

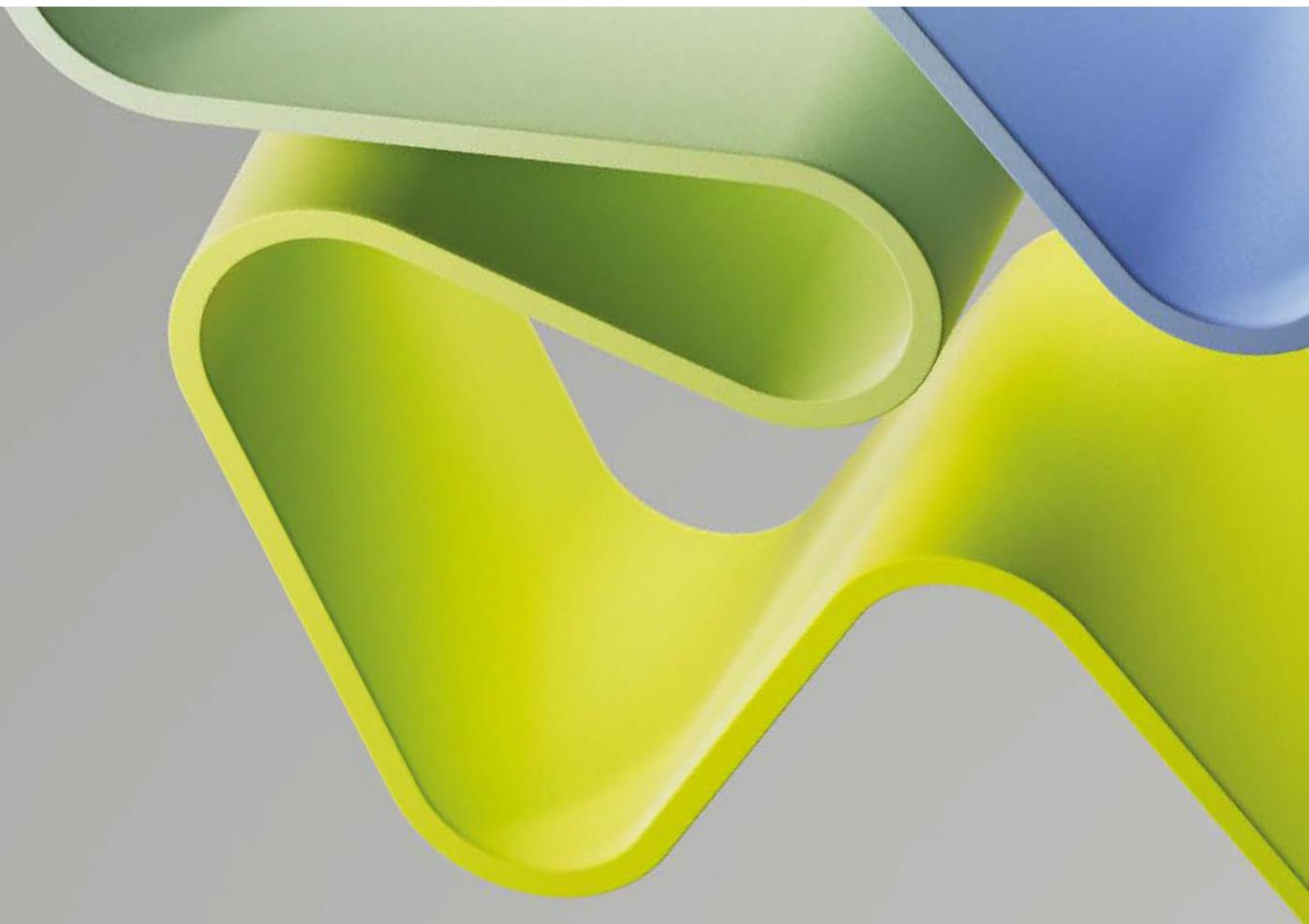
# **Evaluation of Life Sciences 2022-2024**

**Evaluation of medicine and health 2023-2024**

## **Evaluation report**

**ADMIN ADMINISTRATIVE UNIT: Faculty of Health Sciences (HV)  
INSTITUTION: University of Stavanger (UiS)**

December 2024



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## Statement from Evaluation Committee Higher Education Institutions 1

This report is from Evaluation Committee Higher Education Institutions 1 which evaluated the following administrative administrative units representing the higher education sector in the Evaluation of medicine and health 2023-2024:

- Faculty of Health and Social Sciences, Høgskulen på Vestlandet (HVL)
- Faculty of Social and Health Sciences, Inland Norway University of Applied Sciences
- Faculty of Nursing and Health Sciences, Nord universitet
- Faculty of Health Sciences (HV), Oslo Metropolitan University - OsloMet
- Faculty of Health, Welfare and Organisation, Østfold University College
- Department of Health and Care Sciences, UiT Artic University of Norway
- Department of Social Education, UiT Artic University of Norway
- Institute of Health and Society, University of Oslo (UiO)
- Faculty of Health Sciences, University of Stavanger (UiS)

The conclusions and recommendations in this report are based on information from the administrative administrative units (self-assessment), digital meetings with representatives from the administrative administrative units, bibliometric analysis and personnel statistics from the Nordic Institute for Studies of Innovation, Research, and Education (NIFU) and Statistics Norway (SSB), and selected data from Studiebarometeret (NOKUT). The digital interviews took place in Autumn 2024.

This report is the consensus view from committee Higher Education Institutions 1. All members of the committee have agreed with the assessments, conclusions and recommendations presented here.

Evaluation committee 1 consisted of the following members:

Professor Falko Sniehotta (Chair)  
Heidelberg University

Professor Lars Göran Kecklund  
Stockholm University

Professor Joakim Öhlen  
University of Gothenburg

Professor Maria Kristiansen  
University of Copenhagen

Professor Nicola Shelton  
University College London

Professor Annette Boaz  
King's College London

Professor Stephanie Taylor  
Queen Mary, University of London

Ivette Oomens from Technopolis Group, was the committee secretary.

*Oslo, December 2024*

## Profile of the administrative unit

The Faculty of Health Sciences (HV) is organised with a functional matrix design, where academic staff are organised in three departments: Department of Public Health, Department of Quality and Health Technology and Department of Caring and Ethics. The faculty administrative staff is organised as a separate department serving all academic departments. Heads of departments have managerial responsibility for research and development, research communication, innovation and follow-up in their departments. HV at UiS consists of 41 professors, 54 associate professors, 35 PhD-students, 17 postdocs, one assistant and one researcher. Women represent a majority in all categories.

HV at UiS is comprised of five research groups and a research centre: Health promotion and innovative approaches for sustainable health services (ProHealth), Participation in school, working life and treatment (PARTAKE), Professional relations in health and welfare (PRIVY), Life Phenomena and Caring (L&O), E-learning and simulation in healthcare (ELOS), and the Centre for Resilience in Healthcare (SHARE).

HV's strategy incorporates University of Stavanger's (UiS) values, vision and motto, as well as being in line with one of UiS' main research ambitions to become a leading university in developing future health and welfare services through innovation and interdisciplinary collaboration. HV's main strategic goal for research and innovation activity from 2021 to 2030 is to contribute to sustainable health and welfare services for the future. HV's focus areas for research are as follows; global health challenges, resilience in health and welfare services, health technology and simulation, interdisciplinarity, and ethics.

According to its self-assessment, HV aims to be a driving force developing interdisciplinary collaboration in health and welfare services through education, research, dissemination, and innovation. They focus on stimulating research and innovation projects through interdisciplinary and cross-sectoral collaboration, as well as through collaboration with patient organisations. In general, they see these different initiatives and collaborations as important for the success they have had in addressing issues related to their research strategy.

In the future, HV may take advantage of a strengthened focus on research thanks to their organisation, highly motivated staff, and rich collaborations. Challenges may arise in terms of funding, particularly as the conditions for the financing of HEIs and research in both Norway and through the Research Council of Norway (RCN) are changing. Challenges to the UiS budget for the coming years has for instance resulted in fewer recruitment positions and might result in generally difficult conditions for their ability to follow up on national research priorities. Additional challenges revolve around departments being spread across campus, hindering communication and collaboration. Meanwhile, HV sees an increased demand for research in several of its focus areas, such as health technology, resilience and global health challenges, which further creates a possibility for grant opportunities. Global health challenges in a sustainability perspective also provide great opportunities for collaboration on multiple levels.

## Overall evaluation

The Faculty of Health Sciences at the University of Stavanger plays an important role in shaping future healthcare professionals through comprehensive education while simultaneously advancing research that contributes to improved health outcomes and ethical practices within the healthcare system. It was established in 2017/8 and has now well-established teaching programmes with a focus on practice-oriented education and an established diversified research portfolio organised in research departments and groups; also programme areas and research centres. The faculty is organised around a matrix of three departments: Department of Public Health, Department of Quality and Health Technology and Department of Caring and Ethics with interdisciplinarity as cross cutting initiatives. In the Term of Reference, the administrative unit sought feedback on key areas such as strategy, organisation and culture, funding, national and international visibility, impact and infrastructure which is provided in this report.

The administrative unit shows a successful portfolio of work with good progress towards the strategic objectives, strong science, promising funding and a considerable potential for impact, both at institutional and sectorial as well as at societal level. Some areas of the administrative unit are characterised by a consistent quality of research that is internationally excellent in terms of originality, significance and rigour (e.g. SHARE) with some variability between the programmes. The societal impact of the work is very considerable throughout and some sections support their impact with a strong user involvement strategy, again with some variability.

The committee judged the research quality and impact somewhat stronger than the organisational environment. With growing size and success there is a question about the appropriate level of governance. Currently, the administrative unit seems to benefit from some level of decentralised agility. The written policy in terms of research strategy, impact, equality, etc. is at a high level, leaving room for groups and centres to operate independently and limiting the staff time needed to monitor and evaluate progress. The administrative unit argued in the interviews that this model is working well, based on excellent leadership and a suitable culture within the administrative unit.

Throughout the evaluation process, the committee identified also opportunities for utilising more explicit governance methods to move the organisation forward which we highlighted for the consideration of the administrative unit. These might be useful to address issues the administrative unit identified as challenging, for levelling up the comparatively less competitive research areas with the most successful ones within the portfolio and to ensure that potential further growth happens in a way that maintains the strength of the administrative unit.

## Recommendations

- It is recommended to review the current research group organisation with three departments, two cross cutting initiatives, five buildings, five programmes, several research groups and one centre, and their alignment. This is (still) the most efficient organisation? Does it help to level up towards the strongest parts of the research and teaching portfolio. Is there scope for a second research Centre?
- The committee recommends reviewing variability, strengths and weaknesses in research quality, impact, processes and cultures with the aim of levelling up. Do all programmes have similar support (e.g. in granting sabbaticals), can programmes learn from each other (e.g. procedures for user involvement and internationalisation)?
- It is further recommended to review the strategy on societal impact. The committee felt that this is an area of considerable potential for the administrative unit and that a more explicit translational science approach could further strengthen the visibility and fundability of the administrative unit. This appears to be a key route to research funding acquisition.
- The committee appreciated the internationalisation strategy, and it recommends sustaining it and to apply it across the administrative unit where this is not already the case.
- It is recommended to sharpen and clarify the educational and training offers made to PhD students in particular with regard to interdisciplinarity and intersectionality. This seems a key strategy to educate future academics for the administrative unit as well.
- In terms of funding, the committee saw a recent increase in European Union funding and recommends continuing combining national and international efforts to fund the research of the administrative unit. The focus on internationalisation and impact creates a strong environment for ERC consolidator/advanced grants, MSCA fellowships, and Horizon Europe applications.
- A group within the administrative unit to develop and monitor the Diversity and Equality agenda does not need to be a major bureaucratic exercise, nor does it need to be headed by the busiest and most senior academics in the organisation. Perhaps there is a way of thinking of this at least partially as a bottom-up initiative of early and mid-term staff with one liaison professor and a senior administrator advising the administrative unit on Diversity and Equality, and where it is done well, confirm that it is done well for academics and research students and support staff. This can be built into a strategy supporting wider career development.
- In these recommendations and those in the rest of the document, the committee would encourage the administrative unit to consider and balance, what level of evaluation and optimisation, and with this, what level of governance and bureaucracy appears appropriate. This discussion is important in allocating resources, but it also helps to agree on priorities and modes of working.

