

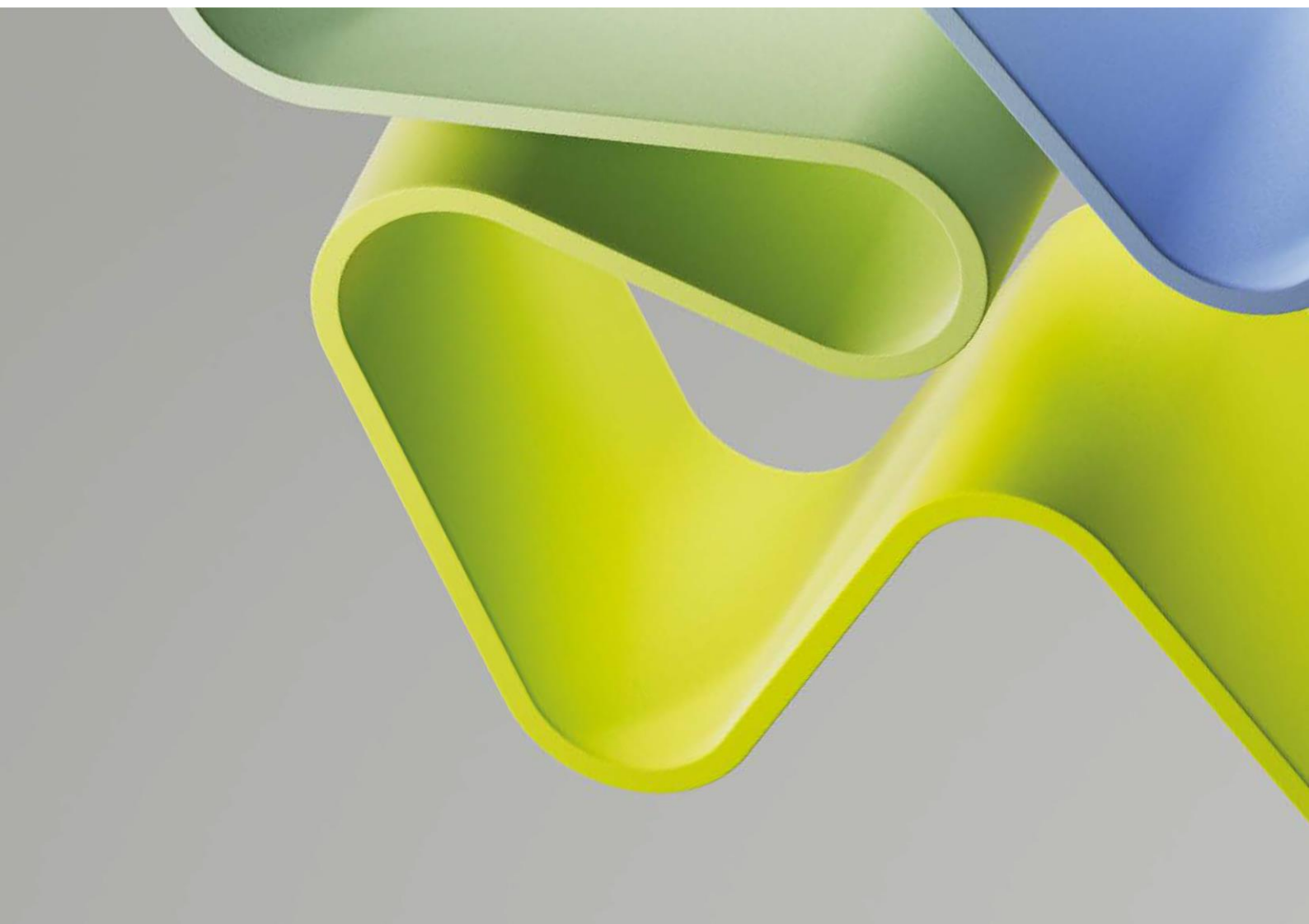
# **Evaluation of Life Sciences 2022-2024**

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

## **Evaluation report**

**ADMIN UNIT: Department of Physical Performance**  
**INSTITUTION: Norwegian School of Sport Sciences (NIH)**

December 2024



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## Statement from Evaluation Committee Higher Education Institutions 2

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

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

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

This report is the consensus view from evaluation committee higher education institutions 2. All members of the committee have agreed with the assessments, conclusions and recommendations presented here.

