

Evaluation of the Social Sciences in Norway

Report from Panel 4 – Sociology

Evaluation
Division for Science and the Research System



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Contents

Foreword	9
Executive summary	10
Sammendrag	11
1 Scope and scale of the evaluation.....	12
1.1 Terms of reference	13
1.2 A comprehensive evaluation	13
1.3 The evaluation process and panels	14
1.4 Data available to the panels	19
1.5 Evaluation process and assessment tools	21
1.6 Panel's comments to the evaluation.....	23
2 The context: social sciences research and sociology in Norway	24
2.1 The research system.....	24
2.2 Sociology in Norway	28
3 Fafo Institute for Labour and Social Research.....	31
3.1 Sociology at the institutional level	32
3.2 Research group: Nordic Model on Labour Research.....	35
3.3 Research group: Migration and Integration.....	36
3.4 Research group: Evaluation of Pension systems, Retirement behaviour and Active ageing policy.....	38
4 Hedmark University of Applied Sciences, Faculty of Public Health.....	41
4.1 Sociology at the institutional level	42
5 Institute for Social Research.....	44
5.1 Sociology at the institutional level	45
5.2 Research group: Equality, inclusion, migration.....	48
6 Institute of Transport Economics	51
6.1 Sociology at the institutional level	52
7 IRIS International Research Institute of Stavanger	54
7.1 Sociology at the institutional level	55
8 Lillehammer University College.....	57
8.1 Sociology at the institutional level	58
8.2 Research group: Public Innovation at the Centre for Innovation in Services	60
9 NINA The Norwegian Institute for Nature Research	63
9.1 Sociology at the institutional level	64
10 NIPH Norwegian Institute of Public Health	69
10.1 Sociology at the institutional level	70

11	Nordland Research Institute.....	74
11.1	Sociology at the institutional level	75
11.2	Research group: Welfare Service Innovation	77
12	Nord University, Faculty for Social Sciences.....	79
12.1	Sociology at the institutional level	80
12.2	Research group: Environment, Resource Management and Climate	82
12.3	Research group: Governance and Policy Development	84
12.4	Research group: Welfare Research	85
13	Norwegian School of Sport Sciences	87
13.1	Sociology at the institutional level	88
13.2	Research group: Bio-medical performance enhancement and the values of sport	91
14	Norwegian University of Science and Technology, Faculty of Social and Educational Sciences.....	93
14.1	Sociology at the institutional level	94
14.2	Research group: Norwegian Centre for Child Research	97
14.3	Research group: CHAIN	100
14.4	Research group: The Nordic Model in Work Life and Welfare State	102
15	Oslo and Akershus College of Applied Sciences, Centre for Welfare and Labour Research ...	104
15.1	Sociology at the institutional level	105
15.2	Research group: Active Citizenship, Welfare and Solidarity	108
15.3	Research group: Ageing Research	109
15.4	Research group: Public Sector Service Innovation.....	111
15.5	Research group: Housing and Urban Studies	112
15.6	Research group: Young People at Risk	113
16	Oslo and Akershus University College of Applied Sciences, Faculty of Social Sciences	115
16.1	Sociology at the institutional level	116
16.2	Research group: Informasjon og samfunn	120
16.3	Research group: Society, Welfare and Policy	121
17	UiT The Arctic University of Norway, Faculty of Biosciences, Fisheries and Economics.....	124
17.1	Sociology at the institutional level	125
17.2	Research group: Sociology	127
18	UiT The Arctic University of Norway - Faculty of Humanities, Social Sciences and Education.....	129
18.1	Sociology at the institutional level	130
19	UNI Research Rokkan Centre	134
19.1	Sociology at the institutional level	135
19.2	Research group: Health and Welfare	138
20	University College of Southeast-Norway, School of Business.....	140

20.1	Sociology at the institutional level	141
20.2	Research group: Social Sustainability	143
21	University of Agder, Faculty of Social and Educational Sciences	145
21.1	Sociology at the institutional level	146
21.2	Research group: Service Development	149
22	University of Bergen, Faculty of Social Science	151
22.1	Sociology at the institutional level	152
22.2	Research group: Welfare, Inequality and the Life Course.....	154
22.3	Research group: Work, Knowledge, Education and Economy	156
23	University of Oslo, Faculty of Law	158
23.1	Sociology at the institutional level	159
24	University of Oslo, Faculty of Social Sciences.....	161
24.1	Sociology at the institutional level	162
24.2	Research group: Social Inequalities and Population Dynamics.....	165
24.3	Research group: Social Marginalization, Substance Use and Crime	167
24.4	Research group: The Science, Technology and Society group	169
25	University of Stavanger, Faculty of Social Sciences.....	171
25.1	Sociology at the institutional level	172
25.2	Research group: Societal Safety and Risk.....	174
26	VID Specialized University	176
26.1	Sociology at the institutional level	177
26.2	Research group: Children, Youth and Families.....	179
26.3	Research group: Leadership and institutional values-work in practice	180
27	Overall assessment of Sociology in Norway.....	182
27.1	Profile, strength and weaknesses.....	182
27.2	Following up earlier evaluations	182
27.3	Across the institutions in sociology	183
27.4	Research personnel	184
27.5	Research production and scientific quality	184
27.6	Research cooperation and networking	185
27.7	Demonstrated societal relevance and impact.....	185
27.8	Overall feedback.....	189
	Reference list.....	191
	Figure and table list	193
	Appendices	194
	Appendix A: Terms of reference.....	194

Appendix B: Participating institutions	199
Appendix C: Institutional self-assessment, level 1 and level 2.....	201
Appendix D: SAMEVAL. Innmelding av forskergrupper	213
Appendix E: Research group self-assessment	217
Appendix F: Damvad Fact sheet for Sociology	221
Appendix G: Time frame for collected self-assessments and bibliometric data.....	223
Appendix H: Template for assessments of the units: institutions and research groups	225
Appendix I: Template for an assessment of the ten most important publications listed by the institutions.....	229
Appendix J: Template for an assessment of the publications of listed members at the research groups.....	230

Foreword

In 2017 the Research Council of Norway (RCN) appointed six panels to undertake a wide-ranging field evaluation of Social Sciences research in Norway. The panels comprised independent social scientists from a range of European countries. Each panel covered a specific research area within the social sciences. The panels worked from April 2017 to March 2018.

Panel number 4 was responsible for assessing the research area of Sociology. It included nine members:

- Panel chair: Professor Karin Helmersson Bergmark, Stockholm University, Sweden;
- Professor Jan O. Jonsson, Nuffield College, University of Oxford and Stockholm University, UK and Sweden;
- Professor Klarita Gërkhani, The European university institute (EUI), Italy;
- Professor Alan Warde, University of Manchester, UK;
- Professor Jani Erola, University of Turku, Finland;
- Professor Peter Gundelach, University of Copenhagen, Denmark;
- Research director Lisbeth Pedersen, SFI – The Danish National Centre for Social Research, Denmark;
- Professor Lucinda Platt, London School of Economics and Political Science, UK;
- Professor Katarina Jacobsson, Lund University, Sweden.

The Research Council commissioned the Nordic Institute for Studies in Innovation, Research and Higher Education (NIFU), Oslo, Norway to provide scientific and project management support to all six panels. The NIFU team consisted of Mari Elken, Inge Ramberg, Vera Schwach and Silje Maria Tellmann with Schwach as the head of the team. The sociology panel was assisted by the panel secretary Silje Maria Tellmann (NIFU).

Executive summary

The SAMEVAL evaluation of Sociology in Norway comprised 55 units, covering 23 institutions and 32 research groups. The evaluation assessed listed university Sociology departments and interdisciplinary and multidisciplinary units within universities, as well as research institutes where sociologists are active. When assessing the research and organisations, we have seen many cases of field specialisation and much interdisciplinary work, most prominently in some of the research institutes, which are the most outstanding feature of Norwegian sociology.

Sociology has long held a prominent position within the social sciences in Norway, and sociology comes out fairly well in bibliometric terms, as currently measured by Damvad (Damvad 2017). It has a strong commitment to empirical research and, at its best, makes important contributions to international sociological scholarship. However, Norwegian sociology is also quite insular, with a large proportion of publications in Norwegian and too few publications in outstanding international outlets. There is also too little collaboration with the international sociology community. These drawbacks are partly due to the relatively large proportion of commissioned work carried out by Norwegian sociologists. The upside to this, however, is that the societal impact of Norwegian sociology is significant and its public engagement substantial. The panel was presented with many examples of notable outreach.

Many sociologists today are active in most social science settings, although they are often more involved in interdisciplinary work than in 'pure' sociology, mirroring the fact that Sociology, in Norway as internationally, is a core discipline in interdisciplinary research groups. Readers of this evaluation need to bear in mind that the panel has evaluated 'core sociology' and that much interdisciplinary work often falls short in such disciplinary evaluations.

Across Norway, the presence of Sociology in research settings leave different traces. There are pockets of excellence, particularly, but not exclusively, in the larger university departments. However, there are also units where the traces of Sociology are quite blurred and where the panel has seen risks of the identity of Sociology becoming blurred. The discipline could gain from more disciplinary emphasis, but also from extended strategic collaborations between Sociologists, within Norway as well as internationally. Good options for this are already available in Norway, through the lively annual winter seminar and the summer school for PhD students, both of which offer opportunities for networks and collaborations. A step forward would be for all sociological units, university departments as well as institutes, to heed the disciplinary dialogue and development. All in all, there is good and solid, and occasionally excellent, sociology being produced in Norway, but in order to achieve its full potential and reach the global social science community, more of the research needs to be published internationally and form part of comparative studies.

Sammendrag

SAMEVAL-evalueringen av sosiologi i Norge omfattet 55 enheter bestående av 23 institusjoner og 32 forskningsgrupper. Evalueringen vurderte innmeldte sosiologinstitutter og tverrfaglige og flerfaglige enheter på universiteter, samt forskningsinstitutter der sosiologer er aktive. Ved vurderingen av forskningen og organisasjonene har vi sett mange tilfeller av spesialisering i felt og mye tverrfaglig arbeid, særlig i en del av de forskningsinstituttene som utgjør det organisatorisk sett mest framtrepende trekket ved norsk sosiologi.

Sosiologi har lenge hatt en framstående posisjon blant samfunnsvitenskapene i Norge, og sosiologifaget kommer relativt bra ut i publiseringsanalysene (Damvad 2017). Faget er sterkt preget av empirisk forskning og gir på sitt beste viktige bidrag til internasjonal sosiologisk vitenskap. Samtidig framstår imidlertid norsk sosiologi som nokså isolert, med en stor andel publikasjoner på norsk og for få publikasjoner i internasjonale topptidsskrifter, og for lite samarbeid med det internasjonale sosiologimiljøet. Dette skyldes delvis at oppdragsforskning utgjør en relativt stor andel av det arbeidet norske sosiologer utfører, men fordelene er at norsk sosiologi har stor påvirkningskraft i samfunnet og et betydelig offentlig engasjement. Panelet ble presentert for mange eksempler på at nedslagsfeltet er stort.

De mange sosiologene er i dag aktive innenfor de fleste samfunnsvitenskapelige miljøer, men er ofte mer involvert i tverrfaglig arbeid enn i "ren" sosiologi, noe som gjenspeiler det faktum at sosiologi, både i Norge og internasjonalt, er et kjernefag i tverrfaglige forskningsgrupper. Leserene av denne evalueringen må ta hensyn til at panelet har evaluert "sosiologi som kjernefag", og at mye tverrfaglig arbeid ofte ikke får tilstrekkelig anerkjennelse i slike fagevalueringer.

Sosiologiens nærvær i forskningsmiljøene i Norge setter vekslende spor. Det finnes lommer av fremragende forskning, spesielt ved – men ikke bare ved – de største universitetsinstituttene. Men det finnes også enheter der sosiologien bare har satt relativt diffuse spor etter seg, og der panelet konstaterer at det er risiko for at sosiologi som fag vil bli bygget ned. Faget kan tjene på en større vektlegging av det rent faglige, men også på å bygge ut det strategiske samarbeidet sosiologer imellom, både i Norge og internasjonalt. Det er allerede gode vilkår for dette i Norge, med det livlige årlige vinterseminaret og sommerskolen for PhD-studenter, som begge gir muligheter for nettverksbygging og samarbeid. Et skritt framover ville være om alle sosiologiske enheter, både institutter ved universiteter og instituttsektoren for øvrig, la mer vekt på mer faglig dialog og faglig utvikling. Alt i alt produseres det god, solid, og noen ganger fremragende, sosiologi i Norge, men for å nå sitt fulle potensial og nå ut til det globale samfunnsvitenskapelige miljøet må mer av forskningen publiseres internasjonalt og inngå i komparative studier.

1 Scope and scale of the evaluation

According to its mandate one of the central tasks assigned to the Research Council of Norway is to conduct field evaluations of Norwegian research, that is, reviews of how entire fields, disciplines/research areas and academic institutions are performing in the national and international context. They provide an outsider's view of the research area under evaluation, and provide feedback on its strengths and weaknesses. The conclusions form the basis for recommendations on the future development of the research under evaluation, and provide input on national research policy and funding schemes in Norway. Moreover, they are expected to provide insight, advice and recommendations that the institutions can use to enhance their own research standards.

The evaluation of Social Sciences (SAMEVAL) aims to:

- review the present state of social science research in Norway;
- form the basis for recommendations on the future development of research within the various fields of the social sciences in Norway;
- provide insight, advice and recommendations for the institutions evaluated that can be used to enhance their own research standards;
- expand the knowledge base used to develop funding instruments in the Research Council;
- provide input on research policy to the Norwegian Government

This evaluation of sociology form part of the overall evaluation of the social sciences in Norway (SAMEVAL). The evaluation of the social sciences includes six research areas: geography, economics, political science, sociology, social anthropology and economic-administrative research. The Research Council has previously undertaken national, subject-specific evaluations of nearly all research areas involved in the current evaluation, with one exception: that is economic-administrative research, as this is the first time this area has been singled out as a separate subject for evaluation. However, earlier evaluations customarily confined themselves to one or a restricted number of institutions, disciplines or fields. An evaluation of social anthropology was carried out in 2011, covering a total of 9 units and 88 researchers. Geographical research was also evaluated the same year, in 2011, and was based on an assessment of seven research environments including 57 researchers. In 2007, the evaluation of economic research comprised 20 units selected by the Research Council, and encompassed in total 345 persons. A review of political science, took place in 2002 comprising 19 units and 164 researchers. Finally, sociological research, the discipline in focus in this report, was last evaluated in 2010, comprising 13 research units and 177 researchers.

Since 2010, the Research Council has launched evaluations which cover larger research fields. Earlier examples of what can be seen as a new tendency, was the comprehensive evaluation of the scientific fields of biology, medicine and healthcare in 2011.¹ This was followed up by a broad review of the fundamental engineering sciences,² and a couple of years later, the social science research institutes.³

This evaluation is more extensive than previous subject-specific evaluations, both with regard to the number of research fields and researchers to be evaluated, and with regard to the breadth of source material to be taken into account. The evaluation includes a total of 3,005 social scientists. It involves 42 institutions in the social sciences, 27 of which are faculties /departments at the universities and university colleges, and 15 are units at publicly financed social science research institutes. Most

¹ RCN, (2011).

² RCN, (2015).

³ RCN, (2017b).

institutional units are listed to several of the six field-specific panels. The review also comprises 136 research groups (see Appendix B).

1.1 Terms of reference

According to the terms of reference listed by the Research Council (appendix A), the overall aims of the evaluation of the research panels are to:

- review the scientific quality of Norwegian research in the social sciences in an international context;
- provide a critical review of the strength and weaknesses of the fields of research nationally, at the institutional level and for a number of designated research groups;
- identify the research groups that have achieved a high international level in their research
- assess the role of organizational strategies and leadership in promoting the quality of research, education and knowledge change;
- assess the extent to which previous evaluations have been used by the institutions in their strategic planning;
- investigate the extent of interdisciplinary research at the institutions and in the research groups;
- investigate the relevance and social impact of social sciences research in Norway in general and in particular its potential to address targeted societal challenges as defined in the Norwegian Government's long-term plan for research and higher education;⁴
- review the role of the Research Council of Norway in funding research activities in the social sciences.

1.2 A comprehensive evaluation

The current undertaking is more than a mere update of earlier reviews in the field of social sciences, as it spearheads a new practice of field evaluation. A broad evaluation of the field of the humanities in Norway started up in 2016, and was finalised in June 2017.⁵ In the context of social sciences, the novel design for the Humanities evaluation is important as a model for a new practice and has also provided experiences for this evaluation of social sciences. Building on these experiences, the evaluation of social science research presents a more comprehensive and complex assessment of the field than previous reviews. It takes on three new and innovative features in addition to assessing the research areas at a national and institutional level: (1) reviews of formalised research groups, (2) societal relevance – the impact of the social science research beyond academia and (3) interplay between research and education.

1.2.1 Societal impact of the social sciences

The terms of reference for this evaluation expressly combine established practice with new practice. The requirement to assess the societal relevance and impact of research in their area is a novel assessment practice. It calls for explorative searches for the various forms and channels through which knowledge from social science research may be seen to impact on activities in various spheres and

⁴ Kunnskapsdepartementet (2014).

⁵ RCN (2017).

areas of society. In a broader perspective, this is a response to concern about the need to enhance the impact research has on society.

In addition to a general search for demonstrated societal impact of scientific activity, the terms of reference for the evaluation of social sciences were to be viewed in the context of the five thematic priority areas and one scientific ambition set out in the Norwegian Government's Long-term plan for research and higher education from 2014.⁶

The six priorities are:

- seas and oceans;
- climate, environment and clean energy;
- public sector renewal, better and more effective welfare, health and care services;
- enabling technologies;
- innovative and adaptable industry;
- world-leading academic groups.

The definition of, and model for, societal impact in the Research Council's evaluations is derived from the 2014 Research Excellence Framework (REF) in the United Kingdom. In the REF, societal impact is defined as: 'any effect on, change or benefit to the economy, society, culture, public policy or services, health, the environment or quality of life, beyond academia'⁷.

1.2.2 The interplay between research and education

This evaluation includes another new feature in that it also investigates the links between research and education. This follows up an objective stressed in the above-mentioned Norwegian Long-term plan for research and higher education. The Long-term plan states that interaction between research, teaching and education should be taken more strongly into account in the policy for research and higher education. In line with this political objective, this evaluation of social sciences has focused actively on the connection between research and education. The political backdrop to this initiative was that the Norwegian Ministry for Education and Research had in 2014 encouraged the Norwegian Agency for Quality Assurance in Education, (hereafter NOKUT)⁸ to explore possibilities for joint assessments of education and research.⁹

This political initiative has been followed up in two ways in the social sciences evaluation. Firstly, all the six research area panels were asked to take into account the interplay between research and education, including the impact of research on teaching. Secondly, three of the six research areas, namely sociology, political science and economics, were subjected to a 'pilot' evaluation, with a view to testing useful strategies and methods for an integrated education-research evaluation.

1.3 The evaluation process and panels

The complete evaluation of the social sciences consisted of four elements: 1) three education panels, 2) six research panels, 3) an interplay panel for the combined evaluation of research and education,

⁶ Kunnskapsdepartementet (2014).

⁷ Research Excellence Framework, REF, (2014)

⁸ NOKUT (Nasjonalt organ for kvalitet i utdanningen) is an independent expert body under the Royal Norwegian Ministry of Education and Research.

⁹ Kunnskapsdepartementet (2014b).

and finally, 4) a principal evaluation committee for the evaluation of all six social science research areas.

The work was divided in three phases, which were partly overlapping:

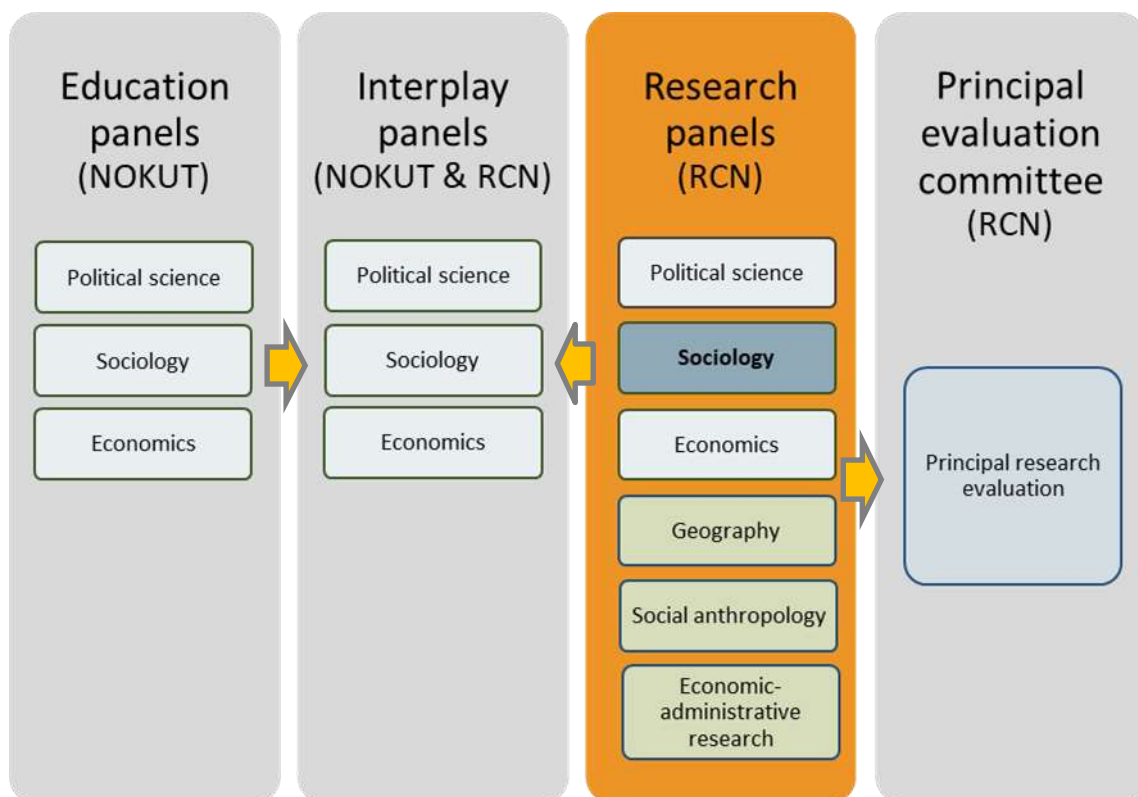
In the first phase, the Research Council and NOKUT assumed responsibility for the research and education evaluations, respectively. Six research panels and three education panels worked independently. Each panel wrote an assessment report.

In the second phase, NOKUT, in cooperation with the Research Council, took responsibility for a mixed education and research evaluation within three of the six research areas: sociology, political science and economics. The evaluation took the form of three different interplay panels: education and research in sociology, in political science and economics, respectively. Each panel consisted of two members.

In the third phase, the Research Council asked the chairs of the six research panels to form a general evaluation panel, this being the principal committee tasked with reviewing the six social science research areas as a whole. The panel wrote an assessment report.

Figure 1, visualises the overall structure of the evaluation of research and education in the social sciences.

Figure 1 The overall structure of the evaluation of research and education in social sciences, and the placement of the sociology research panel in the overall evaluation



1.3.1 The selection of researchers for the evaluation

As a point of departure, to identify, select and to classify the relevant research areas of social sciences and the researchers involved in each of the areas, the Research Council of Norway categorised the areas of social sciences, in conformity with the definitions given in the Norwegian Centre for Research Data's (NSD's) register for scientific publication channels. All institutions with social science research as part of their activities were invited to take part. The Research Council sent each institution an overview of the researchers' publication data (2013-2016) from CRISTin (Current Research Information System In Norway). The institutions made the final decision to include researchers in the evaluation – and to which panel. There had to be at least five researchers for each panel. The researchers could not be submitted if they participated in other ongoing evaluations and had to be employed by the institution at the date 1 October 2016.

1.3.2 The evaluation panels

Panels of international experts, mainly from the Nordic countries and Northern Europe, carried out the evaluations. Each research panel had from six to nine members; all the panels had the same terms of reference, and they used identical approaches and templates in their assessments. A common denominator for all the reviewers was the aim of evaluating research with respect to its scientific quality and relevance in the broad sense. The panels were put together to cover different sub-fields within each research area.

The sociology panel

The nine members of the sociology panel were:

- Panel chair: Professor Karin Helmersson Bergmark, Stockholm University, Sweden;
- Professor Jan O. Jonsson, Nuffield College, University of Oxford and Stockholm University, UK and Sweden;
- Professor Klarita Gërkhani, The European university institute (EUI), Italy;
- Professor Alan Warde, University of Manchester, UK;
- Professor Jani Erola, University of Turku, Finland;
- Professor Peter Gundelach, University of Copenhagen, Denmark;
- Research director Lisbeth Pedersen, SFI – The Danish National Centre for Social Research, Denmark;
- Professor Lucinda Platt, London School of Economics and political Science, UK;
- Professor Katarina Jacobsson, Lund University, Sweden.

1.3.3 The research area and entities in the evaluation

The aim of the evaluation was to evaluate sociology as a research area in Norway. A common denominator for the reviewers was accordingly to evaluate the scientific quality of the research submitted by the listed researchers with respect to its contributions to sociology and relevance in a broad sense, and the conditions for sociological research within the institutions listed for the evaluation.

The evaluation of sociology as a research area embraced three levels as listed below and shown in figure 2. Please note that the primary object for this evaluation are the researchers and their research groups. They constituted the research area within each institution, and are the primary objects of assessment – rather than the institutions as such.

National research area

An overall national review of the state-of-the-art in the research area was a goal for the evaluation. Hence, the evaluation at the national level includes comparing the quality of Norwegian research with international scientific quality. In order to conclude on the national level, the panel drew on their evaluations of institutions, research areas within the institutions and research groups.

Institution

Institution refers to either an independent research institution/research institute or to the faculty level of a higher education institution (cf. Institutional self-assessment, p. 1, Appendix C). The aims of the reviews at the institutional level were to assess how the research area was constituted and organised at the institution, also including the institutional strategies pursued with a view to developing research performance and scientific quality.

Research area within the institution

A research area is defined as a research discipline corresponding to the area covered by a panel (cf. Institutional self-assessment, p. 4, Appendix C). The examination of research performance and scientific quality was intended to review the state-of-the-art and encourage further development of research and scientific quality. In addition, the evaluation of ongoing individual and collective work was intended to provide a national overview of the research field. This level will in several cases cut across organisational units, but the rationale is to highlight each discipline corresponding to the relevant panel (ibid. p.1).

Research groups

The intention of including research groups was to enable peer reviews of research topics and scientific quality, and to evaluate the interaction between researchers who form a topical /theoretical/methodical-based group and the institutional level (i.e. the research area within the institution/institute).

In order to be defined as a research group in the evaluation of social sciences, the number of researchers had to fulfil four specified criteria. In addition to common work on a joint topic, the Research Council required: 1) that the group should perform research at a high level internationally, and be able to document it through a set of sub-criteria; 2) the group should have at least five members at least three of whom had to be employed at the institution, and at least two of whom had to hold a tenured position; 3) the group had to have a specific intention/aim and an organisational structure, and it had to describe it according to the specifications listed in the matrix for the self-assessment report (cf. Research group self-assessment, Appendix E); and 4) the group should be registered in CRISStin (the Current Research Information System in Norway).¹⁰ For more details, please see SAMEVAL. *Innmelding av forskergrupper* [in Norwegian], Appendix D, see also Research group self-assessment, Appendix E.

¹⁰ CRISStin is a common, national system for registering scientific results and research activities. The members of CRISStin are the public research institutes, the universities and university colleges, and the public health trusts: www.cristin.no.

Figure 2 The organisational units and entities in the evaluation of social sciences



1.3.4 Criteria in the assessment

All six panels based their work on a uniform set of criteria outlined by the Research Council, against which they reported their findings. The panels' work was structured according to the following criteria and dimensions:

National research area

- Organisation, leadership and strategy
- Following up of earlier evaluations
- Research cooperation/networking (nationally and internationally)
- Research personnel: including recruitment, training, gender balance and mobility
- Research production and scientific quality
- Interplay between research-education: impact on teaching
- Balance between teaching and research
- Societal relevance and impact
- Profile, strengths and weaknesses

The research area within the institution

- Organisation, leadership and strategy
- Institutional following up of previous evaluations
- Research environment (i.e. seminars, summer schools, guest lectures etc.)
- Resources and infrastructure
- Research personnel, including recruitment, training, gender balance and mobility
- Research production and scientific quality
- Interplay between research-education (including impact on teaching)
- Societal relevance and impact

Research groups

- Organisation, leadership and strategies
- Research personnel: including recruitment, training, gender balance and mobility
- Research production and scientific quality
- Networking
- Interplay between research-education: (if relevant) impact on teaching
- Societal relevance and impact: (if relevant) exchange of knowledge / cooperation with other private and public sectors.

See appendix I for information on the implementation of the criteria.

1.4 Data available to the panels

The evaluation drew on a comprehensive set of background material and data: The panels mainly based their assessments on written self-assessments from the institutions, and a bibliometric analysis, which the Research Council commissioned from Damvad Analytics AS, Denmark. In addition, the panels examined the submitted publications from institutions and research groups. The panels further funded their assessment on data on funding and personnel, as well as information from earlier institutional and disciplinary evaluations and policy documents from the Research Council and the Government.

See appendix G, for information on time frames for assessments, and bibliometric data.

Institutional self-assessment reports

Institutional self-assessment reports following a template outlined by the Research Council were provided by all the research- performing units. They included quantitative and qualitative information on the institutional level (named level 1 in the self-assessment template), and on the level of the disciplines/research areas corresponding with the panels (named level 2 in the self-assessment template).

Enclosed to the self-assessments report from each unit were:

- A list of the 10 most important publications for each research area;
- A list of most important 10 dissemination and knowledge exchange activities;
- Societal impact cases for each discipline (optional);
- An analysis of strengths, weaknesses, opportunities and threats (a SWOT-analysis)
- A form (number 2): Audience of the results of scientific publications;
- A form (number 3): Research matching the priorities given in the Norwegian Government's Long-term plan for research and higher education and other, relevant policy documents;
- An overview of study programmes.

The templates for institutional self-assessments are attached to the report as appendix C.

Self-assessment reports for research groups

The institutions were given the opportunity to include research groups in the evaluation. The reviews of research panels were based on self-assessments and other documentation. The data included quantitative data on group members and funding, further qualitative information on various aspects of the research activities, and CVs for all the members of the groups. In addition, each group had the option to submit one copy of a scientific publication for each member included in the evaluation, as well as case studies of the societal impact of their research.

The template for research groups is attached to the report as appendix E.

Societal impact cases

Reflecting the novel approach to include societal impact in the evaluation (cf.1.2.1), institutions and research groups were invited to include case studies documenting a broader non-academic impact, societal impact of their research. The participation was optional.

A bibliometric report from Damvad Analytics

The Research Council of Norway (RCN) commissioned an analysis of publications and personnel dedicated to social science research for the evaluation.

Damvad Analytics conducted the analysis, mainly basing its work on data from the following sources: the Norwegian Centre for Research Data (NSD); the Current Research Information System in Norway (CRISTin) and the National Researcher Register for which NIFU is responsible. Damvad Analytics added bibliometric data from Elsevier's Scopus database and Google Scholar to enhance the analysis of the internationally published scientific material (Damvad Analytics 2017).

The RCN defined the framework for Damvad's analysis, and decided to include the following elements:

- The total scientific output within social science for Norway;
- The institutions involved in social science in Norway;
- The research personnel engaged in social science in Norway.

For an overview of the publishing in sociology, please see appendix F: Damvad Fact sheet for sociology.

Other relevant publications provided by the Research Council

Earlier evaluations commissioned by the Research Council

- Relevant disciplinary evaluations (please see reference list for details)
- The Research Council of Norway: *Evaluation of the Humanities in Norway. Reports from the panels and the principal evaluation committee.*
- *Evaluation of the Social Science Institutes. Panel Report, January 2017*, The Research Council of Norway, Lysaker.

National plans and strategies for research policy

- The Research Council of Norway, *Research for Innovation and Sustainability. Strategy for the Research Council of Norway 2015–2020*, 2015.
- Kunnskapsdepartementet, *Meld. St. 7 (2014–2015), Langtidsplan for forskning og høyere utdanning 2015–2024*, [The Royal Norwegian Ministry for Research and Higher Education, Long-term plan for research and higher education 2015–2024], 2015.

Official reports on the status of higher education:

- Kunnskapsdepartementet, *Meld. St.18 (2014–2015). Melding til Stortinget. Konsentrasjon for kvalitet. Strukturreform i universitets- og høyskolesektoren, 2015* [White paper, no. 18 (2014–2015), Concentration for quality. Structural reforms across the universities and university colleges, The Royal Norwegian Ministry for Research and Education, Oslo 2015].
- Kunnskapsdepartementet, *Tilstandsrapport for høyere utdanning 2017*, Rapport, 2017 [The Royal Norwegian Ministry for Research and Education, Status Report for Higher Education, Report, 2017].

Report on funding streams and instruments

- The Research Council of Norway, *Social sciences research in Norway 2010–2016: Funding streams and funding instruments*. Report submitted to the principal committee for the Research Council's evaluation of the Social Sciences (SAMEVAL), report for internal use by SAMEVAL evaluators (ref. page 1, first section) unpublished report, (2017): 11 pages.

Use of data

The self-assessment reports for the research groups were used for the assessment of research groups. The self-assessments from the institutions contributed to the assessment of the research area within the institution. The assessments of individual scientific output fed into the research group (one publication per listed member as well as CVs) and research area evaluations (10 best publications from the research area in the institution). The report on personnel and bibliometrics (publications) was

considered at the institutional level and national research area level. Societal impact cases were considered at the group and area level. The research area evaluations were used by the field panels to build a picture of national performance within the research field covered by the panel reports.

See appendix G, for information on time frames for assessments, and bibliometric data, and the next sections for description of individual data sources.

Data used for the overview of Norwegian higher education and research system

Data and information on financial resources and funding, (cf. 2.2) is based on:

- Research Council of Norway (2017). *Report on Science and Technology Indicators for Norway*. Available from: https://www.forskningsradet.no/prognett-indikatorrapporten/Home_page/1224698172612
- NIFU, Norwegian Research and Development (R&D) statistics and indicators, <https://www.nifu.no/en/statistics-indicators/nokkeltall/>
- Research Council of Norway, The Project Databank, <https://www.forskningsradet.no/prosjektbanken/#/Sprak=en>.
- The Research Council of Norway, Social sciences research in Norway 2010–2016: Funding streams and funding instruments. Report submitted to the principal committee for the Research Council's evaluation of the Social Sciences (SAMEVAL), report for internal use by SAMEVAL evaluators (ref. page 1, first section) unpublished report, undated (2017): 11 pages.

1.5 Evaluation process and assessment tools

The Research Council set up 'SharePoint' (a Microsoft Office 365 program), and all background material and other data and documents were deposited there. The panel shared files and work in progress in SharePoint.

Panel meetings and work

The sociology panel held three 2-day meetings: in June, October and December 2017. In addition, the panel chair of sociology joined the other panel chairs for two one-day panel chair meetings, held in April and September 2017. The panel divided the assessments and writing among the members. In between the meetings, panel members were in contact through emails and by using the SharePoint platform provided by RCN.

Assessment tools

In order to ensure that all the dimensions were covered, and to ensure a uniform evaluation across the six different research areas, the secretariat at NIFU provided the panels with assessment tools.

These were:

- A template for research and scientific quality: numerical grading, see Table 1 below
- A template for assessments of the units: institutions and research groups, see Appendix H;
- A template for assessment of the ten most important publications listed by the institutions, see Appendix I;
- A template for assessment of the publications of listed members of research groups, see Appendix J.
- The panels used the following description as the basis for their scoring of scientific quality.

Meetings with the institutions

During five days in October 2017, the institutions met with the panel chair. The purpose of the interviews was to supplement the written documentation and data already provided by the institutions and explain questions raised by the panels. The panels prepared lists of both general and research-area specific questions which were sent to the institutions two weeks in advance. Each institution was interviewed individually, and all relevant panel chairs carried out the talks. The interviews allowed for elaborations and discussions of issues of importance for panel's assessments. The panel's secretaries wrote extensive minutes from the meetings. The minutes were shared with all panel members, and supplemented the written documentation and data already provided by the institutions.

Fact checking by institutions

Institutions were given the opportunity to provide a fact check of the assessment texts after the panels assessments were completed. The check did not include the grades or final evaluations, as the institutions were asked only to correct any factual errors. New and updated information was not included.

Assessment of societal impact

The sociology panel has selected 11 cases as good examples of different practices of impact which are presented in the overall assessment of societal impact.

The use of scoring in the evaluation

The Research Council provided the panels with a 5-point numerical scale which the panels used in the assessment of the research area at the institution and of the research groups. The scores are used to assess the quality and contribution of the research to the research area under evaluation, in this case sociology. The highest score reflects original research at the international forefront of sociology, and a very high productivity in outstanding channels for scientific and scholarly publications in sociology. For the research area at the institution, the scores apply only to the assessment of the scientific quality and research output of the sociologists listed for the evaluation from the institution. For the research groups, the scores reflect an overall assessment of the research group.

Table 1 Scientific quality, numerical scale

Scale	Criteria
5 Excellent	Original research at the international forefront. The unit has a very high productivity. The unit [the institution /research group] undertakes excellent, original research, and publishes it in outstanding international channels for scientific and scholarly publications. Its researchers present ongoing research regularly at recognised, international scientific conferences.
4 Very good	Research with a high degree of originality, and a scientific profile with a high degree of publications in high quality channels for scientific and scholarly publications. The unit has a high productivity. The researchers participate habitually at international scientific conferences. The research is decisively very relevant to the knowledge production in the field internationally.
3 Good	Research of a good international standard. The unit has an acceptable productivity, and contributes to the development within its field. The researchers participate at scientific conferences.
2 Fair	Research of an acceptable, but moderate standard. The productivity at the unit is modest, and with few original contributions to the field internationally.
1 Weak	Research of insufficient quality and with a meagre scientific publication profile. The productivity is low.

In setting the scores, the panel members endeavoured to assess the contribution of the evaluated research to sociology as an international research area. In doing this, the panel found that the majority of research at the institutional level and in the research groups are sociological research of a good international standard, and is accordingly awarded the score 3 (good).

1.6 Panel's comments to the evaluation

In the process of evaluating sociology in Norway, the panel members have set out to do a fair assessment of the research area. The process has been a comprehensive endeavour, and a precondition for the accomplishment has been the orderly organization provided by the RCN and the immense work done by the participating institutions in providing the self-assessments and other underlying data. The panel was presented with a large and complex material of written data from different sources to illuminate the research area at different levels of each institution. The material has been read and discussed thoroughly by the panel, yet some limitations of the exercise have been observed throughout the process.

The main concern raised by the panel regards the units of the assessment and the benchmarking of research quality. While the panel is mandated to evaluate sociological research in Norway and its quality and contribution to the international research area, it is observed that a considerable share of the researchers listed for the panel work in interdisciplinary research environments. While many of these indeed publish extensively and in international outlets, their contribution to the sociological research area may be limited, and may have been assessed on unfavourable terms.

To assess the scientific quality of the research area at the institutions the panel was presented with ten publications submitted by the institutions. This is a very selective material, and the panel is aware that they often present only a small portion of the research undertaken at these institutions. While this can be a concern for all institutions, this is particularly the case in the larger units. Also, the panel learnt from the interviews with the institutions that the rationale behind selections varied, so that some chose «the ten best cited», others «ten on level 2» or «one per theme» and others again «one per researcher».

The bibliometric information was presented as an additional source to assess the scientific output. However, having the research field as the unit of analysis within institutions and the occasionally small number of researchers in institutions created complexity for using this material. For example, with a small number of people/publications, it could only take one publication to substantially change the share of level 2 publications. The panel has therefore taken a cautious approach to the use of the bibliometric data in the assessment, and this data has primarily been used together with other data sources in the assessment.

The panel was also asked to assess research groups. The status and the activities of the research groups were not always clear, and several were formed quite recently. Accordingly, several research groups submitted papers that were written before the research group was formed, which made it difficult to assess the value of the research group to the presented research.

The panel is evaluating only a smaller fraction of the research at these institutions, and it was not always easy to disentangle the position of the research field from the overall organizational context. The panel is aware that the data on institutional level covers more than just sociology, and that this could in some instances be misleading when assessing the position of sociology as a research area within the institutions.

2 The context: social sciences research and sociology in Norway

2.1 The research system

The Norwegian research and innovation system is divided into three levels: the political, the strategic and the performing level. At the political level, the system is characterised by notable pluralism, as all the ministries are in principle responsible for financing long-term and short-term public research and experimental development activity (R&D) within their areas of responsibility. This governing principle for responsibility is called the 'sector principle'. In practice, the R&D budgets are concentrated, as five ministries account for 85 per cent of public R&D expenditure. The Ministry of Education and Research alone allocates around 50 per cent of the total funding, and it is also responsible for coordinating national funding.

The second level is the strategic level, which includes the Research Council of Norway (and also an innovation agency, Innovation Norway); see more below. The Research Council fulfils functions that in many other countries are shared between a range of institutions at the second level. The same applies to the national innovation agency.

The third, performing level in the area of social sciences consists of a variety of institutions: universities, specialised universities and university colleges, as well as some private higher education institutions and nominally independent, public and private institutes. The institute sector is a common term for this group of units that is relatively heterogeneous in terms of institute size, profile and legal status. Overall, there are around 100 research institutions, about half of which are commonly referred to as research institutes. The group includes public oriented institutes and institutes that focus on private enterprise and carry out contract research for Norwegian and foreign companies, museums and hospitals (with the exception of university hospitals). The institute sector accounts for 23 per cent of the total national R&D. The institutions fall into three groups. First, the majority of the units (appr. 40) fall under the guidelines for governmental funding of research institutes and receive their core funding from the Research Council of Norway. With one exception, all the research institutes in this evaluation receive their core funding from the Research Council (for details see 2.1.1.). The second group consists of a few government research institutes, that receive their basic funding directly from a ministry. None of these government institutes is represented in this evaluation. The third group of institutions in the institute sector comprises about 40 private and public institutions, which to a greater or lesser extent perform R&D as part of their activity.¹¹ Only one institution in this category is included in the evaluation of social sciences – the Norwegian Institute of Public Health (Folkehelseinstituttet).

The fifteen social research institutes included in this evaluation are mainly thematically oriented towards public management.¹² Their activities can be roughly divided into four thematic, partly overlapping areas: 1) international affairs and foreign relations; 2) environmental policy; 3) the economic foundation, structure and development of the welfare state, and 4) regionally based issues.

¹¹ https://www.forskningsradet.no/prognost-indikatorrapporten/Tabellsett_2016/1254021688842; (Indikatorrapporten, 2016, table B.03 instituttsektor [in Norwegian only]).

¹² RCN (2017c: 37); for an extensive account of the social science institute sector, see RCN (2017b): 18–32.

