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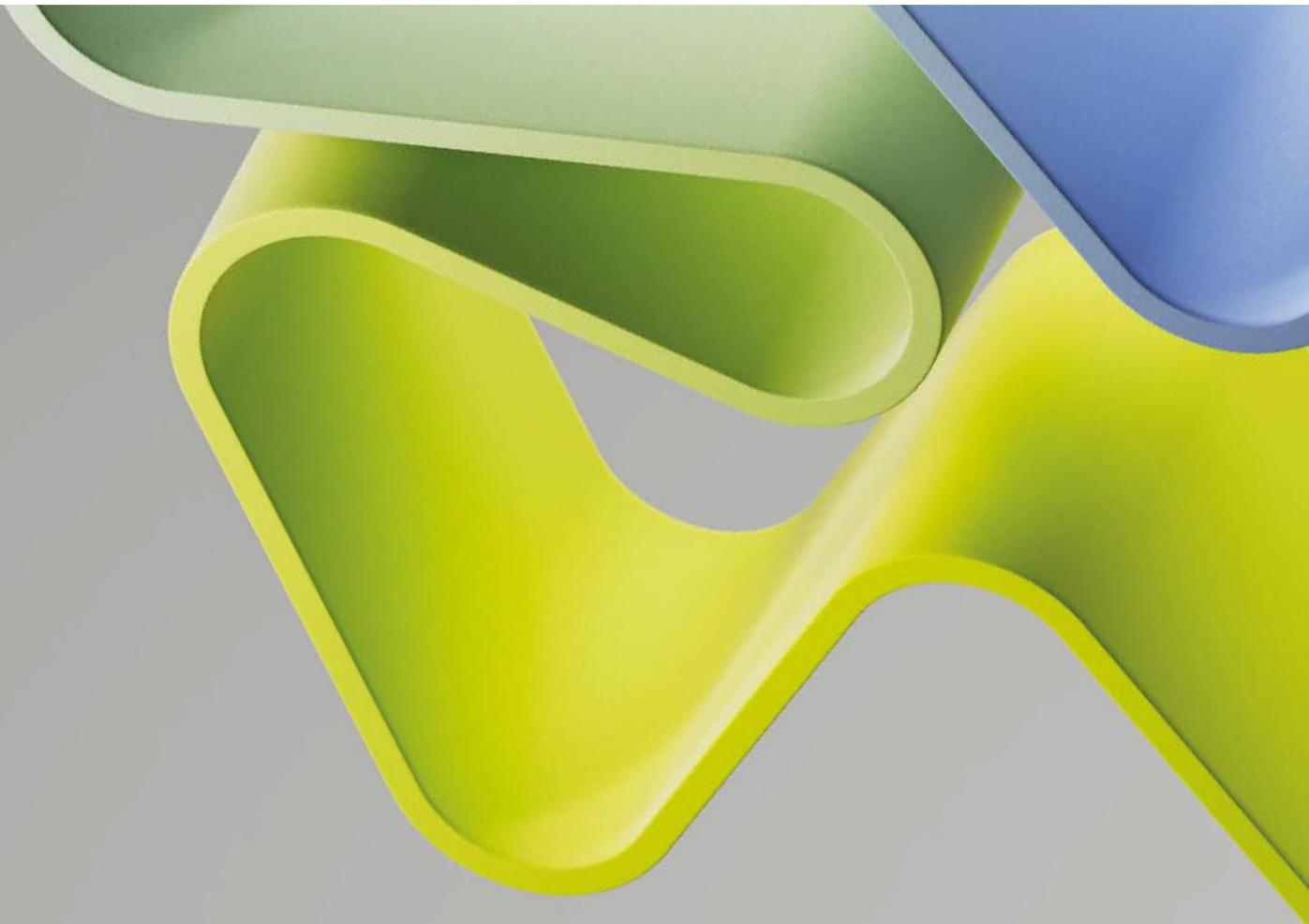
Evaluation of Life Sciences 2022-2024

Evaluation of medicine and health 2023-2024

Evaluation report

ADMIN UNIT: Faculty of Social and Health Sciences
INSTITUTION: Inland Norway University of Applied Sciences

December 2024

Contents

Statement from Evaluation Committee Higher Education Institutions 1

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

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

The conclusions and recommendations in this report are based on information from the administrative 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 committee Higher Education Institutions 1. All members of the committee have agreed with the assessments, conclusions and recommendations presented here.

Evaluation committee Higher Education Institutions 1 consisted of the following members:

Professor Falko Sniehotta (Chair)
Heidelberg University

Professor Lars Göran Kecklund
Stockholm University

Professor Joakim Öhlen
University of Gothenburg

Professor Maria Kristiansen
University of Copenhagen

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Professor Annette Boaz
King's College London

Professor Stephanie Taylor
Queen Mary, University of London

Ivette Oomens, Technopolis Group, was the committee secretary.

Oslo, December 2024

Profile of the administrative unit

In terms of man-years, the Faculty of Social and Health Sciences (HSV) consists of 195,7 employees. Specifically, they consist of 22,1 professors, 44,3 associate professors, 15,8 senior lecturers, 77,5 assistant professors, one researcher, 7,7 postdocs and 27,3 PhD fellows. Women represent a majority in all categories except among professors where there is an equal number of men and women.

For HSV there are three research groups that are assessed. Firstly, the Trainome group which focuses on mapping training responses to various types of exercise in different individuals. Secondly, the Critical Public Health Research Group which academic disciplines are health sports and welfare. Thirdly, the Health and the Mastery in an Interdisciplinary Perspective group which aims to strengthen interdisciplinary research with a particular focus on four central research areas: mental health of children and youth, health communication and health literacy, health promotion targeted at children and youth, as well as health measurement.

HSV's strategic goals are centred around understanding and solving wicked societal problems, focusing on elucidation of relationships between health and welfare and their determinants such as biology, sociology, education, societal structures, economy, and politics, both separately and in their interactions. To address this challenge, the academic viewpoints are both at the individual, interpersonal and societal level, as well as at how the observed relationships covary with time, related to both acute challenges and in a life-course perspective.