- In general, the administrative unit may be struggling maintain an identity as it expands. It is recommended that its strategic plan has clearer prioritisation of tasks and timelines built into it. The administrative unit reports an increasing success rate in applications for grant income. It needs to be mindful of not expanding too fast and leaving itself too reliant on research funding income which may fluctuate over time. It needs to review its recently developed strategy, considering voices that may not yet have been heard, including those who currently sit outside of the existing research groups and those who are not research active within them, especially when groups overlap.
- In the area of career development, mobility and retention of staff, the administrative unit noted that exit is low due to the location of the administrative unit's two sites. The administrative unit should support development and succession and consider adding early and mid-career representatives to the management groups. The sabbatical process introduced in 2021 should be evaluated both in terms of impact on outputs but also in terms of equity, diversity, and inclusion (EDI). It is recommended that the sabbatical scheme is extended to all teaching staff. Otherwise, there is a risk that the gap between professors and teaching/ junior staff widens over time.

# 1. Strategy, resources and organisation of research

## 1.1 Research strategy

The research strategy of the Faculty of Health Science focuses on the development of sustainable health and welfare services, nationally and internationally. The main strategic programmes address Global Health Challenges, Resilience in health and welfare services and Health technology and simulation with emphasis on interdisciplinarity and ethics as cross-cutting initiatives to achieve the strategic goals.

### The committee's evaluation

The strategy document 'Strategy for the Faculty of Health Sciences 2021 – 2030' describes the focus areas and formulates ambitions at a fairly high level of abstraction but it does not operationalise goals and it does not expand on ways of achieving the goals. The focus areas are broad (i.e., global health challenges or health technology and simulation) and the committee is wondered if the administrative unit would benefit from a more elaborated strategy formulation. Likewise, the strategy and the research organisation might benefit from further alignment.

The administrative unit indicated in their SWOT analyses under Weaknesses a lack of strategic, coordinating contribution for research by faculty leadership. Since the SWOT analysis, the leadership within the matrix organisation has further developed and the roles have been more clearly defined. The committee welcomes these developments and suggests considering if it would be helpful to specify these roles in writing. In particular, the committee was wondering if strategy, research organisation and leadership should be considered in conjunction and perhaps documented in the same strategy document to clarify what should be achieved, how, by whom and who is responsible for what.

The committee noted a discrepancy between the administrative units' self-assessment voicing scepticism about international collaboration and the interview where the administrative unit expressed confidence about their existing collaborations and the potential for future collaboration. Given the central role of global health challenges, the current international projects and activities to boost international work, the committee found it difficult to understand the scepticism and felt that there are considerable opportunities for international impact through education and research. The current international projects, the work of the simulation centre Safer, and the mobility programme for PhD students all appear to demonstrate that there is a clear strategy for internationalisation of research and teaching and that this is a strength to build on.

Many of the research areas the administrative unit is invested in are likely to undergo major transformation through innovation in technology and for example artificial intelligence. The administrative unit reported that it has recently been part of two applications to become an AI centre with a local research institute and with the faculty at the university and that there is work on digitalisation of the health care sector and AI and ethics. The committee welcomes these initiatives and to continue to invest in a forward-looking strategy towards funding and capacity development and to build and maintain the expertise needed to do transformative research in changing environments through training and acquisition of researchers.

## **The committee's recommendations**

- It is recommended to develop (perhaps as part of an away day) a strategy that includes operationalises goals such as funding applications, international collaborations, and impact with a focus on both, future proofing the current success and creating more synergies between the groups and programmes within the administrative unit.

## **1.2 Organisation of research**

The faculty is organised with a functional matrix design with staff in three departments: Department of Public Health, Department of Quality and Health Technology and Department of Caring and Ethics. This organisation has the purpose to stimulate collaborations across the different departments and disciplines. In the SWOT analysis, the administrative unit reflects that individual research groups have not been able to collaborate as much among themselves and across disciplines as desired and that working in different buildings is hindering communication. Since the administrative unit is now located in five different buildings, monthly department meetings and a leader research forum are used to offer opportunities for collaboration.

## **The committee's evaluation**

The committee notes that a matrix structure in an organisation of almost 300 staff benefits from communication and suggests monitoring the issue and considering what degree of investment is appropriate to optimise synergy within the administrative unit.

The organisation in programme areas, research centres and research groups define the research structures of the administrative unit. The committee wonders if these structures, their alignments to each other, and in particular the specific time frames were subject of review and ongoing discussions. SHARE, the Centre for Resilience in Healthcare seems to be particularly central to the administrative unit and creates substantial synergies. Applying for the Norwegian Centres for Excellence scheme in 2025 underlines the ambition of the administrative unit.

The committee sees substantial potential for research and translation through collaborations with Stavanger University Hospital and HelseCampus Stavanger. The administrative unit already has successfully established collaborations with Stavanger University Hospital and there might be potential to extend this to other areas of mutual interest by finding modes of collaboration to bridge different organisational procedures and cultures. The model of dual positions makes it easier to realise clinical research projects and the willingness of the health research departments of the hospitals to accommodate this mode of work is offering a major potential for translational health science.

Likewise, HelseCampus Stavanger may allow to move insights and innovations from research more efficiently into practice. The Dean currently chairing the board of HelseCampus might also be an opportunity to review structure and procedures to align with the research strategy of the administrative unit and potentially introduce cross cutting infrastructures such as a co-creation platform based on the 2023 SHARE patient and stakeholder involvement strategy and HelseCampus Stavanger's best practice guide for stakeholder involvement.

The committee noted that the administrative unit is operating on relatively little formal written procedure and strategy. Instead, good practice is the result of research leadership and culture in the administrative unit. Whilst the committee agrees that it can be helpful to keep formal structures slim, there is a risk that with growth and development of an organisation strategy and good practice benefit from formal strategy and procedure.

#### **The committee's recommendations**

- The committee recommends monitoring critical mass and trajectory across the programme areas and research groups with a view to potentially developing additional centres in the future.
- It is recommended to discuss if a more streamlined organisational structure could support synergy and simplify procedures which might be more complicated due to the complex infrastructure (e.g., PhD training programmes and procedures for user involvement).

### **1.3 Research funding**

The administrative unit is well positioned to acquire third party funding, both nationally and internationally with successfully funded projects from a range of funders over the last five years prior to submission. The majority of the income comes from the basic grant provided by the Ministry of Health and Research. In the year prior to submission, the majority of the competitively acquired funding was from national sources with a level of variability that appears typical for the higher education sector. Since 2019, HV has submitted 24 applications towards RCN schemes resulting in 6 RCN grants totalling of 58,8 MNOK. Two Horizon Europe grants were successfully obtained in 2022 and 2023. Success rate seems to be well above average and the administrative unit expressed an interest to sustain the success rate in a difficult funding environment, rather than focusing on further increases. Mechanisms to support researchers in writing applications and integrating younger researchers in the application process appear to be already in place.

#### **The committee's evaluation**

Recent trajectories on research funding suggest a successful approach toward research funding. The funded work is central to the unit's objectives and strengthen its position for further applications. Given the concern about funding in Norway that was voiced during the exchange with the administrative unit and the strong international outlook of the administrative unit, one strategy to move forward is a focus on EU funding, furthering the recent success with the European Union.

#### **The committee's recommendations**

- Given the high success rate, the committee recommends considering how more applications can be developed, for example by enabling more researchers to write applications (through mentoring etc.), availing senior support to those preparing applications and further strengthening the focus on societal impact and internationalisation.
- General strategies to increase the rate at which funding applications are submitted involve granting research time for the period of preparing and submitting applications, internal peer reviews and specialist administrative support.
- The unit has excellent international collaboration and a recent run of success with EU funding. The focus on EU but also on NIH funding would build upon and

strengthen these international collaborations. Likewise, involving international partner in national application might strengthen some applications and would highlight the strengths of the unit.

- forward is a focus on EU funding, furthering the recent success with the European Union.

#### **1.4 Use of infrastructures**

The infrastructure used by the administrative unit is predominantly local, for example the Helsecampus Stavanger, SAFER - Stavanger Acute Medicine Foundation for Education and Research is giving access to simulation and education tools for emergency medicine and patient safety and SEARCH -Sandnes Education and Research Centre Høyland for access to an animal research lab, as well as a training facility for medical students.

#### **The committee's evaluation**

Use or development of other infrastructures for data access are not currently mentioned and the committee was wondering if there are plans or discussions about access to infrastructures that would helpfully underpin the research programme and / make the work in the research programmes more efficient. In particular, the cohorts in Norway are internationally highly respected and may contribute to successful funding applications.

#### **The committee's recommendations**

- The committee recommends integrating a clear analysis in the research strategy, which expertise and capabilities, including at the levels of infrastructure are desirable or needed to be competitive in competing for funding and to future proof the standing of the administrative unit internationally (e.g., in the context of digitalisation, artificial intelligence and other foreseeable developments).
- This should result in a priority list of infrastructures to be used more, to be developed or accessed and utilised.

#### **1.5 Collaboration**

Collaborations are at the heart of the administrative units' strategy and the portfolio of collaborations seems well suited to the research strategy. The administrative unit itself is interdisciplinary and that is reflected in the collaborations. External collaborations include collaborating universities and academic both nationally and internationally. There is a process via workshops to build and sustain these relationships.

#### **The committee's evaluation**

Relationships to other sectors such as patient organisations, healthcare, health authorities and education all seem well developed and suitable for the strategy of the administrative unit to be implemented. The international collaborations appear strong and an important competitive advantage for funding and research development.

#### **The committee's recommendations**

- The committee was unclear if these reflections apply to all the administrative unit and recommends reviewing opportunities for further strengthening or levelling up collaboration.
- The committee recommends an internationalisation strategy and, where appropriate, memoranda of collaboration with key partners abroad.

## **1.6 Research staff**

The administrative unit has 149 staff, of those 29 full professors and 11 Professor II (adjunct position, mostly 20%). Most junior grades are part time. A high proportion is female, also over 70% of the full professors.

### **The committee's evaluation**

The proportion of ca. 20% of staff being full professors seems suited to the unit's portfolio. The information provided to the committee did not include a clear strategy on staff development focusing on how future full professorial roles will be filled through staff development or recruitment from outside of the university.

### **The committee's recommendations**

The committee recommends having a clear and transparent staff development strategy which reflects the research strategy and highlights how individuals can contribute to the strategy and how they can be enabled to do so. This may also include designing some research only roles or roles with teaching allocation that can be covered in English, to be able to add critical methodological expertise that cannot easily be recruited from the Norwegian academic job market.

## **1.7 Open Science**

UiS guidelines for managing research data fully implement the principles of the Norwegian Research Council and the EU with regards to managing research data and adherence to the FAIR principles, i.e., research data should be findable, accessible, interoperable and reusable. The University library offers guidance and training for researchers and students regarding Open Science issues. Whilst the administrative unit does not have the numbers of the people attending, the perception within the administrative unit is that this offer is regularly taken up. From 2018-2022 the proportion of Open Access publication out of all publications has increased from 68,9% to 89,5%.

### **The committee's evaluation**

The procedures for open science represent good practice and are amongst the better ones the committee has reviewed. The recent developments from 2018-2022 showing an increase in the proportion of Open Access publication out of all publications from 68,9% to 89,5% are impressive.

### **The committee's recommendations**

- The committee recommends seeking to benchmark open science practices against the best standards of the unit's international partners. For Open Access publications are 100% marked should be considered as an objective. For the future, clear objectives should be agreed and a strategy for achieving these objectives should be formulated addressing other aspects of the Open Science movement such as Open Source / Open Methods, Open Infrastructures and Open Evaluation.
- The Open Science training should be made compulsory to ensure full participation.