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

Professor Til Wykes (Chair)

King's College London

Professor Mats Børjesson

University of Gothenburg and Sahlgrenska  
University Hospital

Docent Lena Hübner

Stockholm University

Professor Louise Mansfield

Brunel University of London

Professor Sven Vanneste

Trinity College Dublin

Dr Anja Wittkowski

University of Manchester

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

*Oslo, December 2024*

## Profile of the administrative unit

The Department of Physical Performance (IFP) operates with a lean administrative team, including the Head of Department and the Head of Office. The research staff consists of 43 researchers, including 8 professors, 8 associated professors, 13 PhD students, 4 engineers, and other research staff. The share of female researchers is 33,8% in total, with 0% professors. The researchers are organised in different groups and have the general responsibility for developing and coordinating the different courses.

IFP has organised the research teams into six focus areas: integrated physiology, muscle physiology, epigenetics, metabolism, biomechanics, and applied sports research.

The overall goals of the department are: 1) To produce research at a high international level resulting in publications in journals with high impact. 2) Research themes must have a breadth that ensures research-based teaching on the bachelor and master programmes 3) To train and develop promising young researchers and translate the research findings into functional actions in sport, health and health care system. The research groups have a limited number of staff and are highly dependent on PhD and post doc positions. Therefore, the head of department is crucial to the administration of the research at the department. It concerns finances that must ensure the operation and organisation of the department and ensure that they can keep up with the rapid developments taking place within the field. The individual researcher has her/his freedom of research, but it is up to the head of department to recruit research staff that would be in line with the overall goals.

IFP's policy includes the necessity of national and international research collaboration with equal partners of high quality, where added competences and shared knowledge can increase their research impact. They believe that the most successful partnerships are coming from a "bottom-up" process, and it is up to the individual researcher to collaborate and to find suitable partners. To stimulate the internal interdisciplinary collaboration, IFP started organising common conferences with this focus from 2020. IFP also collaborates with society in general, including sport organisations, public institutions and private companies. This collaboration is considered important, particularly the quality of applied research, the possibility for funding research projects, and the quality of education.

According to its self-assessment, in the future, IFP may take advantage of its additive research teams, strong research culture, mobility, autonomy, good work environment, and small size, enabling short lines of communication to decision-makers. IFP's vulnerability lies in its dependency on external funding, limited administrative capacity, and permanent staff experiencing a significant workload. Calls not fitting their research fields, and smaller youth cohorts leading to fewer applicants could cause reduced resources. Because of high expertise in the field, especially the technology sector, IFP also predict it will become difficult to attract and retain staff in the future. Opportunities lie in strong partnerships both at the internal and international level, enabling interdisciplinary research and making high impact multi-centre studies. There are also possibilities for increased collaboration with sports organisations and with the industry, as well as a closer collaboration with the health care system.

## Overall evaluation

The overall assessment of administrative unit by the evaluation committee is very strong.

The goals outlined in the self-assessment are to make the administrative unit internationally established in their field of research, train young researchers, translate research into functional health initiatives and initiate collaborations with the industry in this implementation. The infrastructure includes several research teams: a) integrated physiology, b) muscle physiology, c) epigenetics, d) metabolism, e) biomechanics, f) applied sports research with advanced laboratories, with a lean administration. The implementation of strategic plans is described to rely heavily on the individual researcher. The terms of reference (ToR) describe an aim for the administrative unit to be evaluated according to the scientific excellence, creative working environment and its relevance. While there is good basic funding for research activities with 5-6 internally funded PhD projects, the investment in laboratories is extensive, and running costs are only partly supported internally by NIH, thus relying on additional external funding.

The organisation and overall support of research as well as the research quality is very strong, aiming for 50 peer-reviewed papers/year. The broad number of research fields (groups) within a relatively small unit, with limited resources and staff available, is both a strength and a potential weakness. Many and diverse research fields could be a barrier to future development to excellent quality research. The administrative unit aims to increase internal collaborations within the unit and with other units, but also initiate more collaborations with sport organisations and health institutions. Improved funding (external and international) is needed to keep the level of research. The direction of master programmes and involvement of master students in research seems aligned.

In terms of future prospects, the societal and clinical prospects for the research of the administrative unit is high. There is a great potential to improve the transfer of results to relevant stakeholders (industry, health care). Additional external and international funding will be needed in the future, to keep the present high quality. Research results of great value for clinical health care, produced at the administrative unit, need a clear strategy to reach target groups in health care and the public health sector.