In its self-assessment, HSV states that the unit INN has identified interdisciplinarity as a key feature of the scientific workflow, reflecting its vision "stronger together", and involving extensive collaboration within the unit, as well as with regional, national and international partners from both private and public sector. The overarching goal of the research is to identify, develop and realise preventive, habilitative and rehabilitative measures and interventions that support sustainable and health-promoting societies. The ultimate endpoint is to transform research outputs into practical applications and practices through education, innovation, and society-oriented dissemination and measures, in close interaction with sectorial and societal partners.

Based on its self-assessment, in the future, HSV might take advantage of internal research resources which are almost exclusively allocated to research groups, aiming to develop research competencies through exploitation of researchers with top qualifications, facilitation of qualification runs for permanent staff and high-quality research training for students. Moreover, research groups and the practice focus inherent to HSV's portfolio provide them with adequate outreach instruments, ensuring interaction with regional partners during planning, implementation and dissemination of projects, and facilitating impact. Challenges for the HSV that may impact the future include insufficient abilities to exploit senior researchers, insufficient abilities to recruit students and academic staff to projects, internally or externally and insufficient abilities to develop and materialise on internal and external networks.

Overall evaluation

The Faculty of Social and Health Sciences was formed during a merger of two university colleges in 2018. It has 14 research groups each comprising around 4-6 core people but with additional staff working across multiple research groups. The unit reports being happy after overcoming the major hurdle of the merger of two university colleges. The committee notes that the unit acknowledges there remain residual weaknesses with the reorganisation of administrative practises in a larger unit and in how to develop their joint subculture and competencies. They have the challenge of being co located at two sites almost 100km apart. They have a strong forward-looking approach and strategic plans to increase research income. The historic lack of focus on research is being addressed through internal initiatives. Their positive and optimistic view may however be leaving some staff behind.

The committee agreed that the administrative unit has clear strategic goals to develop a more research-intensive department, whilst retaining practical aspects of teaching in the clinical field. The committee welcomed that they are also developing hypothetico-deductive elements of their teaching. The committee recognise that the unit are self-reflective and see their journey as a long one and that they are only early on in that. The university college have extended their horizons and have applied to be recognised as a university and report they are close to achieving this and the committee believe that the unit's strategy is very much in line with the wider institution's goals.

The unit has a very positive and clear approach to its future development and expansion. It has placed research groups as fulcrums for developing research competencies, but it is noted some staff remain outside of this system. It has also focused on interdisciplinary research initiatives and projects contributing to solving wicked problems and major societal challenges. This too may though have led to isolation of some staff unfamiliar with this new way of working. Retaining practice-driven research initiatives and projects in collaboration with regional partners is to be applauded – the unit is clearly in a unique position to engage with local communities in those areas.

Recommendations

- It is recommended that the unit rethinks its research group organisation. This reorganisation is a key priority. The small size of some of its research groups' core mean that if a lead were to be absent for an extended period or to leave the unit, the group might not have sufficient senior members to be able to continue. Staff are often part of more than one group, and this may lead to overlapping roles.

- An overarching network strategy would be useful in relation to the roadmap of infrastructure that has been developed and financed through incentives to encourage staff to build their own networks which is good, but the risk is that each research group operates independently and builds overlapping networks.

- Further strategies to increase the reach and profile of the scientific outputs should be developed given the increased rate of publications is excellent and now beyond the sector average.

- The unit needs to review its recently developed strategy taking into account voices that may not yet have been heard, including those who currently sit outside of the existing research groups and those who are not research active within them. It is recommended that its strategic plan has clearer prioritisation of tasks and timelines built into it. In general, the unit may be struggling to form an identity as it expands.

- The unit needs to be mindful of not expanding too fast and leaving itself too reliant on research funding income which may fluctuate over time given it reports an increasing success rate in applications for grant income.

- The unit should support development and succession and consider adding early and mid-career representatives to more of the management groups. The sabbatical process introduced in 2021 should be evaluated both in terms of impact on outputs but also in terms of EDI. It is recommended that the sabbatical scheme is extended to all teaching staff. In the area of career development, mobility and retention of staff the unit noted that exit is low due to the location of the unit's two sites, but all staff should be given the opportunity for development and progression. Otherwise, there is a risk that the gap between professors and teaching/ junior staff widens over time.

1. Strategy, resources and organisation of research

1.1 Research strategy

The Faculty of Social and Health Sciences is a new faculty that was formed in 2018 as a result of a merger of two university colleges. This has led to a shift in strategy towards interdisciplinary research. focusing on relationships between health and welfare and their determinants, at the individual, interpersonal and societal level and over time, adopting a life course approach. The unit indicated that the overarching goal of the research groups is to identify, develop and realise preventive, habilitative and rehabilitative measures and interventions and to transform research outputs into practical applications and practices which is allied with the wider institution's goals. The unit aims to work in close interaction with sectorial and societal partners and has a long history of this in teaching and learning terms. The unit is keen to retain links with the local community.

The unit notes that administrative research support structure is in continual development, and practices are changing at a rapid pace, in line with needs identified in the organisation.

The SWOT analysis led to the identification of several weaknesses, but some of these seemed hypothetical and none included strategies to address them nor discuss how they interfaced with opportunities and threats. Selected notable weakness include: research groups being too small and / or lacking in senior research and research leadership expertise and the consequent exclusion of those groups from competitive resources and then a spiral of disengagement and unwillingness to participate.

The SWOT identified a weakness that there is insufficient adherence to the units and the wider university college's internal research strategies, policies and arrangements and proposed that this could be due to insufficient willingness or insufficient knowledge on behalf of the staff. Furthermore, the unit identified a weakness that innovation and commercialisation potentials are not exploited due to insufficient organizational structures for follow-up and/or insufficient focus in Research Groups.

The committee's evaluation

The unit needs to be aware that some staff may find the change of pace challenging and signposting of the justification for these changes need to be made clear. The unit needs to ensure it is proactive not simply reactive.

