Forskningsrådet

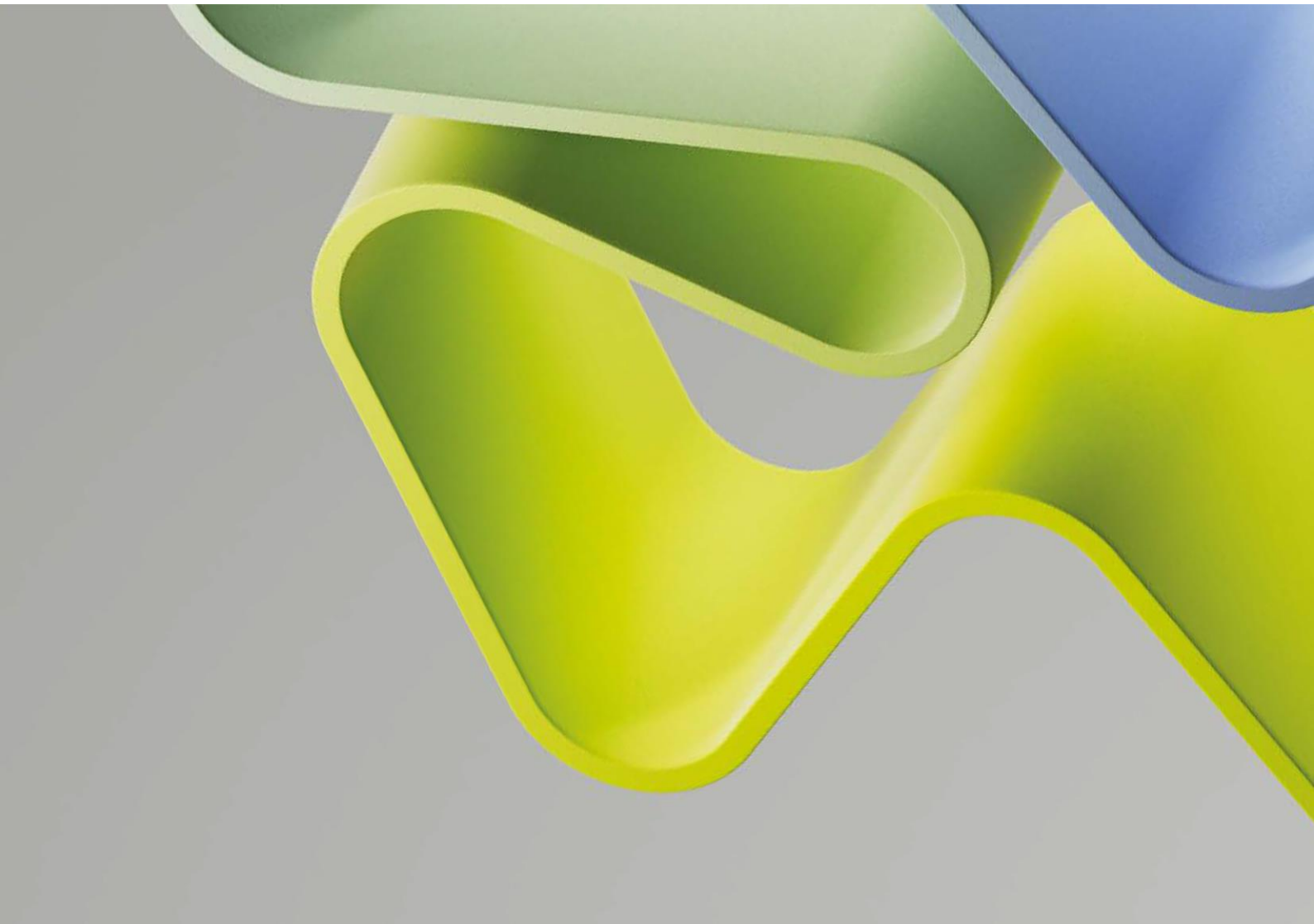
# Evaluation of Life Sciences 2022-2024

## Evaluation of medicine and health 2023-2024

# Evaluation report

**ADMIN UNIT: Department of Psychology**

**INSTITUTION: University of Oslo (UiO)**



## 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 Department of Psychology (PSI) at the University of Oslo (UiO) is a prominent research and educational institution dedicated to advancing psychological sciences and addressing both local and international needs. Organised under the Faculty of Social Sciences, PSI employs a diverse team of approximately 220 academic and research staff members. This includes professors, associate professors, postdoctoral fellows, PhD candidates, and a robust support staff. PSI is organised into academic sections and research centres, fostering an interdisciplinary research environment.

PSI houses several specialised research groups that drive its scientific agenda. These are organised addressing cognitive and clinical neuroscience, developmental psychology, health psychology, personality psychology, and social psychology. PSI also manages dual-competence programs and a dedicated doctoral program to ensure its students integrate research expertise with clinical skills.

Aligned with the University's Strategy 2030, PSI's mission emphasises research excellence, social impact, and educational quality. The department's strategy involves translating research into practical applications and responding to healthcare needs through partnerships with national health trusts and agencies. PSI's research centres are equipped to meet both specialised academic needs and broad societal challenges, ensuring research outcomes that are beneficial to public health policy, clinical practices, and educational advancements.

The department of Psychology aims to strengthen its research capacity and expand its societal impact by increasing interdisciplinary collaborations, enhancing gender diversity in senior roles, and diversifying funding sources. By pursuing partnerships across public, private, and international sectors, PSI is committed to addressing pressing societal issues such as mental health, trauma care, and neurodevelopmental studies.

This profile outlines PSI's organisational structure, research achievements, and strategic vision, positioning it as a leader in psychological research and education, both within Norway and globally.

## Overall evaluation

PSI demonstrates a strong alignment between its organisational structure, strategic goals, and the Terms of Reference (ToR) outlined for the evaluation period. PSI’s strategic framework emphasises research excellence, societal impact, and the integration of innovative practices into psychological research and education. The unit’s organisational setup supports a robust research environment, with dedicated resources effectively allocated to foster high-quality research outputs and facilitate international collaborations.

PSI’s strengths lie in its comprehensive research strategy and its commitment to addressing societal needs through psychology. The department's diverse research groups excel in various fields, such as cognitive neuroscience and clinical psychology, contributing to its high research quality. The unit's successful acquisition of significant national and international funding underscores its research impact and sustainability. However, the administrative unit faces challenges, including a heavy reliance on external funding and administrative burdens on research staff. There is also an observed need for improved gender balance in senior academic positions and a more structured approach to integrating teaching and research responsibilities.

Looking ahead, PSI is well-positioned to enhance its role as a leading institution in psychological research. The department's strategic focus on fostering interdisciplinary research and expanding international partnerships is pivotal for its future growth. By addressing the identified weaknesses, such as diversifying funding sources and enhancing administrative support, PSI can further strengthen its research capabilities and continue to make significant contributions to both academic and societal advancements. The potential for increased collaboration with private sectors and enhanced commercialisation efforts presents promising avenues for future development. The committee's overall evaluation of PSI is highly positive, describing it as very strong overall, with certain aspects standing out as truly excellent.