## Recommendations

The evaluation committee makes the following key recommendations:

- To increase relevance to society, the administrative unit may form strategies for increased collaborations with the health care sector and on how results from research can be transferred to public and clinical health policies
- Focus on fewer main research areas to have an even stronger impact. More internal collaboration between and possibly even merging of research groups
- Clarify how to align individual researchers to the overall aim of the administrative unit
- Intensify efforts to increase external funding, including international grants
- The number of staff, including permanent staff, is potentially too low to keep up high quality in all research areas in the future
- The administrative unit should prioritise innovation and entrepreneurship in strategic plans, including in education.

# 1. Strategy, resources and organisation of research

## 1.1 Research strategy

Strategic goals related to institutional strategies and scientific priorities are: 1) To produce research at a high international level producing publications in journals with high impact; 2) To conduct research according to themes with sufficient breadth to ensure research-based teaching on bachelor's and master's programs; 3) To train and develop young researchers and translate findings into functional actions in sport, health and health care system. A strategic action plan produced every fifth year ensures adherence to the institutional overarching strategies and scientific priorities. Broadly, the objectives of the administrative unit align with the goals of NIH's Strategic Plan. Specific goals include to produce more than 50 papers per year and to examine 3 PhD's per year. The administrative unit has a high interest of being evaluated in key areas, as demonstrated by the terms of reference.

The action plans are linked to the educational program.

The research encompasses biology and technology of Sport, built on the tradition of physiology, molecular biology, biomechanics and engineering. Research teams include: a) integrated physiology, b) muscle physiology, c) epigenetics, d) metabolism, e) biomechanics, f) applied sports research.

The administrative unit has focused on research linked to the sustainable development of sports and society, exemplified by the work on female athletes, aging and children.

The action plans, developed every fifth year, adhere to the institutional overarching strategies (NIH strategic plan) and scientific priorities. These plans are followed up regularly and include registration of sustainability, coming staff recruitment, external collaboration, funding and scientific publications.

The Head of the Institute is leading. Strategic priorities regarding internally financed PhD's are decided annually.

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

The committee evaluated the research strategy of the unit to be very strong. The strategic goals broadly align to the strategy of the institution (NIH). However, a clear strategy for exactly where the administrative unit is heading, is lacking: it is unclear what the key unifying scientific questions of the administrative unit are. The organisation supports the goals and priorities, however, the implementation of the research strategy relies heavily on individual researchers.

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

The administrative should form a specific strategy to point out the (common) future direction of the administrative unit, and how the different fields are connected and contribute to the overall goal. To increase relevance to society, the administrative unit may form strategies for increased collaborations with the clinical health care sector and on how results from research can be transferred to public health (and clinical) policies.

## 1.2 Organisation of research

The administrative unit is organised into several research teams: a) integrated physiology, b) muscle physiology, c) epigenetics, d) metabolism, e) biomechanics, f) applied sports research. The department head is part of NIH's academic leadership and responsibility for

research and innovation activities have been delegated to the individual researcher. Innovation was not part of strategic plans during the evaluation period.

To optimise synergies inside the administrative unit, the following enabling factors are highlighted:

- Two annual department seminars (3 days) for research strategy & education strategy, focused on PhD students
- Seniors and juniors encouraged to attend international conferences
- A well-functioning work environment in a small geographical area, where all groups being situated in the same building helps synergy and interaction between groups.

Forty researchers are permanent employees, with a good distribution between senior researchers and researchers in education. Ninety percent of teaching at the bachelor's and master's programs is research-based teaching from all levels.

The administrative unit is exemplary in terms of supporting PhD students and post docs, with career development activities in the form of research training, teaching skills, skills for application for research funding, and networking. Internally financed PhD students will have a 4-year program with one year of teaching included.

All professors and associated professors have 50% teaching and supervision duties. The permanent staff have 45% of their time for research, 45% for teaching/supervising and 10 % for administrative work. The permanent staff can apply for a sabbatical period of 3-12 months after a 5-year period. Both internally and externally funded PhD students are encouraged to international mobility.

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

The committee evaluated the organisation of research of the unit to be very strong. The administrative unit uses metric-based goals and expectations and supports younger researchers to achieve quality science. The infrastructure is strong. Multiple research areas for size of the administrative unit, however, present a challenge. The support of the administration is vital, although responsibility for research and innovation activities are delegated to the individual research team leader.

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

The administrative unit could improve by focusing on fewer main research areas to have an even stronger impact. The administrative support as well as quality of research and education is threatened by shortage of staff. Also, it should be clarified how to align individual researchers to the overall aim of the administrative unit.