## **2. Research production, quality and integrity**

### **Introduction**

Research outputs of HV are mainly in the fields of Public Health, Quality and Health Technology, and Caring and Ethics. In the last three years the share of publications on level 2 has been around 40%, which is excellent.

The provided publication data show a continuous increase in total publications as well as in author shares over the years. In 2022, researchers at HV published 191 publications, many of which are co-authored with international collaborators.

### **2.1 Research quality and integrity**

This part includes one overall evaluation of each research group that the administrative unit has registered for the evaluation. The overall assessment of the research group has been written by one of the 18 expert panels that have evaluated the registered research groups in EVALMEDHELSE. The expert panels are solely behind the evaluation of the research group(s). The evaluation committee is not responsible for the assessment of the research group(s).

#### **Centre for Resilience in Health Care**

The centre has a well-developed and impressive research strategy, based on the vision: SHARE will become an internationally recognised research centre by reforming the quality and safety of current healthcare systems (micro, meso, macro level). SHARE has a strong, ambitious, and visionary leadership. The organisational structure with different partners is challenging, but it seems that the SHARE centre has managed to make it a strength. The research from SHARE is of high quality, benchmarked against the research carried out in similar groups abroad. The group publishes scientific papers in highly esteemed scientific journals, together with the more specialised journals within the research field. In addition, SHARE has been instrumental in developing tools for practical use to improve the care part of health services. In conclusion, the SHARE research group has an impressive track record and contributes significantly to the patient safety and resilience in health care field. The group is probably one of the leading groups within this field in Norway, but also in the forefront internationally.

#### **Health promotion and innovative approaches for sustainable health services (PRoHealth)**

The overall evaluation of the panel was that the group is on a par with what is expected from groups in the same research field. The group addresses questions of high societal relevance, however it remains unclear to what extent it contributes to national and international research evidence as well as to the well-being of end-users. More specifically, the main strength of the group is the societal relevance of the research conducted by its members.

The main weaknesses of the group include changes in research priorities seem to reflect changes in leadership and changes in the public health service, more than a clear identity of the group and the group is dedicated to undertaking research that will make a strong societal contribution but it is not fully clear which contributions are being made by the group.

### **Life phenomena and caring**

The group's activities fit well with what its institution needs. It has links with Scandinavian researchers but less so further afield. The group's organisational dimension is good. The publications are interesting, but a number are within Scandinavian journals and so may not be read more widely. The group contributes to society via documents such as on returning to work after breast cancer. User involvement in the research process is evident in such initiatives, that have now been extended to colon and other cancers.

### **Participation in school, working life and treatment (PARTAKE)**

PARTAKE seems an active research group with good quality research and several projects producing publications. However, the scope of research seems somewhat narrow and could be broadened consequently (likely) providing possibilities to adopt more quantitative approaches. The interaction with information users seems somewhat modest, except for academic partners and therefore, also societal contribution remains modest compared to the relevancy of the topics of the PARTAKE research.

### **Professional relations in health and welfare (PRIVY)**

This group is doing very important work in a sphere which is traditionally stigmatised. The use of qualitative methods and innovative ways of dealing with the processing of death are highly appropriate. The work has a depth not seen in a lot of medical or health research but does not have a high level of traditional research outputs. The papers and projects are of a moderate quality and there is societal contribution via media articles. However, the group's potential impact is not evident in the document. It has not provided benchmarks and so it is difficult to assess the direction that it is heading in or exactly what it seeks to achieve in the future (other than SFF status, but the evaluators do not know what this is). User involvement in the research process is not emphasised.

### **3. Diversity and equality**

The administrative unit has an excellent representation of women at all including the highest levels of the organisation and from the self-assessment and from the interview the committee perceived the administrative unit to provide an environment in which diversity and equality are encouraged. The administrative unit emphasised that the faculty is contributing to the female professor competence at Stavanger. The administrative unit is also very active in international recruitment and has over the years done more recruitment from other countries and backgrounds than before.

During the interview, the administrative unit clarified that there is no one in particular at the faculty level who is responsible for monitoring the implementation of the policies for diversity and equality and that there is no monitoring and evaluation at faculty level but that these issues are in principle addressed by the central university administration. The administrative unit emphasised that both the culture and leadership environment is very much inherently supporting a diversity and equality approach. There was a discussion about the balance between the additional administration and bureaucracy of monitoring and evaluating the implementation of diversity and equality policies and the added benefit of it.

#### **The committee's evaluation**

The committee appreciated the discussion and got a good sense of the current culture encouraging diversity and equity. There was a notable effort both to make the nursing programme more attractive to male students and to support them once at the institute. As organisations grow, they and their leadership may change, and policies once spontaneously implemented may become less prominent over time and changing context. The committee would therefore encourage the administrative unit to discuss actively what level of strategy, documentation and leadership is appropriate for the administrative unit to ensure that talent thrives regardless of the background.

#### **The committee's recommendations**

- The committee appreciates the desire for lean and agile structures and procedures. However, there needs to be a balance between agility, transparency and sustainable which often benefits from a level of explicit procedural engagement, documentation and regular review.
- We do recommend a benchmarking. The administrative unit is very well internationally networked and perhaps it would be helpful to understand the procedures at partner organisations abroad to establish a benchmark for a diversity and equality plan.

## 4. Relevance to institutional and sectorial purposes

The administrative unit focuses on sector specific impact following four sectorial objectives. The objective “high quality in research and education” is supported by activities such as a research leader forum, a pedagogic week once a year for teaching personnel, a mandatory university pedagogics course for all teaching staff, administrative support resources, compulsory Supervisory Qualifications Programme for new PhD-supervisors, a faculty EU-positioning coordinator, research leader training (from both a HR and research administration perspective), yearly research ethics seminar, career development courses for researchers at different levels and once focusing on women preparing for a professorship. The sectorial objective of research and education for welfare, value creation and innovation is supported by a portfolio of training and education courses and the research portfolio outlined in the self-assessment. To achieve the objective access to education (esp. capacity in health education) the administrative unit offers study programmes at bachelor, master and PhD level, as well as continuing and further education courses, in areas such as public health, quality and health technology, caring and ethics, and medicine. These courses are regularly updated to strengthen the access and capacity in health education. Finally, the objective of efficiency, diversity and solidity of the higher education sector and research system is addressed through the research portfolio in health technology and simulation with its potential to contribute to increased quality and efficiency of healthcare.

### **The committee’s evaluation**

Strategies in research, training and education to increase emphasis on commercialisation are not explicitly formulated and do not appear to be a major priority. The impetus for commercialisation is seen to be in the technical faculties with which the administrative unit had sporadic but no systematic collaborations. The unit has clarified that the commercialisation route is not the primary route for producing societal impact.

### **The committee’s recommendations**

The committee recommends developing an impact strategy alongside the research strategy to highlight opportunities and strategies for optimising the societal impact and to identify the needs in terms of training and structure to achieve it.

### **4.1 Higher education institutions**

The administrative unit reports that PhD students are fully embedded in their research programmes and receive support at all stages of their education.

### **The committee’s evaluation**

There is limited detail in particular on the activities to educate PhD students in interdisciplinary and intersectoral skills. Likewise, the opportunities described for Master students is very brief and somewhat vague.

### **The committee’s recommendations**

- PhD students are the largest group of paid members of staff in the administrative unit. The committee suggests developing a curriculum to provide them with training that reflects the ambitions of the administrative unit in terms of interdisciplinarity, internationality and inter-sectoral.

## 5. Relevance to society

The research and education portfolio of the administrative unit has high relevance for developments in public health and health technology and it is motivated by longer term policy considerations such as the Administrative United Nations Sustainable Development Goals and the white paper "Time to Act". The administrative unit also reported substantial work on influencing policymakers and regulators to have impact and disseminate their results but acknowledged that this work is not very visible. The work on developing nursing education constitutes an example of impact that could be more efficiently communicated.

### The committee's evaluation

The committee felt that some ongoing work, in particular the HEIME-project's use of simulation for assessing health of older adults living at home, or eHealth @ Hospital-2-Home project, which is developing a digital health service for chronically ill patients, as well as the Caring Futures project have considerable promise for making major impact in health care practice.

Little information was provided on the mechanisms of translation, i.e., the question how to increase the potential of the administrative unit's portfolio to be translated into policy and practice. Given the translational focus of HV it is surprising that only one impact case was presented (Breast Cancer School).

### The committee's recommendations

- The committee suggests reviewing the strategy and policies to create impact and relevance for society. This is an area in which the administrative unit has considerable potential and one that might prove very important for building reputation and obtaining funding in the future. This includes a commitment to make impact in the real world a central strategic aim, a clear mission on how to use stakeholder involvement in stages of the research process (for example through Helsecampus Stavanger), a strategy on how to optimise the potential for translation and a resourced approach to dissemination beyond the traditional academic channels.

### The committee's comments on impact case 1 – Breast Cancer School

The Breast Cancer School is an education arena for enhancing breast cancer survivors' quality of life based on patient participation and interaction with experts and peers. The School offers a 2-day educational programme for breast cancer survivors at the Patient Education Centre at Stavanger University Hospital with the aim to inform, provide reassurance and foster motivation for self-management. The case shows evidence that providing individually tailored information to patients and creating meeting places for women in the same life situation enhances quality of life from diagnosis and through adjuvant treatment. The case is further strengthened by evaluations and long-term follow-ups of the programme.

At the time of reporting, the educational programmes of the BCS had been delivered to more than 650 patients since 2019. Effects on cancer survivors and their families are mostly illustrated by qualitative quotes and some very focused evaluation questions. Here is a potential to do more in terms of following participants up and understanding effects on quality of life and perhaps self-care behaviours of the BCS in routine delivery.

A strong case is made that the courses have increased awareness of clinicians, raised interest in administrators and directors in the healthcare sector and is regularly used. The committee would encourage the organisers to continue evaluating the long-term effects of the courses on health-related outcomes.

## Appendices

# Evaluation of Medicine and health 2023-2024

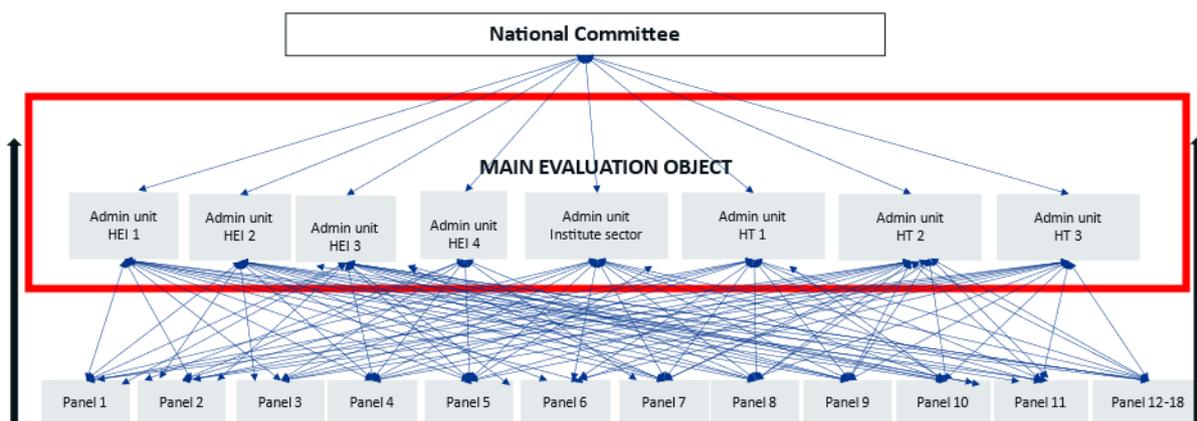
By evaluating Norwegian research and higher education we aim to enhance the quality, relevance, and efficiency. In accordance with the statutes of the Research Council of Norway (RCN), the RCN evaluates Norwegian professional environments to create a solid and up-to-date knowledge base about Norwegian research and higher education in an international perspective.