## Recommendations

To support PSI's strategic objectives and enhance its research impact, the following recommendations are proposed:

*Diversify Funding Sources*: While PSI's track record in securing competitive funding is commendable, reliance on external grants poses risks to long-term stability. Expanding partnerships with private sector organisations, philanthropic entities, and exploring endowment opportunities could provide a more sustainable funding base.

*Streamline Administrative Processes*: To reduce the administrative burden on faculty and staff, PSI should consider investing in dedicated administrative support for grant management, reporting, and compliance. This could enhance research productivity by allowing faculty members to focus more on research and innovation.

*Balance Teaching and Research Commitments*: PSI may benefit from implementing more flexible teaching schedules or increasing the use of adjunct lecturers. Additionally, establishing research-focused sabbaticals could help faculty prioritise high-impact research without compromising educational responsibilities.

*Enhance Gender Equity and Career Development*: PSI should continue and expand its career development initiatives, particularly targeting gender balance at the senior academic levels. Initiatives such as mentorship programs and leadership training for female researchers could help address current disparities.

*Strengthen Policy and Societal Impact Channels*: PSI is encouraged to formalise communication pathways with policymakers and governmental agencies to ensure its research outcomes are effectively translated into actionable public policies, particularly in mental health and human rights.

By implementing these recommendations, PSI can reinforce its role as a leading psychological research institution, enhancing both academic and societal contributions while building a sustainable foundation for future growth.

# 1. Strategy, resources and organisation of research

## 1.1 Research strategy

PSI has aligned its strategic goals with UiO's overarching mission, articulated in UiO's Strategy 2030, as well as the Faculty of Social Sciences' research strategy. The principal strategic goals for PSI emphasise advancing research excellence, fostering innovation, and contributing to both academic development and societal needs. The department prioritises basic research while simultaneously promoting the translation of research findings into practical applications and upholding a strong ethical research culture.

Aligned with the *Terms of Reference (ToR)* established by the Research Council of Norway (RCN), PSI's strategic framework is evaluated on criteria such as strategy, resources, organisational structure, research integrity, and relevance to both societal and institutional needs. These goals ensure that PSI remains at the forefront of addressing contemporary challenges in psychological science, with a commitment to upholding diversity and equality within its research environment. PSI's strategic initiatives are crafted to support foundational, clinical, and societal development research, promoting innovative empirical studies that challenge established psychological theories. These initiatives are supported by a robust research infrastructure, fostering interdisciplinary collaborations, and sustaining partnerships with internal and external stakeholders to address sustainability challenges and societal issues. Recruitment efforts are directed at diversifying the talent pool, with a particular emphasis on supporting the career advancement of female researchers, aligning with the ToR's criteria on diversity and equality.

Research at PSI spans diverse domains, including cognitive and clinical neuroscience, developmental psychology, personality research, and health psychology. Key areas of focus include investigating genetic, neurocognitive, and social determinants of mental health and well-being. Under the guidance of the *ToR*, the department emphasises research quality, societal relevance, and interdisciplinary partnerships to ensure PSI's contributions address both academic and societal needs. PSI prioritises impactful societal contributions through partnerships with health trusts, municipalities, and other institutions. These partnerships enhance public mental health initiatives, influence policy development, and advance patient treatment through collaborations across public and private sectors.

PSI's impact focuses on influencing public health strategies and mental health policies at the national level. Researchers actively engage in public discourse and provide scientific expertise to national health authorities, shaping mental health policies and public health initiatives. The societal impact of PSI's research, as recognised in the *ToR*, emphasises its significance to Norwegian society, with findings being leveraged to develop mental health interventions and inform public understanding of psychological health. This alignment with the ToR's criterion on relevance to society demonstrates PSI's commitment to providing research that directly addresses societal challenges.

PSI executes its strategy through a structured allocation of internal and external funding, emphasising sound financial planning to support research infrastructure, career development, and innovative projects. In accordance with the *ToR* criteria on strategic resources and organisation, PSI has prioritised resource allocation to strengthen its research capabilities and address critical junctures, such as hiring new staff, securing external grants, and following up on project evaluations. Additionally, internal resources are allocated to support research activities aligned with the department's strategic objectives, ensuring that PSI's resources are effectively directed towards achieving its mission and adhering to its ethical standards.

### The committee's evaluation

Overall, the committee evaluates PSI as very strong for their research strategy. We acknowledge the comprehensiveness of research strategy and recognises the department's commitment to research excellence and societal impact. The alignment of strategic goals with institutional priorities is commendable, particularly in emphasising interdisciplinary collaboration and international recruitment, which enhances PSI's attractiveness as a leading research hub. The research domains identified as central to PSI—cognitive neuroscience, clinical psychology, and health and developmental psychology—are critical areas with substantial potential for both academic advancement and policy influence. The committee also appreciates the department`s efforts to foster gender balance and promote the career advancement of female researchers. This is a crucial step towards creating a more diverse research environment, which will benefit both the institution and the broader academic community. However, the committee has identified challenges that need to be addressed to ensure the sustainability of strategic goals. The heavy reliance on external funding poses a risk to the continuity of research programs, while the administrative burden on staff detracts from research productivity. Moreover, the challenge of balancing teaching responsibilities with research engagement affects the ability of faculty members to fully dedicate themselves to research activities.

### The committee's recommendations

To strengthen the research strategy and ensure its successful implementation, the evaluation committee provides the following recommendations:

- Diversify Funding Sources: PSI should continue to pursue competitive external funding while also exploring avenues for more stable, long-term funding. Fostering collaborations with industry partners could help provide a more sustainable financial base for research activities, and the potential of exploring the opportunities for endowments.
- Administrative Streamlining: Reduce the administrative burden on faculty members by investing in a more efficient research support infrastructure. This may involve expanding the role of research administrators to manage grant applications and reporting processes, thereby allowing academic staff to focus more on their core research activities.
- Support for Balancing Research and Teaching: To address the challenge of balancing research and teaching, PSI should consider increasing the utilisation of adjunct lecturers and implementing more flexible scheduling for researchers. Targeted sabbaticals focused on research could also help faculty members advance their research projects without compromising their teaching commitments.
- Enhance Career Development Programs: Although efforts to promote female researchers are underway, PSI should broaden career development initiatives to encompass early-career researchers more generally. Expanding mentorship opportunities and incorporating career planning into researcher training programs could further support these individuals.
- Strengthen Policy Impact Pathways: PSI should continue to develop mechanisms for translating research findings into actionable policy recommendations. Establishing formalised channels of communication with governmental bodies and NGOs will ensure that research findings effectively contribute to societal needs.