## **1.3 Research funding**

Currently at around 40 MNOK, funding (both core and external) has increased slightly according to the self-report. About 25% of this is external. From 2016 onwards there is an increase in grants. The investment in laboratories is extensive, and running costs are partly supported by the NIH, with 4 engineering positions, but the laboratories still rely on external funding. Two administrative positions are present.

The funding sources (2012-2022) beyond the basic funding from the Ministry of Education and Research stems from numerous sources: Research Council of Norway, Dam Stiftelsen, the Norwegian Cancer Association. The Children's Cancer association, Sports Federations and local clubs. Partnership for Clean Competition, Innovation funds, and to a minor extent, the industry.



In the five-year period, the administrative unit received 20 MNOK from national competitive grants. In addition, they received funding from sport organisations and industry, totalling 10 MNOK from international grants.

An innovation coordinator was recruited to strengthen support to researchers in innovation, but also for the commercialisation of research and entrepreneurship. The coordinator supports grant applications, including writing and editing. However, there is no strategic plan to increase funding from industry.

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

The committee evaluated the funding of the unit to be good, with potential to be even better. The administrative unit obtains adequate funding for their present research activities. International grants are comparatively low. The recruitment of an innovation coordinator could increase entrepreneurship and support research applications.

**The committee's recommendations:** The administrative unit should intensify efforts, including forming a plan, to increase external funding, including international grants.

### **1.4 Use of infrastructures**

IFP does not participate in any national or international infrastructure, including ESFRI, listed in the Norwegian roadmap for research infrastructures.

The FAIR data principles are not implemented at NIH.

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

The committee evaluated the infrastructure of the unit to have potential for improvement. IFP has not considered the positive/negative effects of participation in large infrastructures. The committee can see such advantages, connected to the research fields at IFP.

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

IFP should evaluate and realise any benefits from participation in infrastructures, regarding for instance data sharing or AI.

### **1.5 Collaboration**

IFP's policy includes national and international research collaboration with equal partners of high quality, adding competences and shared knowledge. Collaboration is up to each individual researcher. Over 75% of the published papers are authored with external partners.

In terms of internal collaboration, NIH boasts high quality researchers and excellent opportunities for close collaboration and interaction, presenting untapped potential waiting to be realised. To stimulate internal interdisciplinary collaboration, NIH organises conferences since 2020. There is now increased interdisciplinary collaboration in research projects, bringing together researchers from sport medicine, biology and psychology, for example.

The administrative unit has collaborations with a number of national institutions including the department of Cardiology at University of Oslo (Youth and cardiac adaptations following

exercise training), the Cancer Register/Cancer Clinic at University of Oslo Hospital/Department of Nutrition sciences, the University of Oslo (Chemotherapy in cancer patients); Oslo University Hospital/Haukeland University Hospital (PA in adolescent cancer survivors); Bergans A/S (Designing back-pack for injury prevention); Norwegian Paralympic Committee (Strength and power testing of athletes).

The administrative unit has collaborations with a number of international institutions including the Liverpool John Moore University, Victoria University, University Jyväskylä (Epigenetic memory of wasting in skeletal muscle); Cornell Medical College, Duke University, University of British Columbia (Aerobic training in metastatic breast cancer); HAN University Arnhem (Health effects of exercise/nutrition in wheelchair users); Harvard Medical School, University of Hamburg (Super shoes-balancing performance and injury); International Ski Federation (FIS), University of Salzburg, and the University of Zurich (Injury prevention in alpine skiing).

The administrative unit also collaborates with society, sports organisations, public institutions and private companies, with over 50 external partners, many connected to the study programs, research and development projects. Students can obtain internships, master's projects and innovation and collaboration skills with an interdisciplinary approach.

Collaborations with the health sector include the Cancer Rehabilitation Centre and University Hospital Oslo regarding cancer-rehabilitation and including joint part-time positions and master's projects.

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

The committee evaluated the collaboration of the unit to be very strong. The administrative unit is ambitious and strategic, aiming to lead research on a very high international level, in education and translation of research into health initiatives. Strong national and international collaborations are present, necessary to keep high quality and to develop new research methods.

#### **The committee's recommendation:**

More internal collaboration between and possibly even merging of research groups at department, is recommended. Expansion of existing collaborations with the health care sector for implementation of research results, to make a larger impact on society.

