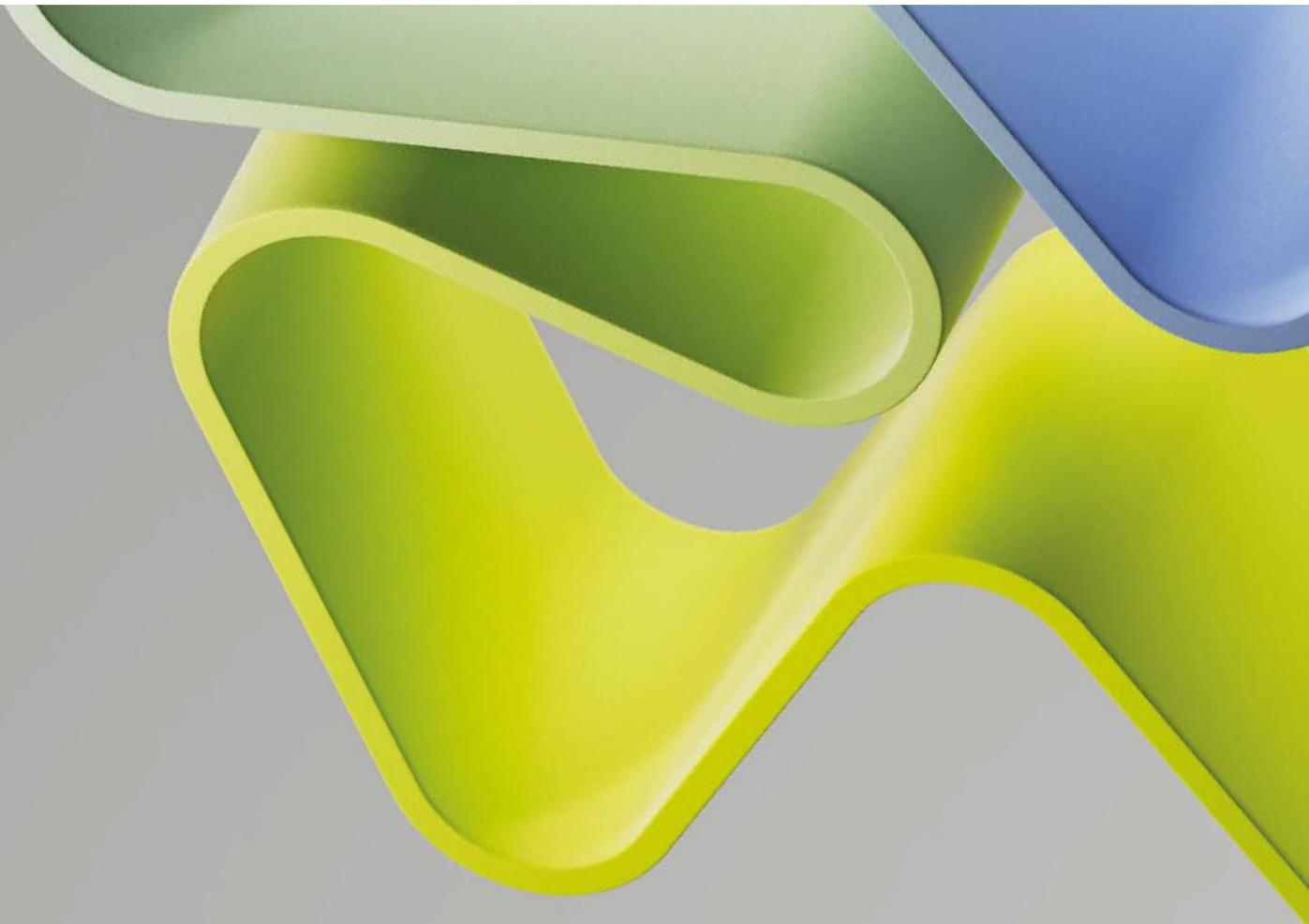# Evaluation of Life Sciences 2022-2024

Evaluation of medicine and health 2023-2024

Evaluation report

ADMIN UNIT: Faculty of Psychology
INSTITUTION: University of Bergen (UiB)

December 2024

Contents

Statement from Evaluation Committee Higher Education Institutions 2

This report is from Evaluation Committee Higher Education Institutions 2 which evaluated the following administrative units representing the higher education sector in the Evaluation of medicine and health 2023-2024:

- Department of Physical Performance, Norwegian School of Sport Sciences (NIH)
- Department of Sports Medicine, Norwegian School of Sport Sciences (NIH)
- Department of Psychology, Norwegian University of Science and Technology (NTNU)
- Department of Psychology, UiT Arctic University of Norway
- Regional Centre for Child and Youth Mental Health and Child Welfare, UiT Arctic University of Norway
- School of Sport Sciences, UiT Arctic University of Norway
- Faculty of Psychology, University of Bergen (UiB)
- Department of Psychology, University of Oslo (UiO)

The conclusions and recommendations in this report are based on information from the administrative units (self-assessment), digital meetings with representatives from the 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 evaluation committee higher education institutions 2. All members of the committee have agreed with the assessments, conclusions and recommendations presented here.

Evaluation committee higher education institutions 2 consisted of the following members:

Professor Til Wykes (Chair)
King's College London

Professor Mats Bôrjesson
University of Gothenburg and Sahlgrenska University Hospital

Docent Lena Hübner
Stockholm University

Professor Louise Mansfield
Brunel University of London

Professor Sven Vanneste
Trinity College Dublin

Dr Anja Wittkowski
University of Manchester

Dr Laura Rennie, Technopolis Group, was the committee secretary.

Oslo, December 2024

Profile of the administrative unit

The Faculty of Psychology at the University of Bergen (UiB) is organised into five departments and two centres. In general, each department is led by an elected head of department and a deputy, where the head of department is also the responsible person for the research at the respective unit. At the departments, the research is typically organised within research groups. This research group structure is the primary structure for all research at the Faculty of Psychology, but the research groups are not formal administrative units. The Faculty of Psychology consists of 48 professors, 45 associate professors, 8 university lecturers, 11 post-doctoral students, 39 PhD students and 6 researchers. Women represent a majority in all categories such as professors where they represent approximately 52% and PhD-students where they represent 74%. However, men are still represented in all categories.

The Faculty of Psychology at UiB is comprised of seven research groups: Grief, Trauma and Serious illness, Operational psychology research group, Bergen Bullying Research Group, Bergen sleep and chronobiology network, Bergen fMRI-group/IBMP, Research group for Clinical psychology and Bergen Laboratory for the Study of Decision, Intuition, Consciousness and Emotion.