## 1.2 Organisation of research

PSI organises its research and innovation activities through a well-defined structure involving the Head of Department, Heads of Sections, and relevant research personnel. The responsibility for managing day-to-day research is distributed among key administrative and academic staff, including a research administration team that supports operations.

Research projects are often led by principal investigators (PIs) who, alongside staff, have academic freedom to pursue their own interests within the department's strategic priorities.

The department integrates research with other purposes, such as education, patient care, and public outreach. For example, research is closely tied to the educational mission, with many teaching positions requiring active research participation. The PSI also has a strong emphasis on collaboration, both nationally and internationally, which enhances knowledge exchange and societal relevance. Research staff includes around 69 professors, 53 associate professors, 39 postdoctoral fellows, and 59 PhD candidates. Career development is supported through programs such as the PhD program and the Program for Young Research Leaders (YFL). Research time is distributed with approximately 47% allocated for research in permanent positions, and sabbaticals are available every three to six years.

**The committee's evaluation**

Overall, the committee evaluates PSI as exceptional. The committee noted that PSI's organisational structure is robust, allowing for academic freedom and a high level of flexibility in pursuing research goals. The presence of administrative support, as well as specific initiatives for data management and research ethics, was seen as a strength in enabling high-quality research. PSI’s strong national and international collaborations were highlighted as significant, contributing to a high number of joint publications and successful grants. However, challenges in balancing research, teaching, and administrative duties were identified as a potential risk to long-term productivity.

Career development opportunities were seen as a positive feature, especially with initiatives supporting early-career researchers, but the gender imbalance in senior academic positions was flagged as an area needing improvement. Despite a strong research profile, the reliance on external funding posed a potential vulnerability to the sustainability of research programs.

**The committee’s recommendations**

The committee recommended that PSI further streamline its administrative procedures to reduce the burden on academic staff, thereby allowing more time for research and innovation. It was advised to develop clearer strategies for balancing teaching and research commitments, particularly ensuring that staff with high teaching loads still have opportunities to engage in competitive research funding applications.

To address gender disparities in senior academic roles, the committee suggested enhancing mentorship and career development programs for female researchers. Strengthening support for securing long-term external funding was also recommended to mitigate risks associated with heavy reliance on grant-based financing. Finally, increasing the international mobility of both early-career and senior researchers through more formalised exchange programs and partnerships was encouraged.

### 1.3 Research funding

The PSI at the University of Oslo has demonstrated strong success in securing both national and international research funding over the past five years (2018-2022). Notably, PSI has obtained seven prestigious European Research Council grants, as well as three Marie Sklodowska-Curie Actions grants, including postdoctoral fellowships and doctoral network grants. On average, international grants, primarily from the European Union, have contributed approximately 17,18 MNOK annually. National funding, from the Research Council of Norway (RCN), has provided an average of 36,51 MNOK per year. Additionally, the department secured a major 50 MNOK grant from RCN to establish a new research centre. Overall, PSI's ability to attract competitive grants highlights its research excellence

and strategic focus on obtaining external funding, with a total of 57,12 MNOK in competitive grant funding annually.

### The committee's evaluation

The committee commended PSI for its outstanding and excellent track record in obtaining competitive research funding, particularly in securing highly prestigious international grants like ERC and MSCA. This level of external funding is a testament to the department's strong research environment and international collaborations. However, the committee noted the department’s reliance on external funding sources, which may pose a risk to long-term stability and strategic planning.

### The committee's recommendations

The committee recommended that PSI enhance its strategies to diversify funding sources, including exploring more private sector and philanthropic opportunities to reduce its reliance on grant-based funding. Additionally, it was advised that PSI continue its strong focus on international funding while also developing internal mechanisms to support staff in applying for grants. This includes providing more robust support for faculty with heavy teaching loads, ensuring equitable access to research funding opportunities.

## 1.4 Use of infrastructures

PSI plays an active role in utilising both national and international research infrastructures. Although PSI does not currently host any infrastructures listed in the Norwegian roadmap for research infrastructures (Norsk veikart for forskningsinfrastruktur), it engages in ongoing efforts to enhance its infrastructure capacities. For instance, PSI recently applied to establish the *ImagingSociety*, a national infrastructure proposal for a network of four 3T MRI scanners distributed across Oslo, Bergen, Trondheim, and Tromsø. This initiative aims to enhance data collection, processing, and sharing across the country, facilitating collaborative research in cognitive neuroscience.

Researchers also have access to relevant international research infrastructures, especially through PSI’s participation in various European and global research consortia. Notably, PSI participates in the *Lifebrain* project (a Horizon 2020 initiative), which utilises advanced neuroimaging technologies and data-sharing platforms across multiple European countries. Additionally, the department collaborates with leading institutions globally, which grants its researchers access to innovative infrastructure, including state-of-the-art laboratories and technologies used for brain imaging and cognitive neuroscience studies.

In terms of data management and FAIR principles (Findable, Accessible, Interoperable, Reusable), PSI emphasises the importance of research data management in alignment with these standards. The department employs dedicated personnel for data coordination and ensures that research projects comply with FAIR principles through tailored infrastructure solutions. This is critical for maintaining high standards in data integrity and sharing.

### The committee's evaluation

The committee acknowledged PSI's proactive engagement in improving its research infrastructure, particularly about the proposed *ImagingSociety* initiative, but encourage to further explore participation in Norwegian roadmap for research infrastructures. This project, if realised, would significantly strengthen Norway's capacity for cutting-edge brain imaging research and enhance collaboration among top institutions. However, the committee observed that while PSI has access to significant international infrastructures through collaborations, its participation in nationally funded infrastructures could be

expanded further. The department's commitment to FAIR principles was viewed as a positive aspect, ensuring data management practices are in line with international standards. In sum, the committee evaluates PSI as very strong for infrastructure.

### The committee's recommendations

The committee recommended that PSI increase its engagement with national infrastructure projects listed on the Norwegian roadmap to further strengthen its research capacities. While the *ImagingSociety* project is a promising step, broader participation in established national and European infrastructures could provide additional benefits. It was also advised that PSI expand training and support in the implementation of FAIR principles, ensuring all research groups are equipped to manage data effectively and contribute to national and international data-sharing initiatives. Finally, the committee suggested that PSI explore opportunities for hosting or leading future infrastructure projects to elevate its role in the Norwegian and European research landscape.

## 1.5 Collaboration

PSI maintains a strong commitment to both national and international collaborations, fostering a dynamic and interdisciplinary research environment. PSI's collaborations span a variety of sectors, including academic institutions, healthcare providers, and non-profit organisations.

PSI has formed robust partnerships with key Norwegian institutions, including Oslo University Hospital (OUS), the Norwegian Institute of Public Health (NIPH), and the Norwegian Centre for Mental Disorders Research (NORMENT). These collaborations involve joint research projects, shared infrastructure, and co-authored publications. For example, collaborations with OUS focus on cognitive neuroscience and clinical psychology, leveraging access to MRI scanners and clinical data to conduct high-impact research on mental health and brain function.