The evaluation of life sciences is conducted in 2022-2024. The evaluation of medicine takes place in 2023-2024. The evaluation of biosciences was carried out in 2022-2023. The primary aim of the evaluation of life sciences is to reveal and confirm the quality and the relevance of research performed at Norwegian Higher Education Institutions (HEIs), the institute sector and the health trusts. The evaluation shall result in recommendations to the institutions, the RCN and the ministries.

## *Evaluation of medicine and health (EVALMEDHELSE) 2023-2024*

The evaluation of medicine and health includes sixty-eight administrative units (e.g., faculty, department, institution, center, division) which are assessed by evaluation committees according to sectorial affiliation and other relevant similarities between the units. The administrative units enrolled their research groups (315) to eighteen expert panels organised by research subjects or themes and assessed across institutions and sectors.

### *Organisation of evaluation of medicine and health 2023-2024*



The institutions have been allowed to adapt the evaluation mandate (Terms of Reference) to their own strategic goals. This is to ensure that the results of the evaluation will be useful for the institution's own strategic development. The administrative unit together with the research group(s) selects an appropriate benchmark for each of the research group(s).

The Research Council of Norway has commissioned an external evaluation secretariat at Technopolis Group for the implementation of the evaluation process.

Each institution/administrative unit is responsible for following up the recommendations that apply to their own institution/administrative unit. The Research Council will use the results from the evaluation in the development of funding instruments and as a basis for advice to the Government.

The web page for the evaluation of medicine and health 2023-2024: [Evaluation of medicine and health sciences \(forskingsradet.no\)](https://forskingsradet.no)

Se vedlagte adresseliste

Vår saksbehandler / tlf.	Vår ref.	Deres ref.	Sted
Hilde G. Nielsen/40922260	23/3056	[Ref.]	Lysaker 28.4.2023

## **Invitasjon til å delta i fagevaluering av medisin og helsefag (EVALMEDHELSE) 2023-2024**

Vi viser til varsel om oppstart av nye evalueringer sendt institusjonenes ledelse 9. november 2021 (vedlegg 2).

Porteføljestyret for livsvitenskap har vedtatt å gjennomføre fagevaluering av livsvitenskap 2022-2024 som to evalueringer:

- Evaluering av biovitenskap (EVALBIOVIT) (2022-2023)
- Evaluering av medisin og helsefag (EVALMEDHELSE) (2023-2024)

Hovedmålet med fagevalueringen av livsvitenskap 2022-2024 er å vurdere kvalitet og rammebetingelser for livsvitenskapelig forskning i Norge, samt forskningens relevans for sentrale samfunnsområder. Evalueringen skal resultere i anbefalinger til institusjonene, til Forskningsrådet og til departementene. Den forrige fagevalueringen av biologi, medisin og helsefag ble gjennomført i 2010/2011 (vedlegg 3).

Fagevaluering av livsvitenskap retter seg mot UH-sektor, helseforetak og instituttsektor (vedlegg 4). Forskningsrådet forventer at aktuelle forskningsmiljøer deltar i evalueringene, selv om beslutning om deltagelse gjøres ved den enkelte institusjon. Videre ber vi om at deltakende institusjoner setter av tilstrekkelig med ressurser til å delta i evalueringsprosessen, og at institusjonen oppnevner minst én representant som kontaktperson for Forskningsrådet.

### **Invitasjon til å delta i fagevaluering av medisin og helsefag (2023-2024)**

Fagevaluering av medisin og helsefag er organisert over to nivåer (vedlegg 4, side 11). Internasjonale ekspertpaneler vil evaluere forskergrupper på tvers av fag, disiplin og forskningssektorer (UH, institutt og helseforetak) etter kriteriene beskrevet i kapittel 2 i evalueringsprotokollen (vedlegg 4).

Panelrapporten(e) for forskergruppene vil inngå i bakgrunnsdokumentasjonen til forskergruppen(e)s administrative enhet (hovedevalueringsobjektet i evaluering), og som vil bli evaluert i internasjonale

sektorspesifikke evalueringskomiteer. Evalueringskriteriene for administrative enheter er beskrevet i kapittel 2 i evalueringsprotokollen (vedlegg 4).

## **Innmelding av administrative enheter og forskergrupper – frist 6. juni 2023**

### ***Administrative enheter (hovedevalueringssubjektet i evalueringen) – skjema 1***

Forskningsrådet inviterer institusjonene til å melde inn sine administrative enhet/er ved å fylle ut skjema 1. Definisjonen av en administrativ enhet i denne evalueringen er å finne på side 3 (kap 1.1) i evalueringsprotokollen (vedlegg 4). Ved innmelding av administrativ/e enhet/er anbefaler Forskningsrådet institusjonene til å se innmelding av administrativ enhet/er i sammenheng med tilpasning av mandat for den administrative enheten (Appendix A i evalueringsprotokollen).

### ***Forskergrupper – skjema 2***

Forskningsrådet ber de administrative enheter om å melde inn forskergrupper i tråd med forskergruppedefinisjonen (kap 1.1) og minimumskravene beskrevet i kapittel 1.2 i evalueringsprotokollen. Hver administrative enhet melder inn sin/e forskergruppe/r ved å fylle ut Skjema 2. Vi ber også om at forskergruppene innplasseres i den tentative fagpanelinndelingen for EVALMEDHELSE (vedlegg 5).

Forskningsrådet vil ferdigstille panelstruktur og avgjøre den endelige fordelingen av forskergruppene på fagpaneler etter at alle forskergrupper er meldt inn. Mer informasjon vil bli sendt i slutten av juni 2023.

### ***Invitasjon til å foreslå eksperter – skjema 3***

Forskningsrådet inviterer administrative enheter og forskergrupper til å spille inn forslag til eksperter som kan inngå i evalueringskomitéene og i ekspertpanelene. Hver evalueringskomité vil bestå av 7-9 komitémedlemmer, mens hvert ekspertpanel vil bestå av 5-7 eksperter.

Obs. Det er to faner i regnearket:

- FANE 1 – forslag til medlemmer til evalueringskomitéene. Medlemmene i evalueringskomitéene skal inneha bred vitenskapelig kompetanse, både faglig kompetanse og andre kvalifikasjoner som erfaring med ledelse, strategi- og evalueringsarbeid og kunnskapsutveksling.
- FANE 2 – forslag til medlemmer til ekspertpanelene. Medlemmene i ekspertpanelene skal være internasjonalt ledende eksperter innen medisin og helsefaglig forskning og innovasjon.

Utfylte skjemaer (3 stk):

- innmelding av administrative enhet/er (skjema 1)
- innmelding av forskergruppe/er (skjema 2)
- forslag til eksperter (skjema 3)

sendes på epost til [evalmedhelse@forskningsradet.no](mailto:evalmedhelse@forskningsradet.no) **innen 6. juni 2023.**

## **Tilpasning av mandat – frist 30. september 2023**

Forskningsrådet ber med dette administrative enheter om å tilpasse mandatet (vedlegg 4) ved å opplyse om egne strategiske mål og andre lokale forhold som er relevant for evalueringen.

Tilpasningen gjøres ved å fylle inn de åpne punktene i malen (Appendix A). Utfylt skjema sendes på epost til [evalmedhelse@forskningsradet.no](mailto:evalmedhelse@forskningsradet.no) innen 30. september 2023.

### **Digitalt informasjonsmøte 15. mai 2023, kl. 14.00-15.00.**

Forskningsrådet arrangerer et digitalt informasjonsmøte for alle som ønsker å delta i EVALMEDHELSE.

Påmelding til informasjonsmøtet gjøres her: [Fagevaluering av medisin og helsefag \(EVALMEDHELSE\) - Digitalt informasjonsmøte \(pameldingssystem.no\)](#) .

### **Nettsider**

Forskningsrådet vil opprette en nettside på [www.forskningsradet.no](http://www.forskningsradet.no) for EVALMEDHELSE hvor informasjon vil bli publisert fortløpende. [Her](#) kan dere lese om Fagevaluering av biovitenskap (EVALBIOVIT) 2022-2023. Fagevaluering av medisin og helsefag vil bli gjennomført etter samme modell.

Spørsmål vedrørende fagevaluering av medisin og helsefag kan rettes til Hilde G. Nielsen, [hgn@forskningsradet.no](mailto:hgn@forskningsradet.no) eller mobil 40 92 22 60.

Med vennlig hilsen  
Norges forskningsråd

Ole Johan Borge  
avdelingsdirektør  
Helse

Hilde G. Nielsen  
spesialrådgiver  
Helse

**Dokumentet er elektronisk godkjent og signert og har derfor ikke håndskrevne signaturer.**

### **Kopi**

Helse- og omsorgsdepartementet  
Kunnskapsdepartementet

### **Vedlegg**

1. Adresseliste
2. Nye fagevalueringer – varsel om oppstart november 2021
3. Erfaringer med oppfølging av fagevaluering av biologi, medisin og helsefag 2010/2011
4. Fagevaluering av livsvitenskap 2022-2024 – Evalueringsprotokoll
5. Tentativ panelinndeling EVALMEDHELSE mai 2023
6. Skjema 1 – Innmeldingsskjema Administrative enheter
7. Skjema 2 – Innmeldingsskjema Forskergrupper
8. Skjema 3 – Forslag til internasjonale eksperter til evalueringskomiteene og ekspertpanelene
9. Appendix A – word format

# **Evaluation of life sciences in Norway 2022-2023**

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**LIVSEVAL protocol version 1.0**

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*By decision of the Portfolio board for life sciences April 5., 2022*

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Oslo, 5 April 2022

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# 1 Introduction

Research assessments based on this protocol serve different aims and have different target groups. The primary aim of the evaluation of life sciences is to reveal and confirm the quality and the relevance of research performed at Norwegian Higher Education Institutions (HEIs), and by the institute sector and regional health authorities and health trusts. These institutions will hereafter be collectively referred to as Research Performing Organisations (RPOs). The assessments should serve a formative purpose by contributing to the development of research quality and relevance at these institutions and at the national level.

## 1.1 Evaluation units

The assessment will comprise a number of *administrative units* submitted for evaluation by the host institution. By assessing these administrative units in light of the goals and strategies set for them by their host institution, it will be possible to learn more about how public funding is used at the institution(s) to facilitate high-quality research and how this research contributes to society. The administrative units will be assessed by evaluation committees according to sectoral affiliation and/or other relevant similarities between the units.

The administrative units will be invited to submit data on their *research groups* to be assessed by expert panels organised by research subject or theme. See Chapter 3 for details on organisation.

<i>Administrative unit</i>	An administrative unit is any part of an RPO that is recognised as a formal (administrative) unit of that RPO, with a designated budget, strategic goals and dedicated management. It may, for instance, be a university faculty or department, a department of an independent research institute or a hospital.
<i>Research group</i>	Designates groups of researchers within the administrative units that fulfil the minimum requirements set out in section 1.2. Research groups are identified and submitted for evaluation by the administrative unit, which may decide to consider itself a single research group.

## 1.2 Minimum requirements for research groups

- 1) The research group must be sufficiently large in size, i.e. at least five persons in full-time positions with research obligations. This merely indicates the minimum number, and larger units are preferable. In exceptional cases, the minimum number may include PhD students, postdoctoral fellows and/or non-tenured researchers. *In all cases, a research group must include at least three full-time tenured staff.* Adjunct professors, technical staff and other relevant personnel may be listed as group members but may not be included in the minimum number.

- 2) The research group subject to assessment must have been established for at least three years. Groups of more recent date may be accepted if they have come into existence as a consequence of major organisational changes within their host institution.
- 3) The research group should be known as such both within and outside the institution (e.g. have a separate website). It should be able to document common activities and results in the form of co-publications, research databases and infrastructure, software, or shared responsibilities for delivering education, health services or research-based solutions to designated markets.
- 4) In its self-assessment, the administrative unit should propose a suitable benchmark for the research group. The benchmark will be considered by the expert panels as a reference in their assessment of the performance of the group. The benchmark can be grounded in both academic and extra-academic standards and targets, depending on the purpose of the group and its host institution.

