level. In particular, it should be considered how the teaching burden can be reduced and how the synergies between teaching and research interests can be strengthened. Moreover, clear career paths for junior researchers and early career support could be established.
- The Committee finds that the management of the Department of Business, Marketing and Law should consider how to offer more institutional support for the facilitation of research cooperation not just within the department, but also between the research group in law and other USN research environments, and between the research group in law and other legal research environments. Such cooperation could also prove important if the department is to increase funding from external sources.

As for the specific terms of the Terms of Reference, the Committee finds that it is a challenge for legal research at the Department of Business, Marketing and Law, as well as the Business School, that the strategic, business-oriented research focus is not aligned with the main research priorities of the research group in law. It is particularly difficult to align in areas that are relevant to the bachelor's degree in law, which traditionally does not have a strong business focus. However, the organisational set-up could be an advantage in relation to the bachelor's degree in business law, and the Committee finds that there is a potential advantage here that is not being fully exploited at the moment. A strong business law environment could not only strengthen legal research within the department, but also give the department a competitive advantage.

The Department of Business, Marketing and Law, USN, has also asked the Committee to give advice on which thematic areas of law the legal research group should focus on in future. The Committee finds that it does not fall within the Committee's remit to make this type of recommendation. However, the Committee finds that, in general, the size of the research group and the conditions it has for carrying out research warrant the research group adopting a more explicit focus for its research efforts and that it should look for synergies within the current organisational set-up. The Committee finds that such synergies could be found within the department, but also within the faculty.

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Appendices

Appendix A: Terms of Reference (ToR)- USN



Evaluation of Legal Research in Norway 2019 - Terms of References (ToR)

The University of South-Eastern Norway - School of Business, mandates the assessment committee appointed by the Research Council of Norway (RCN) chaired by Professor Henrik Palmer Olsen (Copenhagen University) to assess legal research at the Department of Business, Marketing and Law based on the following Terms of Reference.

Assessment

You are being asked to assess the quality of research and its relevance for education and wider society of the research conducted by the Department of Business, Marketing and Law as well as its strategic targets and the extent to which it is equipped to achieve them. You should do so by judging the unit's performance on three assessment criteria:

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

Be sure to take into account current international trends and developments in science and society in your analysis.

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. What are possibilities and challenges for legal research as part of the Department of Business, Marketing and Law, as well as the USN School of Business?
2. Which thematic areas of law should the legal research group focus on in the future? Please provide recommendations and strategic advice for future research activities.

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

Documentation

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

The documents will include at least the following:

- report with standardised analysis and indicators commissioned by RCN

- self-assessment based on a template provided by the JUREVAL secretariat at NIFU

Interviews with representatives from the evaluated units

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

Statement of impartiality and confidence

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

Assessment report

We ask you to report your findings in an assessment report drawn up in accordance with a format specified in the attached template. The committee may suggest adjustments to this format at its first meeting 23 September 2020. A draft report should be sent to the Department of Business, Marketing and Law and RCN within 15 September 2021. The Department of 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 Department of Business, Marketing and Law and the RCN no later than two weeks after all feedback on inaccuracies are received from the Department.

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.


Petter Aasen, Rector

Signature representative(s) USN

Appendix B: Protocol and assessment criteria



Evaluation of Legal Research in Norway 2019

JUREVAL protocol version 1.0

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1 Introduction

1.1 Aims and target groups

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

1.1.1 Target groups

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

1.2 JUREVAL: Basic principles

The basic principles of the JUREVAL are as follows.

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

1.3 JUREVAL in a nutshell

The external assessment concerns

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

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

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

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

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

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

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

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

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

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

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

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

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

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

2 Assessment criteria

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

2.1 Research production and quality

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

2.2 Relevance for education

Study-programmes

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

PhD programmes

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

2.3 Relevance to society

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

2.4 Diversity and integrity of research

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

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

3 The research units

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

3.1 Aggregate level of assessment within an institution

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

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

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

4 Scheduling and managing an assessment

4.1 Terms of Reference, ToR

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

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

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

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

4.2 Composition of the assessment committee

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

Procedure for assembling an assessment committee

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

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

Conditions for the composition of an assessment committee

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

An international assessment committee:

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

Appendix A

Terms of References (ToR)

Amended version 200828

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

Assessment

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

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

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

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

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

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

Documentation

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

The documents will include at least the following:

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

Interviews with representatives from the evaluated units

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

Statement of impartiality and confidence

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

Assessment report

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

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

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

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

Appendix B

Table of indicators

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

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

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

Appendix C: Template for self-assessment

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

Maksimum 20 pages (attachements excluded)