The insistence that all research in the unit be interdisciplinary to avoid the historic issue that their research was too narrow may be too cautious and bring its own disadvantages.

The unit acknowledged that translational and commercialisation of research was not (yet) a top priority. This seems to be a missed opportunity to build this in from the outset.

There are several other management structures above the research group which seems to be unduly hierarchical. The focus of each of the 14 research groups were not detailed and the small core size of them is a concern. Additionally, it is unclear what prior research experience and research leadership each group has given that the unit is formed of staff who were predominantly focused on teaching. The involvement of masters and PhD

students and even bachelors students in research groups is commendable, but again means the groups as well as being small may lack critical mass of senior staff with research expertise. The bi-weekly faculty management group and extended faculty management group have good senior representation, but would benefit from the voices of early and mid-career representatives in more fora.

Given the strategy to move away from a narrow focus, the small size of the research groups and that some staff appear to be outside of research groups entirely may be leading to a too narrow focus. The weaknesses identified that there is insufficient use of emeritus staff and that some staff do not have time for research further suggests that the senior staff are spread too thinly if retired staff are being sought to lead research.

Interdisciplinarity despite being a key strategic requirement of the unit may also in itself sometimes be the cause of the weakness identified: research initiatives become too broad or ambitious, and risk losing scientific depth, becomes unmanageable, and/or lose researcher engagement.

The nature of previous Research and Development engagement in procedures for best practice, often being carried out informally, and now being formalised and systematised through qualification runs towards senior lecturer is good for future work.

The committee's recommendations
- The committee recommends that there is an audit of the staff's understanding of and appetite for the research strategy given that this has been developed rapidly, is somewhat monotheistic is insistence on interdisciplinarity, the unit is split across two very distant sites, and some of the work and strategy has been developed during the constraints of the Covid-19 pandemic.
- The committee considers that single discipline research may still be appropriate especially for some junior researchers to allow time for dedicated skills acquisition. Focused single disciplinary research may still lead to interdisciplinary and translation research.
- The committee recommends that innovation and commercialisation strategies are considered at a management level and more widely across the university and that the unit develops a longer-term strategy for how it plans to more fully exploit its growing research portfolio.
- The committee recommends the unit also looks back at what research and development work has previously been carried out more informally, documents it and explore its potential for wider dissemination and exploitation. Similarly, when trying to shift the tradition of most publications being from Nordic collaborations the unit should explore where else in the world relevant comparators may be found, and share research more widely to develop collaborations.

1.2 Organisation of research

The Faculty of Social and Health Sciences is led by a Dean and supported by A Vice Dean for Education and a Vice Dean for Research, comprises three institutes (departments), each of similar sizes ranging from 61-71 FTE staff including PhD fellows. Within each department there are three section leaders. There are also two PhD Programmes, a new interdisciplinary one and an older programme. Across the unit there were 14 research groups by 2022. Having interdisciplinary research groups has been singled out as the foremost strategic measure. The unit reports that their staff are involved in research groups, both within the unit and across faculties. The unit is split across two sites (presumably the two former university colleges prior to the merger). These campuses in Elverum and Lillehammer are a 90km journey apart which is not mentioned in the report. It is not clear if some research groups also span the two centres. The impact of this distance on collaboration is not discussed.

There is a large general administrative unit (32.6 FTE) but also a small (5 FTE) administrative unit dedicated to supporting externally funded research and education activities under the Vice Dean for Research. There were synergies reported between the different purposes of the administrative unit with teaching collaborations leading to research collaborations.

The unit reports being involved in a large number (8) of university committees with frequent meetings. The involvement of business and societal representatives in management meetings is excellent.

The committee's evaluation

There is little representation from junior staff with just two junior staff represented in one of these meetings - the faculty board - which is also the committee where business and societal sectors and represented thereby potentially giving those two students very privileged opportunities, whilst missing out on the voice of the wider postgraduate community.

This synergies between teaching and research are good, but not all staff are research active,

The committee`s recommendations

- The unit should make it evident to what extent the dedicated external funding support unit should focus on supporting bids for teaching income versus research income. It should also signpost the availability of this unit to the staff who are not currently engaged in research and/or involved in research groups.
- The committee recommends that the unit make sure that the 20 PhD fellows that were being trained under the old scheme do not miss out on opportunities such as training that are in built into the new interdisciplinary scheme and thereby miss out on future career advancement.
- The unit should support development and succession and add early and mid-career representatives to more of the management groups given the number of PhD fellows in the unit and mid-career staff.
- Streamlining the number of committees and thereby meetings would be achievable if the 14 research groups were reduced for example to be co-terminus with the 9 departments thereby amalgamating the extended faculty management group and head of research group forum.

1.3 Research funding

With the unit being relatively young and its previous focus being teaching, it did not have a history of gaining research funding. In the field of education, the report notes that HSV is consistently successful in securing external grants, but it is yet to realise its potential as a competitive recipient of research grants from major financiers such as the Norwegian Research Council. This is attributed to cultural factors relating to the academic profile and a historical lack of grant initiatives, attributed to a lack of prioritisation of this goal within the two parent institutions, HiL and HH. In the last 5 years its annual budget has been around 156 MNOK including 25 MNOK annually in external funding mainly from national sources, typically ministries and underlying directorates. Of that external income just over half (53%) is devoted to research, the rest is for education. Therefore 7% of the income is obtained from external funds for research. This is relatively modest. The unit reports that low levels of application and low levels of success previously had deterred applications. The unit reports that both the amounts applied and for success rates have increased (0.7% in 2021 to 6% in 2023) since the reporting period.

The newly dedicated administrative unit is helping support the application for and acquisition of external research funding. The cultural shift towards research is being supported by staff training for careers in research.

The committee`s evaluation

The increase in amounts gained through both applications and success rates is laudable. Support for transition to research through training is welcomed.