### **1.3 The evaluation in a nutshell**

The assessment concerns:

- research that the administrative unit and its research groups have conducted in the previous 10 years
- the research strategy that the administrative units under evaluation intend to pursue going forward
- the capacity and quality of research in life sciences at the national level

The Research Council of Norway (RCN) will:

- provide a template for the Terms of Reference<sup>1</sup> for the assessment of RPOs and a national-level assessment in life sciences
- appoint members to evaluation committees and expert panels
- provide secretarial services
- commission reports on research personnel and publications based on data in national registries
- take responsibility for following up assessments and recommendations at the national level.

RPOs conducting research in life sciences are expected to take part in the evaluation. The board of each RPO under evaluation is responsible for tailoring the assessment to its own strategies and specific needs and for following them up within their own institution. Each participating RPO will carry out the following steps:

- 1) Identify the administrative unit(s) to be included as the main unit(s) of assessment
- 2) Specify the Terms of Reference by including information on specific tasks and/or strategic goals of relevance to the administrative unit(s)

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<sup>1</sup> The terms of reference (ToR) document defines all aspects of how the evaluation committees and expert panels will conduct the [research area] evaluation. It defines the objectives and the scope of the evaluation, outlines the responsibilities of the involved parties, and provides a description of the resources available to carry out the evaluation.

- 3) The administrative unit will, in turn, be invited to register a set of research groups that fulfil the minimum criteria specified above (see section 1.2). The administrative unit may decide to consider itself a single research group.
- 4) For each research group, the administrative unit should select an appropriate benchmark in consultation with the group in question. This benchmark can be a reference to an academic level of performance or to the group's contributions to other institutional or sectoral purposes (see section 2.4). The benchmark will be used as a reference in the assessment of the unit by the expert panel.
- 5) The administrative units subject to assessment must provide information about each of their research groups, and about the administrative unit as a whole, by preparing self-assessments and by providing additional documentation in support of the self-assessment.

#### **1.4 Target groups**

- Administrative units represented by institutional management and boards
- Research groups represented by researchers and research group leaders
- Research funders
- Government

The evaluation will result in recommendations to the institutions, the RCN and the ministries. The results of the evaluation will also be disseminated for the benefit of potential students, users of research and society at large.

This protocol is intended for all participants in the evaluation. It provides the information required to organise and carry out the research assessments. Questions about the interpretation or implementation of the protocol should be addressed to the RCN.

## 2 Assessment criteria

The administrative units are to be assessed on the basis of five assessment criteria. The five criteria are applied in accordance with international standards. Finally, the evaluation committee passes judgement on the administrative units as a whole in qualitative terms. In this overall assessment, the committee should relate the assessment of the specific tasks to the strategic goals that the administrative unit has set for itself in the Terms of Reference.

When assessing administrative units, the committees will build on a separate assessment by expert panels of the research groups within the administrative units. See Chapter 3 'Evaluation process and organisation' for a description of the division of tasks.

### 2.1 Strategy, resources and organisation

The evaluation committee assesses the framework conditions for research in terms of funding, personnel, recruitment and research infrastructure in relation to the strategic aims set for the administrative unit. The administrative unit should address at least the following five specific aspects in its self-assessment: 1) funding sources, 2) national and international cooperation, 3) cross-sector and interdisciplinary cooperation, 4) research careers and mobility, and 5) Open Science. These five aspects relate to how the unit organises and actually performs its research, its composition in terms of leadership and personnel, and how the unit is run on a day-to-day basis.

To contribute to understanding what the administrative unit can or should change to improve its ability to perform, the evaluation committee is invited to focus on factors that may affect performance.

Further, the evaluation committee assesses the extent to which the administrative unit's goals for the future remain scientifically and societally relevant. It is also assessed whether its aims and strategy, as well as the foresight of its leadership and its overall management, are optimal in relation to attaining these goals. Finally, it is assessed whether the plans and resources are adequate to implement this strategy.

### 2.2 Research production, quality and integrity

The evaluation committee assesses the profile and quality of the administrative unit's research and the contribution the research makes to the body of scholarly knowledge and the knowledge base for other relevant sectors of society. 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) and its contribution to Open Science (early knowledge and sharing of data and other relevant digital objects, as well as science communication and collaboration with societal partners, where appropriate).

The evaluation committee considers the administrative unit's policy for research integrity and how violations of such integrity are prevented. It is interested in how the unit deals with research data, data management, confidentiality (GDPR) and integrity, and the extent to which independent and critical pursuit of research is made possible within the unit. Research integrity relates to both the scientific integrity of conducted research and the professional integrity of researchers.

### **2.3 Diversity and equality**

The evaluation committee considers the diversity of the administrative unit, including gender equality. The presence of differences can be a powerful incentive for creativity and talent development in a diverse administrative unit. Diversity is not an end in itself in that regard, but a tool for bringing together different perspectives and opinions.

The evaluation committee considers the strategy and practices of the administrative unit to prevent discrimination on the grounds of gender, age, disability, ethnicity, religion, sexual orientation or other personal characteristics.

### **2.4 Relevance to institutional and sectoral purposes**

The evaluation committee compares the relevance of the administrative unit's activities and results to the specific aspects detailed in the Terms of Reference for each institution and to the relevant sectoral goals (see below).

#### Higher Education Institutions

There are 36 Higher Education Institutions in Norway that receive public funding from the Ministry for Education and Research. Twenty-one of the 36 institutions are owned by the ministry, whereas the last 15 are privately owned. The HEIs are regulated under the Act relating to universities and university colleges of 1 August 2005.

The purposes of Norwegian HEIs are defined as follows in the Act relating to universities and university colleges<sup>2</sup>

- provide higher education at a high international level;
- conduct research and academic and artistic development work at a high international level;
- disseminate knowledge of the institution's activities and promote an understanding of the principle of academic freedom and application of scientific and artistic methods and results in the teaching of students, in the institution's own general activity as well as in public administration, in cultural life and in business and industry.

In line with these purposes, the Ministry for Research and Education has defined four overall goals for HEIs that receive public funding. These goals have been applied since 2015:

- 1) High quality in research and education
- 2) Research and education for welfare, value creation and innovation
- 3) Access to education (esp. capacity in health and teacher education)
- 4) Efficiency, diversity and solidity of the higher education sector and research system

The committee is invited to assess to what extent the research activities and results of each administrative unit have contributed to sectoral purposes as defined above. In particular, the committee is invited to take the share of resources spent on education at the administrative units into account and to assess the relevance and contributions of research to education, focusing on the master's and PhD levels. This assessment should be distinguished from an

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<sup>2</sup> <https://lovdata.no/dokument/NLE/lov/2005-04-01-15?q=universities>

assessment of the quality of education in itself, and it is limited to the role of research in fostering high-quality education.

### Research institutes (the institute sector)

Norway's large institute sector reflects a practical orientation of state R&D funding that has long historical roots. The Government's strategy for the institute sector<sup>3</sup> applies to the 33 independent research institutes that receive public basic funding through the RCN, in addition to 12 institutes outside the public basic funding system.

The institute sector plays an important and specific role in attaining the overall goal of the national research system, i.e. to increase competitiveness and innovation power to address major societal challenges. The research institutes' contributions to achieving these objectives should therefore form the basis for the evaluation. The main purpose of the sector is to conduct independent applied research for present and future use in the private and public sector. However, some institutes primarily focus on developing a research platform for public policy decisions, others on fulfilling their public responsibilities.

The institutes should:

- maintain a sound academic level, documented through scientific publications in recognised journals
- obtain competitive national and/or international research funding grants
- conduct contract research for private and/or public clients
- demonstrate robustness by having a reasonable number of researchers allocated to each research field

The committee is invited to assess the extent to which the research activities and results of each administrative unit contribute to sectoral purposes and overall goals as defined above. In particular, the committee is invited to assess the level of collaboration between the administrative unit(s) and partners in their own or other sectors.

### The hospital sector

There are four regional health authorities (RHF) in Norway. They are responsible for the specialist health service in their respective regions. The RHF are regulated through the Health Enterprises Act of 15 June 2001 and are bound by requirements that apply to specialist and other health services, the Health Personnel Act and the Patient Rights Act. Under each of the regional health authorities, there are several health trusts (HF), which can consist of one or more hospitals. A health trust (HF) is wholly owned by an RHF.

Research is one of the four main tasks of hospital trusts.<sup>4</sup> The three other main tasks are to ensure good treatment, education and training of patients and relatives. Research is important if the health service is to keep abreast of stay up-to-date with medical developments and carry out critical assessments of established and new diagnostic methods,

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<sup>3</sup> [Strategy for a holistic institute policy \(Kunnskapsdepartementet 2020\)](#)

<sup>4</sup> Cf. the Specialist Health Services Act § 3-8 and the Health Enterprises Act §§ 1 and 2

treatment options and technology, and work on quality development and patient safety while caring for and guiding patients.

The committee is invited to assess the extent to which the research activities and results of each administrative unit have contributed to sectoral purposes as described above. The assessment does not include an evaluation of the health services performed by the services.

## **2.5 Relevance to society**

The committee assesses the quality, scale and relevance of contributions targeting specific economic, social or cultural target groups, of advisory reports on policy, of contributions to public debates, and so on. The documentation provided as the basis for the assessment of societal relevance should make it possible to assess relevance to various sectors of society (i.e. business, the public sector, non-governmental organisations and civil society).

When relevant, the administrative units will be asked to link their contributions to national and international goals set for research, including the Norwegian Long-term Plan for Research and Higher Education and the UN Sustainable Development Goals. Sector-specific objectives, e.g. those described in the Development Agreements for the HEIs and other national guidelines for the different sectors, will be assessed as part of criterion 2.4.

The committee is also invited to assess the societal impact of research based on case studies submitted by the administrative units and/or other relevant data presented to the committee. Academic impact will be assessed as part of criterion 2.2.

## 3 Evaluation process and organisation

The RCN will organise the assessment process as follows:

- Commission a professional secretariat to support the assessment process in the committees and panels, as well as the production of self-assessments within each RPO
- Commission reports on research personnel and publications within life sciences based on data in national registries
- Appoint one or more evaluation committees for the assessment of administrative units.
- Divide the administrative units between the appointed evaluation committees according to sectoral affiliation and/or other relevant similarities between the units.
- Appoint a number of expert panels for the assessment of research groups submitted by the administrative units.
- Divide research groups between expert panels according to similarity of research subjects or themes.
- Task the chairs of the evaluation committees with producing a national-level report building on the assessments of administrative units and a national-level assessments produced by the expert panels.

Committee members and members of the expert panels will be international, have sufficient competence and be able, as a body, to pass judgement based on all relevant assessment criteria. The RCN will facilitate the connection between the assessment levels of panels and committees by appointing committee members as panel chairs.

### 3.1 Division of tasks between the committee and panel levels

**The expert panels** will assess research groups across institutions and sectors, focusing on the first two criteria specified in Chapter 2: 'Strategy, resources and organisation' and 'Research production and quality' The assessments from the expert panels will also be used as part of the evidence base for a report on Norwegian research within life sciences (see section 3.3).

**The evaluation committees** will assess the administrative units based on all the criteria specified in Chapter 2. The assessment of research groups delivered by the expert panels will be a part of the evidence base for the committees' assessments of administrative units. See figure 1 below.

The evaluation committee has sole responsibility for the assessments and any recommendations in the report. The evaluation committee reaches a judgement on the research based on the administrative units and research groups' self-assessments provided by the RPOs, any additional documents provided by the RCN, and interviews with representatives of the administrative units. The additional documents will include a standardised analysis of research personnel and publications provided by the RCN.