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

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

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

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

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

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

		<p>If relevant, the examples may refer to the impact case studies (societal impact):</p> <p>For articles and book chapters: Please select publications, or parts thereof, that are no longer than 12.000 words including footnotes.</p> <p>For monographs: Please select 1 or 2 chapters, or parts thereof, that are both representative of the overall quality of the book and which also cover the theory and methodology used in the book. Chapters should be accompanied by the list of contents of the monograph. Please select chapters that are no longer than 12.000 words including footnotes each. Each chapter will count as a publication towards the maximum amount of publications allowed for submission to the committee.</p> <ul style="list-style-type: none"> • higher education institutions with up to 50 academic employees (including PhD fellows, and post-docs, level 2 professors and potentially also externally financed researchers), up to 10 examples of academic publications/research contributions within prioritised/selected areas, motivation for the selection of the examples should be included/attached to the template, • higher education institutions with up to 100 academic employees (including PhD fellows, and post-docs, level 2 professors and potentially also externally financed researchers), up to 15 examples of academic publications/research contributions within prioritised/selected areas, a list with motivation for the selection of the examples should be included/attached to the template, • higher education institutions with above 100 academic employees (including PhD fellows, and post-docs, level 2 professors and potentially also externally financed researchers), up to 20 examples of academic
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		<p>publications/research contributions within prioritised/selected areas,</p> <ul style="list-style-type: none"> • a list with motivation for the selection of the examples should be included/attached to the template <p>Attachment 1: templates, table 2 (for 2.1.a)</p>
2010–2019	<ul style="list-style-type: none"> • marks of recognition: prizes, centres for excellent research (senter/(re) for fremragende forskning) • editor/ editorial work for academic journals, books etc., peer review for academic publications and teaching material • professorship of honour etc. 	<p>2.1.b, A list of prizes, centres, participation in editorial boards, academic appointments, peer review for academic publications and teaching material professorships of honour, etc. (2010-2019)</p> <p>Attachment 1: templates , table 3 (for 2.1.b)</p>
2020–2030	<p><i>2.2 The institution's areas of strengths and priorities in a future perspective up to 2030:</i></p> <ul style="list-style-type: none"> • If available, formal/informal research groups role for disciplinary areas of strengths and specialisation • initiatives to implement the strategies: recruitment • partners/ internal and external institutional cooperation • benchmarking: which national/Nordic/ international institution represents a model of reference in terms when it comes to setting a disciplinary standard and ambition level for the institution? 	<p>Strategies-/planning documents</p> <p>cooperation agreements? other relevant documents</p> <p>Please explain the choice of model of reference. (no specific data sources/documentation is required).</p>
Recruitment, PhD Programme(s)	<p><i>2.3 Thematic/ disciplinary distribution:</i></p> <ul style="list-style-type: none"> • PhD students and post docs by thematic area/discipline/-disciplinary group/possibly also fellows/post docs with interdisciplinary projects, numbers in total and by gender • Do PhD students have access to relevant academic environments? 	<p>If possible, provide an overview of the thematic distribution 2010 –2019, by total numbers. by gender, (if relevant mark interdisciplinary projects/programmes with an*. Definition of Interdisciplinary research: combining methods, theories and/or knowledge from other disciplines/fields of studies with legal research</p> <p>Attachment 1: templates , table 4</p> <p>Published dissertations by publisher</p> <p>Attachment 1: templates , table 5</p> <p>Description and assessment</p>

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

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

		<p>academia, according to the definition in attachment no. 7</p> <p>The research underpinning the impact cases should be anchored within the research institution.</p> <p>Both the research and the impact should have been produced within the last 10 – 15 years. Priority should be given to more recent examples. Special circumstances may allow for extending the given time interval when necessary to explain longer research traditions relevant to the reported impact. In such cases, great importance should be attached to documenting tangible impacts within the time frame provided.</p> <ul style="list-style-type: none"> • Higher education institutions with up to 50 academic employees (including PhD fellows, post-docs and externally funded researchers), may submit up to five impact cases. • higher education institutions with up to 100 academic employees (including PhD fellows, post-docs and externally funded researchers), may submit up to seven impact cases. • higher education institutions with above 100 academic employees (including PhD fellows, post-docs and externally funded researchers), may submit up to 10 impact cases.
5. Mandate for each institution	<i>5.1 Topic 1</i>	
	<ul style="list-style-type: none"> • Sub-topic 1 	<i>local data / local documentation</i>
	<ul style="list-style-type: none"> • Sub-topic 2 	<i>local data / local documentation</i>
	<i>5.2 If available, Topic 2</i>	<i>local data / local documentation</i>
6. Conclusion	Summary and conclusion, including arguments about the framework conditions for legal research and higher education: strengths, problems and potential	4.1.1.1.1 Qualitative summary and conclusion

Attachment number 1 to the self-assessment form

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

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

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

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

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

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

*Please provide a comprehensive list as far as possible

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

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

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

*Please provide a comprehensive list as far as possible

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

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

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

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

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

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

Appendices

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

1.1 Public security and emergency preparedness

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

Immigration

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

Penalty, criminal proceedings and crime prevention (straffesakskjeden”)

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

Regulations and legal research

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

Source: adapted list retrieved from:

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

Thematic objectives and priorities:

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

Horizontal objectives and priorities:

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

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

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



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

Appendix D: Template for impact cases

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

Attachment 6 to the self-assessment form

The societal impact of the research – impact cases

The Research Council of Norway, September 2020

Societal impact

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

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

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

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

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

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

How to report impact-cases?

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

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

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

Template for Impact case

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

- the nature and extent of the impact.

The following should be provided:

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

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

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

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