The committee`s recommendations

The committee recommends that all staff are supported and incentivised to be research active. The risk of some staff falling behind especially if they sit outside of research groups needs to be mitigated. Successful applications should be shared with colleagues and support and dedicated time for grant writing be built into workload models.

1.4 Use of infrastructures

The main research infrastructures used by the unit are digital. The have generally been developed or led by the institution. These include services for data collection, analyses and storage, and administrative services including library services. The unit reports that their lack of engagement in overseeing and co-managing major national and international research infrastructures is attributed to their academic profile in health and welfare and their relatively young age as a research-intensive organisation and a lack of relevance of existing research infrastructure. They report that they are addressing this by developing a roadmap of existing infrastructure and internal financial incentives to build their own infrastructure.

For data collection and storage in projects involving human participants, the university college uses Educloud Research and Services for sensitive data (TSD) infrastructure provided by the University of Oslo. The unit's researchers use health registers including Ungdata, and HUNT, as well as physical national competence clusters such as the Norwegian Sequencing Centre.

Although the unit predominantly uses a non-invasive research approach, they house a general biobank of national and international significance in the field of health and exercise physiology.

The unit reports that access to national and international research infrastructures are typically secured through formal or informal agreements, or through open access digital repositories. Other collaborations include the local Innlandet Hospital Trust and Friskstiftelsen (a local non-profit mental health care business) and other sectors, including local government.

The institution requires that all research data must be handled according to the FAIR principles. This is compulsory and there is an independent responsibility to facilitate reuse of research data.

The committee`s evaluation
The lack of hosting of major research infrastructure is understandable given the unit's youth.
The unit's biobank appears not to form part of the Norwegian roadmap for research infrastructures, nor in the ESRI roadmap for Europe nor the international infrastructures funded by the ministries. There are potential opportunities to develop its biobank. The lack of clarity around the agreements for existing and future infrastructure use is problematic as is the lack of integration into wider networks.

The committee`s recommendations
- The committee recommends that all informal agreements for use for research infrastructure elsewhere are formalised and documented including acknowledgement of any legacy use to prevent issues with reuse of data in the future.
- The committee recommends that the unit and the wider institution engage with the relevant organisations to ascertain what it needs to do to get its existing local infrastructure recognised as part of national roadmap. The unit should engage with the ministry to see if its existing biobank could be funded by the ministry and made more accessible, but again also assuring its future reuse.

1.5 Collaboration
The unit reports a diverse range of national collaborations with different sectors. Some of the research collaborations have developed from teaching. They have national collaborations with the hospital for the PhD programme, with the labour department, with the Armed Forces, and with HelseINN comprising 70 organisations across voluntary, public and private sector, including a hospital trust and one other university. They have research collaborations with universities in Sweden and Denmark. They report teaching collaboration with Indonesia and Vietnam and new research and teaching collaborations within Africa.

The committee's evaluation
The range of collaborations locally and nationally are strong and diverse, particularly given the size of the unit. It is in national collaborations with other Norwegian universities and collaboration with international agencies where it is lacking.

The committee´s recommendations
- The committee recommends that the unit should develop its international collaborations utilising its existing links with countries with which it collaborates on for education. It should also look to collaborate with other universities worldwide serving remote local communities. Mobility exchanges should be enhanced. National collaborations should be fostered with research intensive universities in Oslo which are relatively close to both campuses.

1.6 Research staff
The unit has 202 staff. A high proportion (around 75%) of women are in junior roles and around 50% of senior roles are held by women. Many of the assistant professors are completing PhDs at the same time as working. Senior staff have slightly more research time with five percentage points increase with each grade from 35% at Senior lecturer upwards.

The committee's evaluation
Despite what the unit reports as large internal resources being directed towards strengthening research, the number of researcher-trained permanent staff at the unit (staff with either PhD or senior lecturer-qualifications) only increased from 42% in 2018 to 45% in 2022. Though the number of staff members that actively contribute to scientific publications, increased from 70 in 2018 to 102-110 between 2020-2022, almost half of the staff in the unit are not contributing to publications.

The gender balance shift with career stage is concerning.

The gap between Senior Lecturer and Assistant Professor at 15% research appears wide. The 5% that each grade is allocated for administration seems an underestimation, particularly given the numerous local committees on which senior people sit.

The committee´s recommendations
- The committee recommends that the time spent on tasks is audited and a goal to reduce administrative burdens and realistic estimates for research and general non-teaching administration is incorporated. The unit needs to ensure that no one is left isolated or over-burdened with administration and teaching and does not have the opportunity to do research and publish as the wider unit moves to focus more on research.
- The gender balance changing with seniority should be reviewed to see if women at more junior levels are not progressing up the career hierarchy or if this just reflects more women joining the unit recently at junior levels. Recruitment efforts should be made to appoint male PhD fellows and senior female staff.

1.7 Open Science
The institution reports adhering to the Plan S strategy (European Science Foundation, 2018), which aims to ensure that all research outputs originating from public grants are made freely available to the research community and society. The institution and the unit have a publication fund to cover costs for open publishing. The unit's research groups act as hubs for training of researchers, together with the PhD programme. Guidance is made available at both the institutional level and within the unit. 86% of publications were either

gold Open Access or available in open archives in 2022, compared with around 34% in 2013.

The unit reports that research initiatives are also expected to comply with the FAIR data principles and involve societal contributors. There is an institutional initiative in progress to secure systematic handling of data for future operationalisation of open science and data policies as most research is centred around sensitive information (e.g. health).

The committee's evaluation
The unit is prioritising open science through providing training and funding. All internal calls and sources of funding sought require outputs to be made freely available, which is excellent. This has been successful in increasing the proportion of open publications significantly. On open data the unit is assessing the level of data access that is possible through data management plans and stakeholder involvement.

The committee's recommendation
- The committee recommends that the unit continues to support open science and seeks to develop alternatives such as synthetic data where open data access is impossible.