On the international stage, PSI actively collaborates with institutions like King's College London, Harvard University, and Vrije University Amsterdam. These partnerships often focus on advancing interdisciplinary research in fields such as cognitive neuroscience, developmental psychology, and mental health. PSI researchers are also engaged in European Union-funded projects, such as the Horizon 2020 *Lifebrain* project, which studies brain health across the lifespan.

PSI works closely with both public and private sectors. In the public sector, partnerships with health trusts and local municipalities are crucial for developing mental health interventions and contributing to public health policy. PSI also engages in private-sector collaborations, such as with Vitas Analytic Services, a company involved in developing biomarkers for brain health. Additionally, PSI's collaboration with the third sector includes non-profit organisations like Modum Bad, a research and treatment centre focusing on mental health.

### The committee's evaluation

The committee praised PSI for its extensive and well-established collaborations, both nationally and internationally. These partnerships were noted for their interdisciplinary scope and contribution to a wide range of research areas, from clinical psychology to cognitive neuroscience. The collaboration with major national institutions, like Oslo University Hospital and NIPH, was seen as particularly strong, providing PSI researchers with access to essential infrastructure and large-scale data sets. International collaborations, especially those under EU frameworks like Horizon 2020, further elevated PSI's profile on the global stage. However, the committee pointed out that PSI could benefit

from increasing engagement with the private sector, particularly in the areas of innovation and commercialisation. In summary, the committee rates PSI as excellent in fostering collaborations.

### The committee's recommendations

The committee recommended that PSI expand its collaborations with private sector partners to diversify its research portfolio and increase its capacity for innovation and commercialisation. Enhancing partnerships with industry could also open new funding avenues and contribute to more applied research outcomes. Additionally, the committee suggested that PSI continue to strengthen its international partnerships, particularly through formalised exchange programs and joint research initiatives. Finally, PSI was encouraged to further develop its cross-sectoral collaborations by integrating more third-sector partnerships, particularly in the realm of mental health and public welfare.

## 1.6 Research staff

PSI has a diverse and robust research staff, composed of a range of academic positions, from PhD candidates to professors. As of the most recent data, the department has 69 professors, 53 associate professors, 39 postdoctoral fellows, and 59 PhD candidates. The gender balance varies across these positions: 36% of professors are women, while 58% of associate professors are female. A notable gender disparity exists at the senior level, where men still occupy the majority of full professorships. In early-career positions, however, women represent a significant proportion of the staff: 67% of postdoctoral fellows and 75% of PhD candidates are female, indicating a strong pipeline of female researchers progressing through the academic ranks. PSI has also implemented several initiatives aimed at improving gender balance at senior levels, including mentorship programs and career development opportunities for women.

### The committee's evaluation

The committee recognised PSI’s efforts to foster gender diversity, especially at the early-career level, where most postdoctoral and PhD candidates are women. However, the committee highlighted the need to address the gender imbalance at the senior academic levels, where fewer women hold professorial positions. The department's commitment to supporting career development through structured programs was seen as a positive step toward promoting long-term academic careers for women and fostering a more balanced research environment. The committee evaluates this as very strong.

### The committee's recommendations

The committee recommended that PSI continue to develop targeted initiatives to promote gender equity, particularly in senior academic roles. Strengthening mentorship and leadership programs specifically designed for women could help bridge the gender gap at the professor level. Additionally, the committee suggested that PSI further evaluate the impact of its career development programs to ensure that they effectively support long-term retention and promotion of female researchers within the department.

## 1.7 Open Science

PSI is committed to promoting open science practices in line with the University’s broader policies. PSI encourages open access to research publications, with financial incentives and collaborations with selected publishers to support this practice. The department

adheres to the FAIR (Findable, Accessible, Interoperable, Reusable) data principles and provides infrastructure for the management of research data. A dedicated Open Science Resource Group has been established within the department to facilitate training, promote open science practices, and provide guidance on data sharing and management. PSI's contributions to open science include the development of open-source software and tools, as well as the promotion of open access to educational resources. The department is also involved in citizen science initiatives and actively engages stakeholders to ensure that research findings are accessible and usable. In terms of data management, PSI enforces strict policies regarding the ownership and confidentiality of research data, ensuring compliance with ethical standards and legal requirements. Data management plans are mandatory for all research projects, ensuring that data is stored securely and shared responsibly.

**The committee's evaluation**

Overall, the committee evaluates PSI as very strong. The committee praised PSI's comprehensive approach to open science, particularly its strong emphasis on data management and adherence to FAIR principles. The establishment of the Open Science Resource Group was seen as a valuable initiative for fostering a culture of transparency and openness. However, the committee noted that while PSI has made significant progress, further efforts are needed to ensure that all research groups fully integrate open science practices into their workflows.

**The committee's recommendations**

The committee recommended that PSI continue to expand its open science initiatives, particularly by providing more training and support to ensure that all researchers can effectively implement open science practices. Additionally, the committee encouraged PSI to further promote the use of open-source tools and foster greater collaboration with external stakeholders in the context of citizen science projects. Strengthening the department's infrastructure for data sharing and management would also enhance its ability to comply with open science standards across all research areas

## 2. Research production, quality and integrity

The Department is dedicated to advancing psychological knowledge across a wide array of disciplines. Its research spans multiple core areas, including mental health, cognitive neuroscience, clinical psychology, and developmental psychology, contributing substantially to both scientific understanding and societal impact. The department's PROMENTA Research Centre, for example, conducts pioneering work on mental health and social inequalities, while the Centre for Lifespan Changes in Brain and Cognition investigates cognitive function across the human lifespan through extensive longitudinal studies. These research groups, along with others in clinical psychology and personality psychology, emphasise both foundational theory and applied methods, advancing psychological research relevant to both healthcare and public policy.

PSI aligns with the University`s rigorous policy on research integrity, which is built on principles of reliability, honesty, respect, and accountability. Preventative measures include mandatory ethics training for researchers, a strong emphasis on transparency, and proactive monitoring to identify potential risks to research integrity early on. The department also has an internal Research Ethics Committee, which reviews non-health-related projects that do not fall under the jurisdiction of regional health ethics committees. In cases where research integrity is compromised, a structured response is enacted, involving thorough investigation, potential retractions, and disciplinary actions as appropriate. This layered approach underscores PSI's commitment to upholding high ethical standards in its research activities.

### 2.1 Research quality and integrity

This section presents the overall assessment of each research group that the administrative unit has entered in the evaluation. Each overall assessment has been written by one of the 18 expert panels that were responsible for evaluating the research groups entered in EVALMEDHELSE. The evaluation committee had no involvement in the evaluation of the research group(s).