The faculty focuses on research in psychology, cognitive neuroscience, public health, child welfare, speech therapy, pedagogy, and global development. It emphasises high ethical standards and quality, offering students research-based, internationally oriented education. The faculty aims to lead in international research and public debate by recruiting top researchers, promoting international cooperation, and fostering innovation. Key strategies include attracting international talent, encouraging academic staff to share experiences, and using evaluations to develop research groups and leaders.

In general, the Faculty of Psychology considers itself integrated into a large and still-growing regional, national, and international network of collaborations for the mutual benefit of both students and academic staff. One of the most relevant long-lasting collaborations is the one with the regional health authorities, as there are many interaction points. Further examples include different administrative units of the regional health authorities, different universities and the municipality of Bergen. Internationally, the faculty have been part of strategic international alliances. Foremost, these alliances are for the exchange of staff and students, but, occasionally, also to fund small collaborative projects. Collaborations are valuable for educational, scientific, and strategic reasons, and for attracting international researchers.

According to the self-assessment, in the future, the faculty may take advantage of its disciplinary breadth, high research quality, methodological breadth, research-based education and competent administrative team. Meanwhile, internal structures, organisation, and physical distance can hinder faculty collaboration. Researchers face high teaching loads and administrative tasks, reducing their focus on research and risking its quality. Increased documentation demands and regulations, such as data protection, could further slow the research progress. Dependence on external funding is also considered problematic as the faculty's focus area is often not targeted in national calls, and costs for external research infrastructure have risen. Besides these challenges, however, the faculty may benefit from their high societal impact, strong and long-lasting collaborations and favourable project-independent agreement.

Overall evaluation

The organisation of research seems to imply a great deal of freedom and independence for the individual researchers which is an obvious strength of the administrative unit. At the same time, the overall picture of the unit seems fragmented; there are departments, a somewhat "independent" administrative unit with responsibility for PhD-students and 15-20 research groups. This can constitute a weakness considering possibilities of strategic decision-making.

Research strategies are very general. Most research groups evaluated reach a reasonable standard of quality, while for others, there is room for improvement. Some research groups clearly show cooperation with others, like the fMRI group who depend on interacting with clinical psychologists, but this is not always the case, and this may reduce both the production and quality of the research.

One of the unit's benchmarks is to increase external revenue which is a reasonable goal. The committee assess the possibilities to reach that specific goal to be dependent on strategic decisions and discussions cross-over research groups and departments. Several research groups have the capability to apply for external grants, others do not.

The faculty has a potential for achieving the balance of education and research. Some research groups have high levels of educational responsibility while others have little. The faculty group as a whole, reflect a productive balance of junior and senior researchers (question from the ToR). There are difficulties in balancing the size of research groups as some are small and some dependent on high-profile researchers who are likely to retire. Some research groups are able to leverage international and national research funding - they can share their experiences and assist others.

There is a lack of user or end user involvement in the majority of research groups; this could increase the administrative unit's impact. The staff seem to reflect a productive balance between junior and senior researchers. Almost all of the publications are Open access.

The committee's overall evaluation of the faculty, considering the Terms of Reference provided by the administrative unit, is that is that it is strong in many areas, with some room for improvement; and very strong in others, who conduct research that is highly relevant for society and for different clinical populations. The faculty has an excellent record in Open Access which means that research results can be disseminated effectively.

Recommendations

- To re-evaluate the organisation, especially the smaller research groups
- To offer good possibilities for collaboration between groups, especially sharing experiences of how to increase the likeliness of writing successful applications
- Try to formulate more concrete strategies, maybe in the form of an action plan
- To overlook the distribution of educational responsibilities and try to even it out
- To include users/end user involvement in the majority of research groups since this can increase impact
- Increased ambition in research groups with clear strategic targets and expectations with clarity about benchmarks such as the one that specifies increasing external revenue from 15% to 20%.

1. Strategy, resources and organisation of research

1.1 Research strategy

The aim is to be at the forefront of international research in central subject areas while also being a national leader on important topics. This requires an increase in international sources of funding, especially EU funding. One of the faculty's central benchmarks is to increase external revenue (BOA) from the current 15% to a stable level of at least 20% of the total budget over the coming year. To strengthen internationalization, the faculty wants to recruit more top international researchers and increase the proportion of stays abroad for all faculty members. The faculty recently recruited one professor in Music Psychology. Producing research with high relevance to society is a priority. Research is based on the ideal of high ethical standards and outstanding quality in the face of global societal challenges. The aim is to be an active participant in the public debate through dissemination of knowledge and expertise. Another goal is to actively participate in interdisciplinary collaboration in order to answer complex societal questions of relevance to health, education, society and working life.

In the ToR, the faculty suggests that they provide a good environment for researchers, and they do seem to strive to provide this excellent research environment with good conditions for growth and a high level of autonomy for the individual researcher. The faculty also strives to develop and create promising research communities, research groups and facilitate the development of young research leaders. They emphasize cooperation with all staff expected to participate actively in sharing experiences from successful application processes. The faculty also stresses the importance of innovation and will increase administrative expertise and utilise VIS (a unit for innovation and innovation processes). They also want to use external evaluations strategically to further develop the leading research groups.

Their main fields of research and innovation are basic and applied research in psychology, cognitive neuroscience, public health, child welfare services, speech therapy, pedagogy and educational science, as well as global and development-related research.

The committee's evaluation

Several strategies align with the goals of this unit although the goals are very general and could be more specific. For example, it is unclear what is meant by being at the forefront of international research- can it be quantified, for instance, into numbers of publications in high impact journals in the field or the proportion of collaborations with top researchers? The administrative unit has formulated one clear strategic goal, that is the one that specifies increasing external revenue. Such concrete goals can function as motivators. To develop talented researchers by offering a good research environment is a good investment especially as recruitment of international researchers is not easy, with competition with universities in the UK and the US.

The term innovation occurs many times in the self- assessment, in combination with the term research: research and innovation. But nothing specific is mentioned on innovation and the self-assessment says that "the research areas of the faculty are not primarily tailored to innovation and commercialization on a large scale (p.37)".

Current strategies are adequate, but the committee finds that there is room for improvement.

The committee´s recommendations

The unit should consider formulating goals and strategies which are more concrete and possible to quantify. Although information from the interview suggests that the unit does continually discuss strategies on potential overarching themes and research questions, little is described in the self-assessment. These overarching themes could engage members of different research groups in order to be able to apply for larger and more prestigious grants.