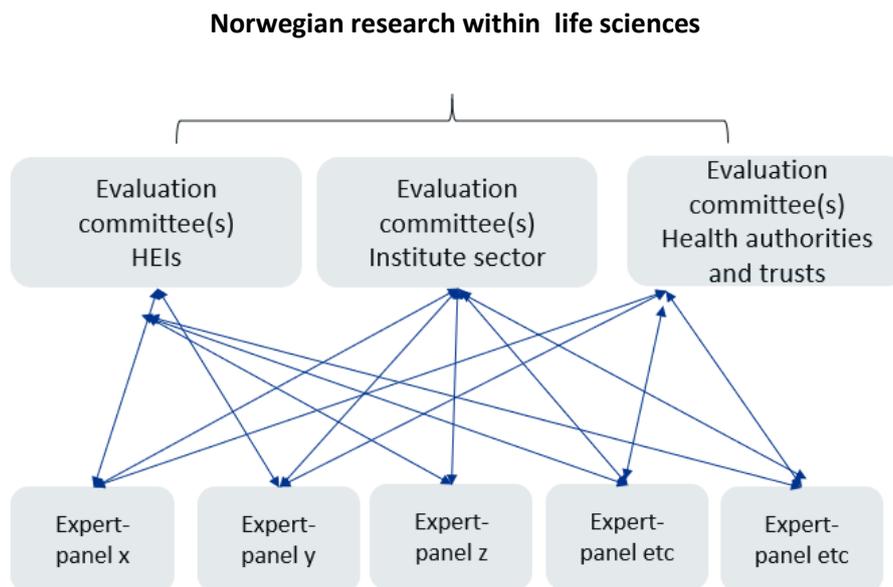


Figure 1. Evaluation committees and expert panels

The evaluation committee takes international trends and developments in science and society into account when forming its judgement. When judging the quality and relevance of the research, the committees shall bear in mind the specific tasks and/or strategic goals that the administrative unit has set for itself including sectoral purposes (see section 2.4 above).

### 3.2 Accuracy of factual information

The administrative unit under evaluation should be consulted to check the factual information before the final report is delivered to the RCN and the board of the institution hosting the administrative unit.

### 3.3 National level report

Finally, the RCN will ask the chairs of the evaluation committees to produce a national-level report that builds on the assessments of administrative units and the national-level assessments produced by the expert panels. The committee chairs will present their assessment of Norwegian research in life sciences at the national level in a separate report that pays specific attention to:

- Strengths and weaknesses of the research area in the international context
- The general resource situation regarding funding, personnel and infrastructure
- PhD training, recruitment, mobility and diversity
- Research cooperation nationally and internationally
- Societal impact and the role of research in society, including Open Science

This national-level assessment should be presented to the RCN.

# Appendix A: Terms of References (ToR)

[Text in red to be filled in by the Research-performing organisations (RPOs)]

The board of [RPO] mandates the evaluation committee appointed by the Research Council of Norway (RCN) to assess [administrative unit] based on the following Terms of Reference.

## Assessment

You are asked to assess the organisation, quality and diversity of research conducted by [administrative unit] as well as its relevance to institutional and sectoral purposes, and to society at large. You should do so by judging the unit's performance based on the following five assessment criteria (a. to e.). Be sure to take current international trends and developments in science and society into account in your analysis.

- a) Strategy, resources and organisation
- b) Research production, quality and integrity
- c) Diversity and equality
- d) Relevance to institutional and sectoral purposes
- e) Relevance to society

For a description of these criteria, see Chapter 2 of the life sciences evaluation protocol. Please provide a written assessment for each of the five criteria. Please also provide recommendations for improvement. We ask you to pay special attention to the following [n] aspects in your assessment:

1. ...
2. ...
3. ...
4. ...
- ...

[To be completed by the board: specific aspects that the evaluation committee should focus on – they may be related to a) strategic issues, or b) an administrative unit's specific tasks.]

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

## Documentation

The necessary documentation will be made available by the **life sciences** secretariat at Technopolis Group.

The documents will include the following:

- a report on research personnel and publications within life sciences commissioned by RCN
- a self-assessment based on a template provided by the life sciences secretariat
- **[to be completed by the board]**

## Interviews with representatives from the evaluated units

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

## Statement on impartiality and confidence

The assessment should be carried out in accordance with the *Regulations on Impartiality and Confidence in the Research Council of Norway*. A statement on the impartiality of the committee members has been recorded by the RCN as a part of the appointment process. The impartiality and confidence of committee and panel members should be confirmed when evaluation data from **[the administrative unit]** are made available to the committee and the panels, and before any assessments are made based on these data. The RCN should be notified if questions concerning 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 by the life sciences secretariat. The committee may suggest adjustments to this format at its first meeting. A draft report should be sent to the **[administrative unit]** and RCN by [date]. The **[administrative unit]** should be allowed to check the report for factual inaccuracies; if such inaccuracies are found, they should be reported to the life sciences secretariat no later than two weeks after receipt of the draft report. After the committee has made the amendments judged necessary, a corrected version of the assessment report should be sent to the board of **[the RPO]** and the RCN no later than two weeks after all feedback on inaccuracies has been received from **[administrative unit]**.

## Appendix B: Data sources

The lists below shows the most relevant data providers and types of data to be included in the evaluation. Data are categorised in two broad categories according to the data source: National registers and self-assessments prepared by the RFOs. The RCN will commission an analysis of data in national registers (R&D-expenditure, personnel, publications etc.) to be used as support for the committees' assessment of administrative units. The analysis will include a set of indicators related to research personnel and publications.

- **National directorates and data providers**
- Norwegian Directorate for Higher Education and Skills (HK-dir)
- Norwegian Agency for Quality Assurance in Education (NOKUT)
- Norwegian Agency for Shared Services in Education and Research (SIKT)
- Research Council of Norway (RCN)
- Statistics Norway (SSB)

### National registers

- 1) R&D-expenditure
  - a. SSB: R&D statistics
  - b. SSB: Key figures for research institutes
  - c. HK-dir: Database for Statistics on Higher Education (DBH)
  - d. RCN: Project funding database (DVH)
  - e. EU-funding: eCorda
- 2) Research personnel
  - a. SSB: The Register of Research personnel
  - b. SSB: The Doctoral Degree Register
  - c. RCN: Key figures for research institutes
  - d. HK-dir: Database for Statistics on Higher Education (DBH)
- 3) Research publications
  - a. SIKT: Cristin - Current research information system in Norway
  - b. SIKT: Norwegian Infrastructure for Bibliometrics  
(full bibliometric data incl. citations and co-authors)
- 4) Education
  - a. HK-dir/DBH: Students and study points
  - b. NOKUT: Study barometer
  - c. NOKUT: National Teacher Survey
- 5) Sector-oriented research
  - a. RCN: Key figures for research institutes
- 6) Patient treatments and health care services
  - a. Research & Innovation expenditure in the health trusts
  - b. Measurement of research and innovation activity in the health trusts
  - c. Collaboration between health trusts and HEIs
  - d. Funding of research and innovation in the health trusts
  - e. Classification of medical and health research using HRCS (HO21 monitor)

## Self-assessments

- 1) Administrative units
  - a. *Self-assessment covering all assessment criteria*
  - b. Administrative data on funding sources
  - c. Administrative data on personnel
  - d. Administrative data on the division of staff resources between research and other activities (teaching, dissemination etc.)
  - e. Administrative data on research infrastructure and other support structures
  - f. SWOT analysis
  - g. Any supplementary data needed to assess performance related to the strategic goals and specific tasks of the unit
  
- 2) Research groups
  - a. *Self-assessment covering the first two assessment criteria (see Table 1)*
  - b. Administrative data on funding sources
  - c. Administrative data on personnel
  - d. Administrative data on contribution to sectoral purposes: teaching, commissioned work, clinical work [will be assessed at committee level]
  - e. Publication profiles
  - f. Example publications and other research results (databases, software etc.)  
The examples should be accompanied by an explanation of the groups' specific contributions to the result
  - g. Any supplementary data needed to assess performance related to the benchmark defined by the administrative unit

The table below shows how different types of evaluation data may be relevant to different evaluation criteria. Please note that the self-assessment produced by the administrative units in the form of a written account of management, activities, results etc. should cover all criteria. A template for the self-assessment of research groups and administrative units will be commissioned by the RCN from the life sciences secretariat for the evaluation.

Table 1. Types of evaluation data per criterion

<div style="text-align: right;">Evaluation units</div> <div style="text-align: left;">Criteria</div>	Research groups	Administrative units
<b>Strategy, resources and organisation</b>	Self-assessment Administrative data	Self-assessment National registers Administrative data SWOT analysis
<b>Research production and quality</b>	Self-assessment Example publications (and other research results)	Self-assessment National registers
<b>Diversity, equality and integrity</b>		Self-assessment National registers Administrative data
<b>Relevance to institutional and sectoral purposes</b>		Self-assessment Administrative data
<b>Relevance to society</b>		Self-assessment National registers Impact cases
<b>Overall assessment</b>	<i>Data related to: Benchmark defined by administrative unit</i>	<i>Data related to: Strategic goals and specific tasks of the admin. unit</i>



# Evaluation of Medicine and Health (EVALMEDHELSE) 2023-2024

## Self- assessment for administrative units

Date of dispatch: **15 September 2023**  
Deadline for submission: **31 January 2024**

Institution (name and short name): \_\_\_\_\_

Administrative unit (name and short name): \_\_\_\_\_

Date: \_\_\_\_\_

Contact person: \_\_\_\_\_

Contact details (email): \_\_\_\_\_

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# Introduction

The primary aim of the evaluation is to reveal and confirm the quality and the relevance of research performed at Norwegian Higher Education Institutions (HEIs), the institute sector and the health trusts. These institutions will henceforth be collectively referred to as research performing organisations (RPOs). The evaluation report(s) will provide a set of recommendations to the RPOs, the Research Council of Norway (RCN) and the responsible and concerned ministries. The results of the evaluation will also be disseminated for the benefit of potential students, users of research and society at large.

You have been invited to complete this self-assessment as an administrative unit. The self-assessment contains questions regarding the unit's research- and innovation related activities and developments over years 2012-2022. All submitted data will be evaluated by international evaluation committees. The administrative unit's research groups will be assessed by international expert panels who report their assessment to the relevant evaluation committee.

## **Deadline for submitting self- assessments to the Research Council of Norway – 31 January 2024**

As an administrative unit you are responsible for collecting completed self-assessments for each of the research groups that belong to the administrative unit. The research groups need to submit their completed self-assessment to the administrative unit no later than 26 January 2024. The administrative unit will submit the research groups' completed self-assessments and the administrative unit's own completed self-assessment to the Research Council within 31 January 2024.

Please use the following format when naming your document: name of the institution and short name of the administrative unit, e.g. *NTNU\_FacMedHealthSci* and send it to [evalmedhelse@forskningsradet.no](mailto:evalmedhelse@forskningsradet.no) within 31 January 2024.

For questions concerning the self-assessment or EVALMEDHELSE in general, please contact RCN at [evalmedhelse@forskningsradet.no](mailto:evalmedhelse@forskningsradet.no).

Thank you!

## Guidelines for completing the self-assessment

- Please read the entire self-assessment document before answering.
- The evaluation language is English.
- Please be sure that all documents which are linked to in the self- assessment are in English and are accessible.
- The page format must be A4 with 2 cm margins, single spacing and Calibri and 11-point font.
- The self-assessment follows the same structure as the [evaluation protocol](#). In order to be evaluated on all criteria, the administrative unit must answer all questions.
- Information should be provided by link to webpages i.e. strategy and other planning documents.
  - Provide information – provide documents and other relevant data or figures about the administrative unit, for example strategy and other planning documents.
  - Describe – explain and present using contextual information about the administrative unit and inform the reader about the administrative unit.
  - Reflect – comment in a reflective and evaluative manner how the administrative unit operates.
- Data on personnel should refer to reporting to DBH on 1 October 2022 for HEIs and to the yearly reporting for 2022 for the institute sector and the health trusts. Other data should refer to 31 December 2022, if not specified otherwise.
- Questions in 4.3c should **ONLY** be answered by administrative units responsible for the Cand.med. degree programme, cf. [Evaluation of the Professional programme in Medicine \(NOKUT\)](#).
- It is possible to extend the textboxes when filling in the form. **NB!** A completed self- assessment cannot exceed 50 pages (pdf file) excluding question 4.3.c. The evaluation committees are not requested to read more than the maximum of 50 pages. Pages exceeding maximum limit of 50 pages **might not** be evaluated.
- Submit the self- assessment as a pdf (max 50 pages). Before submission, please be sure that all text are readable after the conversion of the document to pdf. The administrative unit is responsible for submitting the self-assessment of the administrative unit together with the self-assessments of the belonging research group(s) to [evalmedhelse@forskningsradet.no](mailto:evalmedhelse@forskningsradet.no) within **31 January 2024**.