2.1.1 National funding streams and instruments

The main funding streams of relevance to the evaluation of social sciences are: 1) funding for universities and university colleges with an integrated R&D component, and 2) funds allocated via the Research Council of Norway (see below).

The universities and university colleges receive a substantial proportion of their R&D budgets as core funding from the government ('general university funds'). The funding is closely linked to student numbers and teaching positions. In this, the growth of social sciences in the higher education sector reflects the large number of students taking subjects such as economics and education. The social sciences and humanities receive the highest percentage of basic funding among the research fields. In 2015, social sciences received around 76 per cent of their R&D expenditure as core funding, whereas the fields of engineering and technology and natural sciences received just below 60 per cent as basic funding in the same year.¹³ Other sources of income include funding from the Research Council, the EU and other (national, Nordic and international) competitive funding bodies.

Research Council: core funding for public research institutes¹⁴

Unlike the universities, the research institutes rely heavily on a high share of external funding, through commissioned research and open competitions. As mentioned in section 2.1., the majority of these institutes fall under the guidelines for government funding of research institutes and receive their core funding from the Research Council. The Research Council administers the government core funding for all the 12 research institutes involved in this evaluation. The level of core funding varies from 6 per cent of turnover at the lowest, to 21 percent. On average, the funding is around 13 per cent for the units taking part in this evaluation.¹⁵ The core grant consists of two parts: a fixed amount, and an amount determined by performance. To qualify for a core grant, the unit must:

- Undertake research of interest to Norwegian business and industry, government or society at large;
- Maintain disciplinary and scientific competence, demonstrated through scientific publications;
- Conduct research activities on a sufficient scale to permit the development of significant competence and research capacity within the organisation;
- Have a variety of sources of research income and compete in open national and international competitions for research funding;
- Not pay dividends or provide, either directly or indirectly, benefits to the owner or close stakeholders.

The performance-based part of the core grant is aimed at achieving a sound balance between scientific quality and societal relevance. The distribution of this part of the grant is based on four performance indicators, weighted on the basis of a relevance component:

- Commission-based income from national sources (45 per cent)
- Scientific publications, expressed as the number and level of scientific publications registered in the CRISTin database (30 per cent);
- Income from international sources (20 per cent);
- The number of doctoral degrees awarded to staff or students who are funded more than fifty per cent by the institute (5 per cent).¹⁶

¹³ NIFU (2018). 'Field of science. Source of funding. R&D expenditure, in million NOK, 2015'.

¹⁴ Technical term: Basic allocation to research institutes. According to RCN (2018) the core funding to all social research institutes was 261.9 million NOK in 2016.

¹⁵ NIFU (2018). «Key figures for research institutes, Current income by category of funds, 2016».

¹⁶ RCN (2015c); NIFU (2018).

Research Council and the competition for national funding

The research institutes rely heavily on external funding. A substantial part of their income is commission-based funding, mainly from the public administration, such as ministries and government agencies at the national level. In addition, the institutes and the universities compete for the same financial support from national (and Nordic) sources, and funding from the Research Council plays a significant role in the institutes' knowledge production. The Research Council provides funding for a wide range of activities, ranging from research infrastructure and networks to programmes, projects and centres of excellence. Here, the focus will be on selected funding schemes of general importance to the social sciences: networking, centres of excellence, independent projects (FRIPRO)/ basic research programmes; policy-oriented programmes ('handlingsrettede programmer') and large-scale programmes ('store programmer'). Compared with natural science, technology and medicine, the humanities and social sciences display a more stable pattern in terms of funding schemes.

Since 2002, research groups have been selected for funding for up to ten years through a targeted centres scheme. The first round concerned general, disciplinary and interdisciplinary centres of excellence. Subsequently, new types of thematic, specialised, targeted centres have been established. All the centres have the same aim, however: to promote research of high scientific quality. Social scientists have been part of some of these centres and many of the groups have been interdisciplinary within the social sciences, but also across other fields of science.¹⁷ ESOP at the University of Oslo is one example. A spin-off effect has been the institutional initiatives, whereby universities have targeted existing research groups and established their own local groups and centres of excellence.

According to the RCN, there seems to have been a tendency recently to increase funding through large-scale programmes, especially in the fields of climate and energy research.¹⁸ The large-scale programmes are important for the social sciences as a whole. The thematic programmes are the RCN's response to the government's, long-term political priorities: the seas and oceans; climate, environment and clean energy; public sector renewal, better and more effective welfare, health and care services; enabling technologies; innovative and adaptable industry, and world-leading academic groups (cf. 1.2.1).¹⁹

In 2016, social scientists at units in Norway received NOK 989 million from the Research Council (excluding core funding of the institutes);²⁰ 55.8 per cent (NOK 698.9 million) of the RCN support concerned programmes, while 11.5 per cent (143.7 million NOK) went to independent projects (FRIPRO). Researchers at the research institutes were involved in policy-oriented programmes to a larger extent than their peers at the universities, with 54 per cent (NOK 377.6 million) going to the research institutes, and 42.5 per cent (NOK 297 million) to the universities. A similar difference applies in relation to involvement in large-scale programmes: social scientists at the research institutes participated more often in large-scale programmes with national priority, especially in the fields of energy, climate, health and fish farming, than did their colleagues at the universities.

On the other hand, the universities received more funding from independent projects, NOK 77.7 million compared with NOK 45.5 million for the research institutes.

¹⁷ RCN (2018b).

¹⁸ RCN (2017d).

¹⁹ Kunnskapsdepartementet (2014).

²⁰ This description is an overview and includes funding for all areas and units defined as social sciences in Norway. It thus encompasses institutions and researchers not listed for this evaluation.

2.1.2 Internationalisation and international funding

The main sources of funding for research activities in Norway are national sources, but international funding has become more important in recent decades. This development is linked to a general trend towards internationalisation, which has been a hallmark of the Norwegian R&D system since the mid-1990s. Internationalisation is currently a notable dimension of the domestic R&D system.²¹ The indicators supporting this statement are many: at present, more than two-thirds of Norwegian scientific articles have a non-Norwegian co-author, compared with 17 per cent in the early 1980s.²² The number of Norwegian exchange students abroad has doubled since the mid-1990s, and the number of PhD students from abroad reflects the same trend. Twenty years ago, 10 per cent of doctoral degrees were awarded to foreign candidates, while in 2017 the percentage was 38.²³

From the mid-2000s, there has been a noteworthy increase in foreign R&D funding and strengthening of European research cooperation.²⁴ In this context, the EU's research programmes have been an influential force. Until the Seventh Framework Programme (2007), the EU programmes were generally of limited scope, with the main emphasis on technology and applied research. Since 2007, budgets have increased significantly, due to the portfolio of programmes and a support mechanism that has embraced a wider set of topics and goals. The EU's programmes now include a broader range of research-performing units and areas – also social sciences. Hence, at present, the EU Framework Programme is an importance source of funding for many countries, Norway included. At the domestic level, a number of measures have been put in place to strengthen Norway's participation in the programmes. By June 2017, 1.81 per cent of the funds announced in Horizon 2020 (H2020) were awarded to researchers and institutions in Norway. The success rate is slightly below the official target of 2 per cent of total EU funding.²⁵

Among the seven Societal Challenges targeted by H2020, the fields most relevant to social scientists are the challenges: 'Europe in a changing world' (SC6) and 'Secure Societies' (SC7). In addition, challenges related to health and demographic change and to climate and environment are of relevance to social scientists. Within H2020, efforts are made to mobilise the disciplines of social sciences and humanities across the framework programme. The reason for this is that the perspectives of social sciences and humanities are seen as valuable in the development of interdisciplinary approaches to the European and global challenges.²⁶ The Norwegian success rate within Societal Challenges was above the 2 per cent target. In June 2016, the success rate reached 2.6 per cent.²⁷ According to the RCN, above average success rates in SC6 and SC7 indicate a clear engagement on the part of Norwegian social scientists in relation to these parts of the Societal Challenges.²⁸ The results for the H2020 excellence schemes are below average, however.²⁹

²¹ RCN (2017c): 6–7; see also pp. 56–61.

²² RCN (2017c): 59–60; 69.

²³ RCN (2017c): 7, 49, 63.

²⁴ RCN (2017c): 56–58.

²⁵ RCN (2017c): 6; 72.

²⁶ RCN (2017d).

²⁷ RCN (2017c): 71–72.

²⁸ RCN (2017d). By March 2017, the amount of funding for social scientists is: SC6, NOK 78.3 mill. + SC7, NOK 130.4 mill. = NOK 208.7 mill. of a total of NOK 1,874 mill., or 11 per cent of the total funding available.

²⁹ (2017c): 11.

2.2 Sociology in Norway

While sociology was established as an independent discipline in Norway as late as in 1950, its roots in Norway can be traced all the way back to the pioneering empirical investigations of Eilert Sundt (1817–1875) in the mid-19th century. Eilert Sundt was a Lutheran priest who turned to science and systematic, empirical inquiries to study the living conditions, and economic and cultural practices of people from different levels of society. Not only did Sundt carry out laborious statistical analyses of data sets on the living conditions of the Norwegian population – covering up to 180,000 people, he also undertook extensive qualitative investigations of the social practices of ordinary, often poor people in rural areas. In this way, Sundt contributed to the development of both quantitative and qualitative methods for the social sciences, and to the establishment of what became a long tradition of research on the social practices and living conditions of ordinary people.

As a social scientist, Eilert Sundt was not protected by the institutional and economic stability that a tenured university position would have offered. He worked independently, but with a scholarship from the Norwegian Government that was terminated in 1869, when the parliament stopped recognising the use of his investigations. From Sundt's death in 1875, it would be 75 years before sociology in Norway was established as a discipline in its own right, when the Department of Sociology was founded at the Faculty of Humanities at the University of Oslo in 1950. The first Chair in Sociology was established the previous year and granted to Sverre Holm, who became the first permanent academic sociologist at the new department.³⁰

However, Sociology had been taught at the Faculty of Law at the University of Oslo since 1934 as part of students' legal training, and, from 1939, students could be awarded a magister degree in Sociology at the Faculty of Law (Stalsberg, 2013). Sociology of law continued to be a pillar of this department, also after a separate Department of Sociology was established at the University of Oslo. In 1961, the sociologists of law were split from the criminologists at the Faculty of Law, and moved in with the Institute for social Research (but still organised under the Faculty of Law). In 2000, sociology of law again merged with criminology, when the Department of Criminology and Sociology of Law was established.³¹ Departments for sociology are still found at both the Faculty of Law and the Faculty of Social Sciences at the University of Oslo.

Simultaneously with the establishment of a sociology department at the University of Oslo, the Institute for social Research (ISF) was founded in Oslo in 1950 as an independent research institute that was made possible by a private donation. The social sciences were a fairly new field of research and education in Norway, although several Norwegian scholars had travelled abroad before and during the Second World War for studies and research stays. The initiative to establish a social science institute in Oslo came from a number of ambitious social scientists, including Stein Rokkan and Vilhelm Aubert, who had visited research institutions in Europe and the USA. Sociology was, and still is, one of the core disciplines at the institute, and the new social science faculties that emerged in Oslo, Bergen and Trondheim often recruited academic staff who had received research training and experience at the institute.³²

In 1963, the Faculty of Social Sciences was established at the University of Oslo, and the Department of Sociology became a unit in the new faculty, which awarded higher degrees in a wide range of

³⁰ Stalsberg, 2013.

³¹ Finstad, 2012.

³² Thue, 1997.

disciplines within the social sciences.³³ In subsequent years, sociology departments were also established at other universities in Norway. In 1966, a Department of Sociology was founded at the University of Bergen, with Stein Rokkan as Professor of Sociology with special responsibility for teaching political sociology.³⁴ Initially, the department was part of the Faculty of Humanities in Bergen, but it moved to the Faculty of Social Sciences when the latter was founded in 1970. In Trondheim, teaching in sociology started in 1969, and the Department of Sociology at the University of Trondheim was founded in 1971. The University of Tromsø was founded in 1968, and when the first students arrived a few years later, the social sciences were one of three prioritised areas at the new university.³⁵ Rather than organising the university in faculties with departments, Tromsø decided to organise its activities in large departments encompassing related disciplines. This organisational model is still visible in today's Department of Social Sciences at UiT Arctic University of Norway, which includes Sociology, Political science, Anthropology and Planning.

In parallel with the establishment of research and education in sociology at Norwegian universities, new social science research institutes were established with a thematic or regional profile. The institutes had different origins – some were privately owned, whereas most were under public ownership. They shared an orientation, however, towards conducting applied research, often commissioned research, or in collaboration with societal actors and government institutions (Gulbrandsen et al., 2012).³⁶ Research on and for the expanding welfare state was at the core of the activities of several institutes founded during these decades. The so-called institute sector offered an important arena for sociological research in Norway, and the interplay between the institutes and the universities was strong. Institutes established in Oslo in this period, which form part of the current evaluation of Sociology in Norway, included Norsk gerontologisk institutt (1957 – later merged with HiOA as NOVA), The Institute of Transport Economics (1958), the Norwegian Institute for Alcohol and Drug Research (1959 – now part of the Norwegian Institute of Public Health), the Work Research Institute (AFI) (1964 – now merged with HiOA), Institutt for anvendt sosialvitenskapelig forskning (1966 – later merged with HiOA as NOVA), and the Norwegian Institute for Urban and Regional Research (NIBR) (1966 – later merged with HiOA). Other institutes established during this period were Rogaland Research (later IRIS) in 1973 and the Nordland Research Institute (1979). Several institutes were also established during the 1980s, including Fafo (1982) and the University Research Foundation SERAF in Bergen, which later became UNI Research (1986).

From 1969 onwards, regional district colleges were established in Norway to provide short, vocational educations. The courses also started providing traditional university subjects at basic and intermediate level, and sociology gradually gained a foothold at the regional colleges as well. In Bodø, sociology has been a key discipline since the University College was established in Bodø in 1971 (now University Nord). At other colleges, educational programmes in sociology were introduced later, including in Vestfold (now the University College of Southeast Norway) in the 1990s, and in Stavanger (now the University of Stavanger) and in Kristiansand (now the University of Agder), where sociologists have also contributed to educational programmes in social work.

Over the past 25 years, higher education in Norway has undergone several reforms that have changed the institutional landscape of higher education and research institutions, as well as the organisation of higher education programmes. In 1994, a major reform was carried out when about a hundred colleges were merged into 26 university colleges. Ten years later, the Quality Reform announced further

³³ Nickelsen, 2013.

³⁴ Institutt for sosiologi, 2009.

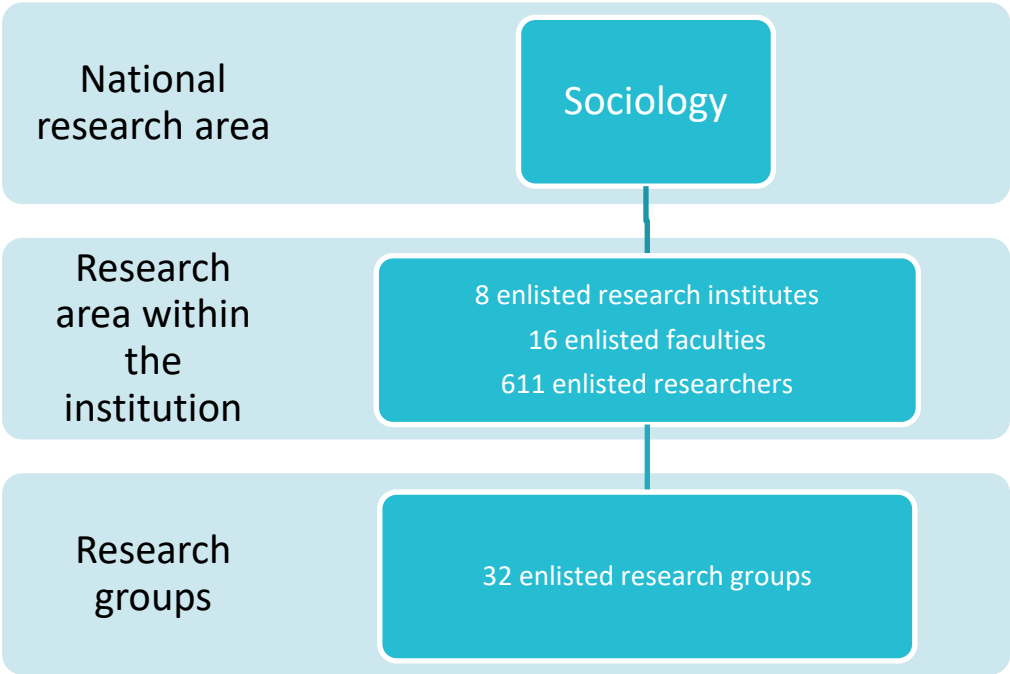
³⁵ Fulsås, 1993.

³⁶ Gulbrandsen et.al., 2012.

reorganisation. The reform primarily introduced a new study programme structure. It led to changes in the law regarding the autonomy of institutions and their funding structure, and had important consequences for how educational provision is organised at Norwegian universities and university colleges. Moreover, the reform opened up the possibility of changing institutional categories, which led to the establishment of the above-mentioned universities in Agder and in Stavanger, and later Nord University in Nordland. The Norwegian landscape of higher education is still changing, especially since the Structural Reform that was launched in 2015. This reform set in motion a range of merger processes - between universities and university colleges, between colleges, and between university colleges and research institutes. In a short period of time, the number of higher education institutions and research institutes has been considerably reduced.³⁷ This has also changed the landscape of sociological research and education in Norway, and the largest number of sociologists under one roof is now found at Oslo and Akershus University College of Applied Sciences (from 1 January 2018, Oslo Metropolitan University).

The sociology evaluation includes 611 researchers, 24 institutional units and 32 research groups.

Figure 3 The units and numbers in sociology



³⁷ Several of the mergers were implemented after the evaluation of sociology was set in motion, and some evaluated entities no longer exist as individual institutions, but form part of larger entities.

3 Fafo Institute for Labour and Social Research

Fafo Institute for Labour and Social Research					
Units included in the evaluation of sociology	- Fafo Institute for Labour and Social Research			Listed researchers	37
				Listed research groups	3
				No. of researchers in listed research groups	31+ (32+ CVs)
Other units of the institution				Training, recruitment and academic positions	
				2014	2015
				2016	
					No. of PhD graduated at the institution per year
				Male/Female	-/-
					-/1
					-/1
R&D expenditures and sources of funding (1000 NOK)				Total per year	-
					1
					1
				No. of positions announced / No. of qualified applicants per year	
	2014	2015	2016		
Funding of the institution				PhD positions	2/5
					-/-
					-/-
Total expenditures	121 538	115 014	103 662	Post.doc positions	-/-
				Permanent positions	-/-
					3/27
Types of funding				Education	
Core funding from the RCN	15 758	17 278	18 301	Study programmes BA level	
External funding, RCN	23 618	20 319	27 564	-	
External funding EU	650	2 230	1 974	Study programmes MA level	
External funding, other sources	82 055	77 081	57 118	-	
				Other	

Source: The Research Council of Norway, Self-assessment report for the institution, 16/12960

3.1 Sociology at the institutional level

Fafo Institute for Labour and Social Research is a research institute located in Oslo. It was founded by the Norwegian Confederation of Trade Unions (LO) in 1982 to conduct research on changes in living and working conditions, industrial relations, participation in society, democracy and development, in a range of social and economic settings – in Norway, Europe and beyond. It combines publicly funded scientific research with commissioned research for a wide range of actors. Fafo was reorganised as an independent research institution in 1993. Fafo has listed 37 researchers for the evaluation of Sociology.

3.1.1 Organisation, leadership and strategy

Fafo Institute for Labour and Social Research is an independent, non-governmental research institute owned by the Fafo Research Foundation. It is a strategic goal for Fafo to maintain this independence.

Fafo's ambition is to produce a combination of high-quality academic research and commissioned research that is relevant to its clients and society, and to communicate the results to users, the general public, policymakers and fellow researchers. Fafo sees the combination of academic and applied research as its strength, and its goal is to continue this orientation. As a logical consequence of Fafo's strategic focus, the institute produces both commissioned reports and articles for international journals. Fafo collaborates with other national and international academic institutions on an ad hoc basis in connection with specific projects or through more permanent networks and organisations. Fafo is a member of a number of ongoing academic networks.

Fafo's strategic disciplinary goals for the next four to five years are related to four overarching questions about employment, participation, human rights and the sustainability of the welfare state. These disciplinary focus points are very relevant and they are already reflected in the themes of its publications.

Fafo is organised in four research groups that capture the four prioritised strategic research areas. Each group is headed by a research director who both manages the group and carries out research. In addition, Fafo has two heads of research, who are responsible for the strategic development of Fafo's research activities. Fafo is well structured in relation to its ambition of doing multidisciplinary, cross-cutting research. To support the production of articles in international journals, an additional intra-disciplinary organisation can be fruitful. The need for intra-disciplinary interaction between researchers may to some extent be met by the research groups that Fafo mentions in its self-assessment. They have been established on a temporary basis in connection with specific thematic research questions.

Fafo's overall mission is to produce high-quality research of relevance to today's challenges. Multidisciplinary and cross-cutting research is needed to accomplish this. The intentionally interdisciplinary and cross-cutting nature of Fafo's production and organisation makes it very hard for the evaluators to achieve the ambition of this evaluation, which is to evaluate the contribution of Fafo's research to sociology as a research area.³⁸

Fafo receives some basic funding from the Research Council of Norway (RCN). About 27 per cent of the funding is from the RCN, 39 per cent from other public sources and 29 per cent from other private sources. The rest is from international private and public sources

A little less than 60 per cent is used to fund research personnel. The rest is all used to cover other personnel and running costs.

³⁸ See section 1.7. Panel's comments on the evaluation

3.1.2 Institutional follow-up of previous evaluations

Fafo took part in the evaluation of Norwegian sociology in 2010. In this evaluation, the panel suggested more active recruitment of PhD students in sociology, increased involvement in national and international networks in the prioritised research areas and an increase in international publication. Both the panel and the internal Fafo assessment pointed to increased long-term funding for research projects as a necessary condition for reaching these goals.

In the self-assessment from Fafo, it is mentioned that the institute took part in a university project that was funded by the RCN for the purpose of strengthening Norwegian Sociology after the 2010 evaluation. So far, this project has resulted in three books (deGruyters open access). In addition, Fafo reorganised the institute in 2015 to counteract declining opportunities for financing in certain research areas. This may result in better financial conditions and greater production in other focus areas.

3.1.3 Resources and infrastructure

Fafo carries out theory-based empirical research using different types of data. It uses register data and collects data through surveys and different types of qualitative interviewing techniques. Fafo has developed its own scientific database consisting of previously completed surveys, time series, panel data and archives of, e.g., collective agreements. These types of easily accessible data sets must be very valuable for Fafo's empirical research and may be an asset that can attract researchers from other national and international environments.

3.1.4 Research environment

The production and exchange of knowledge is maintained by a well-organised, but still flexible organisation, and by regular internal and external seminars and workshops. This organisation makes it possible to both produce and exchange knowledge within and across specific thematic areas. The academic production might benefit from a more intra-disciplinary organisation that could support the writing of international articles. At the same time, a cross-disciplinary approach is emphasised in calls from, for instance, the Research Council.

3.1.5 Research personnel

Fafo employs 68 researchers and has an administrative staff of 13. Fafo has a majority of women, especially among its academic staff. It has a gender equality plan that is followed by the board. Greater awareness in relation to recruiting men may be necessary in future.

The recruitment procedure follows common standards for applied research institutes. It is transparent and consistent with best practice for this type of research institute.

Fafo recruits both young scholars with master's degrees and experienced researchers with PhD degrees. It also allocates resources to support PhD candidates. Due to the need to master the Norwegian language, most researchers are recruited nationally. This makes the recruitment base smaller. The institute has experienced difficulties recruiting researchers to some core research areas.

Fafo focuses on capacity and career building among young researchers, but it does not describe a career path for the rest of the research group.

After a review in 2013, Fafo decided not to implement the European Charter and Code because it already complied with the vast majority of the recommendations.

3.1.6 Research production and scientific quality

As mentioned above, Fafo's ambition is to produce high-quality, policy-oriented research that contributes to the development of the Norwegian welfare state. The core research areas cover themes such as the labour market and labour conditions, migration, integration, skills, rights and security, and welfare and living conditions. Within these themes, Fafo has addressed a number of highly relevant issues.

Fafo produces both articles for international journals and reports that are often the result of commissioned work. These reports contain a vast amount of relevant information about the Norwegian welfare state, but their aim is usually to address specific current issues and disseminate the results in easily understandable language. These reports follow their own standards and are not part of this evaluation. In many cases, however, results from commissioned work ought to be presented in international reports or articles if this type of activity can be funded. Fafo mentions in the self-assessment that it gives financial support for writing articles based on commissioned work.

Fafo has registered three research groups for this evaluation and has submitted 10 publications from the institute. These ten publications represent very good quality research by the institute. They are published in relatively high-ranking journals or by acknowledged book publishers. The topics of the publications are all interesting and relevant to current social issues. The ten publications prove that Fafo has research capacity. However, the bibliometric data on the sociological publications by Fafo indicate that the publication points per researcher are somewhat below average and, accordingly, the share of Level 1 publications is somewhat higher than average and significantly higher than at the best research institutions. The low publication points average could partly be due to the workload that results from producing reports on commissioned work that are not part of this assessment. While acknowledging that it is important for Fafo to publish in Level 1 field-specific journals, the panel encourages Fafo to also publish more broadly and in Level 2 journals.

Since all research by Fafo is externally funded, long-term research funding is very important if it to be possible for researchers to further develop their academic skills and write articles for high-ranking journals.

Assessment of scientific quality: 3 - good

3.1.7 Interplay between research and education

Fafo has no teaching responsibilities and does not offer study programmes. However, several Fafo researchers are engaged by universities on an hourly basis and master's students are employed on Fafo's research projects.

3.1.8 Societal relevance and impact

As mentioned above, it is a goal for Fafo to produce research that addresses current societal challenges and to make the research results visible through various dissemination channels. Fafo has a dual strategy of disseminating research results to both an academic and a general public. Researchers produce journal articles and attend international conferences. They also produce reports and newspaper articles, and make speeches and presentations to a broad audience. Each researcher has an obligation to make his/her research known. This strategy is consistent with Fafo's purpose.

Fafo produces applied research for the central government and local authorities. A significant part of its scientific production is thus initiated by contractors, which to some extent validates its relevance. Part of this research is used in governmental white and green papers. To ensure the high quality of its

commissioned research, Fafo has implemented strict ethical standards and procedures for internal reviews of the institute's 'grey' publications.

Several of Fafo's projects have links to thematic priorities in the Norwegian Government's Long-term Plan for Research and Higher Education. Themes 3, 4 and 5 in particular are addressed in Fafo's research portfolio.

Fafo has provided evidence of very relevant and extensive dissemination of research results, including on business and human rights, trafficking, labour policy and pension issues.

3.1.9 Overall assessment

Fafo is a well-established and well-organised research institute for applied labour market and social research. Fafo only has minor basic funding and is therefore dependent on external funding. The institute has a clear strategy to produce research of high scientific quality that is relevant for users, the public, policymakers and fellow researchers. Fafo's strategy of disseminating research results to both an academic and a general public is very well received. The ten presented publications indicate that Fafo has capacity for high-quality research. However, the average publication points are low and more journal articles are published in Level 1 journals.

3.1.10 Feedback

Fafo can be recommended to increase the level of its academic publishing in order to attract more research funding. More cooperation with international researchers could be a way to increase the volume and level of the journal articles. It could also be fruitful to try to support intra-disciplinary research in the organisation and the production of scholarly articles based on commissioned work. Finally, Fafo could be recommended to achieve a more even distribution of research production among researchers to ensure the development of scientific competence among all researchers and a higher total level of scientific production.

3.2 Research group: Nordic Model on Labour Research

3.2.1 Organisation, leadership and strategies

Nordic Model on Labour Research (NMoLR) is a well-established interdisciplinary research group within Fafo that contributes in substantial ways to achieving Fafo's overall goals. The group has around 15 members, while four other members of staff are affiliated to the group. The group has a clear profile, an experienced leader and a well-functioning research structure, including seminars etc. The group receives external funding from the RCN, although most of its funding comes from a long list of external projects. International funding accounts for less than two per cent of the external funding. The large number of small-scale commissioned projects may lead to fragmentation and relative little time for international publication. NMoLR is well aware of this challenge and offers various incentives for writing international publications, for instance grants for two to three weeks a year for writing a scientific article.

3.2.2 Research personnel

The group consists of productive researchers who have specialised in labour relations and who play a key role in researching and disseminating information about the Nordic model. The group has an adequate gender balance (6 out of 15 are men). It has been difficult to recruit researchers with relevant PhDs. It is difficult to recruit international researchers due to the fact that all staff members must

engage in commissioned work and therefore must be fluent in Norwegian. Fafo has financed two PhD candidates.

3.2.3 Research production and scientific quality

NMoLR is a leading Norwegian group in studies of the Nordic model and industrial relations. The group advances the state-of-the-art in industrial relations, which can be seen as a multidisciplinary research activity. Even though some publications use general sociological concepts and methods, the group does not seem to have ambitions to promote the development of the discipline of sociology as such. Rather, the group works on an interdisciplinary basis and applies sociology to the empirical field.

The submitted publications consist of books or book chapters and articles in international Journals. A large share of the articles are published in *European Journal of Industrial relations* – a Level 1 journal that can be considered an important journal in the field. Several articles are co-authored with researchers from other institutions and/or are based on studies that put the Norwegian labour market in a comparative perspective.

3.2.4 Networking

The members of the group have several contacts with researchers in Norway and abroad. This results in research cooperation, comparative projects and sometimes joint research applications.

3.2.5 Interplay between research and education

The staff at Fafo have no formal teaching obligations and do not offer study programmes. However, several Fafo researchers are engaged by universities on an hourly basis and master's students are employed on Fafo's research projects.

3.2.6 Societal relevance and impact

The impact cases illustrate several examples of the group's high impact on Norwegian labour market policies.³⁹

3.2.7 Overall assessment

The group has a specific, clear and highly specialised industrial relations profile that combines commissioned and academic work. It is a multidisciplinary group that has a strong position within its field. There are relatively few examples of publications outside the specific industrial relations field. The group publishes a large number of reports from commissioned work, but these are not part of this assessment.

Assessment of research group: 3 - good

3.3 Research group: Migration and Integration

The Migration and Integration research group, which carries out research on immigration and integration, consists of ten people of whom four are PhD students. It does commissioned work as well as scientific work, and is almost entirely externally financed, by the RCN and others. The research group aims at high academic standards in its research, and balances this against the aim of being policy-relevant.

³⁹ The impact of FAFO is further elaborated on in section 27.7 in the discussion of the overall societal impact of Sociology in Norway.

3.3.1 Organisation, leadership and strategies

The group is led by research director Jon Rogstad (who is also affiliated to the Department of Sociology at NTNU) and consists of six researchers and four PhD students.

The group holds regular meetings and the aim is to collaborate, with junior and senior researchers working together.

The aim of the group is to publish in high-quality journals and to 'conduct ground-breaking applied research with a high degree of relevance and impact'. This meshes well with the overarching goal of Fafo, which is to balance applied policy-relevant research with a high academic level. The applied research is also commissioned to some extent.

Judging by the submitted publications and CVs, the research group publishes in decent journals overall, but it could certainly get even closer to its ambitious publication goals.

The research group is externally funded, and one distinctive characteristic is that commissioned work and the many small grants seem to be the foundation for its overall activity.

3.3.2 Research personnel

The research group tries to recruit the best PhD students in the field, and it also advertises internationally. However, it also wants to make it possible for administrative and temporary staff to qualify for academic positions. Whether this, taken together, is best practice is not easy to know.

The research group encourages collaboration between junior and senior members.

The research group is quite heavily female-dominated, and, judging by the names and the nationalities, no ethnic minority scholar is part of the group (though there is one Austrian citizen). It is possible that the commissioned work requires researchers to be fluent in Norwegian (cf. the assessment of Fafo in the institutional evaluation), which would (unnecessarily, perhaps) limit the pool of able applicants.

According to the self-evaluation, there has been some mobility in that they have hosted guest researchers at Fafo. There are a number of links to international scholars.

3.3.3 Research production and scientific quality

The total output from the research group is dominated by reports of different kinds and publications in Norwegian in lower-ranking outlets. While part of the output is published in good journals, most is not published in journals at the higher end of the scale.

The quality of the submitted publications varies, some very good, and all insightful, but with different levels of ambition. From a group of this size, it should be possible to increase the publication in high-end journals (and probably also the total production). It is possible, of course, that the balance between applied research and scientific production is difficult to reconcile with very ambitious academic goals. There are some tendencies to interdisciplinary approaches.

Overall, the group appears to be representative of Fafo in that it probably underachieves somewhat in scientific productivity, but nevertheless has a decent impact.

3.3.4 Networking

The research group is part of scientific networks, but it is not clear how much interaction there is. It mentions that such interaction should be increased.

Among the publications listed in the CVs, there is not an abundance of international collaboration, and there are almost no comparative studies.

3.3.5 Interplay between research and education

Fafo does not offer any teaching, but individual researchers are affiliated to university departments, or are engaged in teaching on an hourly basis.

3.3.6 Societal relevance and impact

The MI research group attends to the interests of society in two ways. Firstly, they write quite a lot of commissioned reports aimed directly at stakeholders. Secondly, they have other strategies, such as giving speeches, writing popular science articles in the mass media, breakfast meetings with report launches etc.

The case study submitted (about immigrant integration and introduction programmes) appears to have been influential, although its effects are mostly confined to the political level.

Overall, there is no doubt that the research carried out by the MI group at Fafo is of very high societal relevance.

3.3.7 Overall assessment

The group on migration and immigration is relatively strong, with some breadth in its approach to the topic, without appearing fragmented. It is probably the most merited group in Norway in this area and, as such, is an asset for Norwegian society as well as for Sociology.

The standard of the research is high but not exceptional. Like so many other research groups, it is quite varied not just in themes and methods, but also in scientific quality.

It is good that both Fafo and the MI research group are devoted to the idea of publishing (and publishing more) in high-quality international journals and books. This focus will increase the academic quality and also lead to improved quality in reports and briefings. So far, this goal has met with somewhat mixed success, but the potential to increase publication in internationally outstanding channels is certainly there.

It does seem unfortunate from a scientific viewpoint that the bulk of the financing consists of a multitude of very small grants. This will almost inevitably lead to short-term goals and a divided focus, and it will inhibit a deeper concentration on theoretical and methodological issues that require a longer time horizon, but which would probably increase quality.

Assessment of the research group: 3 - good

3.4 Research group: Evaluation of Pension systems, Retirement behaviour and Active ageing policy

3.4.1 Organisation, leadership and strategies

Evaluation of Pension systems, Retirement behaviour and Active ageing policy (PRA) is a well-established research group that has been carrying out research on pension systems and retirement since the beginning of 1990. The group has seven experienced group members, two of whom have

overall responsibility for the research. The group is part of one of the departments at Fafo and the seven group members are all employed at Fafo.

The research theme and strategy is in line with Fafo's overall aim of conducting high-quality academic research that is relevant to politicians, administrators and practitioners.

The group has received funding from the RCN for several projects. However, the main funding sources are private organisations and firms. This has resulted in a financial portfolio with a number of small contributions from several sources.

3.4.2 Research personnel

Most researchers have been recruited as master's graduates, although several of the group members have taken PhD studies as part of different PRA projects. Mobility between PRA and other national and international research groups and institutions mainly seems to take place at the PhD level.

3.4.3 Research production and scientific quality

A large part of PRA's production is published as national reports. Looking at the scientific articles, a few of the group members have produced a large number of articles in recent years, while the scientific production from the rest of the researchers in the group is somewhat lower.

The publications presented by the research group for this evaluation contains a number of interesting and relevant empirical contributions. They do vary in scientific quality, however. Some are fine coherent articles, while others lack coherence between subject and methodology, and some are primarily descriptive and debate-oriented. The articles are published in low-ranking journals.

3.4.4 Networking

PRA seems to have good networks among both politicians and researchers, as well as collaboration with different public and private organisations.

The group members take part in international research networks and are engaged in research collaboration with other Norwegian research institutes and with international research institutes and universities.

3.4.5 Interplay between research and education

PRA does not have a formal obligation to take part in teaching, but several of the researchers have taken on teaching responsibilities and have mentored PhD students. Some of PRA's publications are used as teaching material.

3.4.6 Societal relevance and impact

The group is very active in disseminating its research results. PRA has produced a large number of national reports on topics that are highly relevant to political decisions on pension systems and retirement policy. The group seems to have a significant impact on policymaking in the field. The results of the research have been used in government policy papers and reports, and they have been communicated to practitioners in the field. In the self-assessment, senior advisers from the public administration are cited as acknowledging the relevance and the quality of the research.

3.4.7 Overall assessment

PRA is a well-established research group with experienced members. Its funding portfolio consists of small contributions from several sources. The publications presented represent a number of interesting and relevant empirical contributions, and the group seems to have a significant impact on

policymaking in the field. However, publications vary in scientific quality and most of them are published in rather low-ranked journals.

The scientific research could benefit from more large research grants. It needs to see more articles being published in high-ranked journals. The group might consider attracting more young researchers as permanent members and linking up with international research fellows.

Assessment of the research group: 2 - fair

4 Hedmark University of Applied Sciences, Faculty of Public Health

Hedmark University of Applied Sciences, Faculty of Public Health					
Units included in the evaluation of sociology	Faculty of Public Health: - Dept. of Health Studies, Dept. of Dental Care and Public Health, and Dept. of Sports and Physical Education)			Listed researchers	8
				Listed research groups	0
				No. of researchers in listed research groups	0
Other units of the faculty (institution)	Dept. of Nursing			Training, recruitment and academic positions	
					2014
				No. of PhD graduated at the institution per year	
				Male/Female	-/-
					-/-
					-/-
R&D expenditures and sources of funding (1000 NOK)				Total per year	-
					-
					-
				No. of positions announced / No. of qualified applicants per year	
	2014	2015	2016		
Funding of the institution				PhD positions	-/-
					-/-
Total expenditures	1 887	2 190	2 517	Post.doc positions	-/-
					-/-
				Permanent positions	-/-
					1/8
Types of funding				Education	
Core funding from the Norwegian gov.	1 877	2 190	2 517	Study programmes BA level	
External funding, RCN	559	756	1 188	-	
External funding EU	0	0	0	Study programmes MA level	
External funding, other sources	0	0	0	-	
				Other	
				January 1 st 2017, Hedmark University of Applied Sciences (HUAS) and Lillehammer University College (LUC) merged and became Inland Norway University of Applied Sciences (INN University). The descriptions mainly refer to HUAS. Former LUC is also participating in SAMEVAL.	

Source: The Research Council of Norway, Self-assessment report for the institution, 16/12960

4.1 Sociology at the institutional level

The Faculty of Public Health at Inland Norway University of Applied Sciences is part of the former Hedmark University of Applied Sciences (HUAS), which is the institution that is listed for the evaluation. Resulting from a merger with Lillehammer University College (LUC), Inland Norway University of Applied Sciences was formally established in January 2017. Hedmark University of Applied Sciences dates back to 1994, when it was founded as a result of a merger between four state colleges in the region. The institution offered about 100 study programmes. The sociologists listed for this evaluation were associated with three of four different departments under the Faculty of Public Health.

4.1.1 Organisation, leadership and strategy

The institution is the result of a merger between HUAS and LUC in January 2017. It is therefore still in the throes of transition and is difficult to evaluate at the present time. The primary objectives of the institution are currently (1) to gain university status, (2) to enhance local and regional professional and economic competence.

Sociological work takes place in the new Faculty of Public Health, but there is no department of sociology or degree in sociology. Sociological research takes place in connection with public health, and the specialisations are sport sociology (the newly founded research group Sport and Culture in Society) and mental health. The numbers involved are small and there is no real need for strategy or strategic leadership given the level of resources available.

4.1.2 Institutional follow-up of previous evaluations

Inland Norway University of Applied Sciences, Faculty of Public Health has not been part of previous evaluations.

4.1.3 Resources and infrastructure

There are relatively few resources. Time is allocated for staff research (R&D) and there are small amounts of funding available. Two small grants from the RCN for 2016 are the main external grants. There is some administrative support for research.

4.1.4 Research environment

The University provides a library and IT resources, and it is planning a digital technology centre, but there is no specific information that is relevant to the research environment for Sociology.

4.1.5 Research personnel

Research is conducted by staff engaged in a teaching programme in public health. One PhD student is currently in place, but no information is given about other dedicated research staff. Doctoral students are taught in association with other universities, but there are no such students under such arrangements in the sociological area at present. The intention is to expand PhD provision in the future.

4.1.6 Research production and scientific quality

Research production mainly takes place in the areas of (1) sport, and (2) the social science of mental health. The former involves three members of staff in association with three scholars at other institutions. With respect to the latter, it is said that 'several groups' are operating, and that the project on Recovery Oriented Green Care Services has involved several researchers and one PhD student. Both groups have international collaborators. A third strand of research, PE educational research and its relation to mental health, is identified.

Five journal articles written by two members of staff and published between 2008 and 2017 were identified for assessment. They were published in outlets that are suitable for the research being conducted, but only one item is in a Level 2 journal. The overall publication record is low relative to the average for the units involved in the national assessment.

Assessment of scientific quality: 2 - fair

4.1.7 Interplay between research and education

Sociology is taught exclusively in support of other degrees in the field of public health. Appointments of sociologists are primarily made with an eye to covering teaching needs rather than for research purposes. Overall research is subordinate to teaching requirements. The university does have some schemes for supporting and encouraging research, however.

4.1.8 Societal relevance and impact

The primary objectives of the university are to contribute to the augmentation of local and professional competence (in which connection there is evidence of collaboration with local non-academic partners). There are no means of evaluating success in the current evaluation. The main examples of impact (no impact study was submitted) were the dissemination of knowledge through reports, lectures and popular writings. The effects of such activities are always difficult to prove and there is a body of evidence that would suggest that this is not the most efficacious route to intervening in policy or achieving institutional change.

4.1.9 Overall assessment

This is a small pocket of sociological research nested within a larger organisation for the teaching of public health. Staff are largely appointed on the basis of teaching needs; hence, it is unsurprising that the research and scholarly writing undertaken is rather heterogeneous. Research funding is very limited at present. There is no focus that, at the current level of resources, would be likely to make an impact on international sociological research. There are two fields where research is proceeding with some success – sport and mental health in education. The volume and level of scholarly output is limited, as indicated by Appendix F.

4.1.10 Feedback

The SWOT analysis gave a realistic assessment of the strategic options and constraints facing the development of sociological research at Inland Norway University of Applied Sciences, Faculty of Public Health. Current priorities are no doubt ones associated with the merger and the founding of the university. The identified contribution to local competence is probably the most important one. At present, the resources required to make a significant contribution to sociological research at the international level are not available, and it would be a diversion from more feasible and more valuable activities to try to make this a primary objective. Building upon the existing two main fields of research – sport and mental health – may be the most effective strategy in the immediate future.