1.2 Organisation of research

The faculty is organised into five departments, has two centres and an outpatient unit. Each department is led by an elected head of department and a deputy, the head of department is responsible person for the research. The research groups are the primary unit for all research at the faculty, they have a leader without formal responsibilities, but all members belong to a department. The research groups are not formal units and can host participants from different departments. Since there are no formal borders with respect to research activities they can merge if that is considered necessary, e.g. if there is a call for external funding. This can be a top-down process, initiated by the five heads of department or a bottom-up process where participants of different groups join for a common interest.

The research areas are basic and applied psychology, cognitive neuroscience, public health, child welfare services, speech therapy, pedagogy and educational science, as well as global and development-related research. Research support is administrated by an administrative unit, also responsible for the training of PhD candidates although the PhD-students are employed by the different departments. The PhD-candidate training is organised through thematically based graduate schools across different departments. One question posed in the ToR is whether the graduate schools are viable. It became clear during the interview that the schools are not physical entities, they are just a way of arranging PhD-training into "packages" with common research themes.

The administrative unit also promotes innovation and handles all contact with the "innovation and commercialization" unit (VIS). The outpatient clinic is mentioned in the self-assessment as the only example of synergy between the different purposes of the administrative unit. The number of professors and associate professors has increased slightly for each of the three years, as has the proportion of women. There are annual strategic funds to support larger applications for external research funding. Professors and associate professors have 46/46 research/teaching, 8% is administration. The possibilities for research mobility give researchers right to apply for a one-year research term after 6 years of service, half a year is granted after 3 years of service.

The committee's evaluation:

The faculty has a solid support system for research and good opportunities for mobility. However, in the SWOT-analysis, it is mentioned that resources allocated to project management are limited. Also mentioned in the SWOT is the problem of strategic leadership within all the different layers of the organisation. The organisation does seem to

deliver a high grade of autonomy for researchers and research groups, but at the same time one can foresee difficulties when strategic decisions have to be taken. In the interview, we had the impression that the structure of research groups can be flexible, and that interaction can happen in all directions.

It is not quite clear where the overarching responsibility for the education of psychologists' rests. There is also a lack of interdisciplinary research or even between research group except for the MRI group who depend on interacting with clinical psychologists. To apply for external international grants, like ERC, research groups have to be a sufficient size with common themes. The problem of being divided into five departments in different buildings is mentioned – this condition further hinders meetings. In terms of synergy there must be many more situations in which there are synergy effects in research, for instance in the education of master's level students. All in all, the current organisation of research at the faculty is strong when academic freedom for researchers is considered but the independence of the research groups may obstruct a strategic leadership and can be seen as a weakness of the organisation.

The committee´s recommendations

- To establish clear leadership in the research groups, especially as some have been in place for more than 10 years. Distributed leadership is sometimes good, but a rotation might serve the groups better and also provide a potential leader role for associate professors.
- Each research group's targets should be clarified.
- An overview and evaluation of the different groups should be carried out both to build bridges between research groups and reduce the number of research groups to produce stronger units. This demands strategic thinking about cross-over groups and departments.
- Ask research groups for a strategy for funding and publications as well as support for the careers of younger scientists in order to clarify their goals.

1.3 Research funding

The faculty's total yearly budget is 312 MNOK. The faculty's basic grant for research comes from the Ministry of Education and Research; 120 MNOK per year. A further 31,5 MNOK comes from competitive national funds, 9,3 million from competitive international funds (one ERC grant 8,2 MNOK) and 3 MNOK for contract research. Most national competitive grants come from the Research Council of Norway (RCN), through several RCN programs. Another important national source is the Bergen-based Trond Mohn Foundation, which mostly contributes starting grants for young researchers, grants for establishing new initiatives, and centres or thematic strategies. One of the faculty's benchmarks is to increase the external revenue up to 20% of the total budget.

The committee's evaluation:

There is a good contribution from international grants, but it is unclear who is leading them and whether the unit's researchers are principal investigators or co-applicants. The nature of the administrative members' contribution to national grants is also unclear.

External revenue though has increased as a proportion of total income. However, it is obvious that some of the research groups have every possibility to apply for larger funds, they have not always taken this opportunity. Taking this into consideration the committee regards the funding situation as adequate with room for improvement.

The committee´s recommendations:

To apply for ERC or other larger and more prestigious research grants from well-functioning and fairly large groups of researchers.

An overview and evaluation of the different groups should be carried out both to build bridges between research groups and reduce the number of research groups to produce stronger units. This demands strategic thinking about cross-over groups and departments.

1.4 Use of infrastructures

The faculty board has established an infrastructure committee, led by the deputy dean for research, that systematizes the infrastructure that is present at the faculty, or that is important for the researchers to access. Many infrastructures are available at the faculty, but others must be paid for. The faculty's roadmap for research infrastructure will be updated each year. In addition, the faculty, together with UiB, took action in establishing a booking system for the infrastructure and will also establish a full costing model based on guidelines at the university and nationally. Although there are suggestions about access to infrastructures - such as the microdata from Statistics Norway - there is no example of how this has been used in the department. Other infrastructure is run by the Faculty of Psychology, for example "Health Behaviour of Schoolchildren", that is important for research.

In terms of participation in European (ESFRI) infrastructures, researchers from the *Faculty of Psychology* were only involved in a proof-of-concept study during the establishing phase of Euro-Bioimaging ERIC.

The FAIR principles describe that scientific data should be findable, accessible, interoperable, and reusable. Several research groups have to an increasing extent followed these principles. However, the faculty also deals with sensitive data at multiple levels, such as patient journals, audio and video recordings of patient interviews, examinations, or treatment sessions, data from protected populations, or that cannot be anonymized and so cannot be openly shared. Therefore, the faculty's scientific data are broadly made available where it is possible, but several restrictions apply. FAIR principles are evaluated for every case and are not applied as a general principle for all scientific data.

The committee's evaluation

Although local infrastructure is available for carrying out research or is based in the university there is little use of national or international infrastructure. The current grant for MRI scanners may allow the faculty access to its own scanner which will increase the potential for work in neuroscience across the research groups. The committee assess this area as adequate with room for improvement.

The committee's recommendations

- To expand the use of national, local and international infrastructure.
- To apply for funding to ESFRI to support the schoolchildren database

1.5 Collaboration

Various parts of the faculty have different types of collaborations. Some are initiated centrally and are long-lasting collaborations of strategic importance, while others might be established only for the duration of a project.

Two of the most relevant long-lasting collaborations are with the regional health authorities (Helse Vest/Helse Bergen) and the municipality of Bergen. The faculty coordinates the National Program for Young Researchers which has existed for 10 years and is based on a binding agreement between the universities in Tromsö, Trondheim and Oslo. The program offers an arena for young researchers to develop national contacts and relations and is beneficial for all. This collaboration is needed since the psychology departments are relatively small in comparison to faculties of medicine and natural sciences.