#### Research group: *Centre for Lifespan Changes in Brain and Cognition*

The Centre for Lifespan Changes in Brain and Cognition (LCBC) is an outstanding research group with the following strengths:

- Excellent developed research organisation and relationship to host institution
- Excellent research income from national and international sources
- Excellent research publications
- A very good societal impact approach of its research

There are overall no significant weaknesses to LCBC, with only minor improvements recommended to further leverage the societal contributions of the group.

#### Research group: *Clinical Psychology*

The RG is relatively young but has managed to establish a large team with excellent staffing and funding. The total budget nearly tripled from 2018 to 2022. The group has a strong ambition to become an internationally renowned research institute, with a clear pathway based on well-defined benchmarks, which is an obvious strength. Their clinical training program for professional psychologists in Norway, rooted in the scientist-

practitioner approach, has been recognised for its high standards both nationally and internationally. The scientific quality of the RG is very good. A notable strength is that the impact of the training of psychologists is also scientifically evaluated.

A weakness may be that current ongoing methodological innovations in research methods such as AI, machine learning, and personalisation are mainly mentioned in the 'challenge' section of the self-report, so it is unclear whether these innovations have already been addressed. Another weakness is the difficulty in disentangling the specific contributions of the RG's Clinical Psychology Section to the projects listed under the lead of PSI. A further strength is the publication record of the RG in acknowledged peer reviewed international journals, which includes contributions from more than just the senior staff members. To become a world leading research centre, an increase in international projects and funding would be necessary, as few large-scale international projects have been conducted so far.

**Research group: *Cognitive and Clinical Neuroscience***

Strengths: This is a large and established group that conducts mainly basic research and that has been involved in the establishment of several other now well nationally and internationally recognised groups. It is the largest lab-based group in the UiO. They are all actively involved in education and have received substantial national as well as international research funding.

Weaknesses: The societal impact is very weak and mostly achieved through dissemination and education.

**Research group *Methods, Work, Culture, and Social Psychology***

This is an impressive research group with a strong commitment to tackling societal challenges. The group's research represents a high level of creativity and vision among staff members. The group is engaged and disseminate on a wide range of topics in relation to comprehension of psychological phenomena. There is a good level of political engagement and an impressive number of research outputs. Balancing teaching and research obligations puts a natural limitation to the number of research projects and may pose some challenges.

**Research group PROMETA**

Key strengths of the PROMENTA group include the scientific quality of outputs, the scale and breadth of grant capture. The group is at the forefront of international research in this area. Knowledge transfer and dissemination of findings via media appearances and with policy makers was also very strong. A key weakness is that there appears to be an issue with gender diversity that is strongly apparent at senior levels, and this requires monitoring and action to resolve apparent strong gender inequity at senior levels. Furthermore, there was little evidence of user involvement in the research and there were some minor inconsistencies in how the data were presented in the self-assessment that made it hard for the external team to evaluate some aspects required for the evaluation. It was unclear exactly which group members were included in the publications and grants and in some instances, it seemed that international members affiliated to the group but were not based at PROMENTA were included. Some great clarity was warranted. Finally, the procedures and governance around how the strategic direction of the group is decided by the group was not clear in this self-assessment. Further details on that would have helped the evaluation team.

**Research group *Section of Health, Developmental, Personality Psychology***

A strength of the Section of Health, Developmental, Personality Psychology is that it conducts high quality research that is internationally leading. Grant capture is also good though not equal across different research themes. There are real strengths in terms of activities to support a positive research culture and the group makes a significant contribution to postgraduate teaching with nearly all staff members having teaching responsibilities.

Weaknesses concern the research goals of the group that are about *how* research is done rather than more specific research aims. More specific research aims may help the group achieve its vision. A more minor point is that the precise contributions of members of the research group in terms of publications was not clear and therefore the panel did not award the highest score. Providing further detail would have helped the panel judge whether the group leads all aspects of the research outputs through the full research process.

# 3. Diversity and equality

The department has instituted comprehensive policies to address discrimination and foster diversity and equality. These initiatives align with the university's core values, emphasising justice, democracy, representation, and quality. The department follows a zero-tolerance approach toward discrimination, underscoring its commitment to an inclusive academic environment. Key elements of its approach include gender-neutral recruitment practices, rigorous job analyses, and committee-led hiring processes designed to encourage gender balance and diversity.

### The committee's evaluation

Overall, the committee evaluates PSI as very strong. The committee finds PSI's diversity and equality framework robust, aligning with best practices and demonstrating a proactive stance on inclusivity. The department has taken significant steps to prioritise diversity in recruitment and career advancement, employing a clear set of criteria and monitoring mechanisms. However, the committee notes that some measures, such as achieving gender balance at higher academic ranks, may benefit from additional strategies, as women remain underrepresented among professors.

### The committee’s recommendations

To enhance its efforts, the committee suggests:

- Implement targeted mentorship and leadership development programs for women and underrepresented groups in senior roles.
- Continue to monitor and publicly report progress on gender balance and diversity metrics.
- Expand recruitment outreach to attract a broader pool of diverse candidates at all levels, including students, to better reflect societal diversity.

# 4. Relevance to institutional and sectorial purposes

PSI plays a significant role in advancing sector-specific objectives and contributing to the broader knowledge base. PSI's research aligns with national priorities, emphasising mental health, cognitive neuroscience, social psychology, and clinical practices. Through partnerships with health trusts, hospitals, and governmental agencies, PSI supports the Norwegian healthcare system, focusing on mental health interventions, clinical research, and public health strategies. Collaborative projects with institutions such as the Norwegian Institute of Public Health and Oslo University Hospital facilitate practical applications, directly impacting policy and healthcare advancements.

In terms of innovation and commercialisation, PSI has established several practices aimed at enhancing its contributions to the field. These include interdisciplinary research centres and facilities like the Cognitive and Translational Neuroscience Cluster and the Centre for Applied and Professional Psychology, which foster the development of practical psychological applications. Additionally, PSI actively supports research staff interested in innovation, offering resources and infrastructure that aid in translating research outcomes into societal benefits. Researchers are motivated to pursue commercialisation opportunities, evidenced by PSI's participation in programs such as the Program for Young Research Leaders, which aids early-career researchers in building networks and securing funding.

### The committee's evaluation

The committee recognises PSI's alignment with institutional and sectorial goals, noting its strong contributions to national priorities in mental health and social sciences. PSI's active engagement in collaborative projects with healthcare and public institutions significantly advances sectorial objectives by integrating research findings into public health policies and clinical practices. The committee appreciates PSI's structured approach to fostering research innovation and its provision of resources to facilitate commercialisation. However, while the department encourages innovative and applied research, additional support could further motivate researchers to engage in commercialisation activities more proactively. The committee overall evaluated this work as strong but needing more attention.

### The committee's recommendations

To enhance its sectorial relevance, the committee recommends:

- Strengthen incentives and support mechanisms for research commercialisation to encourage broader participation among research staff.
- Expand targeted partnerships with private sector entities to increase the application of psychological research in commercial and technological sectors.
- Consider implementing mentorship programs specifically for commercialisation efforts to guide researchers in navigating the innovation landscape, thereby enhancing PSI's impact on both the national and international stages.