### **1.6 Research staff**

The administrative unit's research personnel totals 42 researchers, 19 being permanent employees, with a good distribution between senior researchers in professor and associate professor positions, and also researchers in education. Biology and Technology of Sport has a tradition for an unbalanced gender distribution among researchers: in 2018 there was only 4 females all together. For the young researchers, there is now an equal distribution among PhD students and postdocs (15 employees). In total 14/42 employees (34%) are women.

Regarding research staff, the administrative unit, during the evaluation period, included 8 professors, 8 associate professors, 2 postdocs, 13 PhD-students, 4 engineers, 3 researchers, 1 manager, 1 head of department. Almost half of positions (19/40) are permanent.

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

The committee evaluated the research staff of the unit to be good. The administrative unit consists of just over 40 researchers being permanent employees, with a good distribution between senior researchers in professor and associate professor positions, and also researchers in education. The lower percentage of women in Biology and Technology of Sports could be changed over time.

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

The number of staff, including permanent staff, is potentially too low to keep up high quality in all research areas in the future. The recruitment of any new senior staff should be aligned to the overall strategy of the administrative unit and all recruitments should consider adjusting the gender-balance.

### **1.7 Open Science**

The administrative unit follows the NIH-Institutional repository for scientific papers (Brage) since 2008 and has a policy for open access (<https://www.nih.no/biblioteket/publisering-og-open-access/nihs-open-access-policy.html>) since 2014. This policy is now under revision to include a Rights Retention Strategy (RRS), and the revised version was expected in April/May 2024.

The administrative unit covers the author fee for gold open access articles, and sometimes for open access articles in hybrid journals. NIH has PAR-agreements with several publishers, and agreements that give a discount.

Researchers are primarily responsible for data collection, but NIH owns the data. In multicentre studies, data sharing and processing agreements are secured with partners. If master's projects originate from other institutions, they own the data. For data management, the unit has routines for storage and a roadmap for the level at which data should be in terms of confidentiality and data security. NIH has a Data Storage Guide <https://www.nih.no/english/about/privacy/data-storage-guide.html> and Privacy Routines.

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

The committee evaluated the open science of the unit to be very strong. The administrative unit shows understanding of the importance of open science and also shows this in action, by supporting author fees etc. The administrative unit also has a data ownership and management policy.

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

The revised NIH repository for scientific papers, with a RRS could improve open science policy further.

## 2. Research production, quality and integrity

The administrative unit focuses on sport science in a broad perspective going from performance to physical training in severely diseased patients. Research fields include: *physiological adaptations to exercise training, physical activity and inactivity in performance, health and diseases* with a specific focus on *skeletal muscle and tendon function, epigenetics, integrated physiology and movement analysis*. The reason for the broad perspective is the society's need for research in physical activity in prevention and rehabilitation. Ex. epigenetic research on cell culture and human muscle biopsies and another is an intervention study in cancer patients.

The research focus areas are: 1) Movement studies with biomechanics and tracking technology to optimise sport performance and reduce injuries. 2) Exercise physiology, metabolism and nutrition to optimise sport performance and optimise health and rehabilitation in patients. The administrative unit contributes 10-15 scientific papers per year. Exercise physiology, metabolism and nutrition is the largest research group with several different topics. This research team works closely with the health care system in Oslo and with international researchers.

In a medicine and health perspective, the administrative unit's study of physical activity in the rehabilitation of cancer patients is an important contribution to our understanding of how medical treatment affect our physical capacity and well-being, and how physical training can counteract some of these negative effects on the cardio-vascular and skeletal muscle system. The specific research group work close together with the health care system in Oslo and with international researchers, primarily in USA and Australia.

The aim of the overall administrative unit is to produce over 50 papers published in peer-review journals, annually, in their respective fields.

The administrative unit adheres to the Vancouver recommendations for authorship. Researchers are encouraged to make clear agreements before project start. PhD students and young researchers are supported to draft manuscripts as first authors. Master's and PhD students are taught in research ethical issues. All projects must be approved by the official bodies such as Norwegian Centre for Research Data and the Regional or Local Ethical Committee before data collection begins. If integrity is violated, NIH has its own committee to handle this "the fairness committee", which is led by an external lawyer.

### 2.1 Research quality and integrity

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

#### Research group: Department of Physical Performance

The Department of Physical Performance is a group with a long-standing history of high-quality research. The group's infrastructure and funding is well developed and steady with a high degree of basic funding, a prerequisite for building basic foundations for excellence in research and education. The group has a good mix of well-established senior researchers and more junior post PhD researchers that if not guarantees the possibility of a good succession increases the possibilities for a good future. The group has a wide range of

expertise and works in many different research areas imposing challenges and possibilities. Despite a long history of excellence and high-ranking research, international funding is sparse. International collaborations and collaborations with the industry are areas where more strategic work could increase funding. One of the overall aims of the group to translate research into health initiatives could be better described and perhaps implemented in the organisation.