2. Research production, quality and integrity

The research at the unit is focused in three departments: Health and Nursing Science; Health and Sports Science and Social Science and Guidance. The overall research undertaken by HSV researchers, and the quality of their published outputs, can be regarded as nationally excellent, which is reflected in the scores of 2-4 that the three groups received from the individual expert evaluation reports. The three groups that were evaluated were relatively large, around 15 people including PhD students, given that there are 14 groups with a unit of 202 staff. Some staff being part of more than one research group, though useful for collaboration, may mean that identities are somewhat blurred, and focus made opaquer. This is reflected in the recommendations made by the individual expert evaluation reports for a more strategic approach for each group going forward.

2.1 Research quality and integrity

Section 2.1 contains the overall assessment from the expert panels for each research group, not the evaluation committee. The expert panels are responsible for the evaluation of the research group(s).

Critical Public Health Research Group
This research group's goals are to increase funding, publish in leading international journals and have societal impact but its strategies to accomplish this are rather vague. It describes its research as being 'broad and diverse' and, while noting some overarching themes and approaches, the panel considered this may be worth re-considering. Its members' teaching commitments may also be a limiting factor to the realisation of its ambitions as well as the number of research interests and broad themes. The group appears to be aware of this and reports consolidating its research identity, having only been formed in 2017 but drawing heavily on the interests of its members that largely pre-date the group's formation. There are 4 external members of the group; 2 of whom have part-time funded positions within HINN; their role is not entirely clear. The group members' links with international partners (UK, Indonesia, and Uganda) have potential for further development, drawing on the wider university educational collaborations with Indonesia and Uganda. The group is seeking more funding from external sources but plans to increase this may need to be more specific and to have synergy with other ambitions. The quality of its research and publications was at national level. It aims to increase its societal contribution but evidence of societal impact during the assessment period needed to be more specific and planned. Stakeholder or user engagement is currently limited but has the potential to increasingly inform all stages of the research process and the direction of the group's work.

Health and Mastery in an Interdisciplinary Perspective
This research group's goals are to increase funding, publications and societal impact but its strategies to accomplish this are rather vague. Its members' teaching commitments may be a limiting factor to the realisation of its ambitions so too may be the allocation of core funding on an annual basis. The group is consolidating its research identity, having only been reformed in 2022. Its goals include more dissemination of its research in leading international journals. It is also seeking more funding from external sources. Its routes to achieve more societal contribution and evidence of societal impact during the assessment period need to be more specific. The group's self-assessment report indicates its

understanding of the current challenges it faces since only a minority of its members are reported to be research active, and it was only recently established in its current form. It might consider taking a sharper focus for its research since the four areas of interest did not seem to have substantial synergy; interdisciplinarity however appears a promising innovative approach. The group's engagement with users of research could be developed by further and regular contacts with key stakeholders and co-developing a strategy for their involvement in research question setting, prioritisation, research conduct, dissemination and impact.

Trainome
The Trainome research group is young, enthusiastic, highly productive, and achieves a lot with little funding. There is an excellent team science and collaborative approach, and research-informed education. They have established themselves very well with a 5-year and 10-year strategic plan. They are thriving within the administrative unit and are highly regarded. The set-up of the Trainome biobank is an excellent resource and the group should now be visionary to capitalise on its potential. A weakness is the limited national and international collaboration, which they must now strategically develop to carry out more in depth, mechanistic research and transfer skills and knowledge between groups. Another weakness is the funding from external sources. Long-term focus should be on increasing capacity in junior faculty posts and possibly mechanistic -omics researchers to bridge the collaborations. This should enable substantial income through external funding.

3. Diversity and equality

The gender balance of the staff favours women. However, the women are both more likely to be in junior positions and in temporary positions. The unit has recently offered a mobility programme to its staff and the uptake is approximately the same for men and women, but there are more women than men in the unit. Though there are institutional policies to promote diversity, for example in recruitment, there are no local policies.

The committee's evaluation
The unit could do more on gender equality and more generally on inclusion and diversity. The relatively high proportion of women in assistant professor roles means that they carry the burden of teaching. The sabbatical policy indirectly discriminates against women as it is only offered to professors and docents (and there are no docents in the unit). Senior women who have reached professor status may well have caring commitments that prevent them from taking a sabbatical.

The committee´s recommendations
- The committee recommends that the sabbatical process should be evaluated both in terms of impact on outputs but also in terms of EDI. It is recommended that the sabbatical scheme is extended to all teaching staff. Otherwise, there is a risk that the gap between professors and teaching / junior staff widens over time and discriminates further against women. The unit should aim to attract male PhD students to restore the gender balance at the junior level and recruit and promote senior female staff who will also act as role models. The unit should aim to develop local mentorship and career development support for all staff.

4. Relevance to institutional and sectorial purposes

The unit reports that commercialisation of the unit's research is not the unit's current top priority due to its relative youth. This seems to be a missed opportunity and generally the unit understated its relevance to society. The report that the merger sparked development and implementation of a forward-thinking approach is positive. The unit reports that the integration of research into professional educational programmes is still ongoing as is the cultural shift to teach health and welfare professionals a more hypothetico-deductive approach to problem-solving, whilst upholding high level of practical orientation. Research impact realisation and impact evaluation training though is also required.

The unit reports that solutions are yet to be established with a Technology Transfer Office to facilitate commercialization. The unit and the wider university college currently lacks dedicated administrative resources allocated to supporting innovation and commercialization and so relies on the expertise and experience of external partners. HELSEINN bridges the gap between the public sector and the private sector in the region.

The unit aims to work in close interaction with sectorial and societal partners and has a long history of this in teaching and learning terms and the committee recommends it should develop these for research. The unit is keen to retain links with the local community and the committee recommends that it should pivot the prior teaching and development-based foci to research and development involving stakeholders, in research design and implementation and impact evaluation, but also in citizen science.

The committee's evaluation
There is an exemplar research group with opportunity to commercialise the Trainome biobank, which is a unique resource. The committee recommends that the biobank strategy should be more ambitious, income-generating, mechanistic in nature and collaborate with national and international investigators and gain significant external funding. This research group's success could be used as a case study to develop similar resources across the unit and the wider university.