Collaborations with Berkely University and South Africa are primarily directed towards education and students' exchanges but are also a regular source of staff exchange with reciprocal lab visits and collaboration.

Collaborations within departments and research groups are typically either short-term, project-based collaborations or collaborations that give access to critical infrastructure. For project-based collaborations, each project PI has broad autonomy in establishing collaborations with regional, national, and international partners, but some limitations may apply given governmental restrictions. There seem to be no collaboration with the private sector but on the governmental and public service level, there is a collaboration with the Norwegian Army. A small amount of industry funding suggests some links.

The committee's evaluation:

There seems to be a lack of more comprehensive research collaborations internationally. In a passage from the self-assessment, it says: *"In general, the Faculty of Psychology is integrated into a large and still-growing regional, national, and international network of collaborations for the mutual benefit of both students and academic staff."* This is very general, and no specific examples are given. Despite this it was possible to glean that there are some collaborations in the short and long term. Overall, the committee's assessment is that collaborations are adequate but can be developed further.

The committee's recommendation:

To increase external revenue, more collaborative international projects will be important to receive larger grants (ERC etc). An important target for all research groups should be the development and use of more international collaborations.

1.6 Research staff

The number of professors is 47,7 with 51,8 % women. The number of associate professors is 45,4 with 66,2 % women. There are two categories of researchers presented, probably connected to different forms of employment. In the first group there are 2,7 researchers, with 77,8% women and in the second group there are 3,1 people with 32,3 % women. The number of university lecturers are 8,1, the share of women 71,6 %. The number of postdocs 11, with the share of women being 63,6 %. The faculty has 39,2 PhD-students and the share of women is 74,5%.

The committee's evaluation:

There is a reasonable distribution across the academic grades and a good representation of gender diversity. Half the academics have a PhD that they obtained externally, suggesting some movement of academics and the potential for international experience. The age profile of this unit shows that there is a small number of individuals aged over 62 and this has changed little. The composition of staff is strong and promising.

The committee's recommendation:

The committee has no recommendations.

1.7 Open Science

The unit follows the University of Bergen (UiB) *Policy for Open Science* which is based on the principle that research and research processes are to be "as open as possible, as closed as necessary". Accepted research manuscripts should be uploaded to an open national database. Researchers and students at UiB have access to relevant training and guidance for open access. It is the general university policy that when choosing between publication channels of equal academic quality, researchers must choose those that offer open access. UiB further facilitates open access through local solutions, such as the open repository Bergen Open Research Archive (BORA), through hosting of open-access journals, and through funding to publish open-access articles and books. Master's students and PhD candidates are encouraged to make their theses openly available in BORA.

Research data should be managed and curated to take full advantage of their potential. Decisions concerning archiving and management of research data must be taken within the research community. All research projects led by researchers at UiB will have a data management plan. It has become mandatory for most funding agencies to provide a data management plan when projects are awarded. Researchers will have access to analyses- and archiving solutions that ensure sufficient protection of sensitive data and to archiving solutions that ensure that the data is preserved and made available for future sharing.

The proportion of OA-publications was 93,4% in 2022. Several researchers at the *Faculty of Psychology* make their research open within the limitations of data sensitivity and GDPR regulations. Further, Norway has several large registries that are accessible for various types of research, both in clinical and healthy populations.

The committee's evaluation:

There is a good contribution to open access with a reduction from 64.7% to only 6.6% not open access or archived. However, these papers are not necessarily in high impact journals. Sensitive data requires sensitive storage, but it is not clear how this happens or how that data is accessed although it is archived via SAFE. Overall, the committee regards the faculty's work with open access as very strong.

The committee's recommendations:

- To delineate how data is accessed when it is kept in SAFE.
- To ensure that publication is by the impact it has in the international community so consideration of the quality of the journal should be made prior to submission.

2. Research production, quality and integrity

Each of the five departments and the two centres of the faculty have their specific topic areas, and the six most relevant topic areas are, according to the bibliometric analysis conducted by NIFU; *Psychology, Public Environmental and Occupational*

Health, Psychiatry, Multidisciplinary Social Sciences and Social Work. The topic area included in the bibliometric analysis *Education and Educational research* is not part of this evaluation. The topic *Psychology* goes through all departments and centres and thus has the highest count in the bibliometric analysis. *Public, Environmental and Occupational Health* are mostly topics for the Department of Psychosocial Science and Department of Health Promotion and Development. Generally, one can identify a positive trend in the number of publications across most topics, and this is also reflected in the bibliometric analysis. The total number of publications (mean: 327,8) and the modified author shares (mean 173,8 MNCS) are satisfying, according to the self- assessment report. There was a peak in 2021 (447 publications and 236,4 MNCS) and these high numbers and shares have been seen for other sectors as well and might be related to the pandemic.

There are numerous high-quality publications listed but also *the share of the 10% most cited articles*, which is, on average, for the years 2019-2021, about 15.2%. The mean normalized citation score is also above the Norwegian average (across all fields). Information on the number of research groups was given in the interview, there are 15 groups but 5 did not meet the inclusion criteria so only 10 were included in this evaluation.

The University of Bergen operates with different levels of approval of research projects, depending on the type of data, their level of sensitivity, and data security. The highest level is the Ethical Review Board for Western Norway (REK-Vest), which is mandated to approve all types of clinical studies where sensitive data involved. On the other end of the scale is an internal review board at the faculty that can approve small projects, often student projects, that do not include sensitive data. The policy for integrity of research is covered through the university but there seems to be no faculty involvement in ensuring integrity.

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)"

Research group - Addiction Research Group

The panel considered the Addiction Research Group to have a good organization and composition and considered it adequate for supporting the production of excellent research. The group has a relatively niche aim which allows for a cohesive and adequate strategy, and it achieves the benchmarks set by the host institution. The research group contributes to teaching of at master's and PhD level, and has a regular influx of PhD students, but does not itself lead on courses or modules around their focus area of addiction. The group has

been successful in attracting external funding from national sources but was less successful in obtaining funding from international sources. The panel considered the scientific output and quality of the work by the group to be of a quality that is recognised nationally and is considered sufficient to achieve international recognition. The group's societal contribution is very considerable, with direct impacts scoping the impact of gambling on Norwegian society, as well as production of advice and guidelines around gambling in Norway. However, the group make no mention of user involvement in any of its studies.