## 4.1 Higher education institutions

PSI significantly contributes to master's and PhD-level education, both within its institution and in broader academic contexts. PSI offers specialised master's programs in cognitive neuropsychology, health psychology, and work and organisational psychology, along with a professional clinical study program that mandates a master's thesis. The curriculum is designed around a scientist-practitioner model, integrating scientific research with

evidence-based practices in clinical psychology, which ensures that graduates possess both theoretical and applied expertise.

At the PhD level, PSI hosts approximately 200 candidates, half of whom are employed externally by healthcare and other institutions. Through strategic partnerships with these institutions, such as health trusts and the Norwegian Institute of Public Health, PSI fosters a dual competency (DK) program that enables candidates to concurrently complete a PhD and clinical specialisation. This interdisciplinary approach not only enriches PSI's academic offerings but also prepares candidates for impactful careers across academic and professional settings.

Master's students at PSI have extensive opportunities to engage in research, facilitated by seminar access and project data from PSI's partnerships. A unique research track, Forskerlinje, admits up to eight students annually, allowing them to take an active role in research projects and gain substantial research experience. Additionally, PSI encourages master's and clinical students to apply for roles as scientific assistants, providing hands-on experience in data collection and research publication processes.

### The committee's evaluation

The committee commends PSI's integration of research into its educational programs, especially the robust support for both master's and PhD candidates to engage in meaningful research activities. The department's strategic focus on creating a scientist-practitioner model and the dual competency program is particularly beneficial in preparing students for diverse career paths. Furthermore, PSI's structured opportunities, such as the Forskerlinje and scientific assistant roles, actively involve students in ongoing research, strengthening the academic pipeline for future researchers and practitioners. Overall, the committee evaluates PSI as very strong.

### The committee's recommendations

To further enhance its contribution to higher education, the committee recommends that PSI:

- Expand the Forskerlinje program or develop similar initiatives to allow more students to engage in research at an early stage.
- Increase support and mentoring for master's and PhD students aiming for research-oriented careers, potentially through dedicated workshops and mentorship programs.
- Broaden collaborative research opportunities for students, particularly those involving international partnerships, to further enrich their educational experience and academic perspectives.

# 5. Relevance to society

Through its commitment to high-quality research and applied knowledge, PSI aligns with national priorities by addressing pressing societal challenges, including mental health issues, social inequalities, and cognitive health. This approach combines theoretical rigor with practical applications that inform health policies and public sector strategies, ensuring that research findings directly benefit society.

PSI's research and educational efforts also support several United Nations Sustainable Development Goals (SDGs). By focusing on mental health, PSI addresses SDG 3 (Good Health and Well-being), contributing to improved mental health services and preventative measures. Additionally, its focus on quality education aligns with SDG 4, as the department develops skilled psychologists and researchers who are prepared to address complex social issues. PSI's commitment to gender balance in academic roles promotes SDG 5 (Gender Equality), while research on social justice and inclusion supports SDG 10 (Reduced Inequality). Through these initiatives and partnerships with international research networks, PSI significantly contributes to SDG 17 (Partnerships for the Goals), promoting collaboration across borders to address global challenges.

Furthermore, PSI's dedication to climate psychology and related fields also supports SDG 13 (Climate Action) by exploring the psychological dimensions of environmental behaviour. By integrating sustainability into its research and educational frameworks, PSI exemplifies the role of psychology in fostering societal resilience and sustainable practices.

**The committee's comments on impact case 1 - Bridging Body and Mind through effective interventions, tools, and health literacy**

This impact case focuses on innovative research from the Mind Body Lab at the University of Oslo that explores the mind-body connection in managing chronic stress, pain, and work-related disabilities. This research has led to transformative interventions, policy changes, and tools aimed at improving health literacy and workplace health, making a measurable difference in public health and employment retention for individuals with chronic conditions.

The research underpinning this case was conducted primarily by Professors Reme and Jacobsen, focusing on the physiological impacts of chronic stress and pain. Key studies from 2010 to 2022 examined the effects of Acceptance and Commitment Therapy (ACT) and the Individual Placement and Support (IPS) model on work retention and mental health outcomes. These studies included randomised controlled trials (RCTs) on ACT-based work rehabilitation and IPS adaptations for chronic pain, which showed significant improvements in workforce reintegration and mental well-being. This research has led to several impactful outcomes:

1. **National Health Policy Changes**: The research contributed to workplace health interventions recognised by the Norwegian Directorate of Health, including ACT-based programs and IPS adaptations that are now part of Norway's recommended treatment approaches for chronic pain and mental health in the workplace.
2. **Improvement in Workforce Reintegration**: The ACT-based work rehabilitation model has significantly reduced long-term sick leave and improved work participation rates. This intervention has been adopted in Norwegian health services as a key method for helping individuals on extended leave due to chronic pain or mental health issues re-enter the workforce effectively.
3. **Health Literacy and Public Awareness**: Through publications, seminars, and collaborations, including the Oslo Chronic Fatigue Consortium, the Mind Body Lab has reached thousands of practitioners and patients with evidence-based information on managing stress, pain, and fatigue. The consortium's consensus statement on chronic

fatigue has been widely referenced, with over 16,000 views, and has influenced public and professional understanding of chronic stress management.

4. **Cost-effective Health Solutions**: By demonstrating the cost-effectiveness of IPS and ACT interventions, the research has informed funding decisions within Norwegian healthcare, highlighting that these methods not only improve patient outcomes but also reduce healthcare expenses by preventing long-term disability and unnecessary treatments.

This case illustrates how targeted research on the mind-body connection can enhance workplace health policies, provide accessible treatment options, and elevate health literacy for managing chronic stress and pain conditions effectively. Therefore, the committee evaluate this case as excellent.

**The committee's comments on impact case 2 - A Human Rights Approach in Psychology and the Prevention of Torture and Ill-treatment**

This impact case focuses on the University of Oslo's commitment to incorporating a human rights perspective in psychology. Led by Nora Sveaass, the research emphasises the prevention of torture and ill-treatment, the rehabilitation of victims, and the prosecution of perpetrators. This work has fostered critical international policies and support structures, influencing both academic research and global human rights practices. The underpinning research was driven by the Human Rights Research Group, which focused on examining the psychological effects of torture and developing frameworks for effective prevention and rehabilitation. Since 2004, Sveaass' work has centred on integrating psychological expertise into human rights law, particularly concerning the treatment and rehabilitation of torture victims and the mental health of refugees and asylum seekers. Sveaass and her team's research has directly impacted global human rights practices and national policies in several ways:

1. **Development of the Istanbul Protocol**: Sveaass contributed as an editor for the 2022 edition of the *Istanbul Protocol*, an international guideline for documenting and investigating torture. This protocol is crucial in legal and rehabilitative practices, setting a global standard for humane treatment.
2. **Policy Changes for Asylum Seekers' Mental Health**: Her 2010 report led to reforms in Norway's reception system, ensuring mental health assessments for vulnerable asylum seekers. It established systematic processes for early intervention and support for those at risk, guided by her group's recommendations.
3. **Educational Influence**: The work also shaped educational frameworks in psychology, ensuring the training of future practitioners in human rights-focused psychological practices.