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

NIH follows Norwegian laws for hiring, which includes preventing discrimination based on religion, ethnicity, gender, and sexual orientation. For example, it is stated in all the unit's announcements: "The state workforce should reflect the diversity of the population as much as possible, and it is a personnel policy goal for the Norwegian School of Sport Sciences to achieve a balanced composition. The administrative unit therefore encourage all qualified individuals to apply regardless of cultural background, gender, sexual orientation, age or disability." NIH has its own strategies for equality and diversity and sexual harassment.

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

The committee evaluated the diversity and equality of the unit to be adequate. The administrative unit follows Norwegian law regarding discrimination and has its own strategies for equality, diversity and sexual harassment. The gender balance of staff is not balanced.

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

The administrative unit must follow up their strategy for equality, diversity and sexual harassment in everyday work. The administrative unit should also be prepared to take action, if something occurs, and this should be formalised.

## 4. Relevance to institutional and sectorial purposes

As part of NIH, the administrative unit aligns to NIH's responsibility to provide higher education, conduct research and academic development at high international level and to disseminate knowledge of NIH's activities. Close collaboration with sport organisations, health care institutions and the industry increases the societal impact. For knowledge transfer to the general population, NIH organises 5-8 seminars yearly to the public. The individual researchers also take part in dissemination by media, lectures, podcasts etc.

The administrative unit has a tradition for innovation due to the nature of sport technology and biology. In 2019, IFP was a member of Igloo Innovation at Lørenskogen where academia, sport organisations and sport industry meet for new ideas, seminars and education, on a small scale. In 2022, IFP started a two-year project HEInnovaSport - Building innovation capacity and fostering entrepreneurship in sport science higher education institutions, with 5 other universities.

Motivation is high among the research staff in doing innovation and commercialisation activities and the potential is huge.

To increase innovation and commercialisation of research results, an incentive and reward system for researchers, included in an institutional framework for intellectual property rights, has been developed through HEInnovaSport. NIH has also appointed an innovation coordinator to strengthen the support of researchers regarding innovation, commercialisation of research and entrepreneurship. The innovation office includes supporting projects meeting industry as well as a student lab.

**Committee's evaluation:** The committee evaluated the relevance to institutional and sectorial purposes of the unit to be very strong. The administrative unit contributes extensively to institutional and sectorial purposes, by providing higher education, conducting research and disseminating knowledge from research. There has been some initiative for a more health related perspective, but so far, the initiatives have not been on a larger scale.

**Committee's recommendations:** The administrative unit should prioritise innovation and entrepreneurship in strategic plans, including in education, to increase relevance even more.

### 4.1 Higher education institutions

The administrative unit is responsible for a two-year master program in "Sports physiology and movement theory". The staff take care of all teaching and supervision of the 50 master students (2022). The program is highly based on the department's research.

The staff contribute to the institution's PhD courses. The administrative unit has continuously 10-14 PhD students- 5 of which are internally financed. The PhD projects are based on methods available at the department and the projects are within the supervisor's own research. Collaborations result in 5-10 international master's students and PhD students yearly.

The master thesis projects are connected to the administrative unit's research. Master students can be student assistants taking part in research. Projects are announced continuously for the students and students can be involved on a voluntary basis, which

around 20% have done. Now, students can also take an extra course of 10 ECTS where the content is participation in a research project.

**The committee's evaluation:**

The committee evaluated the unit to be very strong as a higher education institute. The administrative unit contributes extensively to both master and PhD-education, with a link from research fields and teaching. Master's students are offered opportunities to become involved in research.

**The committee's recommendations:** Align the teaching with research in a strategic way, so that both the overall aim of the administrative unit as well as the needs of the education, can be met. Aims at increasing the percentage of international master's students should be encouraged, as this has potential to improve the education further.



## **5. Relevance to society**

The administrative unit addresses societal challenges and contributes to the Norwegian long-term plan for research and higher education, by conducting high-quality research and educating future leaders in the field.