Research group – Bergen Bullying Research Group

BBRG/FALK seems active and has good input on teaching. However, research seems a bit modest as especially international collaboration is modest, and no consortium projects are reported. The level of publications both in terms of number and quality is good. For a small group with a heavy educational responsibility, the group maintains a solid research presence via PhD students and leads publications in highly respected journals and leads at least one major multi-faceted project with a large presence in the literature. Taken as a whole, this group appears to have a solid national and borderline international presence in its specific area of research of bullying and workplace wellbeing. BBRG/FALK is modestly engaged in knowledge transfer and the importance of these actions for societal development in Norway is limited. The group's listed user-oriented publications and products contribute to the research group's societal impact at national and local levels. BBRG/FALK has good involvement non-academic partners in its research processes.

Research group – Bergen Laboratory for the Study of Decision, Intuition, Consciousness and Emotion

Strengths of DICE are the size of the research group, their organisation and method of communication and their support for career progression for members, including PhDs. They also have success in attracting external funding and in publishing in high-quality journals and have strong interdisciplinary focus and international collaborations. Weaknesses are that whilst their interdisciplinary focus is considered a strength, it also poses challenges to the cohesion of the research group and the participation in international collaborations sometimes means that the project owner is not the UiB.

Research group- Bergen sleep and chronobiology network

The organisation is vaguely described, and it seems more of a network type of organisation than a defined research group. The budget situation is difficult to understand. Research is solid with valid international publications and many relevant projects. They have a strong societal contribution, with many publications to the general public and dissemination in national media.

Research Group – Bergen fMRI group

Strengths:

The group is leading nationally and internationally in particular with respect to fMRI methodology but also content of research. Most of their projects are cutting edge and highly

translational. They have internationally leading papers and are well connected at national and international level. Their societal impact is considerable, and they teach at all levels.

Weaknesses:

There is a generational shift due to retirement and the group will have to sustain their national and international funding to expand the group with inclusion of younger researchers. Given their methodological expertise they could do more work on multimodal imaging.

Research group – Grief, Trauma and Serious somatic illness

Strengths of the research group concern high quality research outputs. The database with statistics from higher education in Norway shows a strong growth in publications (publication points) in the last five years, contributing to lift the faculty's overall publication. A second strength is the active group of PhD candidates integrated into the research centre and the fact that in the period 2017-2022, CCP has established eight different decentralized, flexible continuing education courses in grief and complicated grief, crisis disaster psychology. CCP has high profile professors affiliated that have been included in Time Magazine's list of 50 people who are transforming health care. Furthermore, the group has developed a new field of research collaborating with BCBP in treatment for PTSD, has clear societal impact evidenced in the self-assessment report. The use of various research methods, including qualitative, quantitative, and mixed methods, allows for a comprehensive approach to studying complex phenomena. Weaknesses of the group concern the relatively small number of members, which was acknowledged in the self-assessment report. CCP's involvement of societal partners is also not explicit in the self-assessment report. And CCP is dependent on national funding.

Research group – Operational psychology research group

Given the units' size it has a strong level of quality, output, and impact of its research, publishing 147 articles in the past 10 years using diverse, state-of-the art approaches. The unit seems to have thrived on its unique area of research and play an important role in this niche. At the same time, limited external funding has limited the scope and impact of its research and is likely to continue to limit growth into the future.

Research group – Public Mental Health

The main strengths of the group include the attention given to the training of junior and

emerging scholars, including master's students and PhD students; interdisciplinarity and extensive research collaborations, including international projects and the quality and societal relevance of the research conducted by the group.

A weakness of the group is the limited attention dedicated to explicating the user involvement dimension. The panel found this aspect difficult to evaluate, given the lack of detailed examples.

Research group – Research Group for Clinical Psychology

Strengths

- The RG is well-structured and organized (e. g. with regular meetings)
- The RG members are producing internationally recognized research outputs
- The RG has extensive collaborations with local, regional health authorities and
- hospitals that feed into their research
- The group has made notable contributions towards education and professional training in Norway.

Weaknesses

- The RG does not have a strong external funding profile
- There is scope for greater PPI specially in planning and early stages of research.

Research group – Social Influence Processes on Adolescent Health

The overall evaluation of the panel was highly positive. The group was evaluated as excellent or outstanding in all the grading dimensions. This evaluation is anchored in the group organization and current performance, which is extremely positive compared to other similar national and international groups.

The main strengths of the group include:

- Research time (46%) allocated to the tenure positions at UiB, which constitutes a very
- Valuable and stable funding resource for the group
- The opportunities of training for junior scholars, including also master's and PhD students
- Capacity of securing funding
- Its interdisciplinary with complementary expertise, also with diverse methodologies
- Bold international collaborations
- Its societal impact, including on policy and service.

The group has no major weaknesses. However, a minor weakness is the involvement of end-users (e.g., adolescents) in the research projects, an aspect that can be further improved in the opinion of the panel.

Research group – Society and Workplace Diversity group

The overall evaluation of the panel was highly positive. The group was evaluated as excellent or outstanding in all the grading dimensions. This evaluation is anchored in the group organization and current performance, which is extremely positive compared to other similar national and international groups.

Thus, the overall assessment of the panel in relation to this research group is that it possesses many strengths, as reflected in the high scores of the panel, which include:

- A truly international character as indicated by its origins, past and ongoing high quality research projects, and good scientific publications with international collaborators
- The group's contribution to education by authoring and editing textbooks on topics related to cultural diversity as well as the development of the next generation of researchers through PhD support. Its members have teaching responsibilities at the

University of Bergen on professional and other programs; they have also developed professional training

- A clear research focus on diversity and migration which is noted as a pressing societal issue, the research group has undertaken ground-breaking work here at a time of global changes
- The capacity to secure funding from a range of sources including nationally and internationally
- The panel considered that the organisational environment of the research group was highly supportive and that there is strong leadership with plans to address succession planning
- There is good mobility and international collaboration in research studies and PhD supervision.

The panel did not identify major weaknesses in the self-assessment report from the group, but highlighted some aspects that could be improved, as indicated in the recommendations, around developing its strategy for sustainability and moving from a very small group to becoming a larger one. The panel commended the self-reflection section of the self-assessment report provided to RCN.

3. Diversity and equality

The University of Bergen has a strategy plan (2023-2030) which states that UiB aims to "*further develop an inclusive working environment and an organisational culture that promotes equality, diversity, collaboration and participation*" and to "*work for greater diversity in the student body, ensure an inclusive learning environment, and contribute to social mobility.* The faculty's own strategic plan also addresses these issues by emphasizing that the "*faculty shall have an inclusive culture when welcoming all new employees*" and "*recruit the best candidates in all job categories and use the extended equal opportunities concept when making appointments.*

The University of Bergen has an *Equality committee,* and in all job announcements this is included: *The state labour force shall reflect the diversity of Norwegian society to the greatest extent possible. Age and gender balance among employees is, therefore, a goal. People with immigrant backgrounds and people with disabilities are encouraged to apply for the position.* Beside the strategy plans at university and faculty level, the UiB also has an action plan on diversity, inclusion and equal opportunity.