The committee's recommendations
- The biobank should form part of a wider strategic plan for developing future innovation and societal impact. The unit should request the university college to develop funding for commercialisation and innovation and seek advice as to how to build a relationship with the local technology transfer office.

4.1 Higher education institutions

The unit reports that all PhD projects are planned and developed within the community of the research groups to ensure alignment between projects and the strategic plans and activities of the groups. The project is finalised in collaboration with the student and the supervisors. The unit aims to extend this to master programmes. The new PhD programme has regional, national and international collaborators and there is greater focus on research-based teaching research theory, methods and statistics, and an increased emphasis on student participation in research projects led by academic staff. Successful master graduates may transition from master's programmes to the PhD programme. Part of the unit's internal research funding is allocated to engage master students in the core research projects of the research groups.

The committee's evaluation

The funding to involve master students in core research group activities can be positive but runs the risk of very junior staff holding responsibilities that they are not yet trained to manage. There may be EDI issues with certain voices dominating discussions from those who feel most confident to speak in a room with senior men and women and a wider group made up of mostly junior women. Relying on master students to carry out key components of a wider research project rather than an adjunct, may place them under undue pressure and further inhibit their opportunity to speak up when they have issues they need to raise.

The committee´s recommendations

- The committee recommends that the unit ensure that the 20 PhD fellows through being trained under the old scheme have not missed out on opportunities such as research methods that are in built into the new interdisciplinary scheme or future career opportunities such as lectureship recruitment due to their lacking this new training.
- The committee recommends that master students are introduced to research groups in staged way without expectation to participate in complex discussions or being given responsibilities beyond their training.

5. Relevance to society

The unit's two composite parts have a long history in fulfil important roles in cooperating, with practise to change and improve services and through education of health professionals. So though research in the classical sense has not been a key focus and not necessarily disseminated more widely within the research community, the work of the unit historically has had important impact. More recently the unit has carried work with notable impact detailed in the three impact case studies. The unit reported that only these three groups showed notable impact within the reporting period ending 2022 because of the unit's relative youth.

The committee recommends that once research group reorganization is implemented all research groups develop coherent research plans and future strategies aligned with the unit's overall strategic research plan and that identify the unique focus of each group and the responsibilities of the senior people in each group. The committee recommends that the unit supports not just open science, but also the targeting on journals with high academic impact.

The committee recommends that the unit works to look back and document and disseminate the findings and the resulting impact of the unit's work in recent years more widely both to provide a legacy of its previous work, but also to prevent duplication of this work and provide a foundation for future research.

The committee`s comments on impact case 1 – Children as next of kin
The focus of the first impact case is on younger children rather than adult children who have to act as next of kin to parents suffering from mental illness, substance use disorder or somatic illness/injury. This involved two senior researchers, three fellows and seven master students. They report four major findings re children as next of kin: 1) Lack of competence among healthcare professions; 2) Parent may not want children to be involved; 3) Not a priority task in treatment and 4) Lack of collaboration between services. They also note that parental substance disorder or parental mental health problems strongly affect children. The impact detailed is significant and extensive. There is academic impact in terms of publications in Norwegian and English and PhD and Master theses. There is translated research impact into training materials and courses. A network has been developed. National guidelines have been produced and shared. Further related research is ongoing. This was a particularly impressive impact case study with high societal relevance.

The committee`s comments on impact case 2 – Health literacy
The second impact case was on Health literacy (HL) carried out between 2013-2022 with staff employed 2003-2022 and impact occurring 2018-2022. An international HL survey was carried out inspired by the work of the team lead and the results had impact on WHO's road map for health literacy and has led to work with several institutions on how services can become more HL-friendly. The work has been disseminated through book chapters and journal articles and teaching materials and a textbook is under development. Again, this is an impressive case study.

The committee`s comments on impact case 3 – Immersive virtual nature

The third impact case study was on Immersive virtual nature undertaken 2017-2022 by staff employed 2013-2022 with impact occurring 2020-2022. The case study reports that technological innovations developed in this project are used across Europe to promote health and well-being, including city partners, universities, a hospital, and a nursing-home. The case study reports that there are discussions in a wide variety of arenas and a membership of international consortia, but the impact they report is hard to document. The committee recommends that this part of the impact case study is made more concrete.

# Appendices

Evaluation of Medicine and health 2023-2024

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

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

Evaluation of medicine and health (EVALMEDHELSE) 2023-2024
The evaluation of medicine and health includes sixty-eight administrative units (e.g., faculty, department, institution, center, division) which are assessed by evaluation committees according to sectorial affiliation and other relevant similarities between the units. The administrative units enrolled their research groups (315) to eighteen expert panels organised by research subjects or themes and assessed across institutions and sectors.

Organisation of evaluation of medicine and health 2023-2024
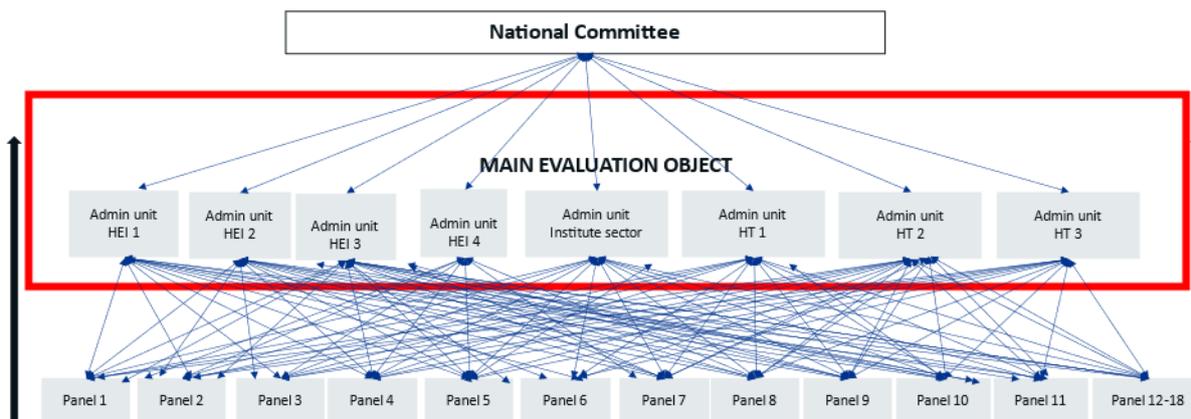
The institutions have been allowed to adapt the evaluation mandate (Terms of Reference) to their own strategic goals. This is to ensure that the results of the evaluation will be useful for the institution's own strategic development. The administrative unit together with the research group(s) selects an appropriate benchmark for each of the research group(s).