***Please note that information you write in the self- assessment and the links to documents/webpages in the self- assessment are the only available information (data material) for the evaluation committee.***

***In exceptional cases, documents/publications that are not openly available must be submitted as attachment(s) to the self- assessment (pdf file(s)).***

# 1.Strategy, resources and organisation

## 1.1 Research strategy

Describe the main strategic goals for research and innovation of the administrative unit. You may include the following:

- How are these goals related to institutional strategies and scientific priorities?
- Describe how the administrative unit's strategies and scientific priorities are related to the "specific aspects that the evaluation committee should focus on" indicated in your Terms of Reference (ToR)
- Describe the main fields and focus of research and innovation in the administrative unit
- Describe the planned research-field impact; planned policy impact and planned societal impact
- Describe how the strategy is followed-up in the allocation of resources and other measures
- Describe the most important occasions where priorities are made (i.e., announcement of new positions, applying for external funding, following up on evaluations)
- If there is no research strategy – please explain why

**Table 1. Administrative unit`s strategies**

For each category present up to 5 documents which are most relevant for the administrative unit. Please delete lines which are not in use.

Research strategy		
No.	Title	Link
1		
2		
3		
4		
5		
Outreach strategies		
No.	Title	Link
1		
2		
3		
4		
5		
Open science policy		
No.	Title	Link
1		
2		
3		
4		
5		

## 1.2 Organisation of research

a) Describe the organisation of research and innovation activities/projects at the administrative unit, including how responsibilities for research and other purposes (education, knowledge exchange, patient treatment, researcher training, outreach activities etc.) are distributed and delegated.

b) Describe how you work to maximise synergies between the different purposes of the administrative unit (education, knowledge exchange, patient treatment, researcher training, outreach activities etc.).

## 1.3 Research staff

Describe the profile of research personnel at the administrative unit in terms of position and gender. Institutions in the higher education sector should use the categories used in DBH, <https://dbh.hkdir.no/datainnhold/kodeverk/stillingskoder>.

RCN has commissioned reports from Statistics Norway (SSB) on personnel for the administrative units included in the evaluation. These reports will be made available to the units early November 2023.

Only a subset of the administrative units submitted to the evaluation is directly identifiable in the national statistics. Therefore, we ask all administrative units to provide data on their R&D personnel. Institutions that are directly identifiable in the national statistics (mainly higher education) are invited to use the figures provided in the report delivered by Statistics Norway. Please delete lines which are not in use.

**Table 2. Research staff**

	Position by category	No. of researcher per category	Share of women per category (%)	No. of researchers who are part of multiple (other) research groups at the admin unit	No. of temporary positions
<b>No. of Personell by position</b>	Position A (Fill in)				
	Position B (Fill in)				
	Position C (Fill in)				
	Position D (Fill in)				

## 1.4 Researcher careers opportunities

- a) Describe the structures and practices to support researcher careers and help early-career researchers to make their way into the profession.
- b) Describe how research time is distributed among staff including criteria for research leave/sabbaticals (forskningstermin/undervisningsfri).
- c) Describe research mobility options.

## 1.5 Research funding

- a) Describe the funding sources of the administrative unit. Indicate the administrative unit's total yearly budget and the share of the unit's budget dedicated to research.
- b) Give an overview of the administrative unit's competitive national and/or international grants last five years (2018-2022).

**Table 3. R&D funding sources**

Please indicate R&D funding sources for the administrative unit for the period 2018-2022 (average NOK per year, last five years).

<b>For Higher Education Institutions: Share of basic grant (grunnbevilgning) used for R&amp;D<sup>1</sup></b>	
<b>For Research Institutes and Health Trusts: Direct R&amp;D funding from Ministries (per ministry)</b>	
Name of ministry	NOK

<b>National grants (bidragsinntekter) (NOK)</b>	
From the ministries and underlying directorates	
From industry	
From public sector	
Other national grants	
<b>Total National grants</b>	
<b>National contract research (oppdragsinntekter)<sup>2</sup> (NOK)</b>	
From the ministries and underlying directorates	
From industry	

<sup>1</sup> Shares may be calculated based on full time equivalents (FTE) allocated to research compared to total FTE in administrative unit

<sup>2</sup> For research institutes only research activities should be included from section 1.3 in the yearly reporting

From public sector	
Other national contract research	
<b>Total contract research</b>	
<b>International grants (NOK)</b>	
From the European Union	
From industry	
Other international grants	
<b>Total international grants</b>	
<b>Funding related to public management (forvaltningsoppgaver) or (if applicable) funding related to special hospital tasks, if any</b>	
Total funding related to public management/special hospital tasks	
<b>Total all R&amp;D budget items (except basic grant)</b>	

## 1.6 Collaboration

Describe the administrative unit's policy towards national and international collaboration partners, the type of the collaborations the administrative unit have with the partners, how the collaboration is put to practice as well as cross-sectorial and interdisciplinary collaborations.

- Reflect of how successful the administrative unit has been in meeting its aspirations for collaborations
- Reflect on the importance of different types of collaboration for the administrative unit: National and international collaborations. Collaborations with different sectors, including public, private and third sector
- Reflect on the added value of these collaborations to the administrative unit and Norwegian research system

**Table 4a. The main national collaborative constellations with the administrative unit**

Please categorise the collaboration according to the most important national partner(s): 5-10 institutions in the period 2012-2022. Please delete lines which are not in use.

**National collaborations**

<b>Collaboration with national institutions – 1 -10</b>	
Name of main collaboration or collaborative project with the admin unit	
Name of partner institution(s)	
Sector of partner/institution(s)/sectors involved	
Impacts and relevance of the collaboration	

**Table 4b. The main international collaborative constellations with the administrative unit**

Please categorise the collaboration according to the most important international partner(s): 5-10 international institutions in the period 2012-2022. Please delete lines which are not in use.

**International collaborations**

<b>Collaboration with international institutions – 1-10</b>	
Name of main collaboration or collaborative project with the admin unit	
Name of partner institution(s)	
Sector of partner/institution(s)/sectors involved	

Impacts and relevance of the collaboration	
--	--

## 1.7 Open science policies

a) Describe the institutional policies, approaches, and activities to the Open Science areas which may include the following:

- Open access to publications
- Open access to research data and implementation of FAIR data principles
- Open-source software/tools
- Open access to educational resources
- Open peer review
- Citizen science and/or involvement of stakeholders / user groups
- Skills and training for Open Science

b) Describe the most important contributions and impact of the administrative unit's researchers towards the different Open Science areas cf. 1.7a above.

c) Describe the institutional policy regarding ownership of research data, data management, and confidentiality. Is the use of data management plans implemented at the administrative unit?

## 1.8 SWOT analysis for administrative units

**Instructions:** Please complete a SWOT analysis for your administrative unit. Reflect on what are the major internal Strengths and Weaknesses as well as external Threats and Opportunities for your research and innovation activities/projects and research environment. Assess what the present Strengths enable in the future and what kinds of Threats are related to the Weaknesses. Consider your scientific expertise and achievements, funding, facilities, organisation and management.

<b>Internal</b>	<b>Strengths</b>	<b>Weaknesses</b>
<b>External</b>	<b>Opportunities</b>	<b>Threats</b>

## 2. Research production, quality and integrity

### 2.1 Research quality and integrity

Please see the bibliometric analysis for the administrative unit developed by NIFU (available by the end of October, 2023).

a) Describe the scientific focus areas of the research conducted at the administrative unit, including the unit's contribution to these areas.

b) Describe the administrative unit's policy for research integrity, including preventative measures when integrity is at risk, or violated.

### 2.2 Research infrastructures

a) Participation in national infrastructure

Describe the most important participation in the national infrastructures listed in the Norwegian roadmap for research infrastructures (Norsk veikart for forskningsinfrastruktur) including as host institution(s).

**Table 5. Participation in national infrastructure**

Please present up to 5 participations in the national infrastructures listed in the Norwegian roadmap for research infrastructures (Norsk veikart for forskningsinfrastruktur) for each area that were the most important to your administrative unit.

Areas in roadmap	Name of research infrastructure	Period (from year to year)	Description	Link to website

b) Participation in international infrastructures

Describe the most important participation in the international infrastructures funded by the ministries (Norsk deltakelse i internasjonale forskningsorganisasjoner finansiert av departementene).

**Table 6. Participation in international infrastructure**

Please describe up to 5 participations in international infrastructures for each area that have been most important to your administrative unit.

Project	Name	Period (from year to year)	Description	Link to infrastructure

c) Participation in European (ESFRI) infrastructures

Describe the most important participation in European (ESFRI) infrastructures (Norske medlemskap i infrastrukture i ESFRI roadmap) including as host institution(s).

**Table 7. Participation in infrastructures on the ESFRI Roadmap**

Please give a description of up to 5 participations that have been most important to your administrative unit.

Social sciences and the humanities				
Name	ESFRI-project	Summary of participation	Period (from year to year)	Link

d) Access to research infrastructures

Describe access to relevant national and/or international research infrastructures for your researchers. Considering both physical and digital infrastructure.

e) FAIR- principles

Describe what is done at the unit to fulfil the FAIR-principles.

### 3. Diversity and equality

Describe the policy and practices to protect against any form of discrimination and to promote diversity in the administrative unit.

**Table 8. Administrative unit policy against discrimination**

Give a description of up to 5 documents that are the most relevant. If the administrative unit uses the strategies, policies, etc. of a larger institution, then these documents should be referred to. Please delete lines which are not in use.

No.	Name	Valid period	Link
1			

## 4. Relevance to institutional and sectorial purposes

### 4.1 Sector specific impact

Describe whether the administrative unit has activities aimed at achieving sector-specific objectives or focusing on contributing to the knowledge base in general. Describe activities connected to sector-specific objectives, the rationale for participation and achieved and/or expected impacts. Please refer to chapter 2.4 in the [evaluation protocol](#).

- Alternatively, describe whether the activities of the administrative unit are aimed at contribution to the knowledge base in general. Describe the rationale for this approach and the impacts of the unit's work to the knowledge base.

### 4.2 Research innovation and commercialisation

- a) Describe the administrative unit's practices for innovation and commercialisation.
- b) Describe the motivation among the research staff in doing innovation and commercialisation activities.
- c) Describe how innovation and commercialisation is supported at the administrative unit.

#### **Table 9. Policies for innovation including IP policies, new patents, licenses, start-up/spin-off guidelines**

Describe up to 5 documents of the administrative unit's policies for innovation, including IP policies, new patents, licenses, start-up/spin-off guidelines, etc., that are the most relevant. If the administrative unit uses the strategies, policies, etc. of a larger institution, then present these documents. Please delete lines which are not in use.

No.	Name	Valid period	Link
1			

**Table 10. Administrative description of successful innovation and commercialisation results**

Please describe up to 10 successful innovation and commercialisation results at your administrative unit in the period 2012-2022. Please delete lines which are not in use.

No.	Name of innovation and commercial results	Link	Description of successful innovation and commercialisation result.
1			

### 4.3 Higher education institutions

a) Reflect how research at the administrative unit contributes towards master and PhD-level education provision, at your institutions and beyond.

b) Describe the opportunities for master students to become involved in research activities at the administrative unit.

c) **ONLY** for administrative units responsible for the Cand.med. degree programme, cf. [Evaluation of the Professional programme in Medicine \(NOKUT\)](#).