5 Institute for Social Research

Institute for social research							
Units included in the evaluation of sociology	- Institute for Social Research			Listed researchers	18		
				Listed research groups	1		
Other units of the institution				No. of researchers in listed research groups	11 (15 CVs)		
				Training, recruitment and academic positions			
					2014	2015	2016
				No. of PhD graduated at the institution per year			
				Male/Female	-/3	-/-	-/-
				Total per year	3	-	-
R&D expenditures and sources of funding (1000 NOK)				No. of positions announced / No. of qualified applicants per year			
	2014	2015	2016				
Funding of the institution				PhD positions	1/17	-/-	-/-
Total expenditures	43 113	57 501	59 022	Post.doc positions	-/-	-/-	-/-
Types of funding				Permanent positions	3/20	8/50	4/22
				Education			
Core funding from the RCN	10 587	10 577	10 977	Study programmes BA level			
External funding, RCN	33 378	40 854	43 844	-			
External funding EU	751	2 423	2 515	Study programmes MA level			
External funding, other sources	29 430	26 693	29 507	-			
				Other			
				The Institute for Social Research is not organised along disciplinary boundaries and does not have strategies for employment that differs across disciplines. The numbers of positions announced above is therefore identical across the three panels the institute reports to.			

Source: The Research Council of Norway, Self-assessment report for the institution, 16/12960

5.1 Sociology at the institutional level

The Institute for social Research (ISF) is an Oslo-based, independent research institute founded in 1950. The institute played a critical role in the establishment and expansion of social research in Norway, and its core areas are research on society, politics and working life. It combines basic and applied research, publicly funded scientific research and commissioned research. The institute employs about 60 researchers, of whom 18 are listed for the evaluation of Sociology.

5.1.1 Organisation, leadership and strategy

The institute is organised in thematic research groups. In addition, it has two centres that emphasise particular research areas, cutting across the research groups, which is somewhat confusing since the themes addressed by the centres and the groups overlap. In addition, which is common in Norway, ISF relies on external funding allocated in open competition for its budget, either through external contracts such as commissioned research from policymakers or funding from RCN. This, in turn, could also influence what research questions are asked. In cooperation with the research groups and the research centres, the research itself is organised in projects, which span both groups and centres.

The institute is managed by a director, and there is also one research director per group with HR responsibility. The research director divides his/her time between research and management. The centre directors do not have HR responsibility, and hence have more time for research. The four research directors are also responsible for strategic project development and acquisition. ISF has around 60 researchers and some affiliated researchers. This sounds like quite a lot of organisation for the number of researchers involved, but such concerns can only be raised if the organisation also creates inertia or inefficiencies.

ISF has suitable goals, namely to uphold high academic standards while being policy-relevant and a resource for politicians. It also has ambitions to increase international collaboration and exchanges. The impression from the publications is that there are relatively few international comparative studies. The area where ISF is really strong is societal relevance.

5.1.2 Institutional follow-up of previous evaluations

The 2010 evaluation of Sociology recommended ISF to increase its international collaboration and publication. ISF reports that this has been done, and it produces many international publications, and reports that the share has increased. It also states that there is more international collaboration, which is underpinned by a new NORFORSK research centre. However, a lot of the international contacts appear to be Nordic – which is not a problem in itself, and possibly a consequence of the focus on welfare state policies and related research problems.

Another comment from previous evaluations was the recommendation to strengthen the theoretical content of the research. ISF claims that this has been done as well.

5.1.3 Resources and infrastructure

Resources and infrastructure appear to be satisfactory. One real advantage is the availability and collection of relevant and topical data. How much these data are utilised would require a study of its own.

5.1.4 Research environment

ISF hosts weekly seminars at which research findings are presented and debated. These seminars often have 50–100 participants (relevant stakeholders, policymakers, the press, fellow researchers) and are widely covered in the media.

ISF co-organises an annual two-day event – the Vilhem Aubert Memorial lecture - which celebrates outstanding contributions to sociology, by inviting internationally renowned sociologists to give a lecture at the University of Oslo and hold a seminar at ISF.

5.1.5 Research personnel

Hiring practices appear to be satisfactory. A PhD is a requirement, advertisements are open, and the institute has had 92 qualified applicants for the last 15 positions. Because ISF does not offer PhD training, recruitment is almost only external, from universities, which safeguards against the problem of too much internal recruitment, which is common in Scandinavian countries. Still, a substantial number of researchers appointed to permanent positions at ISF have an ISF history, and have often been employed by ISF as PHD students.

The self-assessment reports that the European Charter and Code is not a problem at ISF (or in Norway generally).

There is a transparent career path from Researcher II to Researcher I (and then possibly to becoming Research Director).

There is good gender balance, but no information on diversity. The age structure perhaps leans too much towards young scholars (they have some problems retaining people, which is good in a way, because it shows that the researchers there are deemed to be qualified for academic positions at universities). As a result, mobility appears to be relatively high.

5.1.6 Research production and scientific quality

The scientific quality is high, but not outstanding – to reach excellence would probably require more merited researchers and more focus on international collaboration and publication. It is noteworthy that, in the Damvad report (that analyses ISF as a whole, not just sociologists), only 5% of all publications are co-authored with international colleagues, a figure that is very low in both absolute and relative terms.

According to the Damvad report (again, all disciplines; and considering the entire publishing profile, and not just the ten selected publications), ISF's publications are to a very large extent in Norwegian.

The ten publications submitted are of high quality overall, published in highly (but not top) rated journals, and occasionally well cited. They present a mixture of topics that are treated with insight and skill. They are methodologically sound overall. There is some room for improvement since none of the articles are theoretically or methodologically innovative.

Overall, ISF is doing quite well on the citation and international recognition front, except for the OECD impact comparison (this indicator suggests that it is stronger domestically than internationally).

Assessment of scientific quality: 4 - very good

5.1.7 Interplay between research and education

ISF is an independent research institute, outside the university system, so there are no formal requirements to teach. Individual researchers at ISF nevertheless have strong connections to

universities (mostly UiO), and both teach and supervise. This ensures that research results and field knowledge are transmitted from ISF to the student body.

5.1.8 Societal relevance and impact

ISF is strong on dissemination and user interaction, with numerous popular science events and publications.

The research is certainly highly relevant for policy and for many external users. The two cases described – ethnic discrimination in the labour market and honour-based violence etc. – clearly attest to the impact ISF's research has had on various levels of Norwegian society, from legislation to practitioners, and further to the general public.

The research is clearly linked to the Long-term Plan for Research and Higher Education, particularly Goal 3 (welfare, health, and care services).

5.1.9 Overall assessment

ISF is a mixture of an institute for high-quality academic research and more applied social research; and has a mixture of funding that promotes both – but with a large share of funding based on external contracts such as commissioned work, which means that much research has to be streamlined to fit policy-relevant research. As the reporting is to a great extent done in Norwegian, this also brings with it the risk of ISF not hiring international scholars.

The mixed profile of ISF is underscored by the target audience for academic publication, where ISF assigns 45 per cent to the international academic audience (but only 20% outside academia).

ISF is cross-disciplinary, although with a strong sociological profile. Cross-fertilisation is possible, but has not been evaluated here.

ISF's core areas – including work, welfare, immigration, civil society, gender, and inequality – are both central to sociological theories and research and areas that are of either constant or increasing general interest. Societal relevance is very high, and ISF has, for example, been quick to launch projects on migration, which is a phenomenon of rapidly increasing relevance in Norway, as well as in other Western European countries.

The scientific quality is high, but not outstanding – in order to reach excellence ISF would probably need more merited researchers and more focus on international collaboration and publication. ISF has experienced something of a generational shift recently, so this could lie some years ahead, but, with far-reaching goals and a steady course, it is possible.

The policy relevance of the research conducted as ISF is high, and there is no doubt that ISF is an asset for policymakers and other stakeholders outside academia. The impression is that the way researchers disseminate their results is professional, innovative and serious.

5.1.10 Feedback

ISF seems to be on the right path to improving its international collaboration and publication, and this should be encouraged.

The recruitment of top-notch international academics, either to jobs or as visiting researchers, could initiate comparative research that is internationally competitive. Access to high-quality empirical data at ISF is an asset that could perhaps be used more fully.

One of ISF's goals is that research should be independent, but the financial situation, with great dependence on external funding, is a challenge. It would be preferable if ISF had a greater share of its funding from international sources – the dependence on targeted governmental funding is currently high.

5.2 Research group: Equality, inclusion, migration

The research group Equality, inclusion, migration (Likestilling, integrering, migrasjon - LIM), within the Institute for Social Research, focuses on gender and immigration, and their interaction. There are eleven full-time employees, and four affiliated professors at the University of Oslo. Most members of the research group appear to be sociologists, with the odd political scientist.

5.2.1 Organisation, leadership and strategies

The group is headed by Liza Reisel, who is research director. There is a good seniority spread in the group, with several members being in their 30s. However, there are no PhD students, so they lack the younger generation.

The group meets and discusses common concerns and grant applications, which sounds good.

The group has high goals: to produce high-quality research and publish internationally. The publications reviewed, as well as those in the CVs, point to some success in this, although the group is quite heterogeneous when it comes to reaching these goals. The potential is there, as the best members of the group clearly live up to the goals.

It should be mentioned that, when reviewing more extensive publication lists, there are a lot of publications in lower-ranking outlets and in Norwegian (and we know that the institute as a whole has an extreme bias towards this). It would seem that the research group could strike a better balance between reports etc. in Norwegian and internationally viable articles and books. This might not only increase the number of international publications, but also improve the quality overall.

The group appears to have the infrastructure it needs.

One of the aims of the research group is to focus on societal relevance, and it also publishes reports for the Government etc. These are not very visible in the submitted material, however.

5.2.2 Research personnel

Hiring appears to be based on best practice. The research group is dominated by women, but, given the size of research group, this does not appear to be a problem. There is no information on ethnic minorities.

There is a career path, as senior research fellows can advance to become research professors. There are no PhD candidates in the research group.

As regards mobility, the self-assessment mentions that ISF supports sojourns abroad, but there does not seem to be any more detailed information about this. Three members of the group are newly hired, however, so there has been an inflow (although it appears that those who have previously been PhDs at ISF are then hired as permanent employees, which is not always a good thing for mobility).

5.2.3 Research production and scientific quality

The scientific quality varies from high-end publications to rather low-ranking ones: the average is slightly above the average in the field. The group is also quite diverse in terms of what it publishes, as regards themes, methods, writing styles, publication outlets and research problems – although they do keep to the overarching theme of gender and immigration. The upside of this is that they cover many aspects of their main theme, and include members with different skill-sets, but it also gives an impression of a rather fragmented research group.

If the research group is traced back in time, members of the gender research group have been important historically for initiating research on gender and family relations. The current research group set-up is perhaps somewhat less merited in this respect, but it remains influential by leading a centre on gender studies. Research on immigration has been similarly influential, and a recent study of ethnic minority discrimination is noteworthy.

There are not many signs of interdisciplinary research, although there are occasional collaborations with political scientists.

5.2.4 Networking

The research group has a lot of international contacts and participates in a number of international projects. It also received a grant for a centre for gender studies from NordForsk, which will ensure some stability as regards collaboration. It will be important for the research group (and ISF as a whole) to produce co-authored publications of high quality as a result of this collaboration.

5.2.5 Interplay between research and education

There is no institutional connection with any university, and ISF (as a research institute) does not provide teaching or master's or PhD programmes. However, individual researchers at ISF, and in the research group, do have a strong connection to universities (mostly UiO), and both teach and supervise. This should ensure that research results and field knowledge are transmitted from ISF to the student body.

5.2.6 Societal relevance and impact

It is clear that the research group carries out research that is highly relevant to Norwegian society. Questions relating to gender relations and ethnic minority discrimination and integration are central to modern Western societies, and this research group certainly contributes to addressing them.

The case study of female representation in boardrooms – increasing from 6% to 40% by law between 2002 and 2009 – is a good example of how influential the research group's research has been, particularly in Norway, but also in various forms in other countries. At the same time as there are many popular publications on this issue, and several in serious domestic outlets, there is no scholarly article in a high-quality journal reporting this exciting phenomenon.

Another case study, about the reception of asylum seekers in Norway, likewise shows how the research group could help the Norwegian authorities to develop strategies and policy. ISF as a whole appears to be very strong at carrying out investigations of different kinds, many undoubtedly of great value.

5.2.7 Overall assessment

The research group is relatively strong in its area, gender and immigration, and it produces some high-quality publications in renowned scientific journals. It undoubtedly plays a strong part in ISF's overall strategy of aiming for academic excellence and addressing issues of societal relevance. However, at the same time as some of the research is internationally competitive, the quality varies quite a lot.

Moreover, the research by the group gives the impression of being fragmented. Within the field, group members do address very different problems using very different methods, have different levels of ambition, and publish in outlets of very different quality. There are certainly some advantages here – the group has a broad skill-set, for example – but there may also be disadvantages that make it difficult to lift the less ambitious publications to the high levels of the more ambitious ones.

The research group has a proud tradition of being strong in terms of influencing policy, and ISF is also an institute that is quite close to the government and public administration. The bulk of publications are in Norwegian - and there are few in the highest-ranked journals. It is possible that the focus on investigations and report writing takes some of the edge off its scientific performance. There is arguably always a balance to be struck for a research institute like ISF, as for research groups and individual researchers, and a more in-depth study would be needed to judge the total performance. However, the question must be asked in this forum – evaluating the academic achievements – of whether the research group is actually underperforming academically. The potential to improve is certainly there.

The challenge for this research group appears to be to increase its visibility in the international sociological community by publishing more in highly rated journals and/or with top book publishers, and to increase international collaboration and co-authorship. There is clearly a balance between commissioned work and academic work, but judging by the best publications, the potential for improvement of the academic work is certainly there. And this applies particularly to the international publications, which are in the minority.

The research group is clearly diverse, and the downside is a kind of fragmentation. This may not be a big problem, but with strong leadership and strategic recruitment, it should be possible to increase the total output, and the quality of it as well. The NordForsk centre for gender studies has the potential to achieve both of these aims, and to increase internationally comparative studies as well.

Assessment of the research group: 3 - good

6 Institute of Transport Economics

Institute of Transport Economics							
Units included in the evaluation of sociology	- Dept. of Safety, Security and Environment			Listed researchers	7 ⁴⁰		
				Listed research groups	0		
				No. of researchers in listed research groups	0		
Other units of the institution	- Dept. of Economics and Logistics - Dept. of Mobility and Organisation			Training, recruitment and academic positions			
					2014	2015	2016
				No. of PhD graduated at the institution per year			
				Male/Female	-/1	-/-	-/-
				Total per year	1	-	-
				No. of positions announced / No. of qualified applicants per year			
R&D expenditures and sources of funding (1000 NOK)							
	2014	2015	2016				
Funding of the institution				PhD positions	-/-	-/-	-/-
Total expenditures	120 215	119 088	125 027	Post.doc positions	-/-	-/-	-/-
Types of funding				Permanent positions	3/NA	4/39	3/51
Core funding from the Norwegian gov.	18 266	18 761	19 146	Education			
External funding, RCN	25 570	27 516	42 415	Study programmes BA level			
External funding EU	6 174	8 191	2 268	-			
External funding, other sources	73 732	61 549	64 493	Study programmes MA level			
				-			
				Other			

Source: The Research Council of Norway, Self-assessment report for the institution, 16/12960

⁴⁰ This number contains 4 sociologists and 3 political science researchers.

6.1 Sociology at the institutional level

Institute of Transport Economics (TØI) was founded in 1964 as an institute affiliated to the Research Council of Norway, and it was reorganised as an independent, private institute in 1986. It functions as a national centre for research on transport and society, and combines publicly funded scientific research with commissioned research for both private and public actors. It employs more than 80 researchers from different disciplines, seven of whom are listed for the evaluation of sociology.

6.1.1 Organisation, leadership and strategy

What stands out in TØI's self-assessment is its strategy to prioritise interdisciplinary research, which has been the main driver of its organisation, which is divided by research themes and not classical disciplines. Its report is on the safety group, which is part of the 'Safety and Environment' department. There are only four sociologists working in this department, and, in spite of a good self-assessment report, the contribution of sociologists is bound to be limited. In the other department 'Mobility and Organization', there are seven sociologists involved, so that the overall engagement of sociologists at TØI is not insignificant (the third largest discipline). However, its role is not clearly presented in the report. The department and the research areas have several strategies for research development. In addition to requiring funding from the Norwegian Government, TØI also cooperates with international research bodies, either through applications for EU funding or through participation in workshops and conferences. This, in turn, is reflected in a good publication record in international peer-reviewed journals.

6.1.2 Institutional follow-up of previous evaluations

TØI was not part of the previous evaluation of sociological research in 2010.

6.1.3 Resources and infrastructure

Though most of its time is spent on external research projects, the institute is highly motivated to produce research of high international quality. For this reason, TØI also uses internal time for research development when necessary. The institute's most prioritised form of research dissemination is through journal articles, which is financially supported (if not through external funding, then through internal support).

6.1.4 Research environment

TØI seems to be active in maintaining a good research environment through participation in international workshops, conferences and networks. It is unclear, however, what the internal engagement is in terms of guest lectures, summer schools or seminar series within or across departments.

6.1.5 Research personnel

TØI has a clear recruitment strategy at both the junior level – the recruitment of new master's graduates – and the senior level – experienced researchers. They are also active in PhD training. TØI stimulates its employees' (with at least 2 years' seniority) further education and development by granting them up to one year's leave. This opportunity does not seem to be used very frequently, however.

The institute supports the recommendations of the European Commission in the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers.

There is no information on the personnel balance in terms of age or ethnic diversity. As regards gender, the balance decreases with seniority level. There is no specific strategy for addressing this, as it is assumed, according to the interview, that time will resolve it. However, in 2016 the institute appointed 12 researchers, 10 of whom were female.

6.1.6 Research production and scientific quality

The institute's main Traffic Safety research fields are: Safety and Crash Countermeasures, Safety and Behaviour, and Safety and Organisation. Due to its strategy to prioritise interdisciplinary research, the institute has increasingly produced research of an interdisciplinary nature. The selected publications are in well-ranked journals, though their focus is rather narrow: four of them were in the same journal on Accident Analysis and two were meta-analyses. More importantly, in spite of its goal to produce interdisciplinary research, the sociological contribution is almost absent. Although the scientific quality of its work is high with respect to other disciplines, this is not the case for international sociology.

Assessment of scientific quality: 3 - good

6.1.7 Interplay between research and education

The institute addresses the interplay between research and education (1) by engaging senior researchers as tutors for MA and PhD students; (2) by involving various researchers in teaching at university level; and (3) by stimulating PhD students to become involved in staff research activities. Applied research is the institute's main activity, however.

6.1.8 Societal relevance and impact

TØI generates knowledge about transport safety and local environmental problems that is relevant to planning and decision-making processes. It has very strong strategies for dissemination and knowledge exchange, such as reference groups and meetings with stakeholders; its website; use of social media; news media, TØI reports, academic papers, presentations at seminars and conferences. The institute's research has various links with the thematic priorities set out in the Norwegian Government's Long-term plan for research and higher education. Moreover, its research is the most-cited in Norway, and, judging by the submitted cases, it seems to be very beneficial to society, public policy and services, and the quality of life in general.

6.1.9 Overall assessment

TØI has established a good profile in applied research, which is demonstrated in well-ranked, albeit fairly specialised, international publications as well as in valuable societal impact in Norway. However, it is hard to evaluate either the sociological contribution or the overall reach of this research among sociologists. No strategy is in place to explicitly strengthen or raise the profile of sociology within TØI.

6.1.1 Feedback

TØI needs to shift its focus and become more international in terms of funding and strengthen the contribution of sociology to its interdisciplinary research. An explicit strategy and reflection on the relative contributions of interdisciplinary and discipline-based research and the ways each are to be fostered would be valuable going forward.

7 IRIS International Research Institute of Stavanger

IRIS International Research institute of Stavanger							
Units included in the evaluation of sociology	IRIS Social Sciences research activities are organised through three research groups: (1) Working life and safety, (2) Welfare, politics and policy and (3) Business development and innovation			Listed researchers	7		
				Listed research groups	0		
Other units of the institution				No. of researchers in listed research groups	0		
				Training, recruitment and academic positions			
					2014	2015	2016
				No. of PhD graduated at the institution per year			
				Male/Female	-/-	-/-	-/-
				Total per year	-	-	-
				No. of positions announced / No. of qualified applicants per year			
R&D expenditures and sources of funding (1000 NOK)							
	2014	2015	2016				
Funding of the institution			PhD positions	-/-	-/-	-/-	
Total expenditures	49 355	44 611	40 052	Post.doc positions	-/-	-/-	-/-
Types of funding			Permanent positions	0/0	0/1	1/4	
Core funding from the RCN	6 290	6 504	6 787	Education			
External funding, RCN	17 468	19 843	14 865	Study programmes BA level			
External funding EU	2 066	155	698	-			
External funding, other sources	23 056	17 569	19 658	Study programmes MA level			
				-			
				Other			
				We do not have a record of all applicants, so the numbers are a best guess. None of the researchers in the sociology panel is recruited in the period 2014 – 2016.			

Source: The Research Council of Norway, Self-assessment report for the institution, 16/12960

7.1 Sociology at the institutional level

IRIS International Research Institute of Stavanger is a Stavanger-based research institute founded in 1973, owned equally by the University of Stavanger and the regional foundation Rogaland Research. It is an independent research institute that focuses on applied research within a broad range of thematic areas. The sociologists listed for the evaluation of Sociology are all part of IRIS Social Sciences, which conducts research on working life and safety; welfare, politics and policy; and business development and innovation. From January 2018, IRIS will form part of a new research institute that is the result of a merger between IRIS, Uni Rokkan, Christian Michelsen Research, Teknova and Agder Research.

7.1.1 Organisation, leadership and strategy

The institution has relevant goals and seems to use an appropriate strategy to pursue them. In terms of leadership, it reports many leading positions such as research directors, project leaders and heads of research. It is unclear who the clients and users are. There seems to be quite a limited number of administrative staff for 35 to 40 researchers. The institution's research funding is predominantly national; about 15 per cent is core funding and about 35 per cent external funding from the RCN, whereas the rest is obtained through collaboration with national clients. There is some European external funding, although this seems to be limited. IRIS has suffered from losing senior staff to the universities in the region, thereby risking underdevelopment of academic research, with a limited number of interesting research projects, and limited EU and other external funding.

7.1.2 Institutional follow-up of previous evaluations

IRIS has made efforts to implement strategies based on the recommendations from the recent Evaluation of the Norwegian Social Science Research Institutes (2017). The suggestion for growth and development based on strengthening IRIS's comparative advantages has been addressed by merging with other research institutes.

7.1.3 Resources and infrastructure

The self-assessment only mentions reliance on data from previous research. Thus, given the broad variety of resources and infrastructure that is available for high-quality research and IRIS's goal of being active internationally, the institution does not score very highly on this point.

7.1.4 Research environment

The self-assessment emphasises the exchange of knowledge through conferences, seminars, and networks, with participation in international academic conferences being a priority. It is hard to evaluate its impact, as it is unclear how many such exchanges take place annually and also what their academic quality is.

7.1.5 Research personnel

IRIS implements a balanced gender policy at all levels. It is unclear what the situation is in terms of age and ethnic diversity. Career paths seem to only involve supervision of PhD students (only two of whom in sociology) or encouragement of young researchers to pursue a PhD trajectory. Career paths for postdocs or young staff members are not mentioned. The institution has not implemented the European Charter and Code because it argues that formalisation of the process will be time-consuming. However, it states that it is certified according to many other standards. National and international mobility of researchers is not structured, but seems to be offered occasionally through research stays abroad for PhD students and postdocs.

7.1.6 Research production and scientific quality

Research production is primarily based on RCN funding. The sociology section has submitted five out of ten possible publications, which indicates rather low research production. Most of the work is interdisciplinary, although with a fairly small sociological contribution that primarily focuses on Norway. The journals are very specialised and their scientific quality varies. Most of the sociology researchers seem to have worked on safety, organisation of work, and work and health, with one exception on culture and migration (according to the list of publications submitted), which is the study with the most sociological contribution by far. Their focus on these areas of research fits well with the research goal of the institute as a whole, but the question remains whether there is any noticeable sociological contribution to such goals. Furthermore, they report that the contribution is both theoretical and empirical, but the publication list only confirms the latter. Their strategies for research development and scientific publications are: RCN-funded projects and internal literature seminars, writing skills and international conference attendance. Firstly, ambitions for EU funding should be pursued. Secondly, more collaboration should be encouraged with Norwegian universities and researchers, either on training or on writing joint scientific work.

Assessment of scientific quality: 2 - fair

7.1.7 Interplay between research and education

Such interplay is fairly non-existent, as IRIS primarily focuses on applied and scientific research and is typically not involved in teaching, except for a few individual cases.

7.1.8 Societal relevance and impact

IRIS's sociology section has clear strategies for disseminating knowledge to society at large. Its work has links to the thematic priorities set out in the Norwegian Government's Long-term Plan for Research and Higher Education. Though this link seems to be to welfare, health and care services, the impact case reported is on safety. This one case clearly shows the societal relevance and impact of the institution.

7.1.9 Overall assessment

IRIS has undergone tough reorganisation processes, which were necessary after the last evaluation. This has weakened its academic position, however, since many good scholars have left the institution. This is reflected in a rather weak scientific profile, with primarily applied-research publications related to Norway and in rather specialised outlets. The contribution of sociology as a discipline to the academic output, and vice versa, remains unclear. Finally, the resources provided are quite sparse given the research time available.

7.1.1 Feedback

In spite of its reorganisation, IRIS needs to decide what its comparative advantage is. If it is producing internationally-recognised scientific work, then more scientific collaboration with other research institutes and securing more EU funding should be encouraged. Hiring internationally-oriented researchers would also help to widen its horizon. If it is contributing research impact to Norwegian society, then it could narrow its choices and try to expand the team of researchers with a more specialised focus on nationally relevant issues.

8 Lillehammer University College

Lillehammer University College							
Units included in the evaluation of sociology	- Dept. of Education and Social Work, - Dept. of Economics and organisational studies - Dept. of Social sciences			Listed researchers	28		
				Listed research groups	1		
				No. of researchers in listed research groups	18 (18 CVs)		
Other units of the faculty (institution)	- Dept. of Television Production - The Norwegian Film School			Training, recruitment and academic positions			
					2014	2015	2016
				No. of PhD graduated at the institution per year			
				Male/Female	-/-	-/-	-/1
				Total per year	-	-	1
R&D expenditures and sources of funding (1000 NOK)				No. of positions announced / No. of qualified applicants per year			
	2014	2015	2016				
Funding of the institution				PhD positions	-/-	8/57	6/73
Total expenditures	30 049	34 049	37 406	Post.doc positions	-/-	0/0	1/11
Types of funding				Permanent positions	-/-	1/8	6/41
Core funding from the Norwegian gov.	2 736	2 712	2 792	Education			
External funding, RCN	7 426	9 003	4 746	Study programmes BA level			
External funding EU	0	0	0	- Child Welfare			
External funding, other sources	2 144	7 857	9 917	Study programmes MA level			
				-			
				Other			
				January 1 st 2017, Hedmark University of Applied Sciences (HUAS) and Lillehammer University College (LUC) merged and became Inland Norway University of Applied Sciences (INN University). The descriptions mainly refer to LUC. Former HUAS is also participating in SAMEVAL.			

Source: The Research Council of Norway, Self-assessment report for the institution, 16/12960

8.1 Sociology at the institutional level

Lillehammer University College (LUC) was founded in 1994, when the former Oppland Regional College was awarded status as a state college. With effect from 1 January 2017, LUC and Hedmark University College merged to become Inland Norway University of Applied Sciences. LUC offered study programmes in a number of different subject areas, including health and social work, business and administration, tourism and social sciences. LUC was organised in five faculties, and the sociologists listed for this evaluation cut across three of the five faculties at the former LUC.

8.1.1 Organisation, leadership and strategy

LUC is a university college with five faculties (thematic units). Their ambitions are to build a stronger academic and research environment, to have more national and international impact, to achieve higher academic and educational quality, and to achieve university status in 2020.

Sociology as a discipline is not regarded as a separate research field, but it is used in the research carried out by three of five units. More specifically, sociology is part of the interdisciplinary work in a number of different research areas. That makes it hard to fulfil the ambition of this evaluation, namely to assess the contribution of LUC's research to sociology as a research area.

In addition to the rector, who is employed (compared to being elected in the past), LUC has a vice rector for teaching and a vice rector for research. Each faculty has a dean who is responsible for both teaching and research.

LUC aims to offer education based on academic and artistic research and development (R&D) and experimental learning. Its strategy is to increase participation in international R&D activities based on funding from the RCN and the EU, among others. According to the self-assessment, LUC's aim is to strengthen the international perspective in research and education. It endeavours to strengthen academic qualification by stimulating publication in national and international journals and through participation in international conferences.

The academic staff are encouraged, and supported, to publish in international journals, to present papers at international conferences, participate in international research networks and research projects. LUC has initiated a programme to facilitate EU research applications. The goal has been to develop promising project ideas.

8.1.2 Institutional follow-up of previous evaluations

LUC did not take part in the previous evaluation of Sociology in Norway.

8.1.3 Resources and infrastructure

LUC reports that external funding accounts for about 39% of its total expenditures in 2016, down 10 percentage point from 2015. Whereas RCN was the largest external source of funding in 2015, other Norwegian public and private sources nearly doubled the share of external funding from the RCN in 2016. Of the total expenditure, 84 per cent is spent on research personnel in 2016. In the self-assessment, LUC mentions the limited resources from the national budget as one of the 'threats' to the college.

8.1.4 Research environment

LUC has recently merged with Hedmark University College, and did not provide any information on the research environment.

8.1.5 Research personnel

LUC has 372 staff members (equivalent to 207 full-time research personnel), of whom 28 are listed for this evaluation. About 60 per cent of the staff are associate professors and 20 per cent are full professors. Both associate and full professors dedicate 45 per cent of their time to R&D activities and 50 per cent to teaching. Lecturer positions, on the other hand, dedicate 25 per cent of their time to R&D and 70 per cent to teaching.

LUC has a transparent career path that is equivalent to the career path at universities. Over the last few years, LUC has especially hired PhD students and new assistant professors due to a lack of teaching personnel.

International recruitment has been increasing, but mainly from other Nordic countries and particularly PhD students. The institution has international partnerships for student exchanges. There are no specific plans for the recruitment of sociologists, however.

LUC has a PhD training programme with specific learning objectives and training elements that are similar to university PhD training programmes. The PhD students are integrated members of established research groups.

LUC has a policy for gender equality that has been agreed on by the board. Information on the composition of the workforce is not available.

LUC has not yet implemented the European Charter and Code but plans to do so after merging with Hedmark University College.

8.1.6 Research production and scientific quality

According to the self-assessment, research at LUC primarily has an interdisciplinary perspective, but with a content that includes classical sociological themes. The research is done in cooperation with researchers from different social science environments. In recent years, the focus has been on subjects such as tourism, leisure, sport, consumption, the labour market, integration and public administration.

LUC has submitted eight academic publications for this evaluation. Three of the articles deal with the economics of tourism, while the rest cover the following topics: governance, social groups, social welfare and education.

The presented publications are mainly published in low-ranked journals. The sociological contributions are limited and the theme 'economics of tourism' is strongly represented. The bibliometric data on the sociological publications at LUC indicate that the publication points per researcher are below average, and that the share of publications in Level 1 channels is higher than average and significantly higher than in the best research institutions.

According to the self-assessment, LUC aims to increase scientific quality by providing financial support for research projects and the production of journal articles.

Assessment of scientific quality: 2 - fair

8.1.7 Interplay between research and education

LUC offers a total of 17 bachelor's programmes, 10 master's programmes and 3 PhD programmes. It admits 4,800 students. LUC's self-assessment mentions matching course topics with staff availability as a challenge. With a relatively small staff, it is difficult to offer research-based teaching in all courses. Guest lecturers are occasionally recruited to meet this challenge.

8.1.8 Societal relevance and impact

LUC has a general expectation that researchers take part in the dissemination of research results, but it has no specific strategy for dissemination.

A list of examples of dissemination is not available.

LUC mentions two projects that address the priority area Public sector renewal, better and more effective welfare, health and care services set out in the Norwegian Government's Long-term Plan for Research and Higher Education. One of the projects is rather small.

8.1.9 Overall assessment

LUC is a university college with a stronger focus on teaching than on research, but with an ambition to deliver research-based education. It has recently merged with another institution, which makes it difficult to evaluate its strategic ambitions. Sociology is not a separate research field at LUC which makes it hard to assess the contribution of LUC's research to sociological research. The publications selected for this evaluation are mainly published in low-ranking journals and the sociological contributions are limited. The bibliometric data indicate that the publication points per researcher are rather low. Research dissemination is limited and the societal impact of research must be considered very small.

8.1.10 Feedback

To achieve the goal of achieving university status in 2020, LUC may have to increase its international recruitment more quickly. In addition, more articles could be written together with experienced university researchers and international research fellows. Research at LUC could also benefit from a better balance between teaching and research activities for permanent staff. That could increase the quantity and quality of the research, make the education more research-based and create opportunities for a better match between course topics and the staff's qualifications.

8.2 Research group: Public Innovation at the Centre for Innovation in Services

8.2.1 Organisation, leadership and strategies

This Public Innovation research group at Lillehammer is new. It was formed in 2016 with the aim of developing research and teaching on public innovation at the Centre for Innovation in Services (CIS). All members are employed at LUC. The group is described as an arena for mutual information exchange and meetings about research, seminars, teaching, the production of papers and writing of applications. Some seminars are open to the public. A world conference is planned for November 2017 and the group recently participated with European colleagues in a Horizon 2020 application on co-creation of public value. There is also an upcoming RCN programme on municipal innovation, for which the group leader is on the steering committee.

No particular administrative resources are allocated to the group except for work done by the group leader. Seminars and workshops led by visiting professors aim to inspire group members to publish more and internationally. Work on external funding applications is also a primary concern.

8.2.2 Research personnel

The group has members from different social science disciplines. The emphasis is on local and regional innovation systems. The group members are not themselves involved in the recruitment of personnel, however.

There are two postdocs and four PhD students in the group. PhD students are recruited through the INTOP programme, administered by the Department of Economy and Administrative Science. They are invited to join the group if their work is relevant. They do not participate in international exchanges.

Five group members act as supervisors for PhD students.

PhD students have been involved in RCT projects and master's students have written theses based on data from group projects, but there is no mention of, e.g., supervision.

The group has several very experienced members – which is promising in relation to the group's research potential.

8.2.3 Research production and scientific quality

There are two main categories of research in this cross-disciplinary group: Understanding and developing innovation dynamics of public services; and the study of how they produce public value, with the emphasis on the local and regional innovation system. The group was formed in 2016 and is still in a formative phase. Selected publications are of high quality and reflect the broad aims of the group. They all focus on society, groups and collaboration; different aspects of leadership, governance, networks, development of groups in the labour market and elsewhere, but also, e.g., disability issues. However, none of the publications is the result of this research group, since they were all produced before the group was formed.

8.2.4 Networking

Researchers come from different faculties. Collaboration with national non-academic partners is extensive, since these are the agencies in which innovations are implemented. Much effort is put into networking with involved sectors. Collaborating partners, most often external Norwegian research institutions, take part in all projects. Some projects also have Nordic or German academic partners.

8.2.5 Interplay between research and education

BA and MA students 'are allowed into' projects in order to write their theses. There is a connection to the Innovation School. Group members teach extensively at CIS.

8.2.6 Societal relevance and impact

The work is practice-oriented but, since the group was only formed recently, it is difficult to draw any conclusions about social impact. No impact case was included with the self-assessment.

8.2.7 Overall assessment

The aim of this group is to work with practice-oriented agents to develop and support research on public innovation. The group was formed in 2016 and is still in a formative phase. The group nonetheless has good potential: high ambitions, experienced researchers working together with PhD students, and good networks.

Primary aims or goals are 'still in the making', but there is a vision that the group will become the strongest and most significant group in the field in Norway. So far, the group is in the making but the panel sees this is as a new group with high potential.

Assessment of the research group: 3 - good

9 NINA The Norwegian Institute for Nature Research

NINA The Norwegian Institute for Nature Research							
Units included in the evaluation of sociology	- The Social and Economic Research Unit (SER) in NINA			Listed researchers	7		
				Listed research groups	0		
				No. of researchers in listed research groups	0		
Other units of the institution	Training, recruitment and academic positions						
		2014	2015	2016			
	No. of PhD graduated at the institution per year						
	Male/Female	-/-	-/-	-/-			
	Total per year	-	-	-			
R&D expenditures and sources of funding (1000 NOK)							
	2014	2015	2016	No. of positions announced / No. of qualified applicants per year			
Funding of the institution				PhD positions	0/0	0/0	0/0
Total expenditures	27 000	28 500	29 500	Post.doc positions	0/0	0/0	0/0
Types of funding				Permanent positions	1/29	0/0	0/0
Education				Study programmes BA level			
Core funding from the RCN	4 600	4 900	5 000	Study programmes MA level			
External funding, RCN	8 100	8 600	8 900	Other			
External funding EU	1 400	1 100	600				
External funding, other sources	12 900	13 900	15 000				

Source: The Research Council of Norway, Self-assessment report for the institution, 16/12960

9.1 Sociology at the institutional level

NINA - the Norwegian Institute for Nature Research – is a Norwegian foundation, founded in 1988 following the merger of the research department of the then Directorate for Nature Management and Økoforsk. NINA engages in both basic and applied research, and it also conduct monitoring of nature. NINA's head office is in Trondheim, and it has local offices in Bergen, Lillehammer, Oslo and Tromsø. The institute has about 215 employees, of whom 7 researchers are listed for the evaluation of Sociology. They are not all located in the same place.

9.1.1 Organisation, leadership and strategy

NINA is an environmental research institute spread across a number of locations. The social and economic researchers form a Social and Economic Research (SER) unit that works across the six 'regular departments', and SER personnel are largely based in two locations. Within the SER unit, seven sociologists are identified (including those trained in anthropology), who work on human-nature relations. The structure appears to be relatively flat, but there is a new post of head of SER that provides leadership of the unit and has a position in the overall management structure (and increased visibility for the SER unit). The interview emphasised the organisation's commitment to social science, and the various ways in which it aims to strengthen it. Given the flexible approach to research and the absence of teaching responsibilities, the organisational structure seems appropriate. There may be challenges aligning individual, disciplinary and interdisciplinary ambitions and development with the overall institutional strategy – this is something that seems to have been acknowledged in the greater attention paid to staff 'plans'. The attention paid to issues of organisational structure and leadership, and the associated challenges, is notable in this submission.

The institution has a strategic plan for where it would like to be by 2020. The aims set out in the plan also relate to the internal working of the organisation itself (aiming to be collaborative, as well as environmentally friendly). The aims recognise the benefits of a flexible, responsive approach as well as the need for strategic direction and a strong research profile if it is to be competitive in national and te ett communication / engagement (in which it appears to be particular strong) alongside a research-intensive, high publication emphasis. In addition to the challenges, the interview emphasised NINA's commitment to strengthening and supporting specific disciplinary contributions, including Sociology.

This dual approach, though clearly challenging, seems appropriate to the institution's need to both speak to national issues and debates and to maintain international links.

The institution has very little core funding (17%). Most of it is externally generated project funding, with 30 per cent from the RCN. The institutional reality is that it is dependent on funding based on external contracts such as commissioned research and therefore needs to be responsive. Its access to international research funding has apparently decreased, which is likely to be both a cause and consequence of more limited international research output. It is notable that 420 hours of staff time are 'ring-fenced' for research, despite the project-oriented context. However, the reality is that the applied nature of the institution is likely to lead to greater emphasis on the impact and communication side than a 'simple' emphasis on publication.

9.1.2 Institutional follow-up of previous evaluations

Previous evaluations⁴¹ highlighted the interdisciplinary nature of the institution. They also highlighted the fact that social science research was incorporated in a largely natural science institution as a specific strength. This assessment led to the establishment of the separate SER unit, and the institution clearly sees the value of positioning itself as a social science organisation. While there does not appear to have been a large increase in recruitment to social sciences, there have been some open calls and some direct hiring (for project needs), with two hires in Sociology in the last few years.

An RCN evaluation highlighted the need to align staff with strategic aims, and this appears to have been followed up seriously.

9.1.3 Resources and infrastructure

The institution provides generic library / information systems, software and communications support. It does not direct resources specifically to the SER unit, though it was noted in the interview that it allocates specific resources (NOK 1 million per year) to support and strengthen social science research. It is not clear how the infrastructural resources are used or whether they are adequate for the needs of sociological researchers, though the case is made that they make use of some of the specialist software.

9.1.4 Research environment

There is no extensive discussion of the research environment in NINA. There are few PhD students, though the aim of increasing the numbers and the geographical diffusion and diversity of interests, including within the SER unit (leisure and tourism, resource management, large carnivores), may militate against formal intellectual exchanges such as seminar series etc. On the other hand, it fosters exchanges with different external collaborators and partners. The focus on projects and problem-driven research, as well as the genuine commitment to interdisciplinarity, appear to form the basis for a research environment and research development. There are some strong international collaborations, for example in the work on large carnivores.

9.1.5 Research personnel

While there are some open calls, much of the project-related hiring appears to be done on a 'direct hire' basis. While there is a clear justification for this, it is unclear whether this might have implications for equal opportunities. With open calls, the institution shows it can recruit internationally as well as nationally.

The self-assessment pays some attention to the implications of its hiring policy.

There is a mentoring system for female researchers in NINA, while expectations as regards income generation are lower for junior researchers. There is little discussion of training / training opportunities, or mentoring for junior staff more generally.

The self-assessment states that NINA's policies are in line with the European Charter and Code, but that it has not implemented the Code itself.

There are several career stages for research staff, with conventionally hired staff moving from Researcher III to Researcher II/Senior Researcher and then to Researcher I positions (which is

⁴¹ In the 2011 evaluation of Norwegian Biology, Health and Medicine Research, NINA was evaluated as part of Panel 1 Botany, Zoology and Ecology. NINA was also evaluated in 2014, when the RCN carried out an evaluation of all the environmental research institutes.

equivalent to professor competence). The mechanisms for promotion or transition were not clear from the documents, but they were clarified in the interview: they have what they consider to be a transparent points system that emphasises research output and income generation, as well as dissemination activities. There is mention of researchers' individual plans that need to be linked to the institution's strategic aims, but it is not clear whether they play a role in development / promotion processes. Mentors are available on request, but, given the nature of the institution, it is also assumed that not all researchers need to publish (independently). Instead, researchers contribute to projects in multiple ways, and impact and engagement are clearly emphasised.

No concrete information is provided on national and international mobility.

The institution is clearly concerned about the age balance within the SER unit, and its ambition is to increase the proportion of more junior staff. Given the lighter demands made of those aged 60 and above (as well as lower expectations of the most junior staff), it is not clear how feasible these aims are. The proportion of women within the SER unit is around one-third, which seems low for social science, although the specific nature of the research fields probably has to be taken into account. There is some concern about the recruitment and retention of women specifically, including flexible working hours. There are no specific targets, however, for increasing the share of women or of younger / more junior staff.