The committee's evaluation:

The university and Faculty have a strategy for supporting the recruitment of women that appears to be successful. There are no data on the recruitment by age and disability to judge whether the faculty's strategy has been fruitful.

The committee´s recommendations:

Develop a benchmark for what is success.

4. Relevance to institutional and sectorial purposes

The faculty's research aims at contributing to the goal of the Ministry for research and Education*: research and education for welfare, value creation and innovation*. For example, researchers at the faculty have developed general recommendations for the organization of shift work to ensure the well-being of both employees and patients, they have investigated important implications related to human factors in complex machine systems, management, and leadership. Others put issues of constructive and destructive leadership, bullying and harassment firmly on the national and international agenda. Faculty researchers also contribute to health and educational policy development, exemplified by contributions to the Public Health Report "National Strategy to Reduce Social Inequalities".

Innovation and commercialisation are important topics for the University of Bergen. A board for innovation has been established, where the deputy dean of the faculty is a member. It is part of the deputy dean's responsibility to initiate and facilitate related processes at the faculty. The faculty is also represented in the innovation forum, a meeting place for advisers from all UiB's faculties and innovation advisers. However, there do not appear to be any current projects that are being supported in the faculty. In collaboration with VIS and the central research administration, the faculty offers seminars which cover different aspects of innovation and commercialization. However, the research areas of the faculty are not primarily tailored to innovation and commercialization. Recently, there has been some involvement in the development of dedicated smartphone or web-based applications, often with a therapeutic concept. App development is a key area for clinical and well-being support and there has been "some involvement" in their development.

The committee's evaluation:

The faculty should be commended for providing examples where their research has led to changes in policy and practice and extending knowledge that supports policy change. However, there appears to be no specific impact pathways developed to support these influences and although there is support for commercialisation there does not appear to be much in the pipeline.

The committee´s recommendations:

- Examine the research portfolio to understand pre-hoc whether there are IP or other potential commercialisation opportunities
- Consider expanding the potential for commercialisation e.g. app development in collaboration with the computer science department. This sort of development can also provide Big Data to fuel further external grants.

4.1 Higher education institutions

Some of the faculty's study programs require research-oriented term papers, which are often small research projects, conducted together with the researchers and supervisors, or they are part of large projects where a small element is used for the term paper. In this

context, these obligatory student activities often directly contribute to the ongoing research and, vice versa, the projects directly contribute to the students' education.

The outpatient clinic offers access to patients and training of students in real clinical situations and examinations but are also an important research resource for the whole faculty. The Bergen Clinical Psychology Research Group (BRC) has a focus on mechanisms of change, psychotherapy processes, treatment mechanisms and outcomes, psychotherapy training, and clinical supervision. As described in section 1.4, all internal and external PhD candidates at the faculty are enrolled in one of four thematically organised Graduate schools.

Master's students are often an integral part of the research group to which their supervisor belongs. They form an important resource for ongoing research projects. All master's students, including the students in clinical psychology (6-years study program, "profesjonsstudenter"), have the possibility to apply for a research stipend, allowing them to work for one or two semesters part-time or full-time on a research project. The Research Council of Norway supports the stipend for students on the program in clinical psychology.

The committee's evaluation

All education programmes should include a research element either as methods teaching or a practical example, so we are surprised that this does not seem to be included in all education. It is important as it provides the students with the knowledge to judge the outcomes of research. The potential for master's students to apply for a research stipend is commendable as it will fuel future PhD applications. Overall, the committee assess the relevance to higher education institutions to be very strong.

The committee´s recommendations

The curriculum for all study programs should incorporate courses on research methods and the writing of a research-oriented paper.

5. Relevance to society

The Norwegian Long-term plan for research and higher education plan points to an increased need for knowledge-based public health work, where mental disorders are among our major public health challenges: The faculty's work is highly relevant to this goal.

The faculty's work is also very relevant to SDG 3: *good health and quality of life*. Projects in line with the SDG 3 span basic research, shiftwork and health for healthcare workers, an international COVID-19 sleep study, research on specific patient or age groups in Norway, and projects that investigate toxic exposures and neurodevelopment consequences among children in Nepal. There are several national and international research projects at the faculty which are in line with SDG10; *Reducing inequalities*. Projects focused on childhood poverty and how economic inequalities could be reduced, inequalities in Low-to-Middle-Income countries, but also how to reduce inequalities based on sexual orientation and gender identity. In terms of contribution to societal challenges more broadly, various research groups contribute via their work on human performance and mental-health outcomes in high-risk situations, research on the working life environment, research to improve the organization of Norwegian healthcare, and by finding creative solutions in healthcare practice and treatment and innovations that have been used in Norway and internationally. Finally, the faculty educates about 80-90 clinical psychologists every year, in addition to about 30 psychologists in general psychology, organisational psychology, and behavioural neuroscience, thereby addressing the rising need for more psychologists in Norway and Europe.

The committee's comments on impact case 1 - Perceived Risk and Precautions during a Pandemic Outbreak (PANDRISK)

The project collected, analysed and disseminated research about public reactions to the pandemic and behaviour during the ongoing pandemic to present to decision-makers, researchers, and the public. Stakeholder collaboration ensured the research would investigate relevant research questions to guide policy decisions. Several extensive datasets were made public within months of collection. Longitudinal data were collected from a representative sample ("Norwegian Citizen Panel" -N up to = 5,541) at nine time-points over 18 months. This included descriptive survey studies, confirmatory associations between responses, and survey experiments. In-depth interviews on participants' experiences related to risk perception, coping strategies, and adherence to quarantine measures. Attitude and behaviour were also measured for COVID-19 patients undergoing medical follow-up and from people seeking COVID-19 testing. A smartphone application collected real-time information about day-to-day encounters and the psychological consequences of the pandemic outbreak.

Papers were published on Norwegian public's assessment of risk, their attitudes and compliance to infection control measures. The continuous data collection allowed the research to adapt to the ongoing changes during the pandemic to influence public policy. Throughout the scientists collaborated with governmental and municipal agencies, public health and first line medical care, and NGOs to continuously adjust the research focus and explore under-researched areas. They found that different ways of phrasing the message had some effect on people's willingness to vaccinate, which has consequences for public health messaging. The results were disseminated, the data made public and through the

media these results informed the public. The committee evaluated this as an excellent contribution that had wide impact.