- Reflect on how research at the administrative unit contributes towards the quality of the Cand.med. degree programme at your institutions and beyond.
- Describe the different opportunities for students on the Cand.med. degree programme to become involved in research activities at the administrative unit, and the extent to which students use those opportunities.

### 4.4 Research institutes

a) Describe how the research and innovation activities/projects at the administrative unit contribute to the knowledge base for policy development, sustainable development, and societal and industrial transformations more generally.

b) Describe the most important research activities with partners outside of research organisations.

### 4.5 Health trusts

a) Reflect on how the administrative unit's clinical research, innovation and commercialisation contribute towards development, assessment and implementation of new diagnostic methods, treatment, and healthcare technologies.

b) Reflect on how research at the unit contributes towards the quality of relevant education programme at your institutions or beyond.

c) Describe the different opportunities for students on relevant educational programmes to become involved in research activities at the administrative unit, and the extent to which students use those opportunities.

## **5.Relevance to society**

Reflect on the administrative unit's contribution towards the Norwegian Long-term plan for research and higher education, societal challenges more widely, and the UN Sustainable Development Goals.

### **5.1 Impact cases**

Please use the attached template for impact cases. Each impact case should be submitted as an attachment (pdf) to the self-assessment.

Short version

# Impact case guidelines

Each case study should include sufficiently clear and detailed information to enable the evaluation committee to make judgements based on the information it contains, without making inferences, gathering additional material, following up references or relying on members' prior knowledge. References to other sources of information will be used for verification purposes only, not as a means for the evaluation committee to gather further information to inform judgements.

In this evaluation, impact is defined as an effect on, change or benefit to the economy, society, culture, public policy or services, health, the environment or quality of life, beyond academia.

## Timeframes

- The impact must have occurred between 2012 and 2022
- Some of the underpinning research should have been published in 2012 or later
- The administrative units are encouraged to prioritise recent cases

## Page limit

Each completed case study template will be limited to **five pages** in length. Within the annotated template below, indicative guidance is provided about the expected maximum length limit of each section, but institutions will have flexibility to exceed these so long as the case study as a whole remains no longer than **five pages** (font Calibri, font size 11). Please write the text into the framed template under the sections 1–5 below. The guiding text that stands there now, can be deleted.

## Maximum number of cases permitted per administrative unit

For up to 10 researchers: one case; for 10 to 30 researchers: two cases; for 30-50 researchers: three cases; for 50-100 researchers: four cases, and up to five cases for units exceeding 100 researchers.

## Naming and numbering of cases

Please use the standardised short name for the administrative unit, and the case number for the unit (1,2,3, etc) in the headline of the case. Each case should be stored as a separate PDF-document with the file name: [Name of the institution and name of the administrative unit] [case number]

## Publication of cases

RCN plans to publish all impact cases in a separate evaluation report. By submitting the case the head of the administrative units consents to the publication of the case. Please indicate below if a case may not be made public for reasons of confidentiality.

*If relevant, describe any reason to keep this case confidential:*

Please write the text here

**[Name of the institution and name of the administrative unit] [case number]**

<b>Institution:</b>
<b>Administrative unit:</b>
<b>Title of case study:</b>
<b>Period when the underpinning research was undertaken:</b>
<b>Period when staff involved in the underpinning research were employed by the submitting institution:</b>
<b>Period when the impact occurred:</b>

<p><b>1. Summary of the impact</b> (indicative maximum 100 words) This section should briefly state what specific impact is being described in the case study.</p>
<p><b>2. Underpinning research</b> (indicative maximum 500 words) This section should outline the key research 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. Details of the following should be provided in this section:</p> <ul style="list-style-type: none"> <li>- The nature of the research insights or findings which relate to the impact claimed in the case study.</li> <li>- An outline of what the underpinning research produced by the submitted unit was (this may relate to one or more research outputs, projects or programmes).</li> <li>- Dates of when it was carried out.</li> </ul> <ul style="list-style-type: none"> <li>- Names of the key researchers and what positions they held at the administrative unit at the time of the research (where researchers joined or left the administrative unit during this time, these dates must also be stated).</li> <li>- Any relevant key contextual information about this area of research.</li> </ul>
<p><b>3. References to the research</b> (indicative maximum of six references) This section should provide references to key outputs from the research described in the previous section, and evidence about the quality of the research. All forms of output cited as underpinning research will be considered equitably, with no distinction being made between the types of output referenced. Include the following details for each cited output:</p> <ul style="list-style-type: none"> <li>- Author(s)</li> <li>- Title</li> <li>- Year of publication</li> <li>- Type of output and other relevant details required to identify the output (for example, DOI, journal title and issue)</li> <li>- Details to enable the panel to gain access to the output, if required (for example, a DOI or URL).</li> </ul> <p>All outputs cited in this section must be capable of being made available to panels. If they are not available in the public domain, the administrative unit must be able to provide them if requested by RCN or the evaluation secretariate.</p>
<p><b>4. Details of the impact</b> (indicative maximum 750 words) This section should provide a narrative, with supporting evidence, to explain:</p> <ul style="list-style-type: none"> <li>- How the research underpinned (made a distinct and material contribution to) the impact;</li> <li>- The nature and extent of the impact.</li> </ul> <p>The following should be provided:</p> <ul style="list-style-type: none"> <li>- A clear 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).</li> </ul>

- Where the submitted administrative 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 administrative unit's research and acknowledge other key research contributions.
- Details of the beneficiaries – who or what community, constituency or organisation 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.
- Dates of when these impacts occurred.

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

<b>Institution</b>	<b>Administrative unit</b>	<b>Name of research group</b>	<b>Expert panel</b>
UiS	Faculty of Health Sciences	Centre for Resilience in Healthcare (SHARE)	Panel 4c
UiS	Faculty of Health Sciences	Health promotion and innovative approaches for sustainable health services (ProHealth)	Panel 4a
UiS	Faculty of Health Sciences	Life Phenomena and Caring (L&O)	Panel 4f
UiS	Faculty of Health Sciences	Participation in school, working life and treatment (PARTAKE)	Panel 4f
UiS	Faculty of Health Sciences	Professional relations in health and welfare (PRIVY)	Panel 4f

## Scales for research group assessment

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Use whole integers only – no fractions!

### Organisational dimension

Score	Organisational environment
5	An organisational environment that is outstanding for supporting the production of excellent research.
4	An organisational environment that is very strong for supporting the production of excellent research.
3	An organisational environment that is adequate for supporting the production of excellent research.
2	An organisational environment that is modest for supporting the production of excellent research.
1	An organisational environment that is not supportive for the production of excellent research.

### Quality dimension

The quality dimension consists of two judgements: 1) Research and publication quality, and 2) Research group's contribution. The first judgement is defined as follows:

Score	Research and publication quality	Supporting explanation
5	Quality that is outstanding in terms of originality, significance, and rigour.	<b>The quality of the research is world leading</b> in terms of quality, and is comparable to the best work internationally in the same area of research. The publications submitted provide evidence that the work of the group meets the highest international standards in terms of originality, significance, and rigour. Work at this level should be a key international reference in its area.
4	Quality that is internationally excellent in terms of originality, significance and rigour but which falls short of the highest standards of excellence.	<b>The quality of the research is internationally excellent.</b> The research is clearly of an international standard, with a very good level of quality in terms of originality, significance, and rigour. Work at this level can arouse significant interest in the international academic community, and international journals with the most rigorous standards of publication (irrespective of the place or language of publication) could publish work of this level.
3	Quality that is recognised internationally in terms of originality, significance and rigour.	<b>The quality of the research is sufficient to achieve some international recognition.</b> It would be perceived nationally as strong and may occasionally reach an internationally recognised level in terms of originality, significance and rigour. Internationally recognised journals could publish some work of this level.
2	Quality that meets the published definition of research for the purposes of this assessment.	The international academic community would deem the research to be nationally acceptable, but below world standards. Legitimate nationally recognised peer-reviewed journals could publish work of this level.
1	Quality that falls below the published definition of research for the purposes of this assessment <sup>1</sup> .	<b>The quality of the research</b> is well below international level, and is unpublishable in legitimate peer-reviewed research journals.

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<sup>1</sup> A publication has to meet all of the criteria below:

### Societal impact dimension

The societal impact dimension is also composed of two judgements, defined as presented in the table below.

Score	Research group's societal contribution, taking into consideration the resources available to the group	Score	User involvement
5	The group has contributed extensively to economic, societal and/or cultural development in Norway and/or internationally.	5	Societal partner involvement is outstanding – partners have had an important role in all parts of the research process, from problem formulation to the publication and/or process or product innovation.
4	The group's contribution to economic, societal and/or cultural development in Norway and/or internationally is very considerable given what is expected from groups in the same research field.	4	Societal partners have very considerable involvement in all parts of the research process, from problem formulation to the publication and/or process or product innovation.
3	The group's contribution to economic, societal and/or cultural development in Norway and/or internationally is on par with what is expected from groups in the same research field.	3	Societal partners have considerable involvement in the research process, from problem formulation to the publication and/or process or product innovation.
2	The group's contribution to economic, societal and/or cultural development in Norway and/or internationally is modest given what is expected from groups in the same research field.	2	Societal partners have a modest part in the research process, from problem formulation to the publication and/or process or product innovation.
1	There is little documentation of contributions from the group to economic, societal and/or cultural development in Norway and/or internationally.	1	There is little documentation of societal partners' participation in the research process, from problem formulation to the publication and/or process or product innovation.



## Methods and limitations

### Methods

The evaluation is based on documentary evidence and online interviews with the representatives of Administrative Unit.

The documentary inputs to the evaluation were:

- Evaluation Protocol Evaluation of life sciences in Norway 2022-2023
- Administrative Unit's Terms of Reference
- Administrative Unit's self-assessment report
- Administrative Unit's impact cases
- Administrative Unit's research groups evaluation reports
- Panel reports from the Expert panels
- Bibliometric data (*NIFU Nordic Institute for Studies of innovation, research and education*)
- Personnel data (*Statistics Norway (SSB)*)
- Funding data – The Research Council's contribution to biosciences research (*RCN*)
- Extract from the Survey for academic staff and the Student Survey (*Norwegian Agency for Quality Assurance in Education (NOKUT)*)

After the documentary review, the Committee held a meeting and discussed an initial assessment against the assessment criteria and defined questions for the interview with the Administrative Unit. The Committee shared the interview questions with the Administrative Unit two weeks before the interview.

Following the documentary review, the Committee interviewed the Administrative Unit in an hour-long virtual meeting to fact-check the Committee's understanding and refine perceptions. The Administrative Unit presented answers to the Committee's questions and addressed other follow-up questions.

After the online interview, the Committee attended the final meeting to review the initial assessment in light of the interview and make any final adjustments.

A one-page summary of the Administrative Unit was developed based on the information from the self-assessment, the research group assessment, and the interview. The Administrative Unit had the opportunity to fact-check this summary. The Administrative Unit approved the summary without adjustments. ***(Adjust the text if the AU asked for corrections. Include the AU request and explain what adjustments were made).***

### Limitations

***(Choose one of the three options below and delete the others. Feel free to elaborate slightly if necessary. For example, if you choose option 3, explain the missing information. Note that the Committee can provide detailed feedback and suggestions on improving the evaluation in the Memorandum to the RCN. This section has to remain concise and only summarise whether the information was or was not sufficient.)***

- (1) The Committee judged the information received through documentary inputs and the interview with the Administrative Unit sufficient to complete the evaluation.

- (2) The Committee judged that the Administrative Unit self-assessment report was insufficient to assess all evaluation criteria fully. However, the interview with the Administrative Unit filled gaps in the Committee's understanding, and the information was sufficient to complete the evaluation.
- (3) The Committee judged that the Administrative Unit's self-assessment report was insufficient to assess all evaluation criteria fully, and some information gaps remained after the interview with the Administrative Unit.

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