9.1.6 Research production and scientific quality

The institution is clearly concerned with maintaining and establishing high-quality research across a diverse range of areas. The most tangible policy to support this is in the ring-fencing of 420 hours (25%) for research. At an applied and responsive research institute, there are likely to be limits – or at least tensions – as regards the extent to which it can prioritise research output over more direct output from commissioned research, which is part of the landscape of scientific production. In the interview, it was explicitly stated that, while research excellence is important – and important to the credibility of its dissemination of non-academic output – it is not the sole aim of the group.

Among the sociologists, there are clearly some productive and very engaged scholars, particularly those working in the area of large carnivores, or more specifically wolves. The quality of the submitted publications is generally high. It is harder to evaluate the overall reach of this research or the overall productivity of the unit. The bibliometric data present a mixed picture. The publication points and impact appear to be low, but the share of publications at Level 2 is relatively high and the SJR is relatively strong.

The diversity of the research covering human-nature relationships is one of the strengths of the social science researchers in that they play a role in a wider range of multi- and interdisciplinary research, but it also makes it harder to identify specific contributions. However, the work on climate change denial, as well as that on large carnivores, seems to tap into and develop some core sociological areas of interest. Most of the submitted articles are clearly sociological in tone and orientation.

As noted, the interdisciplinary nature of the research carried out by social scientists/ sociologists within this predominantly natural science environment is clearly one of its strengths, but it does not appear to preclude publications that speak directly to core sociological interests.

The institution is clearly inherently multi-and interdisciplinary, both within the social sciences and between the social and natural sciences. The contribution of social science to the issues addressed by the institution and the complex and multi-faceted nature of the problems it addresses, as well as engagement with the public as research subjects and consumers, is clearly central to its ambitions and goals. However, recognition of the social science elements of the institution's work clearly remains an

issue. In the interview, the responses indicated that participation in this evaluation was partly an attempt to get support in the process of increasing the profile of the institution's social science contributions.

Assessment of scientific quality: 3 - good

9.1.7 Interplay between research-education

The institution is not a teaching institution though it has links to universities and staff undertake PhD supervision at other institutions. There are also a few funded PhD positions, and MSc students are involved in some research projects.

9.1.8 Societal relevance and impact

The institution clearly has a strong commitment to the communication and dissemination of results and to engaging in public debate, and it seems to be particularly focused and successful in this area. The applied nature of the research means that it is inherently likely to generate impact, and it clearly touches on topics on which there are strong social divides, as well as others of economic and environmental significance.

There is a clear outline of engagement / impact / dissemination activities, which are notable for the ways in which they are oriented towards public debate and engagement (as also in the impact case study) rather than more 'passive' forms of research. And there are identified links to specific policies and government documents. Clearly, the achievement of 'impact' is central to the institution's aims and goals, and is correspondingly emphasised in its work.

The research at the institution is clearly and explicitly linked to the thematic priority of Climate, environment and clean energy set out in the Norwegian Government's Long-term Plan for Research and Higher Education. The unit also conducts research relevant to area 1 (Seas and oceans), 5 (Innovative and adaptable industry), and 6 (World-leading academic groups).

The research seems highly relevant to some very practical issues of resource management and conflicts over resources – and threats to those resources, as well as their use for leisure purposes. The research carried out is relevant to key areas affecting society.

9.1.9 Overall assessment

The social science researchers at NINA work in an unusual and rather specialised environment for social science research. They carry out a range of research on human-nature relationships, ranging from issues of husbandry and conflicts over large carnivores to climate change debate – and denial. The research has social value, and is intrinsically multi- and interdisciplinary. It appears to have a direct impact on public debate. In terms of more traditional measures of scientific 'quality', there are some strong research outputs, but the group is small and the level of productivity and the consistency across the group as a whole is less clear.

9.1.1 Feedback

The ambitions to have excellent social science research as a core element of the institution is to be commended and supported. This has clearly been followed up by specific structural and resource measures to raise the profile of NINA's social science internally and externally.

While the organisation emphasises the value of different kinds of contributions, including impact and income generation as well as publication, there seems to be further potential for supporting

researchers in translating research into publishable outputs. This is likely to be particularly relevant to more junior researchers: while NINA provides an exciting environment for interdisciplinary-oriented researchers, junior scholars need support to establish disciplinary contributions.

There could therefore be some scope for focusing research interests more narrowly, in the same way as they have demonstrated a specialisation around large carnivores. This has also led to a potential for explicitly disciplinary (sociological) work to take place alongside the interdisciplinary work. Building up specific areas of social science expertise will also help to raise the visibility of social science, which is clearly part of the strategic aims of NINA.

Ultimately, the sociology group is small, and greater critical mass is likely to be necessary to promote sociology and social science more broadly within NINA, even if much of the work continues to be interdisciplinary.

10.1 Sociology at the institutional level

NIPH Norwegian Institute of Public Health was founded in Oslo in 1929 as a public institute addressing public health issues. Since then, the institute has undergone numerous mergers with other institutions, and its mandate and organisation, as well as its staff and scientific profile, have expanded correspondingly. The current organisation was established in 2002 because of a major reorganisation of the Norwegian health administration. Today, the institute has offices in Oslo and Bergen. The 19 sociologists listed for the evaluation of sociology are located in Oslo.

10.1.1 Organisation, leadership and strategy

NIPH is an institute outside the academic system. It is organised directly under the Ministry of Health and Care Services and has about 1,000 employees. NIPH's primary vision is 'better health for all' and it is the main national provider of information about the population's health status and systematic reviews for the health sector. Research is, accordingly, mostly applied and utility-driven. For this evaluation, NIPH lists 19 researchers, i.e. 3% of all the researchers in the Sociology evaluation. Sociology is far from the main discipline in NIPH, being only one of several social science disciplines involved in NIPH's research activities. However, it was decided to only submit NIPH to the Sociology panel for this evaluation.

There was a major reorganisation in 2016, which means that this evaluation is not very well-timed for NIPH. Its mandate was changed and expanded to cover the entire health sector, and a few external centres and institutes were integrated into the organisation. NIPH is now responsible for 10 of the 18 national health registries. The sociology researchers at NIPH form two major groups. One comprises 12-15 employees from the former SIRUS institute– the Norwegian Institute for Alcohol and Drug Research, which was incorporated into NIPH in 2016. The other comprises a group of five demographers. In addition, sociological research is carried out on, e.g. air pollution.

In March 2017, NIPH was awarded an SFF - Centre of Excellence, and work in this connection started in autumn 2017. The name of the centre is the Centre for Fertility and Health, and two of the researchers in the sociology panel are heavily involved in the centre through their roles as Principal Investigators. The funding for the SFF will allow new researchers to be recruited and ensure a balanced budget, following a period of budget cuts and downsizing. The downsizing does not seem to have affected the group of sociologists at NIPH.

The organisational structure follows traditional bureaucratic models, with a director general, an executive director, a top executive group and thematic departments and units on several levels. The primary aim is to maintain and develop NIPH's role as the main knowledge provider in relevant fields. There is no general strategy for research, except for an aspiration to engage in research collaboration at all levels and ensure good quality, and, with respect to demography, to emphasise making use of the extensive availability of registry and census data. There is a strong emphasis on international collaboration.

10.1.2 Institutional follow-up of previous evaluations

NIPH has not previously participated in sociology evaluations, but has done well in evaluations of epidemiology, public health, psychology and more science-oriented disciplines, resulting in good scores. Most of the suggestions from these evaluations are not relevant to sociology, but have focused on expanding statistical skills and international participation in research.

10.1.3 Resources and infrastructure

NIPH has recently experienced budget cuts and pressure to reduce the number of employees. External funding from the RCN for (the whole of) NIPH has increased during the last three years. The new SFF Centre on Fertility and Health will generate extensive funding. External funding accounts for 90 per cent of R&D expenditure, and a big part of this consists of resources from the Ministry of Health and Care Services (core funding of research is not specified).

There are no specified priorities for research other than ‘good quality’ aimed at ‘better health for all’. The integration of researchers from the former SIRUS and other centres put a strain on the budget, but this now seems to have been resolved.

Publication strategies are aimed at increasing publication with international, high-ranking publishers. The overall rate of Level 2 publications is low, which is not surprising since NIPH’s main task is to produce nationally useful reports. The rate of international co-authorship is well above the national level for Sociology, however.

10.1.4 Research environment

NIPH is a large institute and sociological research forms a tiny part of its work. There are many sociological themes that could be developed in the fields where NIPH is active, but these themes would primarily profit from increased collaboration with university environments. NIPH’s mandate is not to be at the forefront of disciplinary research, but rather to produce (for the political system) applicable knowledge and knowledge-based registries. There is no lack of data, infrastructure or methodological competence, but the disciplinary weight is light. Methodological qualifications are acknowledged and emphasised in recruitments, and two senior experts – one on qualitative methods, one on quantitative methods – are employed in 20%-positions for methodological support. On the qualitative side, this has led to a number of activities such as workshops, seminars and lectures.

Sociology PhD students are most often enrolled in UiO’s PhD programme. Supervision is shared, with ‘main educational responsibility’ being taken by UiO and the research being incorporated in one of NIPH’s research teams. It might be fruitful to let UiO take greater responsibility for the PhD students’ development as regards sociological theory.

10.1.5 Research personnel

Mobility is highly encouraged within NIPH, and there is a promotion system for research positions. Due to budget cuts, few recruitments have been made recently, and those that have are largely in connection with externally funded projects. Positions are advertised nationally and internationally. Among the seven advertised permanent positions during the period 2014–2016, four were filled through internal mobility (SIRUS), while three positions were advertised nationally and external applicants were appointed. With the new SFF Centre, it is expected that more research positions will become available in the near future.

There is no formal teaching obligation for senior researchers at NIPH, but they are expected to attend to administrative tasks and write proposals for external research funding. In addition, NIPH senior researchers often supervise thesis work at different levels, act as opponents in PhD defences and give lectures. They are also expected to respond to requests from the political system, the public administration and media. Formally, working hours are equally divided between research and administrative duties. According to the self-assessment, most researchers spend about 75 per cent of their time on research, however. There is no system for sabbatical leave, but international collaboration and short-term exchanges are encouraged.

NIPH has not formally implemented the European Charter, but the main thematic areas are being addressed. NIPH employs researchers with a large variety of national backgrounds and it complies with government procedures regarding the recruitment of minority applicants, disabled applicants and gender balance.

10.1.6 Research production and scientific quality

NIPH indicates that it aims for 60% of scientific publications targeting the academic discipline and mostly international (50%), with a smaller share aimed at beneficiaries outside the academic community (35% and mostly national). The submitted sociological research is mostly limited to former SIRUS research and demographic research, which are well represented in the selected ten publications that accompanied the self-assessment. All selected publications are on Level 2. The SIRUS group brought a number of ongoing projects with it, mostly funded directly by the Ministry and other national sources. A tobacco research group is behind many publications (and four of the ten listed), but the only external funding reported refers to 'Extrastiftelsen' together with NIPH for one study. One study on air pollution has previously had funding from the EU's 7th Framework Programme, now funded by NIPH. Two demography projects have funding from the RCN, there has recently been EU funding for an ERC starting grant (2009–2014) and one of the demographers has a central role in an ongoing ERC Advanced Grant (2013–2018) located at the University of Oslo, in addition to the new SFF Centre on Fertility and Health.

Working conditions for staff facilitate research production. In a few sociology fields, NIPH researchers are recognised as significant collaborators by the international research community. The demography group presents publication statistics with very good numbers for Level 2 publications. NIPH cannot compete with universities when it comes to the full discipline of Sociology, but, in the specific fields of sociological research where NIPH sociologists are active, they are at the forefront.

Assessment of scientific quality: 4 - very good

10.1.7 Interplay between research and education

This is not relevant to NIPH, but it is stated in the self-assessment that senior researchers participate as supervisors for thesis work at different levels, act as opponents in PhD defences and give lectures at, e.g., universities.

10.1.8 Societal relevance and impact

One of the four prioritised themes in the Norwegian Government's Long-term Plan for research and higher education is 'Public sector renewal, better and more effective welfare, health and care services' – a theme that is highly relevant for sociological research at NIPH. NIPH lists 39 projects related to this theme and another two relating to 'climate, environment and clean energy'.

One impact case, 'Adoption of tobacco harm reduction in Norwegian tobacco control policy', is attached to the self-assessment. Tobacco researchers, formerly at SIRUS and now at NIPH, have for many years participated in the international tobacco debate and research. Numerous publications, national and international, by professors Lund and Vedoy with colleagues, have had an impact on international tobacco research as well as on national Norwegian policies.

10.1.9 Overall assessment

The sociological profile of NIPH is narrow when it comes to fields of research, but broad when it comes to methodology. The mandate for NIPH limits what can be done and what should be done; its aim is to produce applied research within the domain of public health. NIPH should therefore not be compared

to an academic sociological institute. The publications selected for the evaluation reflect the fields that are open to research on public health, and they all meet a high quality standard. All ten submitted publications are in Level 2 journals. About half are published in *Addiction*, which is a major international journal, but not much read by sociologists. Other articles are in *American Sociology of Health and Illness* and *European Journal of Epidemiology*, which are mainstream, highly regarded journals. The best of its publishing is of a high standard.

10.1.10 Feedback

At NIPH, Sociology is just one part of research activities, mainly comprising demography and addiction-related research. Both these research fields at NIPH are successful, with many high-level publications, as reflected in the selected publications. NIPH has been subjected to recent budget cuts and pressure to downsize, but at present the budget is balanced and the future of Sociology at NIPH looks bright, with the start-up of the SFF Centre of Excellence. One risk that the panel sees is the dependence on ministry funding for, e.g., the former SIRUS group. NIPH emphasises and encourages international collaboration and applications, as well putting extensive effort into RCN applications. The panel agrees that, in the long run, these efforts will be of great importance to the academic independence of the NIPH sociologists.

11 Nordland Research Institute

Nordland Research Institute							
Units included in the evaluation of sociology	- Nordland Research Institute			Listed researchers	9		
				Listed research groups	1		
Other units of the institution				No. of researchers in listed research groups	12 (16 CVs)		
				Training, recruitment and academic positions			
					2014	2015	2016
				No. of PhD graduated at the institution per year			
				Male/Female	-/-	-/-	-/-
				Total per year	-	-	-
R&D expenditures and sources of funding (1000 NOK)				No. of positions announced / No. of qualified applicants per year			
	2014	2015	2016				
Funding of the institution				PhD positions	1/3	-/-	-/-
Total expenditures	30 236	29 802	32 915	Post.doc positions	-/-	-/-	-/-
Types of funding				Permanent positions	2/2*	6/17*	5/19*
Core funding from the Norwegian gov.	5 330	4 667	4 811	Education			
External funding, RCN	9 127	10 029	7 684	Study programmes BA level			
External funding EU	0	0	0	-			
External funding, other sources	26 719	21 684	32 675	Study programmes MA level			
				-			
				Other			
				* Total numbers for applicants. Two sociologists were recruited in 2015 and 2016 respectively.			

Source: The Research Council of Norway, Self-assessment report for the institution, 16/12960

11.1 Sociology at the institutional level

Nordland Research institute (NRI) was originally founded in 1979 as a private foundation located in Bodø in Nordland county. It became a limited company on 1 January 2010, co-owned by Nord University (51%) and the Nordlandsforskning Foundation (49%). It combines publicly funded scientific research and commissioned research related to social science, entrepreneurship and the environment. The institute currently has 47 employees (a little more than 34 full-time equivalents), of whom nine researchers are listed for the evaluation of Sociology. Research takes place in close cooperation between different social science disciplines (e.g. social anthropology, geography, political science and economics).

11.1.1 Organisation, leadership and strategy

NRI is organised as a typical research institute, led by a managing director. The institute has a number of strategic goals for quality, publishing, dissemination and relevance, each with specific performance targets, but these are not detailed in the self-assessment. More specifically, the institute aims to become a Centre of Excellence.

Its research is organised on the basis of three strategic scientific topics: 1) Green shift, 2) Welfare service innovation, and 3) Entrepreneurship and innovation. The institute has international contacts – particularly in Europe and North America – but it is also dependent on close relationships with local non-academic partners.

While the institute sees itself as a locally based institute, it wishes at the same time to be a preferred partner in national and international research. In commenting upon the 2010 evaluation, the institute argues that it will always be dependent on what local and national partners see as important research. The panel would have liked to see a more detailed discussion of the tensions between market-driven demands and the institution's academic goals.

11.1.2 Institutional follow-up of previous evaluations

The institute has a multidisciplinary profile and has attempted to improve its scientific publications as part of its research strategy. The institute has a detailed strategy to improve the number and quality of scientific publications.

11.1.3 Resources and infrastructure

Most of its funding comes from external public Norwegian sources, and a large share of the external funding comes from research contracts based on open tenders. A much smaller part comes from the RCN and the Government. There is little international funding. The institute is well aware that its financial situation is a challenge as regards international publishing.

11.1.4 Research environment

There is little information about the research environment in the self-assessment.

11.1.5 Research personnel

Advertisements of permanent staff positions during the last two years have shown that there are about three to four applicants per position. One of the threats to the institute is a low share of staff with professor competence and difficulties in attracting senior research personnel.

No PhDs have graduated in sociology during the period 2014–2016.

Eight of the institute's researchers are listed as sociologists, but none of them consider themselves to be 'pure' sociologists and most of the research at the institute is multidisciplinary.

11.1.6 Research production and scientific quality

Sociological research takes place in close cooperation with other disciplines. The institute has a number of strategies to increase international publishing, but so far it has been less successful because of pressure to publish nationally and locally.

Due to its interdisciplinary profile, the institute has had difficulty selecting the ten sociology publications that are part of the assessment. Because of the selection procedure the large majority of the papers are qualitative and more than half of the submitted publications are authored or co-authored by one member of the staff.

The submitted publications cover a broad range of topics, but they are mostly related to health or welfare provision in Norway, sometimes in a comparative perspective. The publication points per researcher as well as the percentage of Level 2 publications are low, as are the figures for impact.

Assessment of scientific quality: 1 - weak

11.1.7 Interplay between research and education

The institute has no formal teaching obligations.

11.1.8 Societal relevance and impact

The institute has developed a number of strategies to increase its impact in relation to the media, research partners and national and international researchers. The institute uses several methods to generate research impact, ranging from scientific reports and films to monthly public debates.

The institute's work on restorative justice in relation to young people has impacted policing and police education. The institute mentions several cases of research impact on government debates and welfare policy initiatives.

11.1.9 Overall assessment

NRI is a regionally rooted, primarily multidisciplinary institution, and it may be difficult to identify specifically sociological research, although its sociological research seems to primarily be related to welfare policy and welfare services. Based on the statistical evidence, the level of scientific publishing is quite low. It is important for the institute to be visible at the regional level and to accommodate local research needs, At the same time, however, the institute wishes to be at the research frontier through scientific publications. However, the institute has a very high degree of external funding, which may limit the time available to staff for work on high-quality academic publishing. Therefore, the institute must constantly struggle to strike a balance between adjusting to the market while still being able to conduct high-quality research that is initiated and driven by the institute's researchers. Presently, the extent of high-quality scientific publications is small.

11.1.1 Feedback

The institute's ambition to combine regional relevance with scientific excellence is important. The processes aimed at increasing international publication need to be strengthened, and the panel strongly recommends that the institute not only adopt goals but also give priority to concrete activities that will ensure the possibility of progress in this area.

11.2 Research group: Welfare Service Innovation

11.2.1 Organisation, leadership and strategies

NRI's general strategies for scientific performance are shared by the research group Welfare Service Innovation. A senior researcher organises group meetings. The group's overall strategy is to apply for a Centre of Excellence in 2020. The activities that will be carried out to reach that goal are only presented in broad institutional terms in the self-assessment, and there is a relatively weak description of the group's understanding of the concept of welfare service innovation and what distinguishes it from other types of welfare research, in particular in relation to the research group Entrepreneurship and Innovation. Based on the submitted publications and the group's project portfolio, it is not easy to see that the group has a clear focus. NRI provides infrastructure for the group, and the research group contributes in a number of ways to all the overall goals of NRI.

11.2.2 Research personnel

Recruitment is the responsibility of the NRI research director, and the members of the group are not directly involved. The group consists of 12 members, 4 of whom are men. Two members of the group are PhD students or hold postdoc positions. The group also includes two members from Nord University. The members of the group represent different social science disciplines.

11.2.3 Research production and scientific quality

The members of the group have published on a variety of issues, ranging from studies of religion and trust in government to organisational analyses and studies of social welfare in the broad sense, which is the dominant field of the publications. The submitted publications consist of some internationally published journal articles, primarily in Level 1 journals, PhD dissertations, and a research report. Some publications are comparative research analyses. The publications are mainly qualitative studies that present a broad array of topics and disciplines, ranging from disability studies to studies of governance. However, several of them address relatively specific issues relating to the Norwegian welfare state. In general, the submitted publications, as well as the group members' publication lists, display a somewhat weak and incoherent profile, and the quality of the submitted publications varies.

11.2.4 Networking

Some of the members of the group are only attached to the group on a part-time basis. The group has a strong research network with NORD university and it has networks with other institutes in Norway and abroad. The group might use its network more strategically to enhance its scientific quality and to achieve its overall strategic goal of becoming a centre of excellence.

11.2.5 Interplay between research and education

The institute has no formal teaching obligations.

11.2.6 Societal relevance and impact

The group has a very large portfolio of commissioned work covering a large range of topics that are of direct use for stakeholders. Several of the impact cases, in particular the case on Restorative Justice, shows that the group's research has had an impact on government policy and on organisational initiatives in the police service.

11.2.7 Overall assessment

Members of the group wish to combine often relatively small-scale commissioned work with scientific excellence. Based on the submitted publications, the focus of the group seems to be relatively vague and diverse. Moreover, its scientific production is fairly weak judging by the number of publications.

The research group's ambition to become a centre of excellence seems to be somewhat overambitious at present, and it needs to be supported by a clear strategy and the resources required to pursue such a strategy, especially as regards strengthening the quality of its publications. The group also needs to develop a more well-defined scientific profile.

Assessment of research group: 2 - fair

12 Nord University, Faculty for Social Sciences

Nord University, Faculty for Social Sciences							
Units included in the evaluation of sociology	- <i>Subject groups for:</i> - Welfare and social relations - Leadership and innovation - International relations, the environment and the high north			Listed researchers	63		
				Listed research groups	3		
				No. of researchers in listed research groups	36+ (44 CVs)		
Other units of the faculty (institution)	<i>Subject groups for:</i> - History, culture and medias			Training, recruitment and academic positions			
					2014	2015	2016
				No. of PhD graduated at the institution per year			
				Male/Female	1/3	2/2	2/1
R&D expenditures and sources of funding (1000 NOK)				Total per year	4	4	3
	2014	2015	2016	No. of positions announced / No. of qualified applicants per year			
Funding of the institution				PhD positions	8/42	8/22	10/58
Total expenditures	10 478	9 974	10 416	Post.doc positions	2/9	-/-	-/-
Types of funding				Permanent positions	2/4	-/-	2/6
Core funding from the Norwegian gov.	7 548	8 176	8 685	Education			
External funding, RCN	1 937	614	946	Study programmes BA level			
External funding EU	-	-	-	- Sociology			
External funding, other sources	394	1 184	785	Study programmes MA level			
				-			
				Other			
				The institution has recently been through two mergers; first between Universitetet i Nordland (UiN) and Høyskolen i Nesna (HiNe) from 1.1. 2016, and then between UiN (now including old HiNe) and Høyskolen i Nord-Trøndelag (HiNT) from 1.1.2017. Campuses at Bodø, Steinkjer and Levanger.			

Source: The Research Council of Norway, Self-assessment report for the institution, 16/12960

12.1 Sociology at the institutional level

The current Nord University was founded in 2016, following a merger between the University of Nordland, Nord-Trøndelag University College and Nesna University College. The University of Nordland had only been established four years before, after a merger of four university colleges in the region. The rectorate of the university is located in Bodø, but the university has nine different study locations in all across the northern part of Norway. Sociology has been a key discipline in Bodø since the 1970s, and it hosts both a bachelor's programme and a PhD programme in sociology. The faculty also offers a master's programme in social science with a major in sociology. This is identical to the previous master's programme in sociology, which has been integrated into a common social science master's structure.

12.1.1 Organisation, leadership and strategy

The sociologists at Nord university were present in two of the three former units that merged in 2016. Sociologists are now organised in the Faculty for Social Sciences (FSV), which has concentrated its research in four research groups, although several others still operate informally.

The university has connections with local and regional organisations. It plays an important role in the dispersed communities of Northern Norway. The sociologists have connections with other research organisations, of which Nordland Research Institute is especially significant, with many members of staff serving there, either presently or in the past.

12.1.2 Institutional follow-up of previous evaluations

Previous assessments are of limited relevance given that the institution is new, but the last one recommended devoting greater attention to theoretical and methodological aspects of research. The self-assessment states that this has been implemented. It is not possible from the publications and descriptions of research to evaluate the extent to which this has complemented empirical research.

12.1.3 Resources and infrastructure

A library with research databases and IT support is provided. Additional support would need to come from external research grants. It is not clear to what extent Nordland Research Institute makes additional resources available.

12.1.4 Research environment

There is little information about the culture of the research environment, which is probably still in a process of transition. The possibilities for interdisciplinary research are recognised, which is one way of establishing a broader focus of interest. The self-assessment notes the potential conflict between interdisciplinary cooperation and the survival of disciplinary specialism.

12.1.5 Research personnel

Sociology has a large presence within the social sciences at Nord. There is no indication of whether growth is expected. There have been four appointments since 2014, however, and there is a steady recruitment of PhD students (approx. 8 per annum recently). Eleven graduated during the period 2014–2016. No sabbatical scheme exists, and a notional 45 per cent of staff time is allocated jointly to administration and research activity.

The geographical isolation of the university is also seen as a reason for the pattern of almost exclusively internal recruitment and promotion of staff at all levels. This may well be necessary, but it is not propitious for the creation of an international reputation or capacity for sociology. The self-assessment

also notes that recent mergers mean that attention needs to be paid to upgrading the skills and qualifications of staff, which are a prerequisite for greater impact.

12.1.6 Research production and scientific quality

The proportion of income deriving from research grants is small. The SWOT analysis rightly notes that some larger grants are necessary for a more expansive and developed research programme and profile. There are useful collaborations with other institutions, but mostly within Norway.

This is a specialised institution, and its opportunities (and some of its threats) arise from its geographical marginality. It seems to be playing a very useful role in conducting research that is relevant to local issues and policy in a sparsely populated and economically marginal region. Consequently, it is difficult to develop the connections that would make it a significant player in international sociology. It may develop its more specialised research agenda to fit its specific circumstances, however.

The list of 10 publications contains nine articles and a book chapter. Two of these articles appear in Level 2 journals. The journals are not at the forefront of the general international field of sociology but work is presented in relevant specialist outlets. For example, the publications on which the impact case study is based include several articles in major international journals for research on the environment. Publishing productivity per head is only a little below the average for Norwegian sociology, but the quality, as measured by the bibliometric analyses, is not strong.

The unit contributes significantly to two of the goals set out in the Long-term Plan for Research and Higher Education – Climate (2) and Public-sector renewal (3). Most of the research projects identified are associated with three members of staff, two on climate change and one on welfare. The size of the many (17) current projects with grants is not specified, but most are presumably small, given the overall level of research income. Research income comprises in total 6% of expenditure in 2016, but it is on an upward trajectory. The need for large grants is noted in the SWOT analysis.

Assessment of scientific quality: 2 - fair

12.1.7 Interplay between research and education

Teaching and research are organised independently, so their relationship is not critical. It is noted that teaching courses related to the research interests of staff members is encouraged. In addition, there is graduate level teaching that is closely related to ongoing research.

12.1.8 Societal relevance and impact

Impact is achieved via books (5, including one textbook), conference presentations, and reports. Most are in Norwegian.

There is no specific strategy for impact, but several examples of activity in three main areas. The absence of anything that might be deemed to be a strategy probably indicates that the approach is piecemeal rather than focused.

One impact case study is included. It centres on the work of one professor attached to Norland Research Institute who works on environment and climate change. The basic sociological research underlying the case study is impressive. Publications are profuse, and articles are published in the leading social science journals in the area of environmental change. Impact is achieved through the dissemination of knowledge in the press and through policy. The principal researcher has been invited onto committees at national government and international level as a result of her expertise in social

aspects of environmental change. The report claims direct and indirect influence on policymaking, while noting that such effects are almost impossible to prove.

12.1.9 Overall assessment

The SWOT analysis seems to appraise the possibilities for future development realistically. A small group of staff, without a core and unified focus and subject to intense competition for research income, necessarily faces considerable challenges if the objective is to have a significant impact on international sociological research and scholarship. Development will be limited without a significant flow of research income. More collaboration with sociology groups in other institutions in Norway and abroad is one possible route forward.

NORD offers a specialised area of sociological research that may well be suited to its specific situation and circumstances, conducting research relevant to the local social context. It may thus be able to make a distinctive contribution to Norwegian sociology and policy.

12.1.10 Feedback

More large grants are needed. There is also a need to strengthen the skills of staff. Strategies might be put in place for developing a profile where general sociological themes and theories may be combined with the more specific research areas of the institution.

12.2 Research group: Environment, Resource Management and Climate

12.2.1 Organisation, leadership and strategies

The leader of the research group Environment, Resource Management and Climate is Professor Grete Hovelsrud via Nordland Research Institute and the Center for International Climate and Environmental Research. It is an interdisciplinary group of 13 persons. It endeavours to obtain external research grants, usually in collaboration with other bodies, to sustain a research programme on environmental resources and climate change in rural societies and coastal communities. It is organised as an internal intellectual cooperation to support publication by staff members and write research grant applications. No administrative resources are allocated to the group.

12.2.2 Research Personnel

The group consist of 13 members from Nord University, six of whom are permanent staff, one is a postdoc and six are PhD students. Moreover, nine researchers are affiliated to the research group. The permanent staff are all over 50 years of age.

This seems to be a well-integrated group that aims to provide critical help and mutual support for research in the field.

12.2.3 Research production and scientific quality

Seven publications are presented, one from each permanent member of staff, plus one from a PhD student and one from a professor, plus one joint publication by a PhD/Professor.

The publications presented are sound papers in good and appropriate journals. The group addresses theoretical and methodological issues, as well as carrying out substantive empirical research. There is a strong focus on local economic and environmental problems (though one paper is on Bangladesh).

The activity within the field, and the engagement with regional problems is commendable, but it does not lead to great international scientific impact.

The rate of production of journal articles averages around one per year per member of staff (with one major exception), supplemented by chapters, reports and the occasional book (at a rather similar rate).

Research income amounts to NOK 2.8 million per annum during the period 2012–16. Mostly from the RCN, medium grants (largest NOK 0.3million) + one very large international grant (NOK 2.1 million). Topics include acid coast, Arctic mining and coastal change.

12.2.4 Networking

International collaboration on research projects provides connections with research teams outside Norway. PhD students do not routinely have external collaboration or international visits as part of their programme. Networking is more an individual than a group-level activity.

12.2.5 Teaching

The members of this research group only have a minor teaching role, but they contribute input at all levels in the areas of environmental sociology and politics.

12.2.6 Social relevance and Impact

The group has a high level of social relevance, with the focus on environmental and economic problems of the northern region. Central issues are of current political and economic relevance. There is a sustained attempt to apply the results of the research to a policy context.

An interesting impact case study is appended. It concerns the accumulated work of Professor Hovelsrud and her team. The research influences municipal and national policy in relation to adaptation to climate change. A cultural theory of risk approach is adopted to see how climate change acts as a stressor, among other things in relation to pressing social and economic challenges. It has received significant media exposure. The leader has been a member of important commissions and contributed to reports (including for the IPCC). There is close association with local municipal authorities. The effects on policy are probably mostly indirect, and it is policy that the impact case addresses. This is a strong case, albeit one with orthodox ambitions to influence policy.

12.2.7 Overall assessment

This is a well-organised research group working on very important, politically relevant issues. It has expertise across a variety of substantive topics. The contribution to scientific knowledge is considerable, although it probably primarily has regional rather than international impact. The sociological component is limited, but there is interdisciplinary strength. Sufficient research funds are attracted to maintain a steady programme of research. The rate of production of journal articles is satisfactory. The impact strategy is conventional in design but apparently fit for purpose. The presence of six PhD students is sufficient to maintain the momentum and reproduction of the unit.

Assessment of research group: 3 - good

12.3 Research group: Governance and Policy Development

12.3.1 Organisation, leadership and strategies

The current leader of the research group Governance and Policy Development is Professor Asbjørn Røiseland. The group has primarily developed from work in political science, but is now more multidisciplinary. It operates across four campuses. It is based at an institution in transition and works across many areas, with loose connections to issues of policy and governance - including law, sport, organisations etc.

The research group is primarily a means of providing an academic environment for its members and of coordinating various research initiatives. A senior member of staff coordinates it. It primarily works on a routine basis, offering a discussion group for staff, postdocs and PhD students, as well as a place to discuss possible new research initiatives. It is recently formed, but is based on an old research group that was transformed into a larger group as a consequence of the organisational mergers.

12.3.2 Research Personnel

The group has 16 members, nine of whom are permanent staff (aged 30-59), including five professors. There is one postdoc and six PhD students. Three supplementary members are listed. It contains staff with teaching obligations, postdocs and funded PhD students. There is no discussion of recruitment.

12.3.3 Research production and scientific quality

This is a group in a relatively early stage of development, which, at the moment, is primarily seeking to strengthen internal collaboration and find a focus. It has therefore had limited effect in terms of obtaining external funds to date.

Senior professors publish journal articles at a relatively high rate in a broad range of fields. The journals are sound in the international context, covering the areas of politics, administration, law, social work and organisations. Researchers working on their own specialist areas seem to be coming together for purposes of mutual support, and, perhaps in the future, identity. The absence of a central focus around one or two topics necessarily reduces the visibility of this group on the international stage.

The ten articles submitted are varied in topics and outlets, and three are published in Level 2 journals.

Research income mostly comes from the RCN, supplemented by other Norwegian public sources. The annual estimate is NOK 11.5 million. That is very substantial in comparison with other research groups. Clearly, any fragmentation of collective purpose is offset by success in obtaining income for a wide range of projects.

12.3.4 Networking

The main projects and networks are those of the more senior members with other universities in Norway. PhD students sometimes visit overseas, and there is a hope that this will increase.

12.3.5 Interplay between research and education

Teaching is kept rigorously separated from the activities of the research group, to the extent that the research group bans discussion of teaching at research group meetings. The concentrated focus within the research group is probably to be welcomed.

12.3.6 Social relevance and impact

There is not much discussion in the self-assessment document. Much of the writing is focused on policy issues, which by definition are of social relevance.

12.3.7 Overall assessment

This research group is trying to establish a *modus vivendi*, and is primarily endeavouring to create a suitable environment for research in the newly merged institution. It provides a meeting place for intellectual engagement in the area of governance and policy. It remains alert to possibilities for producing proposals for funded research. It is a locus for intellectual discussion and planning and has received extensive research funding for a range of projects. The publishing level of the senior researchers indicates that the group may have capacity for high-quality research.

Assessment of research group: 3 - good

12.4 Research group: Welfare Research

The Welfare Research group comprises six permanent and two temporary (including an emeritus and an affiliated appointment of a professor at Linköping) members of staff and three PhDs. It focuses on aging, dementia, disability, medical sociology and governance in the welfare state, as well as interests from funded projects, such as child protection. The research group for welfare research has recently merged with a larger research group on welfare and social relations due to the merger with Nord-Trøndelag University College. The self-assessment describes the conditions prior to the merger, and the evaluation is therefore written in the past tense.

12.4.1 Organisation, leadership and strategies

The research group was chaired by a professor and met regularly every month. In addition, the group gathered for joint work on research proposals, paper seminars and the like. It used traditional and reliable strategies to achieve the aim of producing high-quality research – discussing and commenting on papers at regular meetings, and working closely with other research groups. The research group also hosted the Centre for Welfare Innovation – an arena for developing interdisciplinary research projects.

The focus of the group fits well with the university's profile, where 'welfare' and 'innovation' are two of three strategic focus areas, but there is no information about how the group is contributing to this. The discussion of its leadership structures is also rather vague. Strengthening the academic culture, increasing external research funding and increasing the number and quality of research publications are explicit goals for Nord University.

The self-assessment describes a supportive institutional environment where operating costs are funded by the institution, including time for research group management. External funding forms the basis for the group's research, but more precise information about amounts and funding sources is lacking.

12.4.2 Research personnel

The research group counted eleven members, only three of whom were men. One member of the group was employed by a Swedish university, and has a part-time affiliation to the group. Two to three PhD students were included. The group had a history of welcoming PhD students and postdoctoral fellows to the research group, some of whom stayed and became permanent members.

A few members of the research group work as supervisors for PhD students, and the group has organised PhD courses. It also offered mentorship to young researchers. International mobility was encouraged, but hard to support financially. A few PhD students have nevertheless managed to have longer or shorter research sojourns abroad.

12.4.3 Research production and scientific quality

The group for welfare research particularly emphasised medical sociology, disability studies and governance in the welfare state. It submitted six texts, varying in methodology and style. The group's English articles, published in Level 1 journals, varied in quality. The qualitative inquiries into people with dementia and rehabilitation are particularly important and performed with skill. The group members' productivity was highly varied. The panel notes that the most productive researcher was the 20% affiliated member from Linköping, Sweden.

The small amount of external funding (a total of NOK 2.65 million between 2012 and 2016) shows that the group was less successful in securing large grants. Still, the members of the group had almost half their time devoted to research, which would have allowed room for even greater productivity than reported here. Sociological research on people with medical conditions or on the care of these people is an interdisciplinary contribution of interest, both academically and for practitioners.

12.4.4 Networking

Collaboration with national non-academic partners was achieved by hosting the Centre of Welfare Innovation. The group had a history of collaborating internationally, both with particular institutions (in Canada, Germany, Romania) and by formal participation in research networks (European and Nordic).

12.4.5 Interplay between research and education

Members of the research group have been responsible for a specialisation in the sociology of welfare at both the bachelor's and master's level. The group has also participated in developing several PhD courses. Academic staff members have around 45% of their time dedicated to research.

12.4.6 Societal relevance and impact

No impact case was submitted. The self-assessment highlights the group's dementia research and its contribution to a non-objectifying perspective on people with dementia. The group also claims to have had an impact at the national level on issues relating to people with intellectual impairment.

12.4.7 Overall assessment

The welfare research group carries out work in sociologically interesting and policy-relevant areas. The focus on disability and dementia gives coherence to the broader aims of the group. However, despite it having been established for some time and the apparently supportive environment, the group does not seem to be effectively fostering the translation of research insights into particularly high levels of productivity or academically impactful forms. Some strong work is being done on dementia, but the key dementia scholar is not a permanent member of the group. Grant income is also not extensive. The merger into a larger group may provide opportunities for greater strategic focus and greater career development, which should probably be a priority.

Assessment of research group: 3 – good

13 Norwegian School of Sport Sciences

Norwegian School of Sport Sciences							
Sociology at the institutional level (faculty)				Research area: sociology			
Units included in the evaluation of sociology	- Dept. for Cultural and Social Studies (SKS)			Listed researchers	12		
				Listed research groups	1		
				No. of researchers in listed research groups	5 (8 CVs)		
Other units of the faculty (institution)	- Dept. for Coaching and Psychology - Dept. for Physical Education - Dept. for Physical Performance - Dept. for Sport Medicine			Training, recruitment and academic positions			
					2014	2015	2016
				No. of PhD graduated at the institution per year			
				Male/Female	1/0	1/1	0/1
R&D expenditures and sources of funding (1000 NOK)				Total per year	1	2	1
				No. of positions announced / No. of qualified applicants per year			
	2014	2015	2016	PhD positions	2/9	-/-	1/5
Funding of the institution				Post.doc positions	-/-	-/-	1/3
Total expenditures	223 054	237 747	237 336	Permanent positions	1/3	-/-	-/-
Types of funding				Education			
Core funding from the Norwegian gov.	182 790	210 109	247 731	Study programmes BA level			
External funding, RCN	9	1 505	365	- Bachelor Sport Science - Sport and Society (one-year study) - Sport, Culture and development cooperation (one-year study)			
External funding EU	2 130	1 460	5 371	Study programmes MA level			
External funding, other sources	27 545	25 896	28 419	- Master Sport Science - Master Sport physiotherapy			
				Other			

Source: The Research Council of Norway, Self-assessment report for the institution, 16/12960

13.1 Sociology at the institutional level

The Norwegian School of Sport Sciences (NSSS) was established in Oslo in 1968 with a special commitment to offer training in sport sciences and to conduct sports-related research. The school is accredited as a specialised university institution, and it hosts a PhD programme in sport sciences with about 70 PhD students. The school has a staff of around 250, 12 of whom are listed as researchers for the evaluation of Sociology. They are all based at the Department for Cultural and Social Studies.

13.1.1 Organisation, leadership and strategy

The Department for Cultural and Social Studies (SKS) is one of five departments at the Norwegian School of Sport Sciences (NIH in Norwegian/NSSS in English). It is a relatively small school/university (1,300 students including 70 PhD students) and has a simple organisational structure with a board, a rector, departments and administrative units. SKS appears to consist of fewer than 20 people.

The school is highly cross-disciplinary (also including medicine etc.), and this also applies to SKS – in addition to sociology, it also has philosophy, history and management.

NSSS has far-reaching strategic goals and portrays itself as a high-achieving school that has followed up earlier evaluations. However, this applies to the school itself, and not to its sociology department.

One peculiarity of NSSS is that, despite its high ranking, it has very little external funding. In 2016, external funding accounted for 16% of NSSS's funding, and of this, only 0.147% was from the RCN. It is not clear how much external funding SKS receives, as the relevant table is for NSSS as a whole, but it can hardly be much.

13.1.2 Institutional follow-up of previous evaluations

A previous evaluation of NSSS⁴² had suggested that the school needed to improve its performance in international collaboration and publication in high-impact journals, and the self-assessment reports that this has been achieved.

13.1.3 Resources and infrastructure

NSSS appears to provide good infrastructure.

13.1.4 Research environment

There is very little information about seminars, summer schools, etc. Internal seminars are in place, however.

13.1.5 Research personnel

The gender distribution is satisfactory, with 55% women at SKS (including researchers and PhD students).

Positions are advertised internationally. It is difficult to assess whether the hiring process is in accordance with best practice.

The European Charter has not been implemented, but the school reports that it will be.

No particular career paths are noted.

⁴² In 2010-2011, Nordic sport and exercise sciences research was evaluated by NordForsk/The academy of Finland.

13.1.6 Research production and scientific quality

SKS has internal departmental meetings to discuss scientific work in progress, and money is allocated internally to finance research projects.

Productivity is quite high, particularly in terms of publication in international outlets, although it is relatively unevenly distributed between individual researchers. The ranking of the journals is below average, but the impact figures look good.