The case illustrates a pioneering integration of psychology into human rights advocacy, impacting both legal policies and treatment protocols internationally. Therefore, the committee evaluate this case as excellent.

**The committee's comments on impact case 3 - Examining and Implementing Trauma-Focused Treatment in Child Mental Health Clinics in Norway**

This case addresses the need for trauma-focused mental health care for children in Norway, where youth trauma often goes untreated. Professor Tine K. Jensen and her team developed a nationwide approach to identify trauma in children and provide evidence-based treatment through Trauma-Focused Cognitive Behavioural Therapy (TF-CBT), significantly enhancing the quality of care available for traumatised children. The underpinning research involved randomised controlled trials (RCTs) and implementation studies, led by Professor Jensen and colleagues from 2008 onward. The studies identified trauma's mental health

effects on youth, establishing TF-CBT as the primary treatment for post-traumatic stress disorder (PTSD) in children. The research focused on evaluating treatment efficacy and exploring predictors for treatment outcomes, dropout rates, and the potential for personalised therapy plans. The research led to several key outcomes and national improvements:

1. **Increased Trauma Screening**: Through systematic screening, childhood trauma is now more accurately identified in mental health clinics across Norway, ensuring that children receive timely support. Clinicians reported low levels of distress from screening and increased trauma identification rates.
2. **Widespread Adoption of TF-CBT**: Since 2012, TF-CBT has become the standard in Norwegian mental health clinics for children, with over 78% of clinics adopting it as routine. This evidence-based approach significantly improved treatment outcomes, with reduced symptoms and higher functioning in children receiving TF-CBT compared to other therapies.
3. **Enhanced Professional Development**: Training programs for therapists in TF-CBT improved practitioner confidence and reduced burnout rates, addressing a key challenge in mental health services.
4. **International and National Policy Influence**: The successful implementation of TF-CBT in Norway contributed to its inclusion in national guidelines and influenced international best practices for treating PTSD in children.

The project exemplifies how targeted research can reshape national mental health practices, bringing effective, accessible care to vulnerable youth populations. Therefore, the committee evaluate this case as excellent.

**The committee's comments on impact case 4 - A New Conceptualisation of the Long-term Impact of Human Prenatal Opioid Exposure**

This impact case addresses the critical issue of prenatal opioid exposure and its effects on brain development and cognitive outcomes. The research, led by University of Oslo's Department of Psychology, has advanced the understanding of these impacts, informing national and international policies regarding opioid use during pregnancy. This work has been instrumental in improving treatment guidelines for opioid-addicted mothers and ensuring long-term support for affected children. The foundational research began in the 1980s with longitudinal studies on children exposed to opioids and other substances in utero. Subsequent studies in the 2000s included groundbreaking brain imaging analyses, led by researchers including Kristine Walhovd, Vibeke Moe, and Kari Slinning, to assess neurodevelopmental impacts. These studies compared neuroanatomical outcomes between prenatally exposed children and controls, revealing structural brain differences and highlighting the need for specialised care and intervention. This research has achieved several notable impacts:

1. **Policy Changes and Guidelines**: Findings from this research informed Norway's national guidelines on the treatment of pregnant women with opioid addiction. This includes guidelines on detoxification protocols during pregnancy to mitigate foetal risks, as endorsed by the Norwegian Directorate of Health.
2. **Clinical and Preventive Measures**: The discovery of structural brain differences in children prenatally exposed to opioids led to the development of improved follow-up protocols for affected children, ensuring early intervention for cognitive and behavioural challenges. This proactive approach has been incorporated into Norway's national health protocols, providing children with appropriate support from infancy through adolescence.
3. **Educational and Training Influence**: The research has led to educational reforms, with health professionals trained in specialised care for children exposed to opioids in

utero. This includes training in cognitive monitoring and developmental assessments to detect and address cognitive delays early on.

4. **International Influence and Collaboration**: The findings have contributed to the broader scientific understanding of prenatal opioid exposure, influencing the launch of large-scale studies like the Healthy Brain and Child Development (HBCD) study in the United States. This collaboration has positioned Norway as a leader in the field and has bolstered international efforts to mitigate the adverse outcomes of prenatal substance exposure.

This impact case exemplifies the role of psychological research in shaping health policy and improving long-term outcomes for children affected by prenatal exposure to opioids. Therefore, the committee evaluate this case as excellent.

**The committee's comments on impact case 5 - Children in the Legal System**

This case highlights advancements in the methods used to interview and evaluate children within the legal system, ensuring that young witnesses' accounts are accurately recorded and evaluated. Professor Annika Melinder's work has influenced the training of police officers, prosecutors, and child welfare workers in Norway. This research has led to a 2015 law change and established guidelines that improve the quality and reliability of children's testimonies. Since 2000, Melinder's research, supported by grants from the Norwegian Ministry of Children and Families, has focused on understanding the developmental aspects of memory and credibility assessment in child witnesses. Key studies conducted from 2012 to 2018 included both laboratory-based experiments on memory and field research on the techniques used in actual investigative interviews. Findings emphasised the need for child-friendly methods, age-appropriate questioning, and an established rapport between interviewers and children to reduce errors in testimonies. This research has had several key outcomes:

1. **Law Reform**: Findings from Melinder's work contributed directly to the 2015 regulation change, impacting how vulnerable children are questioned during investigations. This regulation mandates age-appropriate techniques to avoid suggestion or coercion, providing children with a safer, more reliable interview process.
2. **Training and Professional Development**: Melinder's findings are now integrated into the curriculum at the Police University College, where police officers and prosecutors receive specialised training on child memory development and interview techniques. These methods help minimise confirmation bias and ensure more accurate child witness testimonies.
3. **Multimedia Educational Tools**: A video developed by the Attorney General's Office, informed by Melinder's research on memory and credibility assessments, is used across Norway's public prosecutor districts to aid ongoing training for prosecutors. This resource educates officials on confirmation bias and reliability in child witness interviews.
4. **Child Welfare Guidelines**: Collaborating with the Directorate for Children, Youth, and Family Affairs, Melinder's team developed guidelines for child protection cases, particularly addressing the stress effects on children during emergency removals. These guidelines provide child welfare workers with essential tools to better handle acute removal cases with minimal trauma for the children involved.

The impact of this research underscores the critical role of psychology in legal settings, promoting the protection and accuracy of children's testimonies and influencing national practices for child welfare and justice. Therefore, the committee evaluate this case as excellent.