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

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

The web page for the evaluation of medicine and health 2023-2024: Evaluation of medicine and health sciences (forskningsradet.no)

Forskningsrådet

Se vedlagte adresseliste

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

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

Porteføljestyret for livsvitenskap har vedtatt å gjennomføre fagevaluering av livsvitenskap 2022-2024 som to evalueringer:
- Evaluering av biovitenskap (EVALBIOVIT) (2022-2023)
- Evaluering av medisin og helsefag (EVALMEDHELSE) (2023-2024)

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

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

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

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

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

Forskningsrådet

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

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

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

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

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

Invitasjon til å foreslå eksperter – skjema 3
Forskningsrådet inviterer administrative enheter og forskergrupper til å spille inn forslag til eksperter som kan inngå i evalueringskomitéene og i ekspertpanelene. Hver evalueringskomité vil bestå av 7-9 komitémedlemmer, mens hvert ekspertpanel vil bestå av 5-7 eksperter.

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

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

sendes på epost til evalmedhelse@forskningsradet.no **innen 6. juni 2023.**

Tilpasning av mandat – frist 30. september 2023
Forskningsrådet ber med dette administrative enheter om å tilpasse mandatet (vedlegg 4) ved å opplyse om egne strategiske mål og andre lokale forhold som er relevant for evalueringen.

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

Evaluation of life sciences in Norway 2022-2023

LIVSEVAL protocol version 1.0

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

1 Introduction

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

1.1 Evaluation units

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

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

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

1.2 Minimum requirements for research groups

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

3

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

1.3   The evaluation in a nutshell

The assessment concerns:

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

The Research Council of Norway (RCN) will:

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

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

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

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

3) The administrative unit will, in turn, be invited to register a set of research groups that fulfil the minimum criteria specified above (see section 1.2). The administrative unit may decide to consider itself a single research group.

4) For each research group, the administrative unit should select an appropriate benchmark in consultation with the group in question. This benchmark can be a reference to an academic level of performance or to the group's contributions to other institutional or sectoral purposes (see section 2.4). The benchmark will be used as a reference in the assessment of the unit by the expert panel.

5) The administrative units subject to assessment must provide information about each of their research groups, and about the administrative unit as a whole, by preparing self-assessments and by providing additional documentation in support of the self-assessment.

1.4 Target groups

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

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

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

2 Assessment criteria

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

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

2.1 Strategy, resources and organisation

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

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

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

2.2 Research production, quality and integrity

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

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

2.3 Diversity and equality

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

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

2.4 Relevance to institutional and sectoral purposes

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

Higher Education Institutions

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

The purposes of Norwegian HEIs are defined as follows in the Act relating to universities and university colleges[2]

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

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

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

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

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[2] https://lovdata.no/dokument/NLE/lov/2005-04-01-15?q=universities

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

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

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

The institutes should:

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

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

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

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

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[3] Strategy for a holistic institute policy (Kunnskapsdepartementet 2020)
[4] Cf. the Specialist Health Services Act § 3-8 and the Health Enterprises Act §§ 1 and 2

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

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

2.5 Relevance to society

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

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

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

3 Evaluation process and organisation

The RCN will organise the assessment process as follows:

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

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

3.1   Division of tasks between the committee and panel levels

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

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

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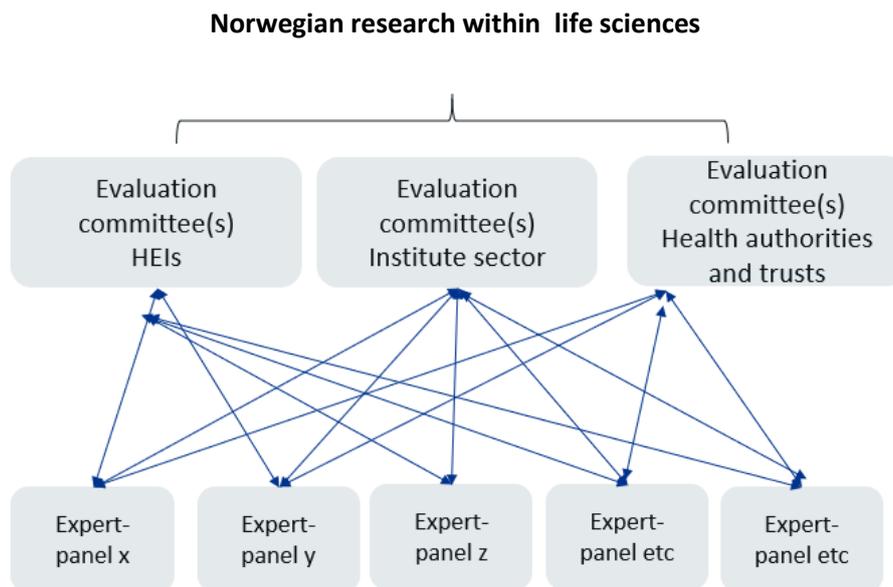
Norwegian research within life sciences

Figure 1. Evaluation committees and expert panels

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

3.2   Accuracy of factual information

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

3.3   National level report

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

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

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

Appendix A: Terms of References (ToR)

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

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

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

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

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

1. …
2. …
3. …
4. …
    …

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

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

Documentation

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

The documents will include the following:

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

Interviews with representatives from the evaluated units

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

Statement on impartiality and confidence

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

Assessment report

We ask you to report your findings in an assessment report drawn up in accordance with a format specified by the life sciences secretariat. The committee may suggest adjustments to this format at its first meeting. A draft report should be sent to the [administrative unit] and RCN by [date]. The [administrative unit] should be allowed to check the report for factual inaccuracies; if such inaccuracies are found, they should be reported to the life sciences secretariat no later than two weeks after receipt of the draft report. After the committee has made the amendments judged necessary, a corrected version of the assessment report should be sent to the board of [the RPO] and the RCN no later than two weeks after all feedback on inaccuracies has been received from [administrative unit].