Judging by the ten publications, the scientific production is quite varied in both its themes and its quality. Though there are some publications of reasonable quality, they are in quite low to mid-ranking journals. Almost all are also in specialised journals (sports science) or books, which is not unreasonable for a specialised school, but gives the impression that the contribution to overall (general) sociology (internationally and in Norway) is limited or non-existent. Judging by the reference list provided in the self-assessment, it is notable, for example, that there are almost no publications in the very popular domestic sociology journals (TfS etc.). The upside is that SKS publishes a lot in international, albeit specialised, outlets. However, only one or two items were published in a general sociological journal of any repute (from 2008).

The amount of external funding is very low, which is a worrying sign.

Assessment of scientific quality: 3 - good

13.1.7 Interplay between research and education

For staff, the balance between teaching and research is satisfactory, but research (at half of staff time) is of course less prioritised than at more research-intensive institutions.

There are strong links between research and teaching, including teaching by researchers, the use of research in education etc.

Students take active part in staff research as assistants, and by writing their theses as part of established SKS research projects.

13.1.8 Societal relevance and impact

Dissemination to various stakeholders (politicians, the sports community) is high, and SKS and NSSS have appropriate strategies for this.

Studies of gender inequality and sexual harassment in sports have had important societal impact. For example, Professor Kari Fasting, Professor of Sport Sociology, was appointed in 2013 to the expert committee tasked with drafting the EU's Gender Equality Plan for Sport 2014–2020. Her research on sexual harassment has also been cited in the Norwegian Sports Association's national guidelines aimed at combating such problems, and her international work has likewise been influential.

Much of the research fits well with the Long-term Plan for Research and Higher Education, primarily priority area 3 (public sector renewal, better and more effective welfare, health and care services), and to some extent area 6 (world-class research groups). Research in this area is certainly important to society at large.

13.1.9 Overall assessment

SKS covers a number of areas that are of both societal and scientific relevance, such as gender, doping, sexual harassment, coaching, ethnic integration and physical activity among the population.

While SKS addresses some general sociological issues, almost everything it has published is rather narrowly sports-oriented, and collaboration with other sociologists appears to be scant. It is likely that SKS has a positive impact on sociological sports science in Scandinavia, but little impact beyond that.

Publications are of good but varying quality, with room for improvement. Most articles are published in predominantly low to mid-ranking international journals,⁴³ but there are also policy-relevant publications in Norwegian. Research productivity is high for some researchers, but unevenly spread – the total impact in terms of publications and citations is very decent, however. When looking at all publications listed in the self-assessment, there are certainly signs of international collaboration – several chapters in edited volumes, for example. On the other hand, the publications are very seldom internationally comparative, and few appear to be the product of collaboration with other institutions, in or outside Norway. However, SKS no doubt contributes greatly to the understanding of sports in Norwegian society.

Although NSSS is very cross-disciplinary, there appears to be little or no collaboration across disciplines, which is also mentioned in the SWOT analysis.

SKS appears to have a strong relationship with the sports community, and also a strong impact at policy level.

13.1.10 Feedback

From a sociological viewpoint, SKS is too limited in its scope, and too little engaged with sociology literature and the Norwegian sociology community. If the goal is to pursue a scientifically strong sociology of sports, more sociology would be preferable (which does not necessarily mean less sport).

From an overall scientific viewpoint, its frequent publication in international journals is a big plus, as is the relatively high overall impact of the publications in terms of citation. However, it would seem to be necessary to either broaden the pattern of outlets or to try to aim for higher-ranking journals, preferably mixing more general journals with the specialised ones.

To consolidate the research, and to be able to move ahead scientifically, SKS would be well advised to increase its international collaboration (which partly appears to be in their plans), to pursue more comparative studies (rather than the 'case of Norway' focus), and to apply for more external funding. Seminar series with external involvement and exchanges of doctoral students and staff are normally appropriate ways of increasing quality, and it is somewhat uncertain how well SKS does in these respects.

It should be remembered that SKS, while classified as an institution, is not much bigger than a research group at a big institution, which sets some limits on what can be done. On the other hand, small units may need greater outreach. For example, it might be good for PhD students to take courses at bigger universities to get more stimulation and a broader skill set. Nevertheless, SKS is varied in terms of topics and methods, so its PhD education could still be adequate. Further evaluation should analyse where PhD students end up after graduation. Do some of them get attractive positions at universities for example? While this may not be a primary goal, it would still be a good test of SKS's contribution to sociology, which is the main focus of this evaluation.

⁴³ Yet with 43% of the articles published in journals ranked Level 2.

13.2 Research group: Bio-medical performance enhancement and the values of sport

The small research group Bio-medical performance enhancement and the values of sport (BPVS), studies biomedical performance enhancement (what we normally refer to as 'doping') and the values of sport. The studies range from philosophical discussions to document studies and qualitative interviews.

13.2.1 Organisation, leadership and strategies

This group, led by Professor Sigmund Loland, consists of two permanent staff, one PhD student and two affiliated researchers (10% and 20% of full-time, respectively). In addition, there is an international collaborator who often visits.

The group publishes quite well, but only in specialised outlets. They do have collaborators, but a lot of the normal assessments are difficult to make given such a small sample of people and publications.

The group has almost no external funding, but there is a collaboration that wishes to set up a fund for research.

The topic of doping is high on NSSS's agenda, and the group appears to have its support.

13.2.2 Research personnel

The group is clearly quite vulnerable because of its size, and the fact that the two affiliated researchers are relatively old (one over 60, and one over 70), and the two permanent staff are 55 and 60, respectively, puts the group in an awkward position when it comes to sustainability and intellectual reproduction. Recruitment is international and in accordance with standard procedures.

13.2.3 Research production and scientific quality

Naturally, the research group is very dependent on a few individuals. They appear to produce interesting and highly relevant research, which is also presented in a lucid and comprehensible way (although the subject matter, involving genetic and philosophical issues, borders on being marginal in relation to sociology as a discipline).

The group has visibility in its field and publishes regularly in decent, if perhaps not the best, sports journals. The impact on sociology is probably very small, however – this appears to be a rather secluded island in relation to the overall world of sociology.

The quality of the published research presented to the panel's assessors is good, but not outstanding.

The subject area is quite close to genetics/medicine, to management/political science and to ethics/philosophy, which makes it genuinely interdisciplinary. It is not obvious, however, how well the group collaborates with researchers in related fields, even though NSSS can provide them with opportunities to do so.

13.2.4 Networking

The group has good networks, both academically (nationally and internationally) within its specialised field, and with stakeholders. Its close connection to WADA (the international doping agency) is worth mentioning, with two group members serving on WADA's ethical committee.

13.2.5 Interplay between research and education

The group has close ties to teaching. It provides courses and group members have supervised a large number of students.

13.2.6 Societal relevance and impact

The research is highly relevant to society at large, as regards both sports and general physical activity.

The case study, which concerns whether or to what extent hypoxia (high-altitude training) should be regarded as doping, appears to have had a substantial impact on the policies followed by Norwegian sports associations, and possibly on WADA's policies.

13.2.7 Overall assessment

BPVS is a very small group of researchers (five researchers employed at NSSS, and three researchers from other institutions, two of whom are from institutions abroad) devoted to the study of doping in sports. They publish highly relevant and interesting analyses of doping in a variety of ways: through ethical/philosophical discussions ('What is the spirit of sports?'; 'Is genetic testing for talent good?'), political analyses of IOC and WADA, and other studies. They provide a social science perspective on a hotly debated issue in present-day society.

The group is crucial to the aims of the school (NSSS), and it appears to be a visible player in the field of sports sociology. It has a good network in sports research, and contributes both academically and politically to this area.

The concern from the viewpoint of an assessment of Sociology is that its sociological relevance, visibility and involvement are poor or questionable. The group does not appear to publish in general sociology journals, and does not appear to be integrated in general sociological academic circles – its members are connected with the world of sports rather than sociology. Perhaps more than any other group, BPVS raises the question of whether field-specific relevance can outweigh a marginal impact on and ties to Sociology.

The overall quality of the publications is good, although not excellent.

The recommendations are very similar to those for the school in general. From the viewpoint of the assessment, it is particularly recommended to relate the research more to sociological theories and research, and to seek closer collaboration with the sociological community. This could be done through publishing strategies, but also in the form of seminars, doctoral courses etc.

Assessment of research group: 3 - good

14 Norwegian University of Science and Technology, Faculty of Social and Educational Sciences

Norwegian University of Science and Technology, Faculty of Social and Educational Sciences							
Units included in the evaluation of sociology	- Dept. of Sociology and Political Science			Listed researchers	50		
				Listed research groups	3		
				No. of researchers in listed research groups	25 (51 CVs)		
Other units of the faculty (institution)	- Dept. of Geography - Dept. of Social Anthropology - Dept. of Social Work - Norwegian Centre for Child Research at the Dept. of Education and Lifelong Learning			Training, recruitment and academic positions			
					2014	2015	2016
				No. of PhD graduated at the institution per year			
				Male/Female	1/10	2/7	4/2
R&D expenditures and sources of funding (1000 NOK)				Total per year	11	9	6
	2014	2015	2016	No. of positions announced / No. of qualified applicants per year			
Funding of the institution				PhD positions	1/6	2/3	8/18
Total expenditures	87 029	85 986	86 136	Post.doc positions	1/3	-	-
Types of funding				Permanent positions	1/10	-	2/7
Core funding from the Norwegian gov.	68 342	68 410	65 880	Education			
External funding, RCN	15 944	15 547	17 494	Study programmes BA level - Sociology			
External funding EU	846	1 418	1 696	Study programmes MA level - Sociology			
External funding, other sources	1 897	611	1 066	Other			

Source: The Research Council of Norway, Self-assessment report for the institution, 16/12960

14.1 Sociology at the institutional level

The Norwegian University of Science and Technology (NTNU), was founded as a university in 1996 following a merger between six research and higher education institutions in the Trondheim area. In 2016, it merged with the university colleges in Gjøvik, Ålesund and Sør-Trøndelag, and became the largest university in Norway. NTNU is a comprehensive university, with research and training in nearly all disciplines and vocations. Sociology has remained a stable part of the social science portfolio at the university, and has been taught at the institution since 1969.

14.1.1 Organisation, leadership and strategy

NTNU has recently merged with several other institutions and in the process, has established the Faculty of Social and Educational Sciences, which comprises seven departments, including Sociology and Political Science, and Education and Lifelong Learning (which houses the Centre for Child Research). The management structure is relatively traditional and hierarchical, with a dean and vice-deans (research and teaching) at faculty level and heads for each department, with their own deputy heads for teaching and research. The heads meet regularly, as do the deans with the rector. This seems to be a relatively intensive model, but is likely to foster common practice across the faculty, though perhaps with some duplication between the faculty and departmental roles? No assessment is provided of how well it works from the perspective of the institution.

Within a rather general overarching aim, and an NTNU-wide strategic focus on health, oceans and sustainability, the institution has aimed to enhance the research quality and capacity of the faculty. It has done this through various forms of incentivisation, large and small, to attempt to increase research funding applications and to reward publication, which is recognised as being lower than it might be. Resources are provided for research – through funding research groups, enhancing leave and improving support for research funding applications, and specifically for EU funding, as well as recruiting to research posts. There is also a generous sabbatical leave policy (though conditional on demonstrated research excellence and contribution to the department) to support international collaboration and exchange. This seems to be a suitably direct approach that can enhance and expand future research quality through direct financial commitment. The focus appears to be particularly on participation in research funding applications, although sabbatical leave etc. is also likely to promote productivity in terms of research output (i.e. journal articles etc.). It has subsequently been acknowledged that generating research funding is not a prerequisite for good research, and the institution also has strategic funds from which researchers can apply for small grants to support research activity.

The measures identified are evaluated as having had some success in increasing participation in external research funding applications (and via collaboration), but, due to the significant increase in the number of submitted applications, the success rate has been falling. It is not clear how far they have been successful in promoting research productivity – indeed, the submitted material suggests that, despite the supportive environment, productivity and ‘hits’ in top journals could/should be better. Nevertheless, the sample publications demonstrate a good range and contain some good quality pieces of work. Publication in target journals is also incentivised. The research groups seem to be successful in fostering research, but, again, it is indicated in the SWOT analysis that there is untapped capacity for more collaboration and higher research production.

The emphasis on external research funding is designed to facilitate research through data collection research networks, and recruitment is linked to specific projects that will deliver research returns. This is a reasonable categorisation and supports the research-group focus of the research incentivisation.

14.1.2 Institutional follow-up of previous evaluations

The recommendations from the previous evaluation of Sociology in 2010 are not specified, but the institution has responded to them by co-funding two research projects based on competitive and successful applications to the Research Council of Norway, which are intended to align with the strategic goals set out in the evaluation.

14.1.3 Resources and infrastructure

The institution seems to provide good resources at the individual and group level, and research infrastructure to support research production and grant applications. Some use seems to be made of these resources, but they could be exploited further.

14.1.4 Research environment

There are substantial numbers of PhD students in Sociology, and a PhD seminar that contributes to the research environment. The interview highlights research seminars / reading groups where researchers' research is reviewed. The emphasis on time away from NTNU suggests an outward-looking research environment. The research groups are clearly intended to be forums for knowledge exchange. There would seem to be further scope for enhancing the local research environment, particularly given the concern that the distance from Oslo hampers inter-institutional exchange.

The reorganisation of the PhD programme is expected to strengthen disciplinary research.

14.1.5 Research personnel

Recruitment seems to be open and focused on both the international and the national market. This translates into hires from within and outside Norway. The focus on recruiting at the associate level seems appropriate since it is more likely to result in gender equity. Otherwise, there is only limited discussion of recruitment practices and aims.

The wider institution has invited suggestions for supporting postdocs, but the faculty has not considered these necessary for their professional development. The self-assessment states that there are already sufficient 'instruments', but it is not clear what they are.

The interview clarified that a new postdoc programme involved mentoring for postdocs about their development and career aims. PhD students receive training as part of their PhD programme.

NTNU signed the Charter and Code in 2008 and the SU faculty states its commitment to its implementation.

There are two career tracks – assistant to full professor and a teaching-related equivalent that is less used. There are also specific 'Outstanding Fellow' programmes to facilitate the aim of incorporating internationalisation into career tracks.

Supporting researchers' potential to recruit internationally recognised scholars is also stressed, though the exact routes by which this is achieved are not specified.

The PhD profile is strongly gendered – with more women graduating. The balance among the rest of the staff in terms of gender, age / seniority and diversity is less clear.

14.1.6 Research production and scientific quality

As noted, the institution has various arrangements and incentives to promote research activity. They include the focus on research groups, good research support, generous sabbatical entitlements and when sabbaticals can be taken, and various measures concerning recruitment and career support, as

well as an internationalisation agenda. The impression is of an environment that is well set-up to foster research production. There are four research groups within the department and two of them, as well as the Child Research (Barneforskning) group in Education, which carries out sociologically relevant research, are submitted as research groups.

The researchers produce a diverse range of research with a number of good-quality publications. Among the submitted publications, the emphasis appears to be on the diversity of coverage, rather than necessarily speaking to particularly strengths or research focuses. There were some good-quality and significant publications, but across the selection as a whole, the originality and significance might be deemed moderate. The self-assessment rates the productivity as equivalent to comparable institutions, and it could perhaps be expected to be enhanced by the investment and incentivisation strategies. The research demonstrates some real strengths in terms of quality, and the work of several of the research groups has an international profile. However, the selected papers perhaps reinforce the concerns expressed in the SWOT analysis that, while there is good work, there is also some variance – and given that they were explicitly selected to foreground research contributions – not as much outstanding research as might be hoped for / expected. The ability to once more recruit to the discipline is likely to enhance research quality.

There are research groups in the areas of the Nordic model of the welfare state, inequalities in health, geographical mobility, and sociomateriality, as well as the Child Research group. They demonstrate not only the diversity of research carried out at the institution, but also collaborative ventures that are aligned with the strategic aims of NTNU, and that have resulted in some high-quality research, as well as fostering interdisciplinary contributions. One of them (CHAIN – inequalities in health) was being evaluated as a Centre of Excellence, but was ultimately unsuccessful. CHAIN also puts forward one of the impact case studies.

Judging from the publications and the work emanating from the research groups, there are solid contributions to advancing knowledge in several areas.

The research groups and their links to the strategic aims of NTNU (sustainability, health, oceans) tend to engender interdisciplinary research or research orientations. The work on welfare states is at the boundaries of social policy and sociology, while the work of the geographical mobility research group combines various disciplines. Inequalities in health is also a subject area that is studied across a range of disciplines. At the same time, many of the publications identified remain in sociological journals, enabling the researchers to couple an interdisciplinary orientation with a disciplinary focus. The need to recruit in sociology and to maintain disciplinary strength alongside interdisciplinary work is recognised.

Assessment of scientific quality: 3 - good

14.1.7 Interplay between research and education

There is an intended 50-50 split between teaching and research – though some concern is expressed about the potential of administrative burdens to increasingly ‘eat into’ research time.

Research and teaching are regarded as complementary activities – good researchers provide good teaching.

There is a clear emphasis on ‘research-led teaching’. There are some nice examples of additional activities aimed at fostering the links between research and teaching and the disciplinary sensitivity of sociology master’s students, e.g. through the sociology festival. PhDs are typically involved in research groups / projects.

14.1.8 Societal relevance and impact

The self-assessment asserts the importance of and commitment to dissemination and impact, and states that this is encouraged among staff, but it does not provide much information / detail about its strategies for achieving this.

A set of knowledge exchange activities are listed. They are intended to be illustrative, though a narrative account would have helped to understand the focus and how they fit with impact and communication strategies (or not). The self-assessment documents challenges in relation to reaching out to Oslo-based stakeholders, and alternative ways of promoting dissemination were discussed in the panel interview. The impact case study from CHAIN focuses more on policy-relevant research and academic impact than direct policy impact; while the CHILDSTUD case study is solely concerned with academic impact / enhancement of knowledge; in contrast, the Snorre case study is directly concerned with very practical impact.

Some of the research is clearly linked to the strategic priorities in the Norwegian Government's Long-term Plan for Research and Higher Education, e.g. health and welfare system, and produces policy-relevant knowledge.

There is great potential, across the wide range of areas covered, for the research to produce learning that benefits and leads to potential improvements in the welfare state, working lives, health and public policy (e.g. through work on childcare, inequalities in health, migration, organisations etc., though perhaps less the work on SMS etc.). Ensuring that a link is made between the knowledge produced and its potential benefits could merit further attention.

14.1.9 Overall assessment

This is clearly a research-oriented faculty that aims to support and develop its research quality and the international engagement and reach of its research. It has strategies in place to achieve these aims that can be hoped to deliver further returns in scientific quality in the future.

14.1.1 Feedback

There is clearly good work being done here. Given the concerns in the SWOT analysis about underperformance relative to the potential and resourcing capacity, the institution might wish to consider the extent to which research leadership is working effectively to maximise productivity and research engagement. There are extensive incentive structures, but they do not necessarily seem to be translating into successful funding bids or higher research productivity. The new programmes and emphasis on PhD streams and postdoc mentoring are to be commended as ways of supporting both individual researchers and the research environment. Given the challenges in relation to policy engagement of not being in Oslo, the institution might wish to consider how to develop an impact and dissemination strategy that is adapted to its geographical setting. There is much strength in the diversity of the research, but specific recognition of certain research areas might make strategic sense in connection with new appointments now that the recruitment embargo has been lifted.

14.2 Research group: Norwegian Centre for Child Research

This research group Norwegian Centre for Child Research (NOSEB) is a small, longstanding research group that has recently (2017) become a centre in the Department of Education and Lifelong Learning in the SVT faculty at NTNU, having previously been a department (and before that an independent centre). NOSEB works in the area of children's everyday lives and wellbeing, and the sociology of

childhood, with a focus on three thematic areas: 1) Early childhood education and care: policies and practices, 2) Childhood in transition, rights, generation, migration, and 3) Children as consumers: market and new media. It works extensively with international and national collaborators, including formal research associates, with whom much of the research is co-produced. It maintains and develops networks and interaction through seminars, conferences and workshops, as well as hosting visitors. It demonstrates productivity in research publication, though much of it appears to be in edited volumes and book chapters. It does, however, host a Norwegian-language and an English-language journal. Articles feature, but not very extensively, in the top journals in the field. It provides teaching at MSc level as well as PhD training.

14.2.1 Organisation, leadership and strategies

NOSEB had a single director and a board from 1982 to 2017, when it lost its formal role as an independent administrative unit. At the time of the evaluation, there was a board with external members. The group is now organised based on the division into themes and projects relating to those themes. The self-assessment stresses the degree of interaction, which also appears to extend to the extensive international collaboration though interaction achieved through research visits to NTNU, as well as workshops, seminars and conferences.

The group has a clear intellectual focus linked to being at the forefront of developments in the sociology of childhood and incorporating the child perspective, with the thematic perspective outlined above. These themes seem to be very well chosen to reflect both core interests and areas of new development in childhood studies. The research focus encompasses work that crosses disciplinary boundaries, reflecting the interdisciplinary aspects of childhood studies. As well as research produced by individual members of the group and for the projects, it actively engages with well-known international scholars in the sociology of childhood to co-produce research in these areas. It also collaborates on projects / collaborative research with national scholars who have made significant contributions in relevant fields. The relatively large numbers of PhD students who have been linked to the various themes, suggest that this is also one of the means by which it achieves its intellectual aims – even if those PhD students then move on to other roles. Overall, the group seems to have succeeded in defining its position and profile in childhood studies / sociology of childhood, and it utilises both international collaboration and external funding for related projects to help it to do so. It also seems pragmatically open to further development that will foster its general aims and standing – for example the emerging ‘health inequalities’ theme (see also the research group CHAIN).

The group reports a number of funded research projects from previous years, as well as current ones it is involved in, that have supported and are aligned with its aims and its interests, although its current level of external funding does not seem to be especially high (NOK 3 million).

NOSEB aspires to scientific quality that is internationally recognised. While its international collaborations / networks and funded projects speak to efforts to achieve this aim, it is not altogether clear how the research group helps to translate this into high-quality journal articles. In some ways, the nature of the projects seems to lend itself more to books and edited volumes, although, while some of them appear to be influential and high ranking, one might expect this work to have more influence in the field.

NOSEB argues that infrastructural support has declined since its transition from a department to a centre within a department.

14.2.2 Research personnel

The group comprises five permanent staff (3 professors and 2 associate professors), eleven PhD Fellows and five international partners. However, on the list of staff and among the CVs, there are only two PhDs. There does not seem to be recruitment to / refreshment of the group other than through (temporary) personnel / PhDs who have been attached to funded research projects. Little is said about recruitment practice.

The group appears to be close-knit – with research seminars, ‘daily interaction’, and a thematic organisation that provides opportunities for development. Mentoring or other formal mechanisms for staff development are not mentioned

The permanent staff of the group are female-dominated (4 women and 1 man). They are all Norwegian (though, of course, the external members introduce international variety). All the professors are aged around 65, while the two associates are in their late 30s/early 40s. This might raise questions about succession planning – but this is not discussed.

14.2.3 Research production and scientific quality

The group deals with central concerns in childhood studies and shows a development in terms of interests that is in line with developments in the field and social changes. The work on North-South linkages and childhoods in Africa and Latin America demonstrates its outward-looking perspective and its engagement with the internationalisation of childhood studies. The international profile of the group is good. Its success in securing research funding is testament to its recognition of key areas of interest to society and policymakers, as well as representing new or recent academic developments. The research group overall shows a moderate level of productivity, though much of it seems to be focused on chapters and (edited) books rather than journal articles. This may, in part, be a characteristic of this particular area of research, but in that case, some ‘big books’ might be expected. In terms of the work submitted, it aligns with core interests and developments in the field rather than necessarily moving the agenda forward / demonstrating striking originality, although it includes some good work. It is notable that all the submitted work is single-authored, thereby demonstrating the individual members’ specific research agendas and contributions.

The field can be thought of as interdisciplinary to some degree. While the work seems to be largely situated within the sociology of childhood, it also overlaps with other areas, such as media studies, criminology, social policy etc.

14.2.4 Networking

The group’s participation in international networks and international collaboration as well as its national collaboration are great strengths. As well as collaboration with European scholars, NOSEB also has strong African networks that have been involved in joint research projects, and the co-production of research output.

14.2.5 Interplay between research and education

The research group offers an (English-language) MPhil in Childhood Studies and it also trains PhD students.

14.2.6 Societal relevance and impact

The group’s networking activities involve not only academic, but also non-academic stakeholders. There is a clear emphasis on engagement with such stakeholders, including through the seminars and

workshops organised by the group. There are links and associations with international as well as national NGOs.

Developing our understanding of children's perspectives and engaging with specific areas of policy, such as ECCE, are clearly relevant to policy and society. The work of NOSEB – and the communication of its work – is likely to impact on the understanding of children's place in society, as well as having a potential impact in specific areas, such as disabled children. The emphasis on capacity building with partners in the majority world is also likely to be relevant to academic and policy impact.

14.2.7 Overall assessment

This is a focused, well-networked research group, with a clear national and international profile. It appears to be relatively self-contained in institutional terms, and it is not clear how far it impacts directly on the research environment of the institution overall, though it is clearly adept at bringing in researchers with relevant interests to projects. It demonstrates a good ability to secure funding and enjoys strong national recognition. The international networks and high level of international collaboration also place it on the international stage. The research is of reasonably good quality and demonstrates the ways in which individuals pursue their own research interests, which are nevertheless aligned with the strategic direction of the centre and its thematic profile. At the same time, given its strengths in other areas, the published research could be expected to be more 'cutting edge' and to demonstrate more clearly how it is moving forward the agenda in childhood studies. In general, it seems to be following rather than leading the curve. Its organisation also seems to be reactive rather than proactive in terms of establishing areas that are critical to the development of the field. Given its organisational structure, networks and opportunities, the levels of productivity, especially among its professorial members, might be expected to be higher. This therefore gives a slightly mixed picture of its significance. It is a longstanding and well-recognised research centre, but it would benefit from setting an ambitious research agenda. All three professors are close to retirement and the team has relatively few mid-career and postdoc researchers: recruitment to the latter two groups is necessary for its longevity, and could help to increase publications in highly regarded sociological outlets, through strategic recruitment and suitable support structures.

Assessment of research group: 3 - good

14.3 Research group: CHAIN

14.3.1 Organisation, leadership and strategies

The leader of the CHAIN research group is Professor Terje Andreas Eikemo. The group consists of 11 researchers, several of them eminent in the field of health inequalities.

The group claims to be a world-leading centre for the international study of global health inequalities, with a focus on children. It conducts quantitative comparative analyses to determine the scale, causes of and solutions to global health problems and inequalities.

The self-assessment is well-presented and persuades us that the group has a clear mission and strong leadership. Contributing to the design of important data sources is the basis for a viable strategy for greater visibility and international cooperation at the highest level.

14.3.2 Research personnel

The group consists of 11 researchers. There are two permanent staff, two postdocs and seven PhD students. Senior members are mostly men, but there is an even gender split among PhD students. The number of staff on site in Trondheim is relatively small in relation to the impact achieved.

There are a set of very prestigious international collaborators from outside Norway with whom the group is hoping to become more closely involved (and be named as co-investigator on projects). The fact that these people are prepared to collaborate with the group bears witness to CHAIN's reputation.

Postgrads receive sound training, usually travelling abroad through exchange programmes.

14.3.3 Research production and scientific quality

The group leader is enormously prolific in his production of journal articles (50 during the period 2012–16), but there is limited evidence of other colleagues in Trondheim publishing widely. The international partners – who comprise a significant element in the submission – also write a lot.

The seven publications submitted (by seven different colleagues who are members of CHAIN) consist of sound articles in specialist journals, one of them Level 2.

The group has a core theoretical framework and a set of objectives, which (although rather predictable) form the basis for a strong or leading programme of comparative research. Comparative analysis on a global scale is the basis of the group's programme, which ensures that its engagement in international scholarship is visible. Research funding amounts to approximately NOK 4 million per annum. Half comes from the RCN and half from EU. There are two large EU projects (HiNews and Migheal) and another project associated with the ESS module on health that is prestigious, but not a source of income.

Access to a very strong data set is a major advantage for this research group.

14.3.4 Networking

The group is very well connected, in large part because of its engagement in international research projects, but also through the personal contacts of its senior members. It has connections with all the major research groups in the field.

14.3.5 Interplay between research and education

The unit teaches a course on health inequalities in the university's educational programme and also an international graduate course.

14.3.6 Societal relevance and impact

Knowing the scale, causes of and solutions to a variety of health conditions that generate inequality between and within countries has obvious societal relevance. The research projects and reports arising from them have wide coverage and presumably therefore also impact on the international understanding of, and interventions in, policy.

14.3.7 Overall assessment

This is a very well-connected research group on the international stage. Much of its promise appears to depend upon becoming a Norwegian Centre of Excellence, when some of the prestigious international collaborators will be given formal positions. That the group plays a part in several important European collaborations is an indication of its current high standing and its future potential.

It is contributing to an important international field of research within the dominant paradigm of comparative quantitative analysis.

Assessment of the research group: 3 - good

14.4 Research group: The Nordic Model in Work Life and Welfare State

14.4.1 Organisation, leadership and strategies

The research group the Nordic Model in Work Life and Welfare State originates from the late 1990s. It has six core members, one of whom is the appointed leader of the group. In addition, the group has eight international members.

The research themes in focus are rather broadly formulated, while the group's self-assessment gives the impression that the narrower subjects of work-life reconciliation, and parental and gender equality seem to be the real core topics of the group. In addition, the group also does some research on work regulation, migration and inclusion – topics that seem to be rather loosely connected to the core topic.

The group attracts funding from the RCN and other research foundations.

14.4.2 Research personnel

The information in the self-assessment on recruitment and training is limited. The group of core members and international members are very experienced in their research field, and several of them have an extensive record of international publication. Even though a few PhD students have a connection to the group, it might be advantageous to consider the recruitment of less experienced researchers to ensure the sustainability and renewal of the group.

The members of the research group are exclusively women. The development of the research field could undoubtedly gain from the inclusion of male researchers.

14.4.3 Research production and scientific quality

Some group members have high productivity, while others have a production that is on a more average level. The group mainly produces articles in peer-reviewed journals and book chapters, but not very many national reports and popular articles for a broad audience.

The publications presented by the research group for this evaluation contain a number of interesting and relevant empirical contributions. However, the articles are of varying scientific quality and most of them are published in rather low-ranked journals. Not all the articles seem to be in line with the core theme of the group.

14.4.4 Networking

The group seems to be well established in the international research community. The International Network on Leave Policies and Research is highlighted in particular as important for the group in the self-assessment.

14.4.5 Interplay between research and education

The group contributes to the development of courses at all levels of sociology studies through teaching and teaching material.

14.4.6 Societal relevance and impact

The group has submitted one example of impact concerning Norwegian parental leave policy. The impact case concerns research findings that have been included in a white paper produced for the Norwegian Ministry of Family Affairs and used as an argument for legislative amendments.

The group seems to write few articles for a broader audience. The research group's topic of interest is highly relevant to Nordic society, but the self-assessment states that the group is more oriented towards an academic audience.

14.4.7 Overall assessment

The research group is well established, with a thematic focus on very relevant welfare state issues. The group attracts funding from the RCN and other research foundations. The submitted publications contain a number of interesting and relevant empirical contributions. However, the articles are of varying scientific quality and most of them are published in rather low-ranked journals.

The quality of the group's production could benefit from a more focused research strategy, and better alignment with the stated aim of its core areas of research. It should also aim to recruit young researchers and male researchers to improve the long-term sustainability of the group, its diversity and fuller engagement with the research field. The research group's ambition should be to publish in higher-ranking journals and to publish more of their results for a broader audience.

Assessment of the research group: 3 - good

15 Oslo and Akershus College of Applied Sciences, Centre for Welfare and Labour Research

Oslo and Akershus University College of Applied Science, Centre for Welfare and Labour Research					
Units included in the evaluation of sociology	- Centre for Welfare and Labour Research – the SVA Centre (established in 2016)			Listed researchers	101
				Listed research groups	5
				No. of researchers in listed research groups	22 (40 CVs)
Other units of the faculty (institution)	<i>Incorporated member institutes:</i> * AFI – the Work Research Institute * NIBR – Norwegian institute for urban and regional research * NOVA – Norwegian social research * SIFO – Consumption Research Norway			Training, recruitment and academic positions	
				2014	2015
				2016	
				No. of PhD graduated at the institution per year	
				Male/Female	-/-
					-/-
					-/-
				Total per year	-
					-
					-
R&D expenditures and sources of funding (1000 NOK)				No. of positions announced / No. of qualified applicants per year	
	2014	2015	2016		
Funding of the institution				PhD positions	1/16
Total expenditures	-	-	128 440	Post.doc positions	-/-
				Permanent positions	7/260
					7/135
					10/90
Types of funding				Education	
Core funding from the Norwegian gov.	-	-	82 241	Study programmes BA level	
External funding, RCN	-	-	64 335	-	
External funding EU	-	-	7 676	Study programmes MA level	
External funding, other sources	-	-	86 977	-	
				Other	
				PhD candidates at SVA attend PhD programs at a University or University College, but are funded by and do their daily work at SVA.	

Source: The Research Council of Norway, Self-assessment report for the institution, 16/12960

15.1 Sociology at the institutional level

Oslo and Akershus University College of Applied Sciences (HiOA) was founded in 2011 following a merger between the former Oslo University College of Applied Sciences and Akershus University Colleges of Applied Sciences. The Centre for Welfare and Labour Research was established in 2014, when the research institutes AFI (the Work Research Institute) and NOVA (Norwegian Social Research) merged with HiOA. In 2016, the research institutes NIBR (Norwegian Institute for Urban and Regional Research) and SIFO (Consumption Research Norway) also merged with HiOA. The four institutes share a research interest in welfare and labour-related topics, and they combine publicly funded basic scientific research with commissioned applied research conducted for a wide range of actors. They are now located together at HiOA's campus in Oslo, and employ about 220 academic staff, 101 of whom are listed as researchers for the evaluation of Sociology.

15.1.1 Organisation, leadership and strategy

The centre is the result of the merger of four institutes and it is now an umbrella organisation for the four autonomous member institutes. The centre is on a par with HiOA's faculties, but has a different governance structure that reflects its research profile. From 12 January 2018, HiOA became Oslo Metropolitan University (OSLOMET). It has a clear research and teaching strategy. When HiOA becomes a university, this will present many challenges in relation to management structure, funding, the balance between teaching and research etc.

15.1.2 Institutional follow-up of previous evaluations

AFI, NOVA and SIFO took part in the previous evaluation of Sociology in Norway. Since then, they have been merged into the SVA Centre at HiOA together with NIBR, and the institutional follow-up of the previous evaluation is therefore not considered relevant.

15.1.3 Resources and infrastructure

The centre is the largest welfare research community in Norway. It is mainly funded by external funding from RCN programmes and from grants received in open competition, both from public calls for proposals and from private entities such as NGOs. It also receives some core funding from the Government. The centre has relatively little funding from the EU.

15.1.4 Research environment

The institution manages and invests in a number of databases that are important for the research carried out at the institution. International publishing is stimulated by a number of publication groups that meet regularly, and the research environment includes about 20 PhD students. The institution is not able to fund sabbaticals, but researchers are systematically encouraged to develop their personal networks with foreign colleagues and to visit other research institutions. To the extent that SVA researchers receive grants from the Research Council of Norway (even from their applied research programmes), these grants can fund such visits.

15.1.5 Research personnel

About 115 researchers are employed at SVA, about 25 per cent of whom are above 60 years of age. As the institution is well aware, a generational change may lead to a lack of scientific competence as these members of the staff retire. However, the institution will attempt to retain seniors. Moreover, a generational transition could create possibilities for change and new recruitment, including international recruitment.

For some of the institutes, the merger with HiOA means less flexibility in the recruitment context because all researchers at HiOA must have a PhD. Another challenge is that the institution educates many more PhDs than it is able to employ and hence has to have a selection strategy.

There is no sabbatical scheme, and no regulations regarding how much time staff should spend on publishing in international journals.

In 2016, there were 90 qualified applicants for 10 permanent positions at the Centre for Welfare and Labour Research. There is no information about the previous positions of the applicants.

15.1.6 Research production and scientific quality

The Centre for Welfare and Labour Research aims to combine societal impact and scientific impact. The self-assessment states that 62 per cent of the publications are intended for a national academic audience, 28 per cent for an international audience and the rest for non-academic audiences. The institution encourages researchers to translate results from commissioned work into scholarly publications. However, there seems to be a lack of a more specific strategy to balance the two goals and there is a need to strengthen the number of international publications.

While the research production varies somewhat between the four institutes at the Centre for Welfare and Labour Research, it is fairly close to the average number of publications per individual in all of the studied institutions. The same applies to the share of Level 2 publications, although the figures for publication impact seem to be somewhat lower than the average (Damvad 2017). This is less satisfactory, especially since the centre is the largest research environment for sociologists in Norway.

The ten submitted publications represent a very broad set of topics and methods, as should be expected of a large organisation. Both discipline-oriented and multidisciplinary articles were submitted. Topics include reforms of public organisations, education and inequality, ethnicity, disability and childrearing, as well as several types of data and data collection, e.g. register data and qualitative interviews. The publications are interesting and of high quality, and they contribute to international debates. The data are mainly Norwegian and are intended to present an international audience with analyses of Norwegian society.

The submitted articles are published in high-ranking international (European) journals (but with a staff of over 100 researchers, it is also easier to select many high-ranking publications compared to the possibilities available to smaller institutions). Publication statistics show a low level of publication points per researcher and a low level of Level 2 publications. The indexes for the impact of publications are also rather low. Of the articles, some are single-authored, others are co-authored with scholars from HiOA (including one of the institutions that merged with HiOA), while some are co-authored with people from other institutions, especially the University of Oslo. None of them are co-authored with scholars from abroad.

The panel recommends the Centre for Welfare and Labour Research to endeavour to develop its publication profile to include more co-authorships with scholars from abroad, and more studies that use comparative methodology.

Assessment of scientific quality: 3 - good

15.1.7 Interplay between research and education

Even though there is no contractual obligation to teach or otherwise contribute to educational activities at HiOA, some interplay still takes place between research and education. About a quarter of the political scientists regularly take part in teaching, supervision, grading students and examination

of university PhD students. In 2017, for example, five MA students were affiliated to the Centre for Welfare and Labour Research via the *Ungdata* workshop, and about 15 other students were linked up with ordinary projects and thematic research priorities in connection with their theses. The establishment of the OsloMet University will probably increase such commitments.

15.1.8 Societal relevance and impact

The research focus of the Centre for Welfare and Labour Research is strongly related to the Government's research priority of renewal of the public sector. At all levels, continuous contact is maintained with users (i.e. primarily public administrators) in a variety of ways and the institution argues that, when it succeeds in including stakeholders (i.e. government representatives, civil servants, social partner representatives and civil society organisations) in projects, this is a useful way of securing impact.

The self-assessment mentions several types of dissemination, for instance factsheets, report series, academic and public conferences as well as numerous impact cases. Impact cases include, for instance, developing guidelines for young people with disabilities, the development of standard household budgets or increased knowledge about interpersonal issues. In some cases, the researchers feel that the advice they give to decision-makers is not taken into account because the results do not fit with the decision-makers' policy agenda. In other cases, impact is primarily achieved through personal contacts between researchers and decision-makers.

15.1.9 Overall assessment

HiOA has applied to the Government to become a university where research and study programmes are combined, so that research activities at HiOA–SVA will be integrated in study programmes. The Centre for Welfare and Labour Research is the largest institution of applied welfare research in Norway. With some minor differences, the four institutes are generally close to the Norwegian social science average for statistical indicators. The submitted articles cover a broad range of topics and methods, and are published in high-ranking journals. The percentage of publications in Norwegian-language publications is slightly higher than the national average, which reflects the applied nature of some of the research.

15.1.10 Feedback

The coming years will see huge changes in HiOA, and it is important to have clear strategies for the changes, but also to be able to adapt to new challenges. New ways of integrating research and teaching must be developed, organisational cultures renewed etc. Given the age profile of the present staff, the Centre for Welfare and Labour Research wishes to retain some of the senior staff, but it needs to develop a strategy for recruitment that fits the institution's new organisation. The institution encourages staff to translate commissioned work into scholarly publications. At present, the publication points and the share of Level 2 publications are fairly low. The institution seems to need to put more effort into helping the staff to produce more and better scholarly publications.

The staff at the institution are not used to thinking about themselves as disciplinary researchers, but relate instead to the specific fields they work in, and most of the work done at the institution is interdisciplinary. This raises the question of whether the large number of sociologists at the Centre for Welfare and Labour Research compared to other Norwegian institutions means that the centre may have special obligations in relation to Norwegian Sociology, or whether such a goal is seen as less relevant to the institution. Such considerations need to be taken into account when establishing future strategies for both teaching and research.

15.2 Research group: Active Citizenship, Welfare and Solidarity

15.2.1 Organisation, leadership and strategies

The research group Active Citizenship, Welfare and Solidarity is organised and led in a way that stimulates inclusion, flexibility and dynamism, which, in the end, encourages efficient and high-impact research on citizenship, welfare and solidarity. The group's intellectual strategy is to carry out research commissioned by public and private sector clients, and to conduct research of an excellent international standard. This strategy is pursued by looking at 'the big picture', which in practice means focusing on both vertical multi-level research (from the local level, municipalities to the EU and abroad) and cross-sectoral horizontal research (in and between networks, hierarchies and markets). By doing so, the research group contributes to the overall goals of NOVA, its host institution. External funding is fundamental to the group's research, and it has proven to be very successful at securing funding from both national and international sources. NOVA and other departments at Oslo and Akershus University College provide adequate resources and infrastructure in the form of know-how, training, supervision, administrative support, licences and access to software, databases, data protection support, open access, constructing new databases, web and social media, streaming technologies etc. It is not specified in the self-assessment, however, what part of the infrastructure would be particularly advantageous for this research group.

15.2.2 Research personnel

The group follows standard hiring and career development practices for young researchers, who are given priority in EU-funded projects, so that they can gain international experience and extend their networks. It is not clear what the hiring and career development practices are for later-stage researchers (such as assistant or associate professors). At least some of the recruitment has been international: the team includes two Swedish and one Italian researcher. The training and mentoring of PhD candidates and postdocs is done within the research projects they are involved in, under the formal and informal supervision of more senior researchers of the relevant research projects. Within these projects, PhD candidates and postdocs are encouraged to present their ongoing research, and to be formally involved as co-authors of conference papers and publications. Moreover, PhD candidates are required to participate in a few PhD educational courses. Since only 30 per cent of the researchers are female, a better gender balance could be aimed for. The group's self-assessment only reports on the mobility of PhD candidates and postdoctoral fellows, which seems to be of key importance. Such mobility, in the form of participation in international exchange programmes or study visits at international research institutes, seems to be sufficiently achieved. It is not known what the mobility of later-stage researchers is, e.g. in the form of sabbaticals.