The committee's comments on impact case 2 - Cognitive training and brain stimulation for auditory hallucinations in schizophrenia

This case describes the development of two new treatment and training approaches for the reduction in frequency of hallucinatory experiences, based on a neurobiological model that identifies underlying mechanisms for auditory hallucinations. These are (i) development of a smartphone app for daily use by the patient to train attention focus, and (ii) brain stimulation technique for inhibiting the onset of a hallucinatory episode. Supported by two ERC grants with the formulation of a theoretical model in 2015 and 2016 which views auditory hallucinations as caused by spontaneous neuronal hyperactivity (bottom-up) originating in the language areas in the temporal lobe which is not inhibited (top-down) due to frontal lobe hypoactivity. Two approaches were developed: a) dampen activity in the temporal lobe and increase activity in the frontal lobe to prevent initiation of an episode, b) divert attention to voice by listening to outer voices, so inhibit listening to inner voices. Hugdahl published the initial development studies and held the grants, and the research is published in reputable journals. A PhD student developed the app, and it has been used in the "Voices Clinic" at the Utrecht medical University Centre, Netherlands. The app is today in use for patients after referral and is typically administered by a nurse. The tDCS application has been shown to reduce the frequency of auditory hallucinations only for a sub-sample of patients affected by these hallucinations, and there is not yet an explanation of why this occurs. This result has been replicated in international studies. This impact case has had an effect on treatment but needs further research to check on the outcomes; it is evaluated overall by the committee as very strong.

The committee's comments on impact case 3 -Therapy Light rooms / Innovative Light solutions to improve health and quality of life

This concerns a randomized controlled trial demonstrating the immediate benefits on sleep and psychiatric symptoms of a dynamic ceiling-mounted light therapy on nursing home patients with dementia. The project influenced public policy and services, prompting a heightened focus on enhancing lighting in both the light and health industries. Baseline mapping demonstrated that light conditions in nursing home dementia units were below the industrial standards, regardless of season, and not suitable according to scientific standards to support a robust circadian rhythm. A systematic review found that light therapy is promising so a 24-week randomized controlled (DEM.LIGHT) trial was carried out in 79 nursing home patients with dementia. The intervention units received a ceiling mounted dynamic LED light solution, emulating a natural variation in light intensity and wavelength. Research publications were extensive and in appropriate journals including the systematic review.

This had immediate benefits for the included participants, as the light therapy improved sleep as observed by the nursing home staff and neuropsychiatric symptoms, in particular depression. Additionally, the use of new and improved LED technology is more economic and environmentally friendly with less power consumption. The industry partner has received more requests from different nursing homes. This impact is in its early stages but the committee considered that it had a lot of potential for wide international impact

The committee's comments on impact case 4 – The Bergen 4-day Treatment (B4DT)

Traditional therapy for obsessive-compulsive disorder (OCD) required several months to yield positive results, the B4DT has been demonstrated to effectively treat OCD in four days. The B4DT has had major impact for treatment dissemination, treatment development and research into basic mechanisms of OCD and anxiety related disorders. This treatment was developed at Haukeland University Hospital (HUS), in cooperation with the Bergen University some time ago. Both professors that developed the treatment model are employed at the Faculty of Psychology, Bergen university. None of the underpinning research is described here, only issues that followed the development. There are references to follow-on research carried out by both professors, including collaborating in the largest Genome-Wide Association Study (GWAS) on OCD, which led to the team contributing to the identification of 30 genomic loci associated with the disorder. Bergen 4-day treatment (B4DT) is an innovative approach has been widely implemented, with 54 Norwegian clinics certified to deliver B4DT, reaching almost 2000 patients in Norway in 2023. It is also widely used in Sweden. The research encompasses a broad spectrum of clinical studies, particularly focusing on obsessive-compulsive disorder (OCD), panic disorder (PD), and social anxiety disorder (SAD). The research of the format and the network established, have had large impact on clinical research, but also in the field of genetics, epigenetics and fMRI. However, it is unclear whether the research carried out during the last ten years has had any further impact. The committee noted that the basic research had been carried out a long time ago and were not certain how the follow-on research would have, or has had, an impact.

The committee's comments on impact case 5 - Health Behaviour in School-aged Children (HBSC)

Since its inception, the SIPA group (Social Influence Processes on Adolescent Health) has worked closely with national and local educational and health authorities to share national and international findings from the HBSC study. Recently digital reports have been sent to all participating schools. The national authorities have been invited to request inclusion of measures in questionnaires to meet national monitoring needs for adolescent health. The group have also shared measures with the educational authorities to be used in their own monitoring studies on the psychosocial school environment. The Health Behaviour in School-aged Children study is a WHO Collaborative Cross-national survey established in 1983 by researchers from England, Finland, and Norway. The network currently includes 52 countries and collects nationally representative data on 11-, 13-, and 15-year-olds every four years, with the last survey undertaken in 2021/2022. Data are collected on social context (e.g. relations with family, peers), health outcomes, health behaviours and risk behaviours (use of tobacco, alcohol etc). Risk behaviours have reduced but health complaints and stress perceptions in school have increased, especially among 15-year-old girls. National HBSC reports have been used for policy documents including green papers (NOU), white papers (St.Meld, Meld.St), public health monitoring reports, action plans, and financial propositions. This case study has had an impact through its influence on policy and the committee evaluated this overall as very strong.

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
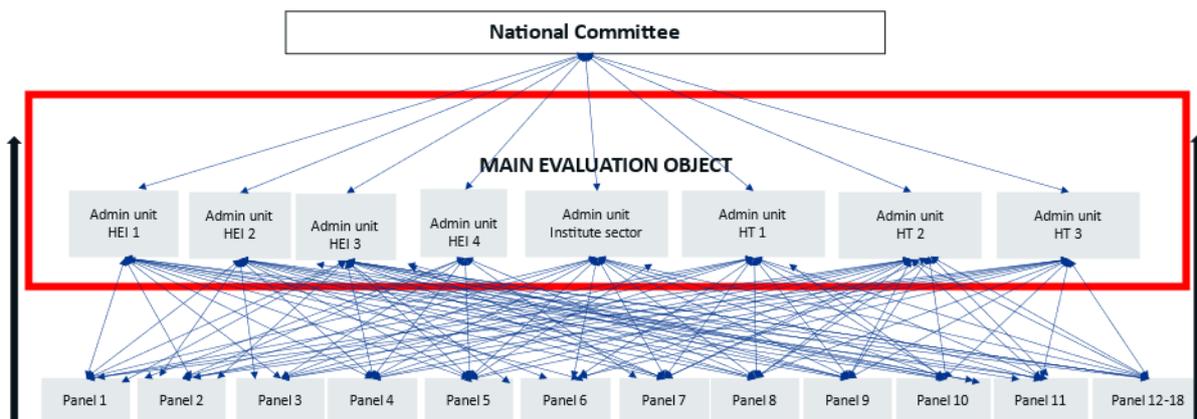
The institutions have been allowed to adapt the evaluation mandate (Terms of Reference) to their own strategic goals. This is to ensure that the results of the evaluation will be useful for the institution's own strategic development. The administrative unit together with the research group(s) selects 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 (forskningsradet.no)

Forskningsrådet

Se vedlagte adresseliste

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

Forskningsrådet

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 (hovedevalueringsobjektet 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 **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 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 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 eller mobil 40 92 22 60.