Research and education activities align with several aspects of the UN Sustainable Development Goals (SDGs), particularly those related to health, well-being, and gender equality. Physical activity for the youth directly aligns with SDG 3: Good Health and Well-being. The research seeks to optimise exercise programs and partly nutrition, in order to create a healthy youth and a healthy old age. It also addresses the para-athlete, cancer patients and other patients. The focus on women's health is directly relevant to SDG 5: Gender Equality. By researching issues unique to women's health, contributes to a greater understanding and help develop strategies to address them. This includes research into the female athlete.

The work on preventing sports and work-related injuries has also societal implications. This will possibly create a more active population contributing to healthier societies, but also create a better working environment. By addressing societal challenges and contributing to the UN SDGs, a positive impact on individual lives and society is made.

No impact cases were submitted.

## Appendices

# Evaluation of Medicine and health 2023-2024

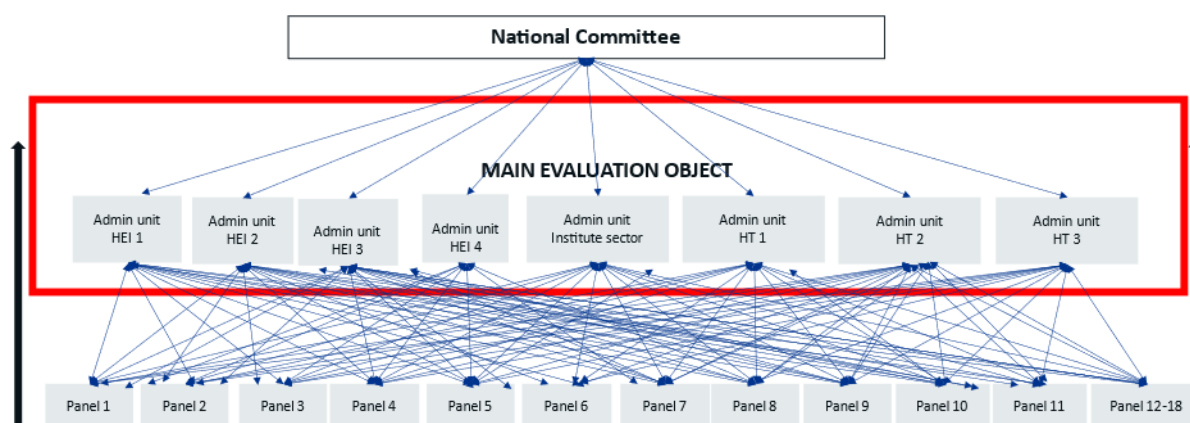
By evaluating Norwegian research and higher education we aim to enhance the quality, relevance, and efficiency. In accordance with the statutes of the Research Council of Norway (RCN), the RCN evaluates Norwegian professional environments to create a solid and up-to-date knowledge base about Norwegian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

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

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

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

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



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

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

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

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

Se vedlagte adresseliste

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### ***Forskergrupper – skjema 2***

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

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

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

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

Obs. Det er to faner i regnearket:

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

Utfylte skjemaer (3 stk):

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

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

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

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

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

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

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

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

### **Nettsider**

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

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

Med vennlig hilsen  
Norges forskningsråd

Ole Johan Borge  
avdelingsdirektør  
Helse

Hilde G. Nielsen  
spesialrådgiver  
Helse

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

### **Kopi**

Helse- og omsorgsdepartementet  
Kunnskapsdepartementet

### **Vedlegg**

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

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

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**LIVSEVAL protocol version 1.0**

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

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# 1 Introduction

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

## 1.1 Evaluation units

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

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

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

## 1.2 Minimum requirements for research groups

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

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

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

The assessment concerns:

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

The Research Council of Norway (RCN) will:

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

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

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

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

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

#### **1.4 Target groups**

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

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

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

## 2 Assessment criteria

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

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

### 2.1 Strategy, resources and organisation

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

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

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

### 2.2 Research production, quality and integrity

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

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

## **2.3 Diversity and equality**

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

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

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

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

### Higher Education Institutions

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

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

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

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

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

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

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

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

#### Research institutes (the institute sector)

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

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

The institutes should:

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

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

#### The hospital sector

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

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

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

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

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

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

## **2.5 Relevance to society**

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

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

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

### 3 Evaluation process and organisation

The RCN will organise the assessment process as follows:

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

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

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

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

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

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



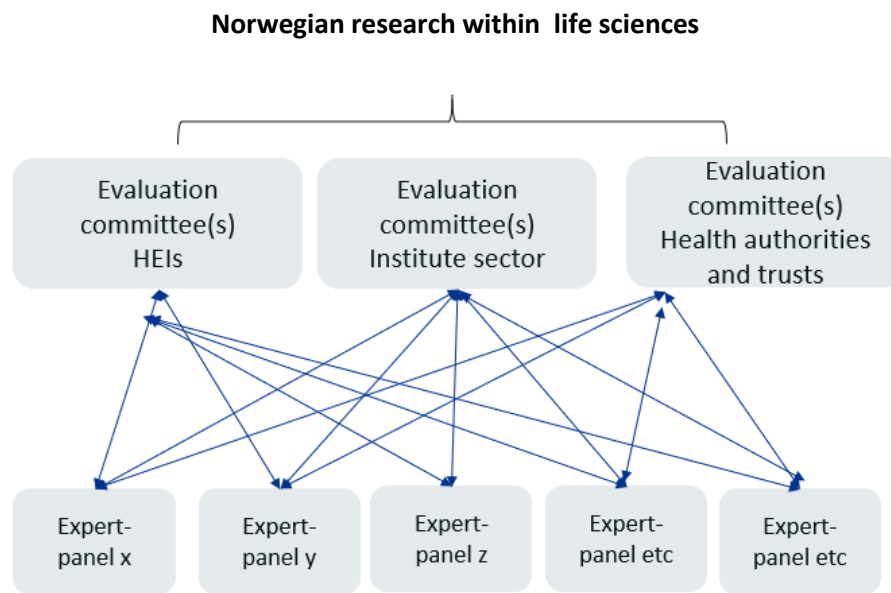


Figure 1. Evaluation committees and expert panels

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

### 3.2 Accuracy of factual information

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

### 3.3 National level report

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

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

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

# Appendix A: Terms of References (ToR)

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

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

## Assessment

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

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

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

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

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

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

## Documentation

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

The documents will include the following:

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

## Interviews with representatives from the evaluated units

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

## Statement on impartiality and confidence

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

## Assessment report

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

## Appendix B: Data sources

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

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

### National registers

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

## Self-assessments

### 1) Administrative units

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

### 2) Research groups

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

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

Table 1. Types of evaluation data per criterion

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



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

## Self- assessment for administrative units

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

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

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

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

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

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

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# Introduction

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

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

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

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

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

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

Thank you!

## Guidelines for completing the self-assessment

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

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

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

# 1.Strategy, resources and organisation

## 1.1 Research strategy

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

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

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

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

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

## 1.2 Organisation of research

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

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

## 1.3 Research staff

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

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

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

**Table 2. Research staff**

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

## 1.4 Researcher careers opportunities

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

## 1.5 Research funding

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

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

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

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

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

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

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

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

## 1.6 Collaboration

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

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

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

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

**National collaborations**

| 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.

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

## 2. Research production, quality and integrity

### 2.1 Research quality and integrity

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

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

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

### 2.2 Research infrastructures

a) Participation in national infrastructure

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

**Table 5. Participation in national infrastructure**

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

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

b) Participation in international infrastructures

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

**Table 6. Participation in international infrastructure**

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

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

c) Participation in European (ESFRI) infrastructures

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

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

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

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

d) Access to research infrastructures

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

e) FAIR- principles

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

### 3. Diversity and equality

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

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

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

| No. | Name | Valid period | Link |
|-----|------|--------------|------|
| 1   |      |              |      |

## 4.Relevance to institutional and sectorial purposes

### 4.1 Sector specific impact

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

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

### 4.2 Research innovation and commercialisation

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

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

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

| No. | Name | Valid period | Link |
|-----|------|--------------|------|
| 1   |      |              |      |

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

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

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

### 4.3 Higher education institutions

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

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

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

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

### 4.4 Research institutes

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

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

### 4.5 Health trusts

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

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

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

## **5.Relevance to society**

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

### **5.1 Impact cases**

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

# Impact case guidelines

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

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

## Timeframes

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

## Page limit

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

## Maximum number of cases permitted per administrative unit

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

## Naming and numbering of cases

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

## Publication of cases

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

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

Please write the text here

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

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

**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)

| <b>Institution</b> | <b>Administrative unit</b>         | <b>Name of research group</b>      | <b>Expert panel</b> |
|--------------------|------------------------------------|------------------------------------|---------------------|
| NIH                | Department of Physical Performance | Department of Physical Performance | Panel 4b            |

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

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

### Societal impact dimension

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

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

## Methods and limitations

### Methods

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

The documentary inputs to the evaluation were:

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

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

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

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

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

### Limitations

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

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

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

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