15.2.3 Research production and scientific quality

The group dedicates all its time to research, and as such has high productivity in terms of publication in high-ranking journals. Its impact relates to the theoretical, empirical and methodological scope of sociology and political sociology within all fields of Active Citizenship, Welfare and Solidarity. Many examples are provided to illustrate such impact. Despite the volume and the overall high quality of the research, the group has not yet managed to publish in absolute top-level sociology journals, which could further increase its scientific impact. Instead, the group has edited or otherwise contributed to a number of high-profile edited volumes.

15.2.4 Networking

The group makes very good use of national and international collaboration, within academia and beyond. Such collaboration takes place with national and international research institutes and faculties, as well as with national and international stakeholders, such as civil society organisations. However, publications are either solo-authored or, if authored in collaboration with others, most of them are Norwegian.

15.2.5 Interplay between research and education

Since group members are full-time researchers, their contribution, if any, to educational activities is limited.

15.2.6 Societal relevance and impact

The research group documents quite relevant knowledge exchange activities. All seven examples reported in their self-assessment show that their research benefits public policy, health, quality of life, the economy and society as a whole.

15.2.7 Overall assessment

This is a leading national and international research group on child welfare, youth, ageing and the elderly. Its research is of an interdisciplinary nature and has been of importance to both academia and society as a whole. This is what one would expect from a research group that dedicates all its time to research. The next step would be to get published in even higher-ranking and mainstream sociology journals to further increase the scientific impact. The group seems to have the potential to do so.

Assessment of the research group: 4 - very good

15.3 Research group: Ageing Research

The research group Ageing Research originated at the Norwegian Institute for Gerontology, founded as early as 1958. The group is currently located at SVA, under NOVA. It consists of 11 researchers.

15.3.1 Organisation, leadership and strategies

An ageing population is a key social issue in all modern societies, and the group clearly acknowledges the societal importance of the topic. The group is also very specific about which particular questions about population ageing it aims to respond to, and it has very clear goals for applying for both national and international external funding. Most of the funding comes from external sources. The group leader is Marijke Veestra.

Being a leading research institute in ageing research is one of the aims of the group's host institution NOVA, which means that the group is very tightly aligned with the overall goals of the institution.

The only reported policy to facilitate scientific performance is that NOVA uses its own research funds to supplement RCN funding. The resourcing level seems to be adequate in general. The group also has some research infrastructure of its own, such as the longitudinal NorLAG database. This database is an important facilitator of national and international collaboration.

15.3.2 Research personnel

The group has managed to recruit some of its members from abroad, which is an indication of a well-functioning recruitment system. Not all members have a background in sociology; in fact, the current PhD students come from psychology and economics. PhD students are mentored by the group, although the self-assessment is not too specific about how this takes place. The PhD students

participate in international collaborative projects as well. The group does not have any postdoc-phase researchers. The gender balance is the opposite of what is typical for such groups – in this case there is a clear majority of women.

The unit has close collaboration with Swedish and Danish research centres and quite a bit of collaboration with multiple Norwegian research units. It also collaborates with other international research units, although these collaborations are not specified. Given the size of the group, the amount of collaboration appears to be more than adequate.

15.3.3 Research production and scientific quality

The members of the team are prolific publishers. The team is multidisciplinary, which is also reflected in the research output, which covers various social science fields. Unfortunately, when the output can be regarded as sociological, the contribution tends to be rather descriptive and at best only makes incremental advances to our understanding of the topics studied. There are multiple examples of solid, standard scientific research but there are no obviously exceptional pieces of work of the highest international standard. This is perhaps related to the fact that much of the publication is in Level 1 journals.

15.3.4 Networking

The group has established long-term collaborative relationships with Swedish and Danish research institutes, and it also collaborates with various Norwegian research units. The NorLAG database plays a pivotal role in collaborations. Many international researchers find the database useful for studying various ageing-related research questions, and they often come on longer research visits in order to get access to the data.

15.3.5 Interplay between research and education

The research group is based at a research centre, so there is no official teaching responsibility. However, the group members do teach and the NorLAG database is used to teach statistical methods at different Norwegian universities.

15.3.6 Societal relevance and impact

Being located at SVA, it also follows that dissemination activities are a central part of the research group's activities. These activities target both the general public and stakeholder groups, such as policymakers and ministries. This is an important part of the justification for the group; population ageing is such a central issue in Norway and other societies today that research findings and specialist opinions about various related issues are probably often called for.

15.3.7 Overall assessment

The research group consists of several well-published researchers. The group studies one of the core social issues of societies of today, namely the consequences of population ageing, which makes its work highly relevant. The group is also multidisciplinary, which fits the topic very well. The group produces high-quality, research-based information for policy and administrative purposes, which is one of the priorities of the RCN. The questions that population ageing gives rise to are not just sociological, but also touch on various related fields, such as demography, psychology and economics. Based on the reviewed material, however, the sociological quality of the research is rather average, standard science; top-level contributions are lacking. It also seems that we should not expect to see any rapid change in this respect since none of the PhD students in the group are sociologists.

Assessment of the research group: 3 - good

15.4 Research group: Public Sector Service Innovation

15.4.1 Organisation, leadership and strategies

The multidisciplinary research group Public Sector Service Innovation was formed in 2014 with the aim of developing and carrying out studies of evidence-based practice. The group is mainly divided between the Work Research Institute at SVA and other units at the university college, which are units with different administrative systems, which sometimes causes friction. Access to infrastructure is not fully satisfactory. The group comprises ten researchers employed full-time, no postdocs or PhD students, and it is dominated by females. They have funding for several projects from the RCN and other Norwegian sources.

The primary focus is on developing and carrying out common projects. A research director leads the group, organising joint academic activities aimed at developing a common theoretical and methodological implementation platform for studies of evidence-based practice. A related aim is to publish on the theme of programme theory, highlighting the need for systematic observation of connections between qualitative data and quantitative data analysis, and the mechanisms of change in connection with interventions.

It is argued in the self-assessment that Norwegian government bodies mostly define and announce funding for research needs themselves, without involving the RCN. Because studies using RCT (Randomized Controlled Trials) need fairly large budgets, this is also given as an explanation for the few sources of external funding the group has.

15.4.2 Research personnel

The group comprises quite young scholars, mostly female. Some of them have expertise in action research; others have a background in social problems or interventions research. The project groups gain in vigour by combining these competences. We interpret this as a group of scholars who share an interest in evidence-based practice, but come from different backgrounds and have different competences. There are no postdocs or PhD students in the group so far, but two PhD students will join in the near future.

PhD students have been involved in RCT projects and master's students have written theses based on data from group projects, but there is no mention of supervision, for example.

15.4.3 Research production and scientific quality

Programme theory – systematic reflection – has been a focal tool for the group. It also emphasises 'new knowledge, new practice', the aim being to develop practical work and to close the gap between research and practice. It is stated in the self-assessment that, until recently, the research report has been the preferred format for publication, i.e. not peer-reviewed work, which benefits the dialogue with sector collaborators. However, the selected publications are all international and published in good journals – mostly Level 2 journals. The selected publications display a great variety of themes and fields: family policy, innovation strategies, classroom behaviour and frontline service workers, to mention just a few. Moreover, the group uses both quantitative and qualitative methods.

15.4.4 Networking

There is extensive collaboration with national, non-academic partners since these are the agencies responsible for providing services in practice, as well as for the implementation of changes. International expertise is involved in the projects for support. Much effort is put into networking with involved sectors.

15.4.5 Interplay between research and education

Very little is said about this in the self-assessment. PhD students have been involved in RCT projects and master's students have written theses based on data from group projects, but there is no mention of supervision, for example. Researchers 'have given lectures in various classes' related to the projects.

15.4.6 Societal relevance and impact

One impact case is submitted: CMPA-CRCT – the Comprehensive, Methodological, Principle-based Approach (2008-2013), which has generated evidence-based knowledge for the improvement of the labour and welfare administration's counselling methods. Using randomised controlled trials, this was, according to the self-assessment, a pioneer project in welfare research that has had an impact on labour and welfare counselling work throughout Norway. A long list of publications is included, mostly in Norwegian.

15.4.7 Overall assessment

The group is multidisciplinary and the research field is wide, and, even though the focus is on EBP (Evidence-Based Policy) and programme theory, the selected publications display a great variety of themes and fields. The focus on programme theory is promising.

This group is not primarily academic – the aim is to improve social and labour work in practice. More effort is put into networking with sector agents than with the academic community. The panel would also like to see more emphasis on academic achievements and networks.

Assessment of the research group: 3 good

15.5 Research group: Housing and Urban Studies

15.5.1 Organisation, leadership and strategies

Housing and Urban Studies (HUS) is a well-established research group that originated in the late 1970s. The group's members are connected by the topic of housing and urban studies, but have different disciplinary backgrounds. It consists of a relatively small core group of six very experienced members and a rather larger group of – especially – foreign researchers who are also very experienced in the research field.

The group has a strategy to produce academic research of both high quality and societal relevance. This is very much in line with the strategy of Oslo and Akershus University College and in accordance with the portfolio of output the group presents.

About two-thirds of the funding is from the RCN, the rest is from other public research funds. The group thus has good research funding.

15.5.2 Research personnel

The group has continuously recruited new members since its establishment, but, looking at the whole group of core members and peripheral members, it might be an advantage to attract new young scholars and more closely affiliated PhD students, who can ensure the group's continued existence and renewal.

15.5.3 Research production and scientific quality

The group produces international articles and reports about housing and urban issues that are very relevant for both a national and an international audience. The group's ambition of accumulating knowledge within the research community without themselves pushing international frontiers seems to have been achieved. Altogether, the core members have fine research productivity, but the breakdown of published articles is rather uneven between members. One of the reasons for this might be that some of the members produce very many national reports.

There is good coherence in the publications presented for this evaluation, and they reflect the thematic focus of the group very well. The analyses in these articles are well done and contain a number of interesting and relevant empirical contributions, but the quality varies and some of them are published in low-ranking journals.

15.5.4 Networking

The group has a well-established national and international network. It participates in international conferences and projects.

15.5.5 Interplay between research and education

The group does not have a formal role in the national research training system, but several members teach at different levels at universities and colleges. Some of the members supervise PhD students.

15.5.6 Societal relevance and impact

The research done by the group is obviously highly relevant to Norwegian society. There appears to be an ongoing dialogue between researchers, policymakers and street level bureaucrats, and the research seems to have an impact on both the national and local development of social housing policy and the urban environment. The impact of the research group is acknowledged by ministries, organisations and municipalities in the assessment carried out by the group.

15.5.7 Overall assessment

The group is well established, with experienced internal and external researchers and with good research funding. The productivity is good but varies between members. The research production contains a number of interesting and relevant empirical contributions for both a national and an international audience. The quality of the articles varies, however.

The group could gain from recruiting younger scholars and it should aim to achieve a more even production of journal articles among the researchers to ensure that all group members develop scientific competence.

Assessment of the research group: 3 - good

15.6 Research group: Young People at Risk

15.6.1 Organisation, leadership and strategies

The research group Young People at Risk (YPR) has a relatively clear research profile that is integrated with the goals of Oslo and Akershus University College. The group aims to produce research that is relevant to welfare state policies in relation to young people, as well as publications of high academic

quality – two goals that are not always easy to combine. The group pursues both goals with some success, however.

The group is almost exclusively financed by external sources, both academic sources such as the RCN and projects with less academic aims. The group also receives some funding from abroad (e.g. the EU), although the self-assessment includes little detailed information about the amount of funding from the different financial sources.

The group holds regular meetings, but it is not clear from the self-assessment whether the group has a leader.

15.6.2 Research personnel

Recruitment procedures are not mentioned in the self-assessment. The research group supports the academic training of its members in a number of important ways, e.g. 30 per cent of each group member's time is reserved for capacity building.

Members of the group are advisers for PhD students.

The gender balance is very skewed: a large majority of the members of the group are women.

15.6.3 Research production and scientific quality

The core question for YPR is how welfare policies can prevent marginalisation among young people.

Its research production includes both reports to stakeholders and academic publications. Within the field, the topics include studies of various risks young people are exposed to, ranging from risks in relation to schooling to addiction. Some publications are co-authored by members of the group or with researchers from other institutions.

15.6.4 Networking

Members of the group have comprehensive networks with scholars in Norway as well as abroad. In some cases, this leads to joint applications for funding, but the networks could be used to increase the number of international publications to a larger extent.

15.6.5 Interplay between research and education

Teaching is not a main activity for the group, but members of the group participate in teaching at the university college in various ways.

15.6.6 Societal relevance and impact

Among other activities, the group uses high-quality databases to monitor young people at risk in a number of ways, and hence contributes to social policy in Norway. The group also participates in various types of public dissemination, as well as producing popular reports that meet the needs of its stakeholders.

15.6.7 Overall assessment

The group pursues both an academic and a policy/practice-oriented approach. The overall quality of the submitted publications is quite high. There is also a lot of variation between research projects, but the group as a whole maintains a relatively clear profile. The management of large databases is clearly an asset for the group and should be continued. The group may consider taking steps to ensure a more gender-balanced composition.

Assessment of the research group: 4 - very good

16 Oslo and Akershus University College of Applied Sciences, Faculty of Social Sciences

Oslo and Akershus University College of Applied Science, Faculty of Social Sciences							
Units included in the evaluation of sociology	- Social Work, Child Welfare and Social Policy (SF) - Archivistics, Library and Information Sciences (ABI)			Listed researchers	24		
Other units of the faculty (institution)	- Journalism and Media Studies (JM) - Public Management (OAL) - Oslo Business School (HHS)			Listed research groups	2		
				No. of researchers in listed research groups	21+ (24 CVs)		
				Training, recruitment and academic positions			
					2014	2015	2016
R&D expenditures and sources of funding (1000 NOK)							
	2014	2015	2016	No. of PhD graduated at the institution per year			
				Male/Female	-/-	-/-	1/4
				Total per year	-	-	5
Funding of the institution							
				No. of positions announced / No. of qualified applicants per year			
				PhD positions	-/-	-/-	-/-
Total expenditures	219 494	232 337	258 554	Post.doc positions	-/-	-/-	-/-
Types of funding							
				Permanent positions	-/-	-/-	-/-
Core funding from the Norwegian gov.	193 293	206 226	230 244	Education			
External funding, RCN	7 768	9 009	10 694	Study programmes BA level Samfunnsvitenskapelige emner Libraries in society			
External funding EU	17	290	112	Study programmes MA level Sosial og velferdspolitik, Teorier i sosialt arbeid og sosialpedagogikk, Forskningsmetode og design, Comparative Social Welfare Theory and Concepts, International Health Policy, Comparative Social Risk Management, Research Methods and Design, The Theory of Science, Globalisation and the Development of Health and Social Policy			
External funding, other sources	4 623	7 161	7 857	Other PhD candidates at SVA attend PhD programs at a University or University College, but are funded by and do their daily work at SVA.			

Source: The Research Council of Norway, Self-assessment report for the institution, 16/12960

16.1 Sociology at the institutional level

Oslo and Akershus University College of Applied Sciences was founded in 2011 following a merger between the former Oslo University College of Applied Sciences and Akershus University College of Applied Sciences. On 12 January 2018, the institution obtained university status under the name OsloMet – Oslo Metropolitan University. The institution has three campuses; in Oslo, Sandvika and Kjeller. The Faculty of Social Sciences is located in Oslo. It was established in connection with the merger in 2011. The faculty offers a range of different vocational study programmes with a social science profile, and sociologists are present in four of the five organisational units in the faculty.

16.1.1 Organisation, leadership and strategy

The organisation of the institution is hierarchical, with departments and department heads with devolved responsibilities operating within faculties headed by a dean and in which education and research are the responsibility of vice-deans. The Faculty of Social Sciences comprises five departments, which primarily operate in what have traditionally been applied areas – with the focus on training in social policy and social work, as well as libraries, archives, journalism and media, Oslo Business School, and public administration and leadership. The structure allows emphasis to be given to both education and research, and it is intended to facilitate work across the two. There are interdepartmental research groups across the faculty and there is also extensive collaboration with four research institutes that have been merged to form the Centre for Welfare and Work Research. The structure seems to be somewhat hierarchical, but, given the interdisciplinary nature of the departments and the cross-departmental cooperation and cooperation with the above-mentioned centre, the role of the dean and the scale of the management may have benefits. The emphasis appears to be on a structure that can facilitate the development of research, while continuing the specialist education that has clearly been the core element in the past.

The institution is clearly focused on developing its research capacity and research profile. To that end, it has initiated PhD programmes, and the first PhDs from the Faculty of Social Science are now emerging, though the numbers are small. The interdisciplinary nature of the PhD programme appears to preclude graduates specifically in Sociology, though some are clearly working in welfare state areas that are linked to sociological interests. The ambition to include students in research seems somewhat surprising. It is not clear what is meant here – though there is a subsequent reference to using material from student placements for research purposes. It is not clear how effective this strategy is for developing research, although it is also intended to help to maintain the link between the applied education / training in social work etc. and the recruitment of more ‘academic’ personnel.

There are clear aims to develop research capacity, publication and international collaboration. The increase in international academic excellence is seen as having potential benefits for policy-oriented activity and applied research. It seems likely, however, that there will continue to be tension between the focus on applied commissioned research, on which the institution has clearly concentrated in the past and which has been a strength (in particular around child welfare), and the more international, interdisciplinary and sociological / social policy/ welfare state profile. It is notable that the PhDs seem to focus more on the area of applied social policy / social work, while the research outputs (and one of the PhDs, and the impact case study) are concentrated in the area of health inequalities. This is not extensively discussed in relation to the overall profile and aims (though it is stated as being part of the work of the research group on social welfare and policy, which also works on social exclusion). It is not very clear, therefore, where the health inequalities focus sits within the more general strategic aims and existing /previous areas of strength.

The institution's acquisition of external research funding is growing, although it remains a small share of the total. There is probably further potential for research funding. The greater amount of time allocated to professors relative to assistant professors (see the comment below, however) may facilitate the development of external funding, and clear efforts appear to be being made to increase involvement in fundable networks. The attainment of MSCA grants suggests that the research funding strategy is yielding some return, although I would expect it to be rather incremental.

16.1.2 Institutional follow-up of previous evaluations

The self-assessment discusses the recommendations relating to international recruitment, recruiting researchers with a PhD and focusing more on the potential for research and publication. There seems to be a clear willingness to pursue previous recommendations and some considerable reorganisation – including closing a longstanding commissioned research centre within one of the departments and integrating its activity with the research institutes. In relation to sociology, it had previously been recommended that sociological activity should be more focused, that there should be more sociological publications, and that sociological topics should have a stronger profile in PhDs. It is not clear how far this has been achieved, although research on the welfare state and inclusion research clearly have overlaps with sociology. There are clearly challenges associated with strengthening sociology specifically within an inherently interdisciplinary environment, and where research groups, which are used as levers for research, work across interests and departments. However, there does seem to be a clear willingness to shift the focus from traditional concerns towards international research.

16.1.3 Resources and infrastructure

As noted, there appears to be a reasonable level of research support, as regards both library and administrative facilities. Attempts to support publication and engagement with article production are also noted. There is access to sensitive data. It is not clear how extensively research support is addressed, given the relatively low share of external funding – or, conversely, whether there are areas that would benefit from future support. Given the absence of sabbatical leave, there may be a time resource issue as regards fostering research. It is not clear how many of the staff are – or are being stimulated to become – actively engaged in research, or whether the focus is on new hires instead.

16.1.4 Research environment

The most important strategy for stimulating research has been the establishment of research groups. There is a seminar series, and the incorporation of the research centres has expanded the research environment, particularly, it would seem, in the area of work and work inclusion. In the interviews, it was discussed how informal opportunities for interaction between sociologists in different departments have changed since the merger. Growth in PhD recruitment is likely to stimulate a larger research environment, and there appears to be a reasonable level of research support. However, beyond the role of the research groups, there is relatively little focus on the research environment.

16.1.5 Research personnel

The institution has shifted its recruitment strategy somewhat to focus on international recruitment, though this is reflected less in sociological appointments. It also has a focus on academic rather than applied appointments – with the consequence for training that there appears to be some concern about a mismatch between applied education needs and research strength.

There is relatively little information about PhD training, but there is a mentoring programme for staff who wish to apply for promotion to professorships, and to help them develop their academic careers. In the interview, the use of postdoctoral positions to provide a trajectory for PhDs was emphasised.

Oslo and Akershus University College of Applied Sciences became an HRS4R-acknowledged institution in March 2016.

The composition of PhDs is skewed towards women, as might be expected from the social work / social policy and library information focus.

Equal opportunities are only covered in general statements and policy aims, rather than being linked to actual practices or successes in achieving and supporting diversity. Attention is given to gender issues in research and projects, and in PhD mentoring, but not much to how equal opportunities policies are developed within the faculty and for staff. This is somewhat surprising given the social work / welfare state focus.

16.1.6 Research production and scientific quality

The institution is focused on developing its scientific output, international reputation, and its leading role in the social sciences. It focuses on the areas in which it has established expertise. Its structure and the changes to its recruitment policies are intended to support that aim, although it is not clear to what the extent it is investing specifically in the areas highlighted in the research section of the self-assessment. The introduction of research groups seems to have had some success in fostering scientific output, and the commissioning of an external evaluation of them suggests the seriousness with which they are regarded.

Substantial applied work seems to be being carried out in the institution. It is not clear how even productivity is across the different areas / researchers. The bibliometric data suggest that the institution is about average in terms of productivity, with a slightly above average share of publications in Level 2 outlets.

Judging by the publications, the strengths seem to be in the areas of health inequalities and comparative welfare state studies. There are some strong publications in good journals.

There is clearly some international recognition in these areas. It is not clear how high the output could be said to rank on 'originality' – they seem to operate in well-established niches. Nevertheless, a good overall profile of work.

The cases show a concern with sociologically informed applied research that has policy applications / implications across the different departments and faculties. Not all the cases are represented in the publications. The description and discussion are relatively modest as regards their contribution.

The structure of the institution and the organisation of the faculty are inherently interdisciplinary. The contributions of the research cases, while sociologically informed, also appear to be cross-disciplinary in their concerns / interests and approaches, and there is a particular focus on research related to social policy.

As noted, the structure of the institution fosters interdisciplinarity. Recruitment is based on interests and teaching capability rather than discipline, which will also tend towards a mixed disciplinary environment, though it may also lead to the specific contributions of particular disciplines, including sociology, missing out on a distinct disciplinary identity or critical mass.

Assessment of scientific quality: 3 - good

16.1.7 Interplay between research and education

Research time (including time for developing research projects) increases with seniority, although the critical role of research time for junior researchers was acknowledged in the interview.

The institution has clearly paid some attention to how to reconcile research ambitions with teaching needs. The emphasis on including students in research as one route to this end seems rather unusual, as does the use of students' written cases based on their work experience in the field as source material for academic research by research staff. This does not seem to be the most effective – or even ethical – way to achieve greater engagement by research-oriented staff with the applied nature of the students' interests and activities.

At the PhD level, involvement in staff research seems more appropriate and it seems to take place. PhD candidates are usually not involved in teaching.

16.1.8 Societal relevance and impact

The applied nature of the research carried out within the faculty fits well with engagement with non-academic, policy actors, and the institution also has a range of ways in which it involves users in research. Practitioners are involved as stakeholders and there is a stakeholder seminar.

A list of knowledge exchange activities is provided. It is perhaps not as extensive or varied as might have been expected given the range of policy-relevant activities carried out. For example, no shadowing schemes, no joint seminars with government departments etc. and, in general, the activities appear to be quite 'passive'. Exemptions are the Centre for Work Inclusion and SAMSVAR, which both involve cooperation and interaction between researchers, practitioners and stakeholders.

The ongoing research at the institution has a link to/association with thematic priority 3 in the Long-term Plan for Research and Higher Education: Public sector renewal, better and more effective welfare, health and care services. The interdisciplinary nature of the departments and the research carried out across the institutions' research groups are well suited to moving research forward in this priority area.

The research on health inequalities outlined in the impact case study demonstrates clear societal relevance, with direct policy follow-up of a large-scale review project that has also stimulated further research requests and demonstrates high quality of impact.

16.1.9 Overall assessment

The institution has undergone a shift in emphasis – from a faculty primarily focused on education and training in applied social work/ social policy and other areas to one that aims to establish itself as an internationally oriented research-intensive institution. It has come part of the way down this path, and is maintaining its local impact and ensuring it fulfils its educational agenda, although this transition is likely to involve some challenges going forward. The focus has clearly not been on research, which is reflected in the somewhat modest nature of the key outputs – though they do indicate the 'direction of travel'.

16.1.10 Feedback

While the emphasis is clearly on interdisciplinarity, the institution might benefit from specific strategies to ensure that sociologists can contribute effectively and at a high level of sociological research. Developing sabbatical leave policies for active researchers – and for more junior researchers in particular – could be beneficial in the retention context and in supporting career progression and establishing a 'norm' of high research productivity. There may also be ways in which the research

environment could be further enhanced, and with more formal means of promoting sociological interaction to support the strategic aims.

16.2 Research group: Informasjon og samfunn

Informasjon og samfunn (INFOSAM) is a research group at the Department of Archivistcs, Library and Information Science at Oslo and Akershus University College. The group organises researchers who engage in one of three subfields at the department: 'The social role of information, libraries and the information professions, including information behaviour and information practice'.

16.2.1 Organisation, leadership and strategies

INFOSAM was established 2013, and is run by Professor Ragnar Andreas Audunson. The group's members are divided into three projects: a) meeting places, b) information behaviour and practice, c) evaluation and impact. Apart from developing research, a stated goal is to help junior members to advance academically. Strategies revolve around building a stimulating research environment and networks, as well as joint writing (senior and junior authors) for publication in peer-reviewed journals. The group relies on external funding, and one of its areas has received two large grants from the RCN. INFOSAM praises the support given by the host institution – especially in the form of administrative research staff – and the group claims to contribute well to the institution's goal of achieving university status by nurturing young researchers and PhD projects.

16.2.2 Research personnel

INFOSAM engages researchers from many disciplines, but states that the primary perspective is sociological. The group consists of 13 members from various disciplines and of varying ages. It comprises ten women and only three men, and has four PhD students and one postdoc.

National and international PhD students are recruited in open competition. Several members of the group supervise PhD students and teach at PhD level. The PhD students all have experience from research sojourns abroad.

16.2.3 Research production and scientific quality

From the CVs, it is clear that many of the group's members are actively engaged in writing popular science articles (often many). The number of publications in peer-reviewed articles by senior members varies widely, from just one or a few articles to more than one per year in the last ten years. The submitted texts (e.g. about libraries as meeting places) vary in quality and sociological relevance: some seem to bear little resemblance to sociological inquiries, while others represent a rather basic sociology.

According to the self-assessment, some of the group's projects have achieved high international visibility in the research field of ALM studies (archives, libraries, museums). The group seems to only publish its research in journals restricted to the library field.

16.2.4 Networking

INFOSAM cooperates – and sometimes co-publishes – with both national and international academic actors.

16.2.5 Interplay between research and education

Members of the group teach at all levels in the department. The research conducted by INFOSAM's members is highly relevant to the study programmes they are involved in.

16.2.6 Societal relevance and impact

The group has submitted one impact case for review. It explains how the research project PLACE has had an impact beyond academia. For example, practitioners in the libraries field have adopted the project's concepts 'high- and low-intensive meeting places', and incorporated them in future cultural planning at the regional and national level. The project also resulted in an amendment to the Norwegian Public Libraries Act in 2013.

16.2.7 Overall assessment

This is a research group that seems to be well organised and has an explicit plan for creating a stimulating environment for young academics. However, the sociological output is not too impressive with regard to quality, range and publication rate.

If the goal is to reach a wider (sociological) audience, the panel recommends the group to try out journals with a less narrow scope. It is a challenge for the group to avoid falling into the trap of constantly confirming the benefits of libraries and/or the need for librarians. In order to inspire inquisitive and critical research questions of sociological relevance, a worthwhile strategy could be to increase the variety of targeted journals. The panel would also suggest that, in addition to the group's analyses of libraries as meeting places for immigrants etc., the research group broaden its empirical scope in order to enrich our understanding of the modern library.

Assessment of the research group: 2 - fair

16.3 Research group: Society, Welfare and Policy

Society, Welfare and Policy (SWAP) was formed in 2016 as an extension of a long-standing centre for commissioned social research, the Social Welfare Research Centre (Sosialforsk). It focuses on two main areas: comparative welfare state and labour market policies; and inequalities in health and participation. It also includes interests in disability, migration and knowledge-based policymaking. The exact configuration of research interests is shaped by funded projects, funding opportunities and core interests: e.g. current projects on long-term recipients of social assistance, poverty and shame, and inequalities across the life course.

CVs are provided for 11 staff (4 female and 7 male) with publications for 10 of them. The group is diverse in terms of seniority, interests, methods and productivity.

16.3.1 Organisation, leadership and strategies

The research group is led by an associate professor with experience of coordination and cross-national research, as well as grant success. This seems to be an appropriate basis on which to organise the leadership of the group, though it is perhaps surprising that a full professor does not fill this role.

Organising the group as a research group is intended to help the members to contribute collectively to the strategic goals of HiOA, in terms of both research and education.

The group is diverse in its interests, and it notes that part of the expectation of the formation of the new group is that it will help to identify and strengthen core areas. At present, it does appear to be

diverse and could perhaps benefit from some consolidation in terms of its research interests and strategy for research. Members are involved in both national and international collaborations and have participated in some sustained international research relationships. For some members, the publication strategy appears – perhaps as a consequence of the nature of international collaborations – to be more skewed towards edited volumes than towards journal articles. There does not seem to be a clear publication strategy, and the health inequalities and comparative social policy groups seem to differ in their practice.

The group members' affiliation to the KAI centre (Centre for Work Inclusion) gives them access to key national stakeholders (and funders), which is beneficial in relation to promoting national collaborations and funding opportunities, and there is a clear emphasis on obtaining international funding through international collaboration.

The existence of the research group is in itself part of how it contributes to the institutions' overall goals, and the group structure for fostering research is likely to be productive in this regard – though the it is hard to estimate what the situation would have been if the group had not been established. There is no clear statement on how, specifically, the research group moves the institution's goals forward, nor how the institution supports it in doing so. The self-assessment states that the group itself maintains a close overview to ensure research quality and project development, although the mechanisms for this – besides the role of the coordinator and the 'work in progress' seminars – are not entirely clear.

The group has access to research infrastructure support provided by the institution (faculty), which seems appropriate for a relatively small group. See the institutional assessment.

16.3.2 Research personnel

Based on the CVs, the group consists of seven men and four women of varying seniority. 'Recruitment' to the group is done through the selection of members of the department with relevant interests or through involvement in (or recruitment to) one of the funded projects. All members of the department belong to one of the five research groups, and career development is at the institutional / faculty/ department level. (See the institutional assessment.)

The gender imbalance in favour of men is perhaps surprising in a social welfare research group. There is a range in terms of seniority, with those born in the 1950s in professorial positions, but also some relatively older people not in senior positions– whether that is optimal or not is not clear.

There are four professors, one woman who also is the group leader, and three men who were all born in the 1950s. All the others were born in the 1970s, apart from one in the 1980s and one in the 1960s.

Of the eleven, seven are Norwegian, while the others are of Swedish, German, Danish and US nationality. There seems to be a reasonable level of diversity, which might be expected to increase as the group is 'refreshed' through new appointments.

16.3.3 Research production and scientific quality

There is diversity across the group in terms of research productivity. The number of articles produced in recent years by different members of the group varies widely, and, as noted, there appears to be a preference among some for edited volumes from international research projects rather than journal articles. Nevertheless, there are some strong journal article publications. There are some very good papers among those submitted, some of which it could be argued advance the state-of-the-art, but also some whose contribution is less evident.

Similarly, there are some excellent researchers and good levels of citation of the work overall. A number of papers are placed in a number of high-ranking journals. In future, more attention could perhaps be paid to translating research from international projects into journal articles in such high-ranking journals.

The work on poverty and shame, which forms the impact case study, has clearly been influential. However, it is worth noting that the authored (rather than edited) volume with OUP that came out of this study was solely written by a UK-based senior member of the collaboration (Walker). Since the self-assessment, several additional outputs authored by group members have been published.

The group is interdisciplinary in orientation, reflecting the institutional organisation (see the institutional assessment).

Overall, there is good international collaboration, which derives from strong networks, and good work on health inequalities. There is also some interesting work around disability. There could perhaps be more consistency in the quality of the output and a greater focus on targeting prestigious journals.

16.3.4 Networking

The group makes good use of both national and international collaboration to advance its research – e.g. the use of register data for the life course project, and the international collaborative work on shame. The extent to which this enhances the quality of the research compared to what it would otherwise be is harder to evaluate.

16.3.5 Interplay between research and education

The research group contributes to educational activities in line with its members' institutional affiliation and the strategic aims of the institution.

16.3.6 Societal relevance and impact

The work on shame and poverty in the case study demonstrates an ability to effectively transfer knowledge and have an impact on policymakers and other stakeholders. The work on health inequalities is also policy-relevant and appears to be having an impact. In the areas in which the researchers' work is of direct policy relevance (work, disability, health, migration) – there is probably scope for members of the groups to further engage with stakeholders and the academic community.

16.3.7 Overall assessment

Overall, the research profile and scientific quality are good. The diversity of the group makes it harder to make an overall judgement, with some areas clearly having greater strengths and weaknesses at both the individual level and the topic / programme level. It is also not clear to what extent the group as a whole has a strong external profile – nor how it impacts on the overall environment at the institution. The allocation of department members to groups could increase diversity and reduce focus. Nevertheless, the group would probably benefit from pursuing its suggestion in the self-assessment, and it might benefit from greater focus on key areas. It might also encourage greater focus on publishing more good quality articles in well-ranked outlets.

Assessment of research group: 4 - very good

17 UiT The Arctic University of Norway, Faculty of Biosciences, Fisheries and Economics

UiT The Arctic University of Norway, Faculty of Biosciences, Fisheries and Economics							
Units included in the evaluation of sociology	- The Norwegian College of Fishery Science - The School of Business and Economics			Listed researchers	10		
				Listed research groups	1		
				No. of researchers in listed research groups	10 (9 CVs)		
Other units of the faculty (institution)	- Dept. of Arctic and Marine Biology			Training, recruitment and academic positions			
					2014	2015	2016
				No. of PhD graduated at the institution per year			
				Male/Female	0/2	0/0	0/1
				Total per year	2	0	1
R&D expenditures and sources of funding (1000 NOK)				No. of positions announced / No. of qualified applicants per year			
	2014	2015	2016				
Funding of the institution				PhD positions	3/7	-/-	-/-
Total expenditures	370 984	390 383	449 663	Post.doc positions	-/-	-/-	-/-
Types of funding				Permanent positions	-/-	-/-	1/3
Core funding from the Norwegian gov.				Education			
External funding, RCN	35 673	47 184	44 942	Study programmes BA level - Fishery and aquaculture science			
External funding EU	3 033	7 794	5 595	Study programmes MA level - Fishery and aquaculture science - International Fisheries Management			
External funding, other sources	60 024	60 177	54 545	Other Sociology as such is not a field of strategic importance at BFE. Sociological perspectives are nevertheless central in aspects of marine governance and development of marine industries.			

Source: The Research Council of Norway, Self-assessment report for the institution, 16/12960

17.1 Sociology at the institutional level

UiT The Arctic University of Norway was founded in 1972 as a comprehensive university for Northern Norway. Over the past 10 years, the university has undergone several mergers with university colleges in the region, and it is now the third largest university in Norway. The Faculty of Biosciences, Fisheries and Economics (BFE) was established in 2009 following a reorganisation of the university, and it has an interdisciplinary profile with a broad research portfolio. The faculty employs about 347 academic staff, 10 of whom are listed for the evaluation of Sociology. They are attached to the Norwegian College of Fishery Science and the School of Business and Economics in the faculty.

17.1.1 Organisation, leadership and strategy

BFE seems to have a clear organisation and leadership. It has undergone frequent changes, however, and the future organisational structure and the role of Sociology within it may be uncertain. Most of the university's Sociology is conducted in another faculty. BFE includes three departments: biology, the business school, and the Norwegian College of Fishery Science (NCFS), which has most of BFE's sociologists. NCFS seems to have a rather unbalanced distribution of employees in 2016, with few newly hired academic staff. The institution's goal is to be a leading knowledge and competence institution for marine governance. Its strategy is to achieve this goal by combining disciplines, engaging in extensive national and international collaboration, and producing scientific publications. BFE makes use of external funding from both the RCN and other public and private Norwegian sources. External funding from the EU and other international sources is rather low.

17.1.2 Institutional follow-up of previous evaluations

This institution was not part of the previous evaluation of Sociology in Norway.

17.1.3 Resources and infrastructure

The institution provides a good resource base and infrastructure, though there is variation among research groups. For instance, a lab for economic experiments is mentioned, which shows good infrastructure, but it remains unclear to what extent sociologists make use of or contribute to it. Research income comprises 23% of UiT's income in 2016.

17.1.4 Research environment

The institution's strategy for collaboration with non-academic partners is to engage in public dissemination, participate on boards and committees, and provide courses or seminars for industry, where applicable.

17.1.5 Research personnel

UiT and its departments follow a strategic plan for gender equality, which is reflected in a good gender balance, at both junior and senior levels. International mobility is encouraged through a generous system of sabbaticals for permanent employees, and through short stays and training abroad for temporary employees (PhDs and postdocs). The career path for junior researchers is transparent in the sense that they are informed of the possibility of being promoted to a postdoc or researcher position after their PhD, but with an unlikely chance of a permanent position. However, the recruitment plans for Sociology seem to be limited, although they stated in the interview that they will maintain the size of the sociology group in the future as well.

17.1.6 Research production and scientific quality

The contribution of sociologists to BFE's research is related to governance and management practice, in cooperation with researchers from other disciplines. Half of the most important publications listed in the self-assessment are in Norwegian. This suggests an equal balance between national and international publication, though the overall publication record is rather meagre. Moreover, it is unclear where sociology stands in this picture. The impression is that the contribution to international Sociology is not strong, while the contribution to interdisciplinary marine resources and governance is good.

Assessment of scientific quality: 3 - good

17.1.7 Interplay between research and education

PhD students receive national and international training as part of their education. They are also linked to a research group through their main supervisor. Senior staff have a fair balance between research and teaching.

17.1.8 Societal relevance and impact

BFE's strategy is to disseminate and exchange knowledge through books and op-eds, as well as through active involvement of researchers in policy processes at the national and international level. Stakeholders are also involved and express their views on relevant problems. BFE reports difficulties in successfully involving sociologists in the process of translating scientific knowledge into societal relevance. This may have to do with its limited view of the main, and potential, contribution of the discipline. It is namely not just a tool for understanding ongoing processes in a society, but also a tool for influencing them. The research undertaken at NCFB/BFE is centred around UiT's theme of the ocean, which is one of the thematic areas in the Norwegian Long-term plan for research and higher education

17.1.9 Overall assessment

BFE has an interdisciplinary profile of a reasonable quality, nationally and internationally, and it has good societal impact. There is a tendency, however, to publish in Norwegian and the international publications are not all of high quality. Moreover, the institution has undergone continuous reorganisation, and it is unclear what implications this has for the Sociology group.

17.1.1 Feedback

After a period of constant reorganisation, BFE needs to consider a period of consolidation and stability. The institution's SWOT analysis appeared to understand which factors are likely to affect developments in the near future. Although sociological perspectives are considered central to aspects of marine governance and development of marine industries, a clear recruitment and development strategy needs to be developed for the future of Sociology in BFE. A stronger emphasis on international, high-quality journals would be desirable, and more external funding from EU might be aimed for.

17.2 Research group: Sociology

17.2.1 Organisation, leadership and strategies

The Sociology group at BFE pursues the same ambitions as the department, which was formed from the Norwegian College of Fishery Science (NCFS), and to which the group belongs. The ambition is to take a multi-disciplinary academic approach to the challenges facing fisheries, drawing on economics, social sciences and natural sciences. By doing so, the group contributes to the overall goals of BFE. The research group is said to have been created for the purpose of the current assessment exercise. This might suggest that it will need time to begin to develop a coherent strategy for the future. External funding is important to the research group, especially for conference participation and networking activities. Two observations: First, the objective of receiving external funding seems to be rather limited. Surprisingly, carrying out research, collecting data etc. are not part of it. Second, external funding primarily comes from the RCN and public and private Norwegian sources. During the period 2012–2016, there has been no external funding from any EU sources.

17.2.2 Research personnel

The group consists of four professors, two associate professors, four PhDs/postdocs, and two guest professors. The group's recruitment strategy is to attract candidates both nationally and internationally through a transparent procedure. The training and mentoring of PhD candidates and postdocs is adequate. Career development seems to only occur at junior levels, from MA to PhD level and then postdoc. It is unclear how development occurs at more senior levels, from postdoc to associate professor and full professor. The balance among research personnel is uneven in terms of gender and age. The majority of researchers are male; in fact, there is only one female, who is a PhD student. Also, the staff is dominated by older people.

17.2.3 Research production and scientific quality

The group aims to be a leading international group of interdisciplinary researchers in the field of marine governance in a broad context, not only in Norway. However, the publication record within the team varies, in terms of both quality and quantity. Two professors and two guest professors are prolific in publishing, but others are not so. While interdisciplinarity is prominent, it is sometimes hard to see from the selected publications what the sociological contribution is.

17.2.4 Networking

The sociology group at BFE has established a good network, both nationally and internationally, and with both academic and non-academic partners. This network seems to be beneficial in relation to presenting and disseminating the group's research results, and in the training of PhD students and post-doctoral fellows. It is unclear, however, to what extent networking has contributed to high-quality joint research and publications.

17.2.5 Interplay between research and education

The research group contributes adequately to educational activities by basing them on the group's own research and by requiring each researcher to devote 50% of his or her time to teaching.

17.2.6 Societal relevance and impact

An impact case study was submitted concerning a project with global relevance about small fisheries across the world. It is very difficult to prove that this study – elaborate and apparently of high quality, as it is – changed policy, although it clearly contributed to the understanding of a socially relevant issue.

17.2.7 Overall assessment

This group involves sociologists working almost entirely on interdisciplinary projects. They appear to make a sound and valuable contribution through such endeavours. However, their contribution to sociological research per se is rather limited. Sociology at BFE carries out good research of international standard on themes relating to marine resources. A few individuals in the group contribute in particular to achieving such a standard. It should be noted, however, that, since they are close to retirement, the continuity of the research group may be in danger. Moreover, the continuous reorganisation of BFE has already slowed down the group's development. More external funding from the EU might be the best strategy to follow if the group aims to strengthen its position within BFE. Finally, a better gender and age balance is needed.