Med vennlig hilsen
Norges forskningsråd

Ole Johan Borge   Hilde G. Nielsen

avdelingsdirektør   spesialrådgiver

Helse   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

The Research Council
of Norway

Evaluation of life sciences in Norway 2022-2023

LIVSEVAL protocol version 1.0

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

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 institdution(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.

Administrative unit	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.
Research group	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[1] 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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[1] 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[2]

- 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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[2] 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[3] 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 (RHFs) in Norway. They are responsible for the specialist health service in their respective regions. The RHFs 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 (HFs), 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.[4] The three other mains 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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[3] Strategy for a holistic institute policy (Kunnskapsdepartementet 2020)
[4] 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.

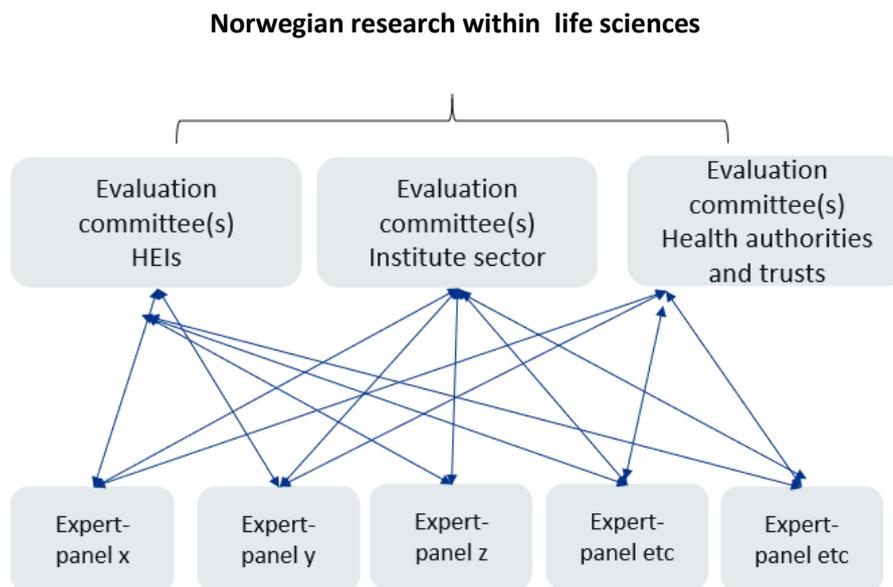**Norwegian research within life sciences**

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

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

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):_____

Content

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 within 31 January 2024.

For questions concerning the self-assessment or EVALMEDHELSE in general, please contact RCN at 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 <u>all</u> 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 from. **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 <u>(max 50 pages)</u>. 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]() 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. <u>Please delete lines which are not in use.</u>

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
No. of Personell by position	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).

For Higher Education Institutions: Share of basic grant (grunnbevilgning) used for R&D[1] For Research Institutes and Health Trusts: Direct R&D funding from Ministries (per ministry)	
Name of ministry	NOK

National grants (bidragsinntekter) (NOK)	
From the ministries and underlying directorates	
From industry	
From public sector	
Other national grants	
Total National grants	
National contract research (oppdragsinntekter)[2] (NOK)	
From the ministries and underlying directorates	
From industry	

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[1] Shares may be calculated based on full time equivalents (FTE) allocated to research compared to total FTE in administrative unit

[2] For research institutes only research activities should be included from section 1.3 in the yearly reporting

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

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

Collaboration with national institutions – 1 -10	
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

Collaboration with international institutions – 1-10	
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.

Internal	**Strengths**	**Weaknesses**
External	**Opportunities**	**Threats**

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 infrastrukturer 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. <u>Please delete lines which are not in use.</u>

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. <u>Evaluation of the Professional programme in Medicine (NOKUT).</u>
- 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.

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]

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

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1. **Summary of the impact** (indicative maximum 100 words)
   This section should briefly state what specific impact is being described in the case study.

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2. **Underpinning research** (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:
   - The nature of the research insights or findings which relate to the impact claimed in the case study.
   - 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).
   - Dates of when it was carried out.
   - 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).
   - Any relevant key contextual information about this area of research.

3. **References to the research** (indicative maximum of six references)
This section should provide references to key outputs from the research described in the previous section, and evidence about the quality of the research. 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:
- Author(s)
- Title
- Year of publication
- Type of output and other relevant details required to identify the output (for example, DOI, journal title and issue)
- Details to enable the panel to gain access to the output, if required (for example, a DOI or URL). 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.

4. **Details of the impact** (indicative maximum 750 words)
This section should provide a narrative, with supporting evidence, to explain:
   - How the research underpinned (made a distinct and material contribution to) the impact;
   - The nature and extent of the impact.
The following should be provided:
- 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).

- 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)

Institution	Administrative unit	Name of research group	Expert panel
UiB	Faculty of Psychology	Addiction Research Group	Panel 4a
UiB	Faculty of Psychology	Bergen Bullying Research Group	Panel 4f
UiB	Faculty of Psychology	Bergen fMRI-group/IBMP	Panel 5a
UiB	Faculty of Psychology	Bergen Laboratory for the Study of Decision, Intuition, Consciouness and Emotion	Panel 5b
UiB	Faculty of Psychology	Bergen sleep and chronobiology network	Panel 4f
UiB	Faculty of Psychology	Grief, Trauma and Serious somatic illness	Panel 4c
UiB	Faculty of Psychology	Operational psychology research group	Panel 4f
UiB	Faculty of Psychology	Public Mental Health	Panel 4a
UiB	Faculty of Psychology	Research group for Clinical psychology	Panel 5a
UiB	Faculty of Psychology	Social Influence Processes on Adolescent Health	Panel 4a
UiB	Faculty of Psychology	Society and Workplace Diversity group	Panel 4a

Scales for research group assessment

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.	**The quality of the research is world leading** 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.	**The quality of the research is internationally excellent**. 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.	**The quality of the research is sufficient to achieve some international recognition.** 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[1].	**The quality of the research** is well below international level, and is unpublishable in legitimate peer-reviewed research journals.

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[1] 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.