# Appendices

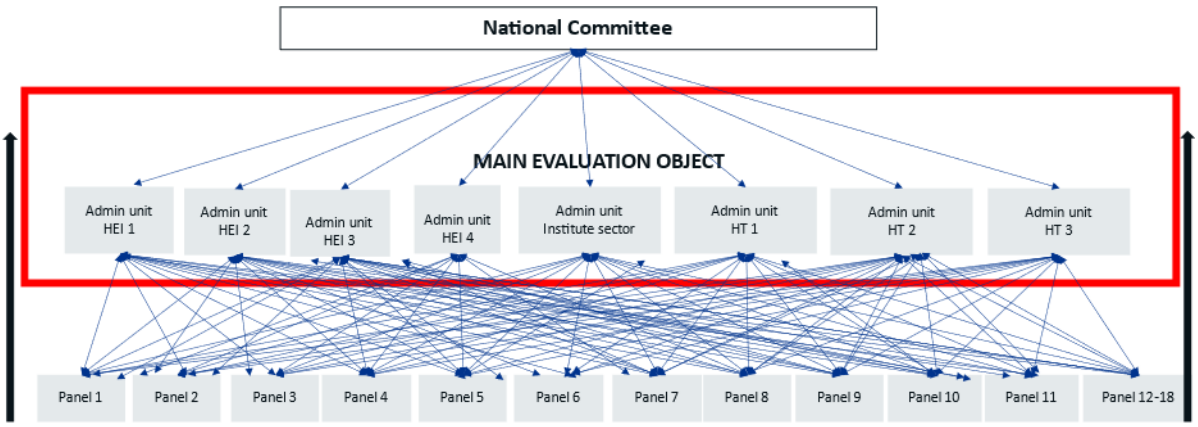
# Evaluation of Medicine and health 2023-2024

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

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

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

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

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

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

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

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

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

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

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

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

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

### *Administrative enheter (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.

Forskningsrådet

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*



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The report can be downloaded at
www.forskningsradet.no/publikasjoner

Oslo, 5 April 2022

ISBN 978-82-12-Klikk her for å fylle ut (xxxxx-x). (pdf)

# 1 Introduction

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

## 1.1 Evaluation units

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

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

| | |
|---|---|
| *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)

[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

[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,

[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.

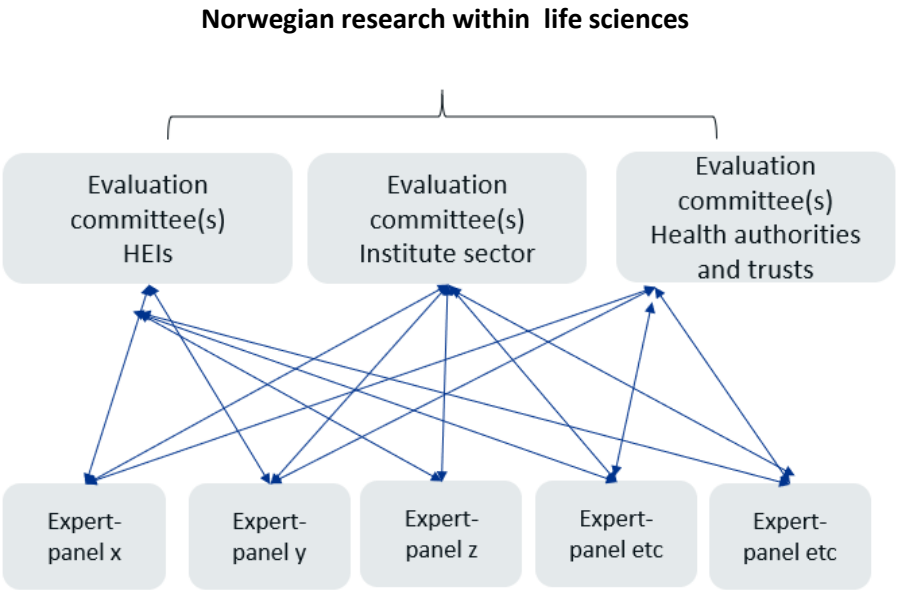


Figure 1. Evaluation committees and expert panels

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<br>Administrative data | Self-assessment<br>National registers<br>Administrative data<br>SWOT analysis |
| **Research production and quality** | Self-assessment<br>Example publications (and other research results) | Self-assessment<br>National registers |
| **Diversity, equality and integrity** | | Self-assessment<br>National registers<br>Administrative data |
| **Relevance to institutional and sectoral purposes** | | Self-assessment<br>Administrative data |
| **Relevance to society** | | Self-assessment<br>National registers<br>Impact cases |
| ***Overall assessment*** | *Data related to:*<br>*Benchmark defined by administrative unit* | *Data related to:*<br>*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 all questions.
- Information should be provided by link to webpages i.e. strategy and other planning documents.
  - Provide information – provide documents and other relevant data or figures about the administrative unit, for example strategy and other planning documents.
  - Describe – explain and present using contextual information about the administrative unit and inform the reader about the administrative unit.
  - Reflect – comment in a reflective and evaluative manner how the administrative unit operates.
- Data on personnel should refer to reporting to DBH on 1 October 2022 for HEIs and to the yearly reporting for 2022 for the institute sector and the health trusts. Other data should refer to 31 December 2022, if not specified otherwise.
- Questions in 4.3c should **ONLY** be answered by administrative units responsible for the Cand.med. degree programme, cf. Evaluation of the Professional programme in Medicine (NOKUT).
- It is possible to extend the textboxes when filling in the 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 (max 50 pages). Before submission, please be sure that all text are readable after the conversion of the document to pdf. The administrative unit is responsible for submitting the self-assessment of the administrative unit together with the self-assessments of the belonging research group(s) to evalmedhelse@forskningsradet.no within **31 January 2024.**

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

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

# 1.Strategy, resources and organisation

## 1.1 Research strategy

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

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

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

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

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

# 1.2 Organisation of research

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

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

# 1.3 Research staff

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

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

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

**Table 2. Research staff**

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

[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. Please delete lines which are not in use.

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

# 4.3 Higher education institutions

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

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

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

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

# 4.4 Research institutes

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

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

# 4.5 Health trusts

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

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

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

# 5. Relevance to society

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

## 5.1 Impact cases

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

# 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:** |

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

**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 |
|---|---|---|---|
| UiO | Department of Psychology | Centre for Lifespan Changes in Brain and Cognition (LCBC) | Panel 5a |
| UiO | Department of Psychology | Clinical Psychology | Panel 5a |
| UiO | Department of Psychology | Cognitive and Clinical Neuroscience (CCN) | Panel 5a |
| UiO | Department of Psychology | Methods, Work, Culture, and Social Psychology (MAKS) | Panel 5b |
| UiO | Department of Psychology | PROMENTA | Panel 5b |
| UiO | Department of Psychology | Section of Health, Developmental, Personality Psychology (HUP) | Panel 5b |

# 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 leadin**g 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. |

[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.

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