Assessment of research group: 2 - fair

18 UiT The Arctic University of Norway - Faculty of Humanities, Social Sciences and Education

UiT The Arctic University of Norway, Faculty of Humanities, Social Sciences and Education							
Units included in the evaluation of sociology	- Dept. of Social Sciences (including Sociology, Political Science, Social Anthropology and Community Planning, ISV), Centre for Women's and Gender Research, Centre for Sami Studies, The Barents Institute, Department of Community Medicine			Listed researchers	12		
				Listed research groups	0		
				No. of researchers in listed research groups	0		
Other units of the faculty (institution)	- Dept. of History, Archaeology and Religious Studies (AHR) - Dept. of Language and Culture (ISK) - Dept. of Philosophy (IFF) - Dept. of Education (ILP) - Centre for Peace Studies (CPS)			Training, recruitment and academic positions			
					2014	2015	2016
				No. of PhD graduated at the institution per year			
				Male/Female	-/3	0/0	0/0
R&D expenditures and sources of funding (1000 NOK)				Total per year	3	0	0
	2014	2015	2016	No. of positions announced / No. of qualified applicants per year			
Funding of the institution				PhD positions	3/5	5/9	1/2
Total expenditures	30 696	35 716	37 523	Post.doc positions	0/0	0/0	0/0
Types of funding				Permanent positions	1/1	1/3	1/3
Core funding from the Norwegian gov.	29 153	33 421	35 561	Education			
External funding, RCN	636	502	327	Study programmes BA level - Sociology			
External funding EU	46	630	478	Study programmes MA level - Sociology			
External funding, other sources	860	1 161	1 154	Other - <u>No. of positions reported</u> are identical for Dept. of Social sciences, eg. political science).			

Source: The Research Council of Norway, Self-assessment report for the institution, 16/12960

18.1 Sociology at the institutional level

UiT The Arctic University of Norway was founded in 1968 as a comprehensive university for Northern Norway. In the past 10 years, the university has undergone several mergers with university colleges in the region, and it is now the third largest university in Norway. The Faculty of Humanities, Social Sciences and Education (HSL) was founded in 2009 following a reorganisation of the university, in which the departments were also reorganised. The Department of Social Sciences (including Sociology, Political Science, Social Anthropology and Community Planning) has listed 12 researchers for the evaluation of Sociology.

18.1.1 Organisation, leadership and strategy

UiT is organised like a fairly conventional university, with a rector at its head, then deans at the faculties, and heads of departments (and boards at both faculty and departmental level). On top of that, or perhaps rather at the bottom, are research groups. It should be noted that the faculty is big, with 500 employees, 60 of them within the social sciences.

The strategic goals are to publish more, improve quality, and become more international – in short, to become better. In addition, UiT wants to be more engaged in the debate on global challenges and increase ‘research-driven innovation’. Strategies for this are mentioned, such as a new research group organisation and increased support for those who are about to apply for external funding, but whether this is sufficient or effective is difficult to say.

External funding is limited at the faculty level, at 5% of the total expenditure (and virtually no support from international sources), so the aim of increasing external funding is appropriate. However, according to the interview in October, at least two new Sociology projects have recently received funding. Moreover, two associate professors with methodological expertise (quantitative and qualitative) have recently been hired.

18.1.2 Institutional follow-up of previous evaluations

UiT Sociology was evaluated in the previous evaluation of Sociology in 2010, and problems were identified, such as research being of too low quality and quantity, and being fragmented, as well as lacking an international profile. In the present self-assessment, this criticism is noted and it is further stated that a plan was formulated to address the problems. The plan included several suggestions aimed at increasing internationalisation, productivity and collaboration, and an application to the RCN for funding was sent in 2011. There is no information, however, on whether this application was successful or not. Several measures relating to the criticism have been taken during the years since the previous evaluation, however.

The SWOT analysis clearly shows that the institution is aware of its current and enduring problems, which is a good thing.

18.1.3 Resources and infrastructure

The mergers are a challenge for UiT as the organisation is dispersed over many locations, in the north of Norway. Modern communication technology solves many of these potential problems, however. The faculty has a good research infrastructure and is building databases, e.g. of economic, social and political data for all Norwegian municipalities, enabling analyses of geodata, as well as the National Population Register for Norway, where the goal is to embrace the period from 1800 onwards. Infrastructure includes a ‘supercomputer’ with Open Access for researchers as well as students. The building of databases at HSL is promising, but it is not clear how far that work has progressed.

UiT has a relatively generous system for sabbatical leave based on publications, which looks good.

18.1.4 Research environment

For Sociology, there was not much information in the self-assessment on seminar series, summer schools, guest lectures etc. There used to be a Sociology seminar, but it has apparently been discontinued. Efforts are being made to get seminars going again, but, since people are spread over so many different locations, this is difficult. Instead, the research groups might function as thematic seminar groups. UiT funds 17 research groups, e.g. through seed money. The teaching load is quite heavy but the head of department can grant research time for work on applications and publications.

There is a system for sabbaticals, aimed at longer visits, up to a year, abroad. Sabbaticals are granted based on publication records, and for younger researchers also based on a work plan for the visit. There are also some agreements with institutions abroad, e.g. Stanford, for research visits.

18.1.5 Research personnel

Hiring is done through Euroaxess, and best practice appears to be followed.

The Charter has been adopted, and UiT has been awarded 'HR excellence in research' status.

There is no discernible career path, except the standard Norwegian academic career path for higher education institutions. The gender representation is satisfactory.

18.1.6 Research production and scientific quality

Research production in Sociology is varied, but on average is of 'not-so-great' quality. UiT is aware of this and claims to have implemented some strategies to change this for the better, such as a reorganisation of the research groups. It is hard to evaluate these policies, however. The quite negative evaluation from 2010 appears to be valid in 2017 as well. Perhaps the time for recovery has been too short.

The research topics are extremely varied. There is one group doing theory and conceptual analysis (very general, but also quite esoteric), one doing more anthropological research in Africa and among the Sami population, while some studies are more mainstream qualitative studies of health.

The research is mostly published in Norwegian. The international academic community is the suggested audience for only 20% of the total publications, with Norwegian academics being the target audience for another 50%. This is a relatively low level of ambition, even though it may be realistic.

The productivity is relatively, but not exceptionally low, but the average ranking of the outlets is very low. The impact in relation to other research in the OECD, the Nordic countries, and Norway, is also very low.

Interdisciplinary research is uncommon, despite the very heterogeneous research environment. There is a good connection with anthropological research, however.

Assessment of scientific quality: 2 - fair

18.1.7 Interplay between research and education

Master's students are sometimes involved in research and can be offered a research grant for participation in specific projects on which they write their master's theses.

Together with NTNU, UiT has an ongoing project to enhance teaching on the following levels: lecturer, associate professor, senior lecturer and professor. It is not clear though whether the project also aims to build a bridge between research and teaching.

18.1.8 Societal relevance and impact

The department states that it has strategies for dissemination etc. While this is not so easy to evaluate, the fact that HSL has given several talks to stakeholders and written columns in the daily press speaks in favour of the strategies.

Some parts of HSL appears to be quite close to the Long-term plan for research and higher education, but on the whole HSL addresses different topics.

The topics for research are in several cases highly relevant to the Northern region, and as such could potentially benefit the region.

The societal relevance of the research is described in the case study on gender equality, where one researcher has been influential at policy level inter alia by being appointed as a member of an expert panel examining Norway's gender equality policy.

18.1.9 Overall assessment

The situation for UiT Sociology does not look too promising. It is fragmented, appears to lack strong research leadership, has little external funding, little international visibility, and produces research that has great room for improvement. This largely repeats the comments in the evaluation of 2010. The promising part is that, in its self-assessment, the department appears to be aware of the problems, describes them clearly, and has started to move in the right direction.

HSL has a better record when it comes to societal impact, where one researcher has been influential in relation to policy on gender issues, and where several research projects have addressed real problems, particularly in Northern Norway. However, looking at the department as a whole, the research is not particularly geared towards societal impact.

There is evidence of dissemination to local stakeholders.

18.1.1 Feedback

It is likely that UiT must first of all adopt a long-term plan for improving research at the department. As an integral part of it, this plan ought to focus on recruitment and a strategy for research areas. It seems necessary to somehow achieve a critical mass of capable researchers in a relatively focused area. This is difficult, as the research areas are presently extremely different. So, it may take time, which means that it is all the more important to have a long-term strategy to hold on to. Given the relatively small size of the department, it is probably better to have a departmental rather than a discipline-specific strategy, so the initiative and implementation should instead come from the faculty, in cooperation with the department. It should be noted that, even though each discipline at HSL has around ten staff, the department, with 60 people, is sufficiently big to contain a critical mass of researchers.

But strong academic leadership is not easy without resources, so the strategy needs to be followed up by a bigger budget, most realistically through external funding. This will require strong research groups, however, which, in turn, is dependent on good scholars and promising PhD candidates. From an external point of view, it is hardly possible to assess how difficult the strategic hiring of good people is at UiT, but a way to counterbalance potential recruitment problems is to offer generous guest lectureships and invite international collaborators who can get involved in the research and in writing grant proposals. At present, the faculty has five adjunct professorships, which appears to be in this spirit (although it is not clear if any of them are sociologists). In addition, the two associate professors,

one with expertise in qualitative methods and one with expertise in quantitative methods, should contribute positively to this.

One way to keep the day-to-day activity up is to organise seminars and conferences, and generally see to it that the academic staff produce research and regularly attend national and international conferences and meetings.

19 UNI Research Rokkan Centre

Uni Research Rokkan Centre					
Units included in the evaluation of sociology	- Uni Research Rokkan Centre			Listed researchers	10
				Listed research groups	1
				No. of researchers in listed research groups	5
Other units of the institution	Training, recruitment and academic positions				
		2014	2015	2016	
	No. of PhD graduated at the institution per year				
	Male/Female	1/-	1/-	1/-	
	Total per year				
		1	1	1	
R&D expenditures and sources of funding (1000 NOK)			No. of positions announced / No. of qualified applicants per year		
	2014	2015	2016		
Funding of the institution			PhD positions	-/-	
Total expenditures	44 400	49 000	52 900	Post.doc positions	-/-
Types of funding			Permanent positions	-/-	
Core funding from the RCN	4 272	4 699	5 083	Education	
External funding, RCN	23 640	23 265	24 933	Study programmes BA level	
External funding EU	1 345	800	1 164	Study programmes MA level	
External funding, other sources	16 332	19 281	23 079	Other	

Source: The Research Council of Norway, Self-assessment report for the institution, 16/12960

19.1 Sociology at the institutional level

Uni Research Rokkan Centre is a multidisciplinary research centre located in Bergen. It was founded in 1986, and is organised as a non-profit company mainly owned by the University of Bergen. The centre combines publicly funded scientific research and commissioned research. From January 2018, Uni Research is part of the research company NORCE. NORCE consists of the research institutes Uni Research AS, Christian Michelsen Research AS, International Research Institute of Stavanger AS, Agderforskning AS and Teknova AS.

19.1.1 Organisation, leadership and strategy

Uni Research (owned by University of Bergen) is a research institute that consists of six departments. One of them is Rokkan Centre, an interdisciplinary social science research centre established in 2002. The centre employs around 65 researchers, but, according to the updated information available to the reviewers, only 15 work in the field of Sociology. The main funding agencies are the RCN and other Norwegian public agencies. Under the leadership of a research director, three head researchers lead research teams on 'Democracy, civil society and public administration', 'Health, welfare and migration' and 'Society, environment and culture'. Sociological research is carried out across these teams, which fits well with the interdisciplinary nature of the centre.

An explicit goal is to strengthen the centre's position nationally and internationally by developing methodological competence, and becoming an attractive collaboration partner for national as well as international researchers/institutions. The institution strives to encourage independent and creative research of top quality.

Two selected areas are prioritised in order to secure long-term funding: *Innovation, governance and organisation for solution of societal challenges* and *Research on future healthcare and welfare challenges*. Further strategies for achieving the centre's goals include, for example, increasing international collaboration through partnership in EU projects, and through sharing experiences and competence with all researchers.

Uni Research is currently in a merger process, which will result in one of the largest research companies in Norway. If realised, Rokkan Centre will be integrated into a larger social science department, and it will have to reorganise the structure and running of the current research teams.

The panel considered Rokkan Centre to have good and well-thought-out strategies for contributing to the overall goals of the institution.

19.1.2 Institutional follow-up of previous evaluations

The recent evaluation of social science research institutes (RCN 2017) was published after the self-assessments were submitted.

19.1.3 Resources and infrastructure

Uni Research Rokkan Centre relies on external funding to a high degree. The percentage of total expenditure is between 88% and 93% for the last three years. With only 9% basic funding, it is mainly funded by the RCN and other public Norwegian sources. A smaller part is funded by the EU and private Norwegian sources.

Two research areas are selected in order to assure long-term funding: 'Innovation, governance and organisation for solution of societal challenges' and 'Research on future healthcare and welfare challenges'.

The institute is a partner in 'Digsscore' – which is relatively new infrastructure for advanced social science data collection and multidisciplinary research. The institute has access to a recently built facility for safe storage of sensitive data. Authorisation from data owners allows data to be released on a wide range of human activity (education, healthcare use, labour market activity, pensions etc.) to individual researchers when it is appropriate for their research projects. Just recently, the centre was equipped with a social science digital research lab (The Citizen Lab). These new infrastructures could become valuable assets for sociological research in future. The general impression is that the infrastructure at the Rokkan Centre is very good, and these investments are likely to facilitate more high-quality research.

19.1.4 Research environment

No particular information was provided about this in the self-assessment.

19.1.5 Research personnel

Ten researchers are named, a majority of whom hold a PhD degree. Most of the centre's researchers have spent time at universities abroad, and there are plans to invite visiting researchers. During the period 2014–2016, three (male) PhDs graduated at the institution.

In 2015, four permanent positions were advertised and filled with reasonable competition (40 applicants). In the same year, a postdoc position only attracted four applicants, which might indicate a too narrow work description or, more likely, a poorly distributed advertisement. It appears that vacancies are deliberately not advertised internationally. This is explained by the need for Norwegian language skills in commissioned research projects, where the language of communication is Norwegian. The institution states that it strives to compensate for this by inviting international cooperation (e.g. around 16% of the publications are co-authored internationally, according to the Damvad report) and building international networks. Still, with regard to research personnel on site, the language demand certainly limits the pool of the most skilled candidates.

The institute has not implemented the European Charter and Code, but claims to acknowledge its principles, partly with reference to the Norwegian legal framework. Individual career plans and transparent recruitment procedures are put forward as evidence of efforts to ensure a healthy and attractive work environment. The institute demonstrates a good gender balance among full-time researchers and their leaders. Affiliated researchers, on the other hand, are more often male than female.

Being a research institute (with no teaching obligations), all researchers spend around 75% of their time on research, while 25% is devoted to applications and administration.

The institution states that staff are offered relevant courses and training, as well as leadership courses. Researchers can also be funded for writing meriting publications outside a given project. PhDs and postdocs are encouraged to participate in senior researchers' networks in addition to establishing their own.

The Rokkan Centre does not organise PhD training itself, but employs PhDs in its projects and provides the University of Bergen with additional supervisors.

19.1.6 Research production and scientific quality

At the overall level, the centre's research output is similar to that of many other Norwegian institutes. The ten selected publications consist of eight journal articles (Level 2) and two book chapters (one in English and one in Norwegian).

The submitted texts seem to be representative of the sociological work at the centre. They are mainly derived from the research team *Health, welfare and migration* (where most of the centre's sociologists are engaged), but also from the other two research teams. The publications provide evidence of relevant topics, interesting and/or original research questions, and advanced methodology, and both qualitative and quantitative studies. However, most of the contributions are at best incremental additions to the existing sociological literature, with only a few examples of top-level innovative research.

Among the selected publications, there is a fine balance between single-authored and co-authored texts, and the latter are sometimes co-authored with international scholars, but mostly with Norwegian or Nordic colleagues. The institute promotes national and international research collaboration, as well as involving non-academic stakeholders, and 25% of all current projects include international partners.

All in all, they are relevant and original publications, which are mostly published in good journals, although not in the absolute top-level journals in Sociology.

Assessment of scientific quality: 3 - good

19.1.7 Interplay between research and education

Not relevant for UNI Research Rokkan centre.

19.1.8 Societal relevance and impact

The Rokkan Centre describes close cooperation with non-academic agencies, such as ministries, municipalities, hospitals, prisons etc. Evaluations conducted by the institution are said to have influenced major reforms in the public sector (e.g. education, pension reform, user involvement).

The institution submitted two impact cases: 'Gender balance in senior positions...' and 'Border crossing entrepreneurship...'. The former case has resulted in suggestions for improving the gender balance in top academic positions, and informed a mentor programme where several participants have been promoted to professor positions. The latter case aimed to change attitudes to immigrants and acknowledge their (potential) entrepreneurial skills, resulting in a more nuanced view of entrepreneurship as a collective family-based process, rather than an individual one. In addition to the typical dissemination practice through research reports in Norwegian, the self-assessment describes more innovative means, such as user conferences, public debates, and film-making. These are important efforts aimed at engagement with the general public that are often forgotten or even ignored by researchers.

To sum up, the Rokkan Centre demonstrates strong societal impact in terms of reach and significance.

19.1.9 Overall assessment

The Rokkan Centre is a broad cross-disciplinary social science institute with ambitions to influence policy through its research. It is a research centre with explicit ambitions and goals, with means and plans to pursue them. The stated strategies, submitted publications and impact cases provide evidence of a research centre with a good research output and very good societal impact.

19.1.1 Feedback

The recent evaluation of social science research institutes (2017) stressed the high quality of scientific production at Rokkan Centre, and this panel agrees with the previous assessors. Their recommendations are also worth repeating. Establishing more international research cooperation

would make sociological research at the Rokkan Centre more internationally visible. This will also require the unit to aim at advertising positions internationally in future. With respect to the language requirement (Norwegian), one way of expanding the field of candidates would be to at least advertise positions in the Nordic countries.

19.2 Research group: Health and Welfare

19.2.1 Organisation, leadership and strategies

The research group Health and Welfare has existed since the centre's inception in 2002. The current leader, Benedicte Carlsen, has been part of the group since the beginning, but has only been leader since 2016. The group is very small at the moment (only five full-time employed members) but two additional postdocs are currently being recruited.

The strategic goal of the centre is to produce high-quality research with high integrity, mainly on Norwegian health and welfare services. The group focuses on studying challenges relating to health care, home care and the welfare state more generally. Despite the small number of researchers, there is a huge amount of international and national collaboration. The unit has good resources. The centre relies entirely on external funding, which is also probably the most important policy for facilitating high scientific performance; no other policies are reported.

19.2.2 Research personnel

The research centre mainly hires postdocs, but also some PhD students. The calls are international and recruitment is mainly from Scandinavia, although all the current members of the team are Norwegians. The group members typically have one to two PhD students to mentor. In addition, junior researchers are supervised by the group leaders. The gender balance is better than average and the group leader is female, although women are still in the minority. There seems to be quite a lot of both national and international mobility from and to the research group.

19.2.3 Research production and scientific quality

The research group is quite productive. However, the originality of the produced research is much harder to estimate. Some of the best articles are published in high-impact and high-quality non-sociological or cross-disciplinary journals. Yet, if evaluated from the point of view of sociological research literature alone, the novelty value is in many cases limited. This is often a caveat for research groups targeting strictly multidisciplinary channels; the findings and arguments are often unknown to those from other fields, and a contribution can be made with much smaller input than in research in journals targeting the traditional disciplinary fields.

Thus, despite the very high-quality publishing channels, the quality of the contributions does not always reach the top level. Kristian Mjåland's paper on drug use in prisons stands out as exceptional, internationally high-quality ethnographic research.

19.2.4 Networking

As stated above, the research group engages in an exceptional amount of collaboration, both nationally and internationally. This is advantageous for the group in general.

19.2.5 Interplay between research and education

The group members do not have to teach. However, many of the group members also have university positions where they contribute to teaching.

19.2.6 Societal relevance and impact

As a research unit that relies entirely on external funding, it is not surprising to find that the group collaborates with multiple non-academic institutions, such as municipalities, prisons, health care facilities and so on. The impact case is also a good example of outreach to both a local public and decision-makers. It is clear from this example that the group also contributes considerably to the community outside academia.

19.2.7 Overall assessment

This is a very small but productive research group, with a lot of academic and non-academic exchange, both nationally and internationally. The high productivity comes at a price, however. While contributing novel ideas and findings to the multidisciplinary fields covered, these ideas and findings are not that new to more general sociology, but often state something that is already well-known. In order to increase the relevance to the field under review, more effort should be put into also publishing in general, high-quality sociological journals in future. This would go hand in hand with a more pronounced aim to produce more high-quality sociological research.

Assessment of research group: 4 - very good

20 University College of Southeast-Norway, School of Business

University College of Southeast-Norway, School of Business									
Units included in the evaluation of sociology	School of Business: - Dept. of Business-administrative research - Dept. of Sociology			Listed researchers	9				
				Listed research groups	1				
Other units of the faculty (institution)	- Dept. of Business, Strategy and Political Sciences - Dept. of Business, History and Social Sciences - Dept. of Business, Marketing and Law - Dept. of Business and IT			No. of researchers in listed research groups	22 (40 CVs)				
				Training, recruitment and academic positions					
					2014	2015	2016		
				No. of PhD graduated at the institution per year					
				Male/Female	-/-	-/-	-/-		
R&D expenditures and sources of funding (1000 NOK)						Total per year	-	-	-
			No. of positions announced / No. of qualified applicants per year						
	2014	2015	2016						
Funding of the institution				PhD positions	-/-	-/-	-/-		
Total expenditures	35 431	38 086	41 688	Post.doc positions	-/-	-/-	-/-		
Types of funding				Permanent positions	½	-/-	-/-		
				Education					
Core funding from the Norwegian gov.	16 846	21 609	27 395	Study programmes BA level - Bachelor in sociology					
External funding, RCN	7 045	3 400	3 760	Study programmes MA level - Interdisciplinary Master in social sciences* *This master's programme was developed and is administered in cooperation between sociologists, historians and economists.					
External funding EU	0	371	306	Other The PhD programme in Marketing Management started in august 2014 and did not result in graduates yet.					
External funding, other sources	11 540	12 706	10 227						

Source: The Research Council of Norway, Self-assessment report for the institution, 16/12960

20.1 Sociology at the institutional level

The University College of Southeast-Norway (HSN) was founded in 2016 following a merger between the university colleges of Telemark, and Vestfold and Buskerud. The campus in Vestfold has hosted a group of sociologists for several decades, and this group is now organised under the School of Business. Because of this recent restructuring, the direction of the research strategy is still to be fully established.

20.1.1 Organisation, leadership and strategy

The submission to the panel from HSN comes from the School of Business, which uses the SUS (Social Sustainability) group, with 23 main permanent staff and a further 19 associated members, as its research arm. The nine sociologists at the School of Business all belong to SUS.

SUS comprises seven research groups and the sociologists contribute to three of them. SUS is primarily an umbrella organisation that endeavours to support research collaboration across many social science and management disciplines.

The strategic focus areas of the university college include many where the field of Sociology has often made major contributions and could also contribute here: poverty, sustainability of the welfare state, quality of life and interpersonal relationships. Interestingly, most of the sociological research that is conducted is only remotely related to these themes.

20.1.2 Institutional follow-up of previous evaluations

HSN did not take part in the previous evaluation of sociology in Norway.

20.1.3 Resources and infrastructure

There are library and IT services and an R&D office, but no research infrastructure that could contribute to sociological research specifically.

Activity is carried out in three separate locations.

20.1.4 Research environment

There is little information about the culture of the research environment, which is probably still in transition. The possibilities for interdisciplinary research are recognised, and this is one way of achieving a broader focus of interest. Since the School of Business has ambitions to develop, it may be beneficial to align some future research with other disciplines, but not at the expense of losing the identity of sociology. All the sociologists belong to the research group SUS (Social sustainability).

20.1.5 Research personnel

There is an established complement of nine sociology staff and no plans to increase the size of the unit. The small number of staff involved (and the absence of a PhD programme in sociology) necessarily limit what can be done.

The university college has connections with local and regional organisations that provide some research funding, but there is no mention of any pump-priming funds from the internal budget. No sabbatical arrangement exists, although between 20 and 40 per cent of staff time is allocated to research activity.

There has only been one appointment since 2014. The merits of temporary mobility (i.e. networking visits) are recognised.

20.1.6 Research production and scientific quality

SUS comprises 40 researchers from several disciplines, and all the academic staff in sociology are members. Sociologists belong to three of the seven sub-groups: (1) Political Communication, where the focus is on social media and democracy, (2) Social Recruitment and Reproduction, which works on education, inequality of resources, access to occupational positions (women in the boardroom, elite networks), and (3) Economic Organisation, which focuses on regulation and innovation, and currently has a share in two RCN grants (Animal Welfare, and Quality and Learning in Construction Production). The main focus of sociological research is on this third domain.

The ten selected publications, published between 2008 and 2017, cover topics in SUS's areas. Eight of them are articles. The journals are suitable, but are not exceptionally distinguished by international standards. Of the eight journal articles, two are published in journals ranked Level 2. In most cases, the contributions to the field of sociology are rather limited, containing only descriptive findings at best.

The sociologists who are members publish at a modest rate, with 16 publications recorded in total during the period 2014–2016, according to the Damvad bibliometrics (Damvad 2017).

Research income for the School of Business is quite considerable (research funds contribute 34% of total funding), but the sociology element is not clear.

Assessment of scientific quality: 1 - weak

20.1.7 Interplay between research and education

There is suitable awareness of the value of using research in teaching, and basing electives at BA and MA level on staff research topics is wise.

20.1.8 Societal relevance and impact

The ten listed examples of impact mostly seem to consist of reporting research through media interviews or public addresses (a few apparently to academic audiences). While reporting research results passes on information, that is usually insufficient to effect a change in behaviour or policy, so it may be worth considering strategies for impact that go further than simply disseminating results.

One impact case study was submitted. A team from HSN was responsible for a sub-module in the research programme evaluating the National Labour and Welfare Administration Reform (NAV reform). In connection with the reform of welfare services, research was conducted and the team contributed to reports that influenced public policy and appeared in national media to disseminate research and discuss policy development. This seems to have been a sound contribution.

20.1.9 Overall assessment

The SWOT analysis seems to appraise the possibilities for future development realistically. A small group of staff without a PhD programme and subject to intense competition for research income will necessarily face considerable challenges if the objective is to have a significant impact on international sociological research and scholarship. The observations about research opportunities note limited resources in terms of time and money. Without a significant flow of research income, development will be limited because of the size of the unit. Collaboration within the business school or with sociology groups in other institutions in Norway and abroad is one possible route forward. It would be good if sociologists were leading figures who could influence research agendas within the School of Business.

That the nine staff are spread between three sub-groups means that the effort is not very concentrated. This may be acceptable (especially given the priority of delivering a broad

undergraduate curriculum). It also furthers interdisciplinary cooperation locally in this unit. The sociologists contribute effectively to contemporary agendas in relation to issues of communication, the reproduction of inequalities and economic organisation, albeit in a modest manner dictated by their limited resources and recent institutional reorganisation. Research efforts are surprisingly little geared to the strategic focus areas of the university, which include many topics to which Sociology as a field has made many contributions in the past.

20.1.10 Feedback

It is important to set goals that can reasonably be attained by a small and comparatively diverse group of scholars. Placing articles in journals prudently might enhance its international reputation for research. Obtaining research funds for sociologically important research inquiries would enhance its reputation and increase the number of research staff on the ground by establishing postdoctoral positions. The focus areas of the university already cover many areas on which this effort could be concentrated. Collaboration with other institutions to enable staff to join larger research projects would provide another route to a more vibrant and visible presence on the international stage. The group appears to be operating effectively given the moderate level of resources available.

20.2 Research group: Social Sustainability

Social Sustainability (SUS) is an umbrella organisation for wide-ranging, multidisciplinary groups comprising 40 researchers in the School of Business at the recently merged HSN.

20.2.1 Organisation, leadership and strategies

The group is 'based on fixed meetings, seminars and co-authorship'. It is composed of seven sub-groups. The leader is Associate Professor Lasse Sonne. The sociologists listed for the evaluation all belong to SUS. Research focuses on political, social and economic challenges in Norway and Europe today, and emphasis is placed on research 'contributing something useful to society'.

Strategies include increasing international publications of a high standard, dissemination of research and applying for research funds in collaboration with other international institutions. It seeks to support regional innovation and works with private companies and public institutions.

20.2.2 Research personnel

Not much information is provided about research personnel. However, there are two PhD programmes (Cultural Studies and Marketing Management) and PhD students in other subject areas are taught jointly with other universities. Career development plans are provided for both permanent and temporary members of the research group.

20.2.3 Research production and scientific quality

Twenty projects have been funded in the last five years. The funding comes from many sources (but mostly core funding from the Norwegian Government). Funding is estimated to be NOK 3 million per year, of which 18 per cent is from the RCN, 15 per cent from the EU, 33 per cent from the Norwegian Government and 33 per cent from private sources. This is modest for a group of this size.

Activity in SUS is focused on consolidation of the multidisciplinary research groups through seminars, writing, and workshops for writing applications. Topics for contributions to the state-of-the-art include social innovation, new technologies for teaching, learning environments, networks and communication.

Sociologists belong to three of the seven sub-groups: (1) Political Communication, where the focus is on social media and democracy, (2) Social Recruitment and Reproduction, which works on education, inequality of resources, access to occupational positions (women in the boardroom, elite networks), and (3) Economic Organisation, which focuses on regulation and innovation and currently has a share in two RCN grants (Animal Welfare and Quality and Learning in Construction Production).

The 23 permanent members of staff who comprise the core group in SUS have submitted 15 journal articles as evidence of research quality. Sociologists who are members publish at a modest rate in journals such as *Law and Society Review*, *European Journal of Sociology*, *IJ Cultural Policy*, *Innovation and Development*, *Evidence-based Policy and Practice*, only some of which are primarily aimed at sociological readers.

20.2.4 Networking

Not much information is provided about this, but there is some involvement in international research projects and members present papers at international conferences.

20.2.5 Interplay between research and education

All SUS members teach and there is research-based teaching at the School of Business.

20.2.6 Societal relevance and impact

Societally relevant research is the principal objective of SUS. It deals with issues of contemporary importance in the areas of politics, economics and society.

20.2.7 Overall assessment

SUS is only an umbrella organisation for other more specialised research groups from a wide range of disciplines. Social Sustainability is primarily a flag of convenience for multidisciplinary cooperation and collaboration. It is therefore unsurprisingly heterogeneous in its research output, and no case is made that SUS is making a sustained impact on specific academic fields at the international level. Teaching and professional education appear to be the primary objectives of the institution at present, and research competence is still being developed. The sociological component of the research group is relatively small (9 permanent members of staff) and it is not realistically able to have a major impact on international sociological research. They contribute effectively to contemporary agendas in relation to issues of communication, the reproduction of inequalities and economic organisation, albeit in a modest manner dictated by their limited resources and the recent institutional reorganisation. Without a major injection of new resources, it would seem unlikely that the group can increase its profile significantly.

Assessment of the research group: 2 - fair

21 University of Agder, Faculty of Social and Educational Sciences

University of Agder, Faculty of Social and Educational Sciences								
Units included in the evaluation of sociology	- Dept. of Sociology and Social Work			Listed researchers	29			
				Listed research groups	1			
				No. of researchers in listed research groups	9 (9 CV)			
Other units of the faculty (institution)	- Dep. of Political science and Management, - Dep. of Information Systems - Dep. of Global Development and Planning			Training, recruitment and academic positions				
					2014	2015	2016	
				No. of PhD graduated per year (at departmental level)				
				Male/Female	-/-	-/-	-/-	
				Total per year	-/-	-/-	-/-	
R&D expenditures and sources of funding (1000 NOK)				No. of positions announced / No. of qualified applicants per year (at departmental level)				
	2014	2015	2016					
Funding of the institution				PhD positions	2/4	0/0	1/0	
Total expenditures	65 341	71 470	73 672	Post.doc positions	0/0	1/4	0/0	
Types of funding				Permanent positions	1/1	1/5	1/2	
Core funding from the Norwegian gov.	35 321	36 919	38 018	Education				
External funding, RCN	4 622	7 659	4 365	Study programmes BA level				
External funding EU	161	116	2 011	- Sociology - Social work				
External funding, other sources	5212	2244	4256	Study programmes MA level				
				- Sociology and Social work				
				Other				
				- PhD programme in Social Sciences				

Source: The Research Council of Norway, Self-assessment report for the institution, 16/12960

21.1 Sociology at the institutional level

The University of Agder was founded in 2007, when Agder University College of Applied Sciences gained university status. The university has seven faculties, of which the Faculty of Social sciences is one. Sociology is organised together with social work in the Department of Sociology and Social Work, located in Kristiansand. The faculty has approximately 90 academic and administrative staff, 29 of whom are listed for the evaluation of sociology. It should be added that this evaluation came at an inconvenient time for the University of Agder because organisational changes were ongoing at the time of the self-assessment.

21.1.1 Organisation, leadership and strategy

The Department of Sociology and Social Work is one of four social science departments at the University of Agder. Each department is led by a head of department, who regularly meet with the dean and the faculty director. The dean is head of research at faculty level, but the day-to-day follow-up of research goals and strategies is managed by the head of department. The dean is assisted by the faculty board and by a PhD and Research Committee with four department chairs and one additional representative from each of the four departments, plus one PhD student.

Research activities are organised by research groups, headed by a research group leader. There are 13 research groups in the whole faculty, and all researchers are members of one or more research groups. The research groups formulate their own goals and strategies within the overall plans at the central university level.

At the university level, a strategic plan for research in the coming ten years is being developed, and the faculty participates in the process and awaits its outcome. Prioritised research areas are many and diverse, e.g. digitalisation and European integration. Strategic goals at the faculty level are to increase external funding, scientific impact and the number of PhD candidates.

The self-assessment of the Department of Sociology and Social Work signals a division into two disciplines (sociology and social work). Since this panel is tasked with evaluating sociology, we have read all the submitted documents, since the department wishes to give representative examples of sociology at the University of Agder. We conclude, however, that some of the material belongs more within the particular traditions of social work than what we would normally define as Sociology.

21.1.2 Institutional follow-up of previous evaluations

The University of Agder was not part of the previous evaluation of Sociology in Norway.

21.1.3 Resources and infrastructure

The faculty reports that external funding mainly comes from the RCN and other public Norwegian sources. The funding amounts to 14–18% of total expenditure in the last three years, and around 20% stems from EU funding in 2016. There is no specific information as to how this funding is distributed among the four departments.

The social science faculty shares a full-time adviser as research support, but, according to the interview, no administrative research support is assigned to the department. There is a Division of Research Management located centrally at the university that provides administrative research support for the faculty, in addition to the research administrative adviser at the faculty level. At the faculty level, there are future plans to establish a Research and Development centre in order to facilitate collaboration between practice and research in an interdisciplinary environment.

21.1.4 Research environment

The self-assessment provides few details about the research environment.

21.1.5 Research personnel

Twenty-nine researchers are listed by name, a mix of researchers attached to sociology or social work. Three of these researchers belong to the Department of Global Development and Planning.

The sparse information provided in the department's self-assessment makes it hard to evaluate research career paths. At the faculty level, it is stated that the heads of the departments have one-to-one meetings with all staff once a year, during which career paths and mobility are discussed. Furthermore, staff are encouraged to build national and international networks and participate in conferences. Such activities may be funded upon application.

The number of PhD students was low at the time of the evaluation. PhD students in social work and sociology are offered compulsory courses in research methodology and optional specialised subject courses. They are also encouraged to apply for admission to a national graduate school.

The institution does not practise sabbatical leave for academic staff, but it is stated that teaching can be concentrated in certain periods to enable researchers to concentrate on research during a continuous period of time. The institution encourages staff to organise in research groups (in accordance with centrally stipulated guidelines), and it also provides funding for research group activities. There were only two research groups at the department at the time of the evaluation: Service Development and Cultural Sociology. The latter group is more a gathering of researchers with a common interest than a research group defined by regularity and cooperation.

This is an institution where many researchers have a rather heavy teaching load. Depending on publication points, active researchers typically spend 40% of their time on research, 50% on teaching and 10% on administrative tasks. Staff at assistant professor level typically divide their time between research (10%), teaching (80%) and administration (10%). 'Active researchers' are said to spend around 40% of their time on research, and the rest on teaching and administrative tasks.

The European Charter and Code has been implemented.

21.1.6 Research production and scientific quality

The selection of ten publications covers various empirical fields and topics (attitudes in the social policy area, child care or the social services in general, the Norwegian middle class, internet teaching) and methodological approaches (qualitative, quantitative, action research). According to the interview, the selection of publications was based on citations, and to show a range of different research, rather than just picking 'the best'. Nine of the department's researchers feature as authors in the submitted texts. Six out of ten texts are published in well-established and well-known journals (at Level 2), while the rest of the submitted articles are published in less reputable journals with a narrow scope. Two of these articles also tend to address more local issues of interest to a smaller audience (including the submitted report). Five of the submitted ten publications present the work of three professors, and a few of the articles therefore cover a similar approach or use the same data. Whereas the texts published in Level 2 journals are of good quality, the other submitted texts are weaker. The publication culture at the institution as a whole is characterised by Level 1 (mostly Norwegian) publications (87%) where book chapters make up a great share.

The enclosed publications give no evident signs of international co-authorship, but most of them are published in international journals, mostly in journals at Level 2. One researcher engages extensively

in international collaboration with renowned scholars, as indicated by the listed publications and the institution's website.

Given the teaching load and rather small percentage of external funding, the average publication points per listed individual seems to be fair in comparison with the national average. Impact figures relative to Norway and the Nordic countries are similar to the average figures for Sociology in Norway.

Assessment of scientific quality: 3 - good

21.1.7 Interplay between research and education

The institution reports that teaching consistently draws on research results from staff. Empirical research in particular is used in the teaching of methodology. Students are encouraged to participate in research projects, and the university offers funding for student participation, which staff can apply for.

21.1.8 Societal relevance and impact

The self-assessment includes one (social work) impact case, 'New forms of collaboration between the University, Welfare services and Service users', which is based on two different projects between 2006 and 2017, one national project, the other more local. The main goal of both projects was to contribute to service development through new forms of collaboration. The self-assessment states that the case has contributed to improved understanding of users, and it points to the importance of 'room for professional development' if ideals of evidence-based practice are realised. The case consists of many different sub-projects, which have involved various actors (practitioners, service users, educators) in collaboration with each other. For instance, service users work as supervisors for social work students during practical training. Practices for the dissemination of research seem to be varied and innovative – not only books and reports, but also popular courses/conferences, lectures, and an internet exhibition. Furthermore, master's students are involved in organising debates and dialogue meetings with upper secondary school students. All in all, the department demonstrates good societal impact in terms of reach and significance.

21.1.9 Overall assessment

This is an institution where social work and sociology co-exist as subjects, but they seem to cultivate rather different practices. The institution's sociological research tends to be stronger scientifically than the more social work-related research. The latter is also more oriented toward practice-based research, and there is a long tradition of involving practitioners and service users in research and education (in accordance with the explicit goal of collaborating with external partners, according to the research group).

21.1.10 Feedback

The department is planning for substantial future recruitment of associate/full professors in sociology (3–4) and social work (4–5). Given the small numbers of applicants in previous recruitments, the department is encouraged to advertise the upcoming positions widely and thoroughly, and to consider Scandinavian or international advertisements, in order to ensure a competitive line-up of applicants.

The panel urges the institution to safeguard against a parallel development of scientific quality alongside the further prioritisation of collaboration with non-academic partners. More publication in journals might foster a better academic level by making use of the peer-review system. Moreover, an internal peer-review practice for all texts (across research groups) could also lead to improvement.

Given the small amount of external funds and the institution's goal to increase this amount, the panel suggests making an effort to improve the quality of research applications from research groups or individual researchers, for example through 'application workshops' and comments from internal or external researchers who have a successful track record in the application context.

21.2 Research group: Service Development

21.2.1 Organisation, leadership and strategies

The Service Development research group seems to have grown out of a long period of collaborative projects that not only involved researchers, but also educators, practitioners and users, with the common practical goal of improving welfare services in general. A sub-project deals with child welfare services in particular. The group received funding in the last three years from a research programme established by the RCN.

Service Development describes itself as a multidisciplinary research group with regard to the background of its members, yet the overall impression suggests a specific kind of social work approach: community-based research or practice research. Cooperation with local actors is characteristic of the research group's work methods.

The self-assessment describes good support from the faculty with regard to writing applications and similar, and the focus of the group fits well with the department's longstanding cooperation with welfare service practitioners.

21.2.2 Research personnel

The research group Service Development consists of nine participants, only one of whom is male. Six members are between 60 and 70 years old, none is younger than 40. The group is thus imbalanced with regard to both gender and age. Only one PhD student is involved in the group, but new PhD positions are advertised, and the group aims to apply for funding for a PhD student in every new project. National as well as international mobility seem to be low, according to the self-assessment.

21.2.3 Research production and scientific quality

The research group succeeds well in initiating interaction between research, education, practice and users in the welfare sector, but provides little evidence of high-quality scientific publications. The research group has not submitted any texts for review, which is why our comments regarding production and quality rely solely on the list of each member's most important publications. It is also hard to tell in what extent the group's publications contribute to sociological reasoning from the titles alone, which mostly indicate the empirical field in question and, it seems, a description or evaluation of the same field. Most participants in the group prefer to publish book chapters in Norwegian. Judging from the participants' CVs, the research outcome is neither particularly strong nor published in high-quality journals.

21.2.4 Networking

The research group reports extensive national cooperation with other institutions: Agderforskning, Fafo, and the University of Stavanger, but it is unclear in what way they cooperate. There is no evidence of international networks.

21.2.5 Interplay between research and education

Most of the research group members teach at various levels. The group's interest in service user involvement is included in teaching as well, for instance by involving users in the process of supervising bachelor students in social work. It is less clear how the research group contributes to the teaching of general sociological theory and methods.

21.2.6 Societal relevance and impact

The research group has not submitted an impact case for review, but it is clear that many of its participants are represented in the case submitted by the department ('New forms of collaboration between the university, welfare services and service users'). The societal relevance and impact of this research group seems to be greater than its academic significance.

21.2.7 Overall assessment

According to the self-assessment, the Service Development research group is particularly successful nationally in initiating various kinds of cooperation projects, not the least through the involvement of service users in the research process. The group's sociological relevance and contributions are not obvious, however. The skewed age structure points to the conclusion that the group should consider its future development in terms of recruitment.

If the group has ambitions to reach beyond the borders of Norway (or Scandinavia), an obvious recommendation is to publish in English. In addition, it would be necessary to specify a stricter or more explicit research agenda in order to attract greater interest from the scientific (sociological) community.

The presence of doctoral students and postdoc researchers is vital for a research environment. The research group is encouraged to continue its strategy to attract PhD students, and also advised to engage younger researchers – perhaps among people the group would not normally work with – to achieve greater variety among its members.

The group has not been given a score, as it did not submit texts for review.