Appendix B: Data sources

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

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

National registers

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

Self-assessments

1) Administrative units
   a. *Self-assessment covering all assessment criteria*
   b. Administrative data on funding sources
   c. Administrative data on personnel
   d. Administrative data on the division of staff resources between research and other activities (teaching, dissemination etc.)
   e. Administrative data on research infrastructure and other support structures
   f. SWOT analysis
   g. Any supplementary data needed to assess performance related to the strategic goals and specific tasks of the unit

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

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

Table 1. Types of evaluation data per criterion

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

Evaluation of Medicine and Health (EVALMEDHELSE) 2023-2024

Self- assessment for administrative units

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

Institution (name and short name):_____

Administrative unit (name and short name): _____

Date:_____

Contact person:_____

Contact details (email):_____

Content

Introduction

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

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

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

Please use the following format when naming your document: name of the institution and short name of the administrative unit, e.g. *NTNU_FacMedHealthSci* and send it to
evalmedhelse@forskningsradet.no within 31 January 2024.

For questions concerning the self-assessment or EVALMEDHELSE in general, please contact RCN at
evalmedhelse@forskningsradet.no.

Thank you!

Guidelines for completing the self-assessment

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

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

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

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1. Strategy, resources and organisation

1.1 Research strategy

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

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

Table 1. Administrative unit`s strategies

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

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

1.2 Organisation of research

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

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

1.3 Research staff

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

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

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

Table 2. Research staff

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

1.4 Researcher careers opportunities

a) Describe the structures and practices to support researcher careers and help early-career researchers to make their way into the profession.

b) Describe how research time is distributed among staff including criteria for research leave/sabbaticals (forskningstermin/undervisningsfri).

c) Describe research mobility options.

1.5 Research funding

a) Describe the funding sources of the administrative unit. Indicate the administrative unit´s total yearly budget and the share of the unit's budget dedicated to research.

b) Give an overview of the administrative unit's competitive national and/or international grants last five years (2018-2022).

Table 3. R&D funding sources
Please indicate R&D funding sources for the administrative unit for the period 2018-2022 (average NOK per year, last five years).

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

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

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

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

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

1.6 Collaboration

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

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

Table 4a. The main national collaborative constellations with the administrative unit
Please categorise the collaboration according to the most important national partner(s): 5-10
institutions in the period 2012-2022. Please delete lines which are not in use.

National collaborations

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

Table 4b. The main international collaborative constellations with the administrative unit
Please categorise the collaboration according to the most important international partner(s): 5-10
international institutions in the period 2012-2022. Please delete lines which are not in use.

International collaborations

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

Impacts and relevance of the collaboration	

1.7 Open science policies

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

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

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

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

1.8 SWOT analysis for administrative units

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

Internal	Strengths	Weaknesses
External	Opportunities	Threats

2. Research production, quality and integrity

2.1 Research quality and integrity

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

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

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

2.2 Research infrastructures

a) Participation in national infrastructure

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

Table 5. Participation in national infrastructure

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

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

b) Participation in international infrastructures

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

Table 6. Participation in international infrastructure

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

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

c) Participation in European (ESFRI) infrastructures

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

Table 7. Participation in infrastructures on the ESFRI Roadmap
Please give a description of up to 5 participations that have been most important to your administrative unit.

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

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

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

3. Diversity and equality

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

Table 8. Administrative unit policy against discrimination
Give a description of up to 5 documents that are the most relevant. If the administrative unit uses the strategies, policies, etc. of a larger institution, then these documents should be referred to. <u>Please delete lines which are not in use.</u>

No.	Name	Valid period	Link
1			

4. Relevance to institutional and sectorial purposes

4.1 Sector specific impact

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

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

4.2 Research innovation and commercialisation

a) Describe the administrative unit's practices for innovation and commercialisation.

b) Describe the motivation among the research staff in doing innovation and commercialisation activities.

c) Describe how innovation and commercialisation is supported at the administrative unit.

Table 9. Policies for innovation including IP policies, new patents, licenses, start-up/spin-off guidelines
Describe up to 5 documents of the administrative unit's policies for innovation, including IP policies, new patents, licenses, start-up/spin-off guidelines, etc., that are the most relevant. If the administrative unit uses the strategies, policies, etc. of a larger institution, then present these documents. Please delete lines which are not in use.

No.	Name	Valid period	Link
1			

Table 10. Administrative description of successful innovation and commercialisation results
Please describe up to 10 successful innovation and commercialisation results at your administrative unit in the period 2012-2022. <u>Please delete lines which are not in use.</u>

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

4.3 Higher education institutions

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

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

c) **ONLY** for administrative units responsible for the Cand.med. degree programme, cf. 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
Inland Norway University of Applied Sciences	Faculty of Social and Health Sciences	Critical Public Health Research Group (CPHRG)	Panel 4a
Inland Norway University of Applied Sciences	Faculty of Social and Health Sciences	Health and Mastery in an Interdisciplinary Perspective	Panel 4a
Inland Norway University of Applied Sciences	Faculty of Social and Health Sciences	Trainome	Panel 1a

Scales for research group assessment

Use whole integers only – no fractions!

Organisational dimension

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

Quality dimension

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

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

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[1] A publication has to meet all of the criteria below:

Societal impact dimension

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

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

Methods and limitations

Methods

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

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

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

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

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

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

Limitations

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

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

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

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