22 University of Bergen, Faculty of Social Science

University of Bergen, Faculty of Social Sciences							
Units included in the evaluation of sociology	- Dept. of Sociology			Listed researchers	29		
				Listed research groups	2		
				No. of researchers in listed research groups	23+ (23 CVs)		
Other units of the faculty (institution)	- Dept. of Economics - Dept. of Geography - Dept. of Information Science and Media Studies - Dept. of Social Anthropology - Dept. of Administration and Organization Theory - Dept. of Comparative Politics			Training, recruitment and academic positions			
					2014	2015	2016
				No. of PhD graduated at the institution per year			
				Male/Female	1/2	1/2	2/0
				Total per year	3	3	2
				No. of positions announced / No. of qualified applicants per year			
R&D expenditures and sources of funding (1000 NOK)							
	2014	2015	2016				
Funding of the institution				PhD positions	2/5	1/3	-
Total expenditures	315 308	2/6	1/3	1/in process	2/6	1/3	1/in process
Types of funding				Permanent positions	-	-	1/6
Core funding from the Norwegian gov.				Education			
External funding, RCN	31 451	34 521	36 741	Study programmes BA level - Sociology			
External funding EU	1 681	6 656	7 525	Study programmes MA level - Sociology			
External funding, other sources	12 646	13 377	21 080	Other - One-year programme in Sociology			

Source: The Research Council of Norway, Self-assessment report for the institution, 16/12960

22.1 Sociology at the institutional level

The University of Bergen was formally established in 1948, but its origins can be traced back to 1825 when the Museum of Bergen was founded. The University of Bergen is a comprehensive university, organised in nine units at faculty level. In Bergen, sociology has its own department, which was established in the 1960s.

22.1.1 Organisation, leadership and strategy

The Department of Sociology is one of the seven departments in the Faculty of Social Sciences. In general, the faculty has a traditional structure of discipline-specific departments, led by department heads, who, in turn, are led by a dean. The vision for the faculty's strategic plan is to produce 'Knowledge that shapes society' and, with respect to research, that 'researchers and research groups carry out independent research of high quality and contribute to solving societal challenges' – quite generous goals and also fitting for the Sociology department.

The department has three profiled areas: 'Welfare, Inequality and Life course'; 'Work, Knowledge, Education and Economy', and 'Migration, Development and Environment'. All of these areas are central issues for sociological research globally, although there does not seem to have been too much research on development and environment. The faculty aims to increase international, competitive funding and employ leading researchers. Aiming for these goals also benefits the Department of Sociology. The faculty has managed to substantially increase external funding, also as regards sociology, from 15% in 2014 to 19% in 2016. The self-assessment plan reports four RCN-funded research projects. Despite the increase, the proportion is not yet very high and there is still room for improvement here, especially as regards securing international funding.

22.1.2 Institutional follow-up of previous evaluations

The previous evaluation (2010) of the department suggested further investment in theoretical and methodological skills and encouraged further collaboration with other Norwegian research institutions. These suggestions show in PhD training, where emphasis is placed on teaching both theory and methodology, and on collaboration, where other Norwegian institutions play an important role. However, based on the self-assessment alone, it is hard to judge how big the changes have been in these areas.

22.1.3 Resources and infrastructure

The department appears to have adequate resources. There is no research infrastructure that would directly benefit sociology, although the Digital Social Science Core Facility (DIGSSCORE) may be advantageous for sociologists in future as well.

22.1.4 Research environment

Although briefly mentioned, the self-assessment does not provide much information about regular seminars, summers schools, guest lectures or visitor programmes. Such activities, seminars for instance, seem to be largely organised by research groups (maintained within departments). The department has hosted a research seminar since the 1990s for the whole staff and annual two-day seminars. The activity level in connection with these seminars is unclear to the panel, however.

22.1.5 Research personnel

The Department of Sociology has a long tradition of open calls for positions, a practice that is only now being implemented more widely by the faculty. More recently, positions have been advertised internationally. This has been a successful strategy, with one PhD student, all three postdocs and an

associate professor having been recruited internationally. Having a good number of international recruitments is also an indication of the good international reputation of the department.

The self-assessment material describes PhD training in detail, which seem adequate. Moreover, all postdocs have mentors. Further improving career planning services is part of the faculty's strategic plan. Only postdoc and PhD positions are temporary, other positions are permanent.

The university has signed a declaration of its intention to adhere to the European Charter and Code and is currently working on the application for formal certification.

PhD students are encouraged to spend part of their training abroad. For postdocs staying abroad for a period, the faculty extends their employment by an equivalent period.

22.1.6 Research production and scientific quality

Interestingly, there do not seem to be very strong policies to improve scientific performance. The department tries to ensure everyone's involvement in research activities and encourages free scientific dialogue both within department and outside it. The department distributes information about funding opportunities and research programmes and encourages activities aimed at international networking.

While these strategies may seem trivial, they work well. The research output is relatively high within the field and the department has several ongoing research projects. Most of the articles on the list of the most important publications have been published in major general sociological journals, although the absolute top-level journals are still absent. The papers make good use of sociological theory and in quite a few cases apply advanced research methods using innovative research set-ups.

Assessment of scientific quality: 4 - very good

22.1.7 Interplay between research and education

The balance between teaching and research is normal, with permanent staff allocating almost half of their time to teaching and as much to research. The teaching load of postdocs and PhD students is also well balanced at a quarter of their working time. The research that is carried out is closely linked with teaching in sociology courses, at all degree levels. Students are encouraged to link their theses with staff research interests. The self-assessment nonetheless points out the difficulty of integration; the rewards for such integration are small, whereas the rewards for producing more research instead are much greater. This is an area where better institutional incentives could perhaps make a difference.

22.1.8 Societal relevance and impact

The faculty offers courses in the dissemination of research results. When it comes to dissemination to the general public, according to the material, this has mainly taken place through traditional media outlets. Like teaching, the self-assessment argues that many are nonetheless discouraged from participating in public dissemination because the rewards are limited. The faculty is perhaps not aware that, today, requirements for this kind of dissemination activities are almost always a required part of research funding plans. This area of research activities could clearly be improved. Nonetheless, research does have a societal impact, as shown by the societal impact cases.

Four RCN-funded projects are linked to the Long-term Plan for Research and Higher Education: two concern the area of Public sector renewal, better and more effective welfare, health and care services, while two concern the establishment of World-leading academic groups.

There are two example cases. The first describes how a study on Opiate Maintenance Treatment (OMT) control in prison led to changes in prison practices in OMT. While the evaluation of the changes has not yet been completed, the case is an excellent example of how to apply sociological research findings in practice. The second case provides insight into a researcher's influence on family policy through long-term participation in government committees. In this case, the importance and the impact are harder to estimate based on the submitted material alone.

22.1.9 Overall assessment

The Department of Sociology uses very traditional academic methods to maintain a high level of social research – by facilitating discussions between academics and providing freedom to conduct research. The unit has chosen to concentrate on research on the core topics in the field. This has worked out well, research production is at a good level and publishing is aimed at the channels that contribute directly to main corpus of the field of sociology. The career development strategies, including support for internationalisation, seem to be very good and are something that other departments should consider copying. External funding is not as high as it could be, but is still at a good level.

22.1.1 Feedback

Despite the good level of external funding, this area could still be considerably improved, especially when it comes to international research funding. Faculty-level incentives could be introduced in order to better link research with teaching. The easiest way of doing this would be to integrate thesis writing with research groups and projects. The unit should re-evaluate its conclusion about the low rewards for public engagement. Today, most research funders require such engagement of projects they fund, and it is also an area where sociologists can easily do well. The researchers have already managed to publish in very good journals, but not those at the very top level. This is clearly the next goal for the unit.

22.2 Research group: Welfare, Inequality and the Life Course

The research group Welfare, Inequality and the Life Course is a longstanding research group that took its current name in 2009. The group has a coherent research agenda based around the themes set out in its title. It has strong national and international networks and collaborations, and the group's expertise feeds into its teaching. The researchers demonstrate some high-quality publication in good sociology and social policy journals, as well as in edited collections and Norwegian-language publications. Productivity is good, but variable between members.

22.2.1 Organisation, leadership and strategies

The group has allocated time for coordination, and emphasis is placed on internal collaboration and cooperation, which are facilitated by meetings to plan research, provide input etc. The group has a professor who leads research programmes. There seems to be a good level of leadership.

The group is relatively focused on its key themes, and its outputs generally show a good level of coherence in that context. The integration of life course research with the previous emphasis on welfare and inequality makes sense in terms of the topics and material, as well as facilitating the integration of new approaches and methods. The group has some key strengths in specific areas. The group seems to be outward-looking, with a focus on international, as well as national networks, research exchanges and support for PhDs to undertake visits abroad.

The group has been involved in externally-funded international projects as well as nationally-funded ones. It seems to be oriented towards obtaining external funding in order to enable it to pursue the research projects that are of interest, though it may be a concern that it does not appear to have external funding beyond 2018. It also has some engagement with stakeholders / non-academic networks.

In terms of advancing the institution's commitment to fostering research and contributing to national research priorities as expressed in the Long-term Plan for Research and Higher Education (especially Public sector renewal, better and more effective welfare, health and care services), the research group seems to be well placed to contribute – though this should also be considered in relation to the institutional evaluation.

The group makes use of available resources to initiate projects and form the basis for larger-scale proposals, a source of funding it sees as essential to the development of larger-scale, more challenging applications. It currently has a good RCN funding stream, but this is set to run out in 2018–19, which may create challenges for the sustainability of the group. In the interview, the responses clarified that they were planning ahead for this, through both retirements and research applications.

There is little discussion of strategic orientation or alignment with wider strategic goals. It has broad aims to produce scientifically valuable research and to publish it in high-ranking outlets.

22.2.2 Research personnel

Recruitment takes place through general university hiring processes or recruitment to funded projects. The group's seminar is seen as a forum that offers PhDs development opportunities. Support is available to PhDs for visits to institutions in other countries.

There is little discussion of training and mentoring, though the research group is involved in PhD teaching more generally.

The research group comprises 12 members including postdocs and PhDs, eight of whom are women. Of the seven permanent members of staff, four are women (four professors) and three are men (two professors). It is not clear what 'appropriate' balance in terms of age means, or whether it is the age range or seniority that is of interest. Women are concentrated both among older members of staff and among PhDs. All the members of the group are Norwegian, with the exception of one Danish professor. Instead, there is an emphasis on international exchange, including inviting visitors to Bergen as well as visits to institutions and cognate research groups in other countries.

22.2.3 Research production and scientific quality

There is good-quality work emanating from the research group in its core areas. This is published in good international sociology and social policy journals. It demonstrates a good range of methods and makes some contributions at the intersection of welfare state and life course research. All the group members are actively engaged in research. Levels of productivity vary, however, and might be expected to be somewhat higher, particularly given the orientation they express, and that when they do publish they publish well. The work submitted suggests good rather than outstanding contributions across the group, and it is not clear how far they will advance the field in the different topics, since their ambitions are in some cases relatively modest.

Much of the research is at the intersection between social policy and sociology. It employs a range of both qualitative and quantitative methods and engages with approaches used in life course research.

22.2.4 Networking

The group appears to be very strong in its national and international networking activities, and it actively supports research visits to and from its collaborators. It uses them to foster projects and develop common research interests and output.

22.2.5 Interplay between research and education

The research group contributes teaching in its focus area at undergraduate and postgraduate level. Members are also involved in PhD training at the university, and international visitors also contribute to this.

22.2.6 Societal relevance and impact

The research group focuses explicitly on scientific research. While its research is relevant to policy, it has less direct engagement with policymakers than institutions that are more dependent on directly commissioned research and targeted research funding. Nevertheless, the research group does participate in a range of engagement and dissemination activities and clearly intends to work at the interface between research and policy. Moreover, the interest in user engagement is an illustration of one point of this interface. While the account of engagement activities looks good and varied, the impact case study was less clear-cut, in that the evidence of effectiveness has yet to come. There is some potential for the research carried out to benefit society if it is acted on.

22.2.7 Overall assessment

Overall, there is a strong focus on welfare and inequality in the life course, covering a range of domains and using varied methods to address questions at the intersections between these issues. The profile of the research group is coherent in terms of reflecting the general orientation of the research group, and developing and contributing to specific projects within it. The research group engages with a range of national and international networks and produces good research that is likely to contribute to the overall quality of the institution and its recognition. It does not seem to receive EU funding and this might be an aim going forward, particularly as the RCN funding runs out in 2017/18.

Assessment of research group: 4 - very good

22.3 Research group: Work, Knowledge, Education and Economy

Work, Knowledge, Education and Economy is a research group at the Department of Sociology, University of Bergen, with a relatively long history, having existed since the mid-1990s. The group size is fairly standard (11 researchers).

22.3.1 Organisation, leadership and strategies

Like other similar research groups in the faculty, the group is not too tightly organised and does not, for instance, have an actual leader, but rather a coordinator. Individual researchers can participate in multiple research groups and have full autonomy in their participation. The group has been successful despite the voluntary nature of participation. It meets regularly, has been successful in acquiring funding and has regular collaboration with colleagues abroad. Much of the research in this group seems to have evolved around the work of two scholars, but other researchers have also regularly contributed to the group's scientific output.

The research group's work fits very well with the overall goals of the department. The resources seem to be adequate and they are also used for purposes that contribute to research output. The level of

external funding is adequate. Not having any international funding seems to be a sore point in this regard, especially given the close connections with top international scholars.

In this case, the institution's decision to allow research groups to be autonomous, voluntary and rather informal instead of strictly PI-driven seems to have worked well.

22.3.2 Research personnel

Researchers are mainly recruited from among the department's own master's students. Not surprisingly given the freedom of action given to the research groups, there are no specific recruitment strategies for more senior researchers. From the point of view of group renewal, this could be rather risky; indeed, there is only one postdoc researcher involved in the group. Thus, the group lacks researchers in their early independent careers. The group also seems to be quite male-dominated, with only one female member.

The group is very active in international collaboration, with regular prolonged visits abroad. In this regard, the group seems to work very well and could probably not do much more.

22.3.3 Research production and scientific quality

Despite the huge variety of topics covered by a rather small group, the studies on social class and elites are the ones that stand out in its research output. Research on these topics is at the international top level, including important theory-driven contributions, as well as unique methodological applications. Some of the studies can even be regarded as important contributions to the core of sociology internationally.

22.3.4 Networking

The top contributions of the group are mainly the product of international collaborations. There is also some national collaboration. These joint efforts have been successful and most likely advantageous for the group in general.

22.3.5 Interplay between research and education

The professors in the group all teach at the Department of Sociology. The group thereby also contributes directly to teaching. The topics covered by the group are central themes in sociology, which makes it important to the department.

22.3.6 Societal relevance and impact

No examples of engagement beyond academia are provided in the material. This is rather surprising; it could have been assumed, for instance, that the study on Norwegian elites would be highly interesting for the general public. This is an area where the group could do much better.

22.3.7 Overall assessment

The group has been relatively successful in its research, some of it being very influential internationally. At the same time, however, there seems to be significant variation in its quality. One of the reasons for this may be that the group is relatively small and lacks postdocs and mid-career researchers. This may be risky in the long run, especially from perspective of continuity. Too much effort does not seem to be put into community engagement either. Both of these problems can be solved by acquiring more external funding. The group is very well connected internationally, which should be helpful when applying for funding from international sources.

Assessment of the research group: 4 - very good

23 University of Oslo, Faculty of Law

University of Oslo, Faculty of Law							
Units included in the evaluation of sociology	- Dept. of Criminology and Sociology of Law (IKRS)			Listed researchers	6		
				Listed research groups	0		
				No. of researchers in listed research groups	0		
Other units of the faculty (institution)	- Dept. of Private Law (IfP) - Dept. of Public and International Law (IOR) - Norwegian Centre for Human Rights (NCHR) - Scandinavian Institute of Maritime Law (NIFS)			Training, recruitment and academic positions			
					2014	2015	2016
				No. of PhD graduated at the institution per year			
				Male/Female	-/-	2/2	-/1
R&D expenditures and sources of funding (1000 NOK)				Total per year	-	4	1
	2014	2015	2016	No. of positions announced / No. of qualified applicants per year			
Funding of the institution				PhD positions	1/10 (105)	1/4 (14)	-/-
Total expenditures	386 691	396 073	388 362	Post.doc positions	-/-	1/6 (17)	1/2 (2)
Types of funding				Permanent positions	1/6	-/-	-/-
				Education			
Core funding from the Norwegian gov.	253 286	271 597	265 645	Study programmes BA level - Criminology			
External funding, RCN	25 744	24 650	25 804	Study programmes MA level - Criminology			
External funding EU	8 838	243	7 047	Other			
External funding, other sources	103 660	111 180	79 204				

Source: The Research Council of Norway, Self-assessment report for the institution, 16/12960

23.1 Sociology at the institutional level

The University of Oslo is the oldest university in Norway, founded in 1811. The university is organised in eight faculties, and the Faculty of Law is one of the four original faculties at the university. In 1961, the Sociology of Law was established as a separate department in the faculty, although co-located with the Institute for Social Research (ISF). The department later merged with the Department of Criminology, and the current Department of Criminology and Sociology of law was established. The Faculty of Law has about 400 employees, of whom six researchers are listed for the evaluation of Sociology.

23.1.1 Organisation, leadership and strategy

Since January 2017, each department at the University of Oslo has appointed heads of research, who coordinate their activities with the heads of the research groups. This may be an important strategic research initiative. While it seems to be too soon to evaluate this structure, there may be a risk of tensions between the leadership of the department and the research groups, and the panel recommends carrying out an internal evaluation of this matrix structure after one or two years.

In relation to funding, the institution comments that there has been a decrease in funding from external sources for some years. However, sociologists have seen an increase in external funding. The present external funding is primarily based on funds from the RCN and several ministries, while EU funding is quite low. The faculty has hired new personnel and increased the administrative staff to help to increase the level of external funding.

23.1.2 Institutional follow-up of previous evaluations

The Faculty of Law at the University of Oslo disagreed with the conclusions from an external evaluation of Norwegian Law in 2009. Based on another evaluation of research groups that the faculty commissioned and deliberations in the institution, it was decided to maintain a structure based on research groups. The panel finds this adaptation of the structure to be sensible and useful.

23.1.3 Resources and infrastructure

The panel strongly supports the faculty's management of research databases and its attempt to strengthen these activities. The panel also supports the faculty's ambition to cooperate with universities in Norway and abroad on establishing these databases. The databases are an important way of promoting the goals of the institution.

The faculty supports researchers' participation in conference and networks.

The faculty is very impressed by the quality of the sociologists' work. The institution wishes to continue its support for a high level of performance by providing sufficient administrative resources for the unit.

23.1.4 Research environment

The research environment, e.g. meetings, seminars etc., is not detailed in the self-assessment.

23.1.5 Research personnel

Six members of staff at the Department of Criminology and the Sociology of Law are listed as sociologists. They are performing well on all relevant criteria. The research activities of the sociologists are relatively fragmented. There is no formal research group structure among the sociologists, but such a structure is probably not needed.

23.1.6 Research production and scientific quality

The research among the sociologists is characterised by a broad array of subjects, ranging from animal rights and animal trafficking to cannabis use and studies of imprisonment. The studies include general sociological theories, such as theories of gender and ethnicity, whereas studies related to class structure seem to be less common. There is a strong dominance of qualitative methodology.

The sociologists have a very high level of publication points per researcher and of Level 2 publications. The publications are generally of high quality and published in high-level outlets. They cover a broad range of topics. However, there are few co-authorships with significant researchers in the field.

Assessment of scientific quality: 5 - excellent

23.1.7 Interplay between research and education

The staff generally seem to have a relatively large proportion of their time allocated for research. The faculty has a norm for the distribution of the workload whereby 47.5 per cent is devoted to teaching, but the staff find that they do much more teaching than stipulated in their contracts. The institution has a system for sabbatical leave.

23.1.8 Societal relevance and impact

The sociologists are creative and productive researchers who engage in academic as well as public dissemination. The self-assessment mentions a large number of different types of societal relevance initiatives relating to impact in Norway as well as abroad, for instance impact on the prison administration in Romania, migration and radicalisation.

23.1.9 Overall assessment

The sociologists at the Faculty of Law at the University of Oslo have high productivity and a high societal impact. They perform exceedingly well on all relevant research criteria.

23.1.10 Feedback

The sociologists at the Faculty of Law at the University of Oslo are a productive, well-functioning and somewhat fragmented group. The faculty should maintain its current strategy and continue to provide suitable infrastructure for the group. The faculty may want to supplement the current staff with experts in quantitative studies, and the sociological staff might consider cooperating to a greater extent with other scholars in the faculty and, if possible, utilising the faculty's databases for their research.

The faculty has taken some administrative initiatives to increase external funding, but the panel suggests that the institution develop a more detailed strategy for increasing external funding from domestic as well as international sources.

24 University of Oslo, Faculty of Social Sciences

University of Oslo, Faculty of Social Sciences							
Units included in the evaluation of sociology	- Dept. of Sociology and Human Geography - TIK Centre for Technology, Innovation and Culture			Listed researchers	48		
				Listed research groups	3		
				No. of researchers in listed research groups	35+ (48 CVs)		
Other units of the faculty (institution)	- Dept. of Economics - Dept. of Political Science - Dept. of Psychology - Dept. of Social Anthropology			Training, recruitment and academic positions			
					2014	2015	2016
				No. of PhD graduated at the institution per year			
				Male/Female	2/9	2/5	7/7
R&D expenditures and sources of funding (1000 NOK)				Total per year	11	7	14
	2014	2015	2016	No. of positions announced / No. of qualified applicants per year⁴⁴			
Funding of the institution				PhD positions	5/85 (9)	3/69 (9)	3/74 (6)
Total expenditures	516 013	519 699	594 049	Post.doc positions	-/-	3/67 (8)	-/-
Types of funding				Permanent positions	-/-	3/66 (8)	-/-
Core funding from the Norwegian gov.	407 822	441 167	460 585	Education			
				Study programmes BA level - Sociology - Culture and Communication			
External funding, RCN	69 307	65 166	77 179	Study programmes MA level - Sociology - Organisation, Leadership and Work			
External funding EU	9 527	17 965	24 203	Other			
External funding, other sources	23 791	25 732	31 936				

Source: The Research Council of Norway, Self-assessment report for the institution, 16/12960

⁴⁴ Please note that we have narrowed “qualified” to include only the number of applicants nominated for hiring to the Department’s Board. For purposes of SAMEVAL, we were informed by the RCN that we could define «qualified applicants» as those applicants that were recommended for hiring (short list/ “innstilte søkere”) by the body that has the power to do so. The denominator in parentheses thus represents the shortlist of qualified applicants and the denominator not in parentheses represents the number of applicants.

24.1 Sociology at the institutional level

The University of Oslo (UiO) is the oldest university in Norway, founded in 1811. The Faculty of Social Sciences was established as a faculty in 1963, although several of the social science disciplines were previously taught at other faculties. Sociology was established as a separate discipline in 1950 and had its own department until the Department of Sociology and Human geography was founded in 1996. Researchers from the Centre for Technology, Innovation and Culture (TIK) are also listed for the evaluation of Sociology by the Faculty of Social Sciences. TIK was established at the Faculty of Social Sciences in 1999 with the purpose of conducting research and teaching on the interplay between science, technology and societal change.

24.1.1 Organisation, leadership and strategy

The Department of Sociology and Human Geography is the largest and oldest Sociology unit in Norway. UiO lists 51 researchers, i.e. 8% of all the researchers in the Sociology evaluation. It is one of five departments (and two centres) comprising the Faculty of Social Sciences. The faculty holds nine ERC grants, participates in ten Horizon 2020 projects and strives for continued growth of EU funding by building on its support system for applications. The departments are characterised as 'strong units' which is good, but with that follows independence – which could result in less focus on interdisciplinary activity, according to the SWOT analysis.

The organisational structure of the faculty and department follows traditional university models, with a board and a dean/head of department in charge. It is a clear aim for the faculty to expand its international commitments, but the main research aims are stated in general terms of high quality, relevance and being 'at the forefront'.

In 2008, the faculty defined six prioritised research areas. Five of them are listed in the self-assessment, and four of the listed areas – Social equality and economic performance; the Nordic model; Democracy and governance; Globalisation and localization; Social inequality – are clearly of sociological relevance and form a significant part of the research activities within the Sociology department.

UiO Sociology is characterised by multiplicity in both thematic fields and methodologies. One successful theme and group focuses on research on social inequality, for example a significant study of Norwegian elites and aspects of inequality, as well as activities in the field of analytical sociology (seminars, international conference). Migration is another important theme, manifested in several interesting studies by prominent senior researchers. Other themes that have a long history and in which activity and production continue at UiO are welfare and the Nordic model, contemporary global challenges, and marginalisation and deviance.

24.1.2 Institutional follow-up of previous evaluations

In the 2010 evaluation of sociological research, the department was judged as successful, but was recommended to put more effort into theory and methodology development, and to more actively take national responsibility for the discipline. The department was encouraged to build on these competences by recruiting specialists and also to strengthen its teaching of quantitative methods.

Another identified issue concerned PhD students. Out of 50 active students, only 12 were employed at the department and it was stressed that all PhD students needed more time in academic environments. It was also pointed out that collaboration between researchers within the department as well as within UiO was rare and could be developed.

Since the 2010 evaluation, the department has established committees on theory and methodology, and revised related courses on all levels. RCN-funded thematic networks were announced for 2013–

2015 and the department participated in three such networks, which were aimed at enhancing national and international collaboration. This work has been successful and several thematic groups have developed and progressed, e.g. through external research funding and good achievements (publications, but also social impact of research). Efforts have also been made to incorporate external PhD students to a greater extent.

24.1.3 Resources and infrastructure

UiO Sociology is characterised by multiplicity in both thematic fields and methodologies. As suggested in the 2010 evaluation, efforts have been made to enhance collaboration within and beyond the UiO group. Seminars are organised for thematic groups and international scholars are invited to give presentations and make guest visits. Ten projects relating to the Government's long-term plan's 'Public sector renewal, better and more effective welfare, health and care services' are listed, but only two of these projects involve more than five researchers. For six of them, only one researcher from the department is involved.

Eight prioritised areas are identified for the department, but researchers are in essence free to develop their own research interests and goals, and some internal funding is available for smaller projects and seminars. The research culture is strong and there are many externally funded projects. Publication strategies are directed at increasing international exposure, although it is recognised that publications in Norwegian also are of value.

The allocated research time for permanently employed staff is about 50%. There is no regulation of research time, but monitoring tools (publications, external funding) are used by the management and could have an impact on the teaching/administrative tasks workload. Teaching and administrative work should not exceed 53% of working hours. Sabbatical leave is most often granted upon request if the terms (full-time work and fully met obligations for three years) are met.

The infrastructure provided benefits from UiO being the largest university in Norway, with a solid IT department. Good tools for research, both qualitative and quantitative, are at hand. The budget presented in the self-assessment covers the whole Faculty of Social Sciences, so no conclusions can be drawn for Sociology. However, for the faculty as a whole, the research budget has been expanding in recent years, as has external funding from both the RCN and the EU. However, the Sociology department is the second most successful department in terms of Research Council funding, and it also has funding from several other sources, including the EU. There are two ongoing EU projects, and there is an ongoing process for a EU consolidator grant. External funding stands for 22% (2016) of total expenditure. The number of graduated PhDs has been quite stable, and was 14 in 2016.

24.1.4 Research environment

UiO Sociology has taken on the role of the leading sociology community in Norway. As such, contacts with Norwegian as well as international sociologists flourish. The department takes part in the annual summer school in comparative social science organised by UiO. International scholars are welcome to give seminars and spend time as guest researchers, most often in collaboration with the thematic research groups. There is a good seminar culture for PhD students through seminar series, as well as by guest and staff lectures, and contacts with the global research community are strong.

24.1.5 Research personnel

All permanent positions are advertised internationally (it is not stated how or where, however) and there has been an increase in international appointments. The staff are a rather stable group, with only a few positions being advertised in recent years. Since many of the senior staff are approaching

retirement, this might pose a risk for the years to come. Lecturers are encouraged to fulfil the requirements for promotion to full professorships. Mobility is encouraged for all permanent staff – at the international level, participation in seminars and conferences or visits as guest researchers. For PhD students, there are five exchange agreements and 50% of all PhD students spend at least one period of study/research time at a foreign institute.

Female researchers who are permanent members of staff are given first priority for ‘research leadership and other career building programmes’ aimed at improving leadership skills, but also at increasing ‘their chances of securing external funding’.

The PhD programme includes seminars, formal coursework and, e.g., the annual international summer school in comparative social science. In addition to monthly seminars, PhD students have to pass a starting seminar, a midway seminar with senior researchers and supervisors as progress reviewers, and a concluding seminar before the defence of their dissertations. The majority of PhD students are still externally employed. There is no information about whether this has an impact on the degree of involvement with the department and the university.

UiO carried out a ‘gap analysis’ in relation to the European Charter and Code in 2010. During 2014-2017, ‘the red light areas are subject to several major development projects’, but there is no mention of awarded brands.

24.1.6 Research production and scientific quality

The aim for research is to principally publish within the academic discipline (5% outside the academic community), both internationally and nationally. Productivity is high and publications often appear in high-ranked journals. The department has a list of recommended high-quality journals and it encourages staff to publish in them. A majority of publications still appear in Norwegian, and the rate of international co-authorships (14%, 2014-16) is lower than the average for Norwegian Sociology. Still, these calculations are based on high figures.

The research is characterised by a broad range of themes and covers the full methodological spectrum, which should be expected of this institution, which is regarded as being the national sociological ‘core’. This is well reflected in the ten selected publications attached to the self-assessment, all of which are published in Level 2 journals.

The working conditions for staff provide good opportunities for research production, and they are all also expected to produce, i.e. publish. In different fields of sociology, UiO researchers are recognised as significant collaborators in the international research community.

Assessment of scientific quality: 5 - excellent

24.1.7 Interplay between research and education

Permanently employed staff divide their time between teaching and research (about 50% each), but the distribution of duties can vary, depending on, e.g., access to external funding. PhD fellows and postdocs devote 25% of their time to teaching. Courses and programmes at all levels are taught by active sociology researchers. Thematic courses reflect ongoing research, and there is a close connection between research and teaching. When applying for external research funding, staff are encouraged to develop plans for PhD courses and MA stipends in connection with the project. Giving consideration to ‘integrated education activities’ as an indicator of quality in applications to the RCN is something that the department calls for.

Many students at PhD and MA level are involved in staff research activities through grants, assistantships and thesis work.

24.1.8 Societal relevance and impact

One of the four prioritised themes in the Norwegian Government's Long-term plan for research and higher education is 'Public sector renewal, better and more effective welfare, health and care services' – a theme that is highly relevant to the research at UiO. In addition to an extensive catalogue of research activities, researchers from UiO also have strong links to government agencies and welfare providers, for whom much of UiO's research is of great value. The UiO department also visits schools in order to inform and attract potential students.

Within the sociological community, UiO has taken national responsibility for the website *sosiologen.no*, a platform for knowledge exchange, and it applies for funding from the RCN for the annual Sociology research seminar, and has merged two national Norwegian sociology journals to create a new one: *Norsk Sosiologisk Tidsskrift*. The department often hosts international conferences on themes relevant to ongoing research.

Two 'impact cases' are attached to the self-assessment. Family policies is one, an area involving many policy processes and measures, where Professor Ellingsæter holds a prominent position in Norway, as well as in the broader sociological community. The other impact case scrutinised the relationship between international migration and the Norwegian welfare state. Professor Brochmann's longstanding work on migration was of great benefit to two separate committees that produced Official Norwegian Reports (NOUs) and led to political decisions. Professor Brochmann was the chair of these committees.

24.1.9 Overall assessment

The profile of the UiO department is broad in terms of both themes and methodology. Research productivity is good and the educational activities seem to be well structured and of good quality. The publications selected for the evaluation reflect the diversity of the department and they are all of a high quality standard. The ten examples of publications were all published in Level 2 journals, in the major European outlets for their work. UiO Sociology is the only sociology community in Norway that covers the full palette of the discipline, and as such is a crucial hub for Sociology in Norway. This role comes with a heavy responsibility, a responsibility that it is well taken care of by the Oslo department.

24.1.1 Feedback

We recommend the department to carry on its strategies aimed at continuing to play the leading role in Norwegian Sociology. Since the previous evaluation in 2010, efforts have been made to develop skills in more general sociological theory and methods, efforts that appear to have been successful. We suggest continuing the work of integrating 'external' PhD students more in the academic environment at UiO. Upcoming retirements might pose a threat to the future, if they are not addressed through long-term recruitment strategies.

24.2 Research group: Social Inequalities and Population Dynamics

The research group on Social Inequalities and Population Dynamics (here called SIPD), has ten core and eight affiliated members, and is chiefly a group within the Department of Sociology and Human

Geography at the University of Oslo. It carries out research on social, economic and ethnic inequality, intergenerational processes and population dynamics.

24.2.1 Organisation, leadership and strategies

The scientific leader is Professor Gunn Birkelund, one of three senior researchers, and with leadership experience. However, the research group has a flat shape, so that there is no strong hierarchy.

The group has a clear vision that is in line with UiO's strategy of high-quality research and publication, integrating PhD students in research, international collaboration, interdisciplinary research, and the use of under-used data. Almost all these objectives appear to be well met, and this research group is no doubt the one, or one of few, that best achieves UiO's strategic goals.

The group is successful in securing external funding for its research.

24.2.2 Research personnel

The hiring procedures seem to be satisfactory.

The training and mentoring of PhD students are taken care of within the research group (and of course, the department), which has the great advantage that they can be an integral part of a research project and thus really learn 'the trade'.

A research group of this size is probably not so easy to make representative of the population as a whole, and it is dominated by the majority group, and by men, although the proportion of minorities appears to be adequate.

International mobility of researchers appears to be satisfactory, with lively interaction with several prominent research environments outside Norway.

24.2.3 Research production and scientific quality

This is probably the best research group in Norwegian Sociology. It is internationally competitive, its members publish high-quality articles in renowned international journals, with original and theoretically grounded ideas, advanced statistical methods, and high societal relevance. Overall, it produces frontline research.

The interdisciplinary research is mostly at the interface between sociology and demography.

24.2.4 Networking

The research group collaborates with several different researchers at several international institutions. The network's size and quality are beyond doubt, but if any question mark is to be added here, it would be that we have yet to see many comparative publications from the group. Like so many others in Norway, this research group is primarily focused on Norway (this conclusion was reached by checking the references in the self-assessment, the submitted publications, and the 18 items that are listed in the CVs). This is not unreasonable – someone has to study Norway, and Norwegians are closest, and, like all Scandinavian countries, there are valuable administrative data that can be used by a group with methodological skills. However, more systematic comparisons of Norway with other nations is one of the few things that could improve the research of this group.

24.2.5 Interplay between research and education

The research projects appear to be central to the teaching by group members (most of whom have teaching duties). The contribution to advancing teaching relies on both substantive issues and statistical methodology, as there are several highly qualified methods-people in the group.

24.2.6 Societal relevance and impact

Judging by the self-assessment, the research appears to be well disseminated, although the academic side is no doubt stronger than the policy side. Its societal relevance is indisputably high, however, as the research touches on many very topical issues in today's Western societies – for example immigration and integration, labour market discrimination and gender inequality.

It is worth noting that the research group has strong expertise in causal modelling, which means that the recommendations to policymakers are of higher precision than is usually the case for sociological analysis. It is also worth mentioning the great interest from the public and policymakers in the ethnic minority discrimination experiment carried out by the group.

24.2.7 Overall assessment

This research group focuses on studies of social, ethnic and gender inequality, as well as more demographically oriented processes. It is an excellent group, producing theoretically informed and methodologically sound quantitative empirical research of high international quality. The senior researchers lead by example, and there are highly talented junior members at different levels, including PhD level. The group is embedded in a highly qualified international network, which increases its scientific strength. It is not surprising that the group also attracts grants.

It seems self-evident that this research group has a strong influence on the Faculty of Social Sciences at the University of Oslo, and probably on much Norwegian quantitative research.

One can only hope that other research groups, and indeed institutions, in Norway take this group as a role model and try to emulate its achievements.

It is important for this research group to consolidate its quality and presence in Norwegian Sociology. It is an exemplary research group, operating in a strong scientific environment at UiO.

The group has struck a fine balance between internationally competitive research and policy relevance. The only conceivable improvement at present appears to be to increase comparative studies even further.

Assessment of research group: 5 - excellent

24.3 Research group: Social Marginalization, Substance Use and Crime

24.3.1 Organisation, leadership and strategies

The research group Social Marginalization, Substance Use and Crime is described as a research network with three key members employed as professors in three departments at UiO. Senior members also hold part-time positions at other academic institutions. The group was built around the longitudinal study Young in Norway in the 1990s. It is an interdisciplinary group with many nodes to external Norwegian and international research activities. Empirical work, both qualitative and quantitative, has all along been its main focus, but without losing track of theory-driven activities. The group has been successful as regards external funding from the RCN, but no international funding is reported. There is considerable international collaboration, however.

The organisation of the group is informal, i.e. activities focus on data collection and analyses, joint authoring and seminars, and supervision of MA and PhD students.

24.3.2 Research personnel

Over the years, members have joined the group via the different studies that, e.g., Professor Willy Pedersen has led. Students are recruited at MA level, both for thesis work based on data from the group and to assistantships. The gender balance needs to be restored, since a majority of the permanent staff are male.

24.3.3 Research production and scientific quality

The group is interdisciplinary and has high productivity. Its problem-oriented research based on concrete social problems is of high quality and theory-driven, and this is clearly a highly competent group of researchers, also as regards methods. They have gathered many good data sources, creating valuable qualitative and quantitative databases. They also make use of registry data and geodata and are presently aiming to add genetic information to the Young-in-Norway database.,

24.3.4 Networking

National and international collaboration is extensive and involves good partners, although this is, with a few exceptions, not reflected in the chosen publications. The publications are many and excellent, however.

24.3.5 Interplay between research and education

Several group members, including its leader Professor Willy Pedersen, take part in teaching at their respective departments. This includes thesis (PhD, MA, BA) supervision and examination, method courses (both quantitative and qualitative) and PhD seminar series. The research carried out is of relevance and of high interest to many UiO students, as well as students from other institutes.

24.3.6 Societal relevance and impact

One impact case has been submitted, on drug policy. This is a field where the group has been (is) active; several important studies have been carried out, generating many national and international publications, and with a clear bearing on Norwegian drug policy. In the assessment, Professor Willy Pedersen is described as a 'public intellectual', who, over the years, has been highly visible in Norwegian media and has put great effort into translating his research into policy reforms.

24.3.7 Overall assessment

This group could serve as a good model, an example of a 'natural history' – how successful research builds a milieu that continues to flourish as new generations of researchers graduate and take part in the continuing work. The scientific quality is excellent, both within and across disciplines. However, to be able to maintain and strengthen its position, the group needs to be more active in securing external funding, especially from the EU.

The link to UiO is evident as key group members are professors at UiO and pursue their research and teach there, as well as at other institutes. Students are recruited from UiO, but also from other milieus. The significance of the group in the national research area context is great.

The research group has experienced great success for many years. Its international collaboration and presence in the international research community is noteworthy, but so far this has not resulted in extensive co-authorship or international funding. This is an area on which the research group could put more emphasis in future.

Assessment of scientific quality: 5 - excellent

24.4 Research group: The Science, Technology and Society group

24.4.1 Organisation, leadership and strategies

The Science, Technology and Society group (TIK-STs) was established already in 1999 as an independent, interdisciplinary research centre at UiO, as a result of 'a concern with the role of science in society'. Professor Kristin Asdal is the group leader. TIK-STs has developed into a key Scandinavian STS (Science, Technology and Society) research milieu, focusing on empirical philosophy and interdisciplinary collaboration with the humanities. For many years, the group has held regular meetings every semester. At present the group is expanding with new senior positions. There is also an ongoing ERC starting grant. The STS group adheres to the strategic goals of UiO: scientific excellence, cross-disciplinarity and internationalisation.

24.4.2 Research personnel

Over the years, members have joined the group from international and national networks, through PhD courses, workshops and seminars given by group members. International networking is extensive in the group. The group is fairly young and female-dominated (70%).

24.4.3 Research production and scientific quality

The group is interdisciplinary with fairly high productivity - one member is very productive, the others less so, however; the more junior researchers produce few or no publications. The group has high productivity in various areas of STS scholarship, however. Of the eight articles submitted, five were in Level 2 journals, including the most prestigious specialist journals in STS.

24.4.4 Networking

National and international collaboration is extensive and with good partners, although this is, with few exceptions, not reflected in the chosen publications. Recruitment is international and the latest additions to personnel have a background from Europe and Canada. The group has extensive contacts and not just with other social scientists. There is extensive cooperation with scholars from humanistic, but also natural science disciplines.

24.4.5 Interplay between research and education

Group members, including the leader Professor Kristin Asdal, take part in teaching in their respective departments. This includes TIK's master's programme, and the examination and supervision of master's theses. The research carried out is of relevance and interest to UiO students, as well as students from other institutes.

24.4.6 Societal relevance and impact

One impact case is submitted: NENT, in the field of laboratory animal testing ethics. The research was carried out from 2008 to 2012 and led to a PhD thesis and new upcoming guidelines for the field, in addition to a number of publications in prestigious journals.

24.4.7 Overall assessment

STS research is of evident use to society at large. The link to UiO is obvious, as the group leader, as well as other members, are employed at UiO, where they pursue research and teach. Students are recruited from UiO but also from other milieus. The group publishes in the leading international specialist

journals in STS. The group also seems to have undergone some degree of rejuvenation recently and has the potential to make more impact soon.

This group works within the sociology of knowledge, which is also quite close to the sociology of organization and technology. The TIK centre is an independent centre with good prospects. It might profit from closer collaboration with the other sociologists at UiO.

Assessment of research group: 4 - very good

25 University of Stavanger, Faculty of Social Sciences

University of Stavanger, Faculty of Social Science							
Units included in the evaluation of sociology	- Dept. of Media and Social Sciences			Listed researchers	30		
				Listed research groups	1		
				No. of researchers in listed research groups	28 (29 CVs)		
Other units of the faculty (institution)	- Dept. of Social Studies - Dept. of Health Studies - Norwegian School of Hotel management - UiS Buisness School			Training, recruitment and academic positions			
					2014	2015	2016
				No. of PhD graduated at the institution per year			
				Male/Female	1/1	1/1	-/1
				Total per year	2	2	1
R&D expenditures and sources of funding (1000 NOK)				No. of positions announced / No. of qualified applicants per year			
	2014	2015	2016				
Funding of the institution				PhD positions	4/11	2/10	3/21
Total expenditures	168 731	180 566	197 351	Post.doc positions	1/5	0/0	0/0
Types of funding				Permanent positions	3/9	1/2	5/21
Core funding from the Norwegian gov.	155 439	169 810	188 984	Education			
External funding, RCN	7 984	12 984	10 178	Study programmes BA level - Sociology			
External funding EU	4 512	2 182	4 605	Study programmes MA level -			
External funding, other sources	10 887	13 349	11 605	Other -			

Source: The Research Council of Norway, Self-assessment report for the institution, 16/12960

25.1 Sociology at the institutional level

The University of Stavanger was founded in 2005, when Stavanger University College of Applied Sciences was granted university status. The university is currently organised in six faculties, and Sociology is taught at the Department of Media and Social Sciences under the Faculty of Social Sciences. Sociologists are also present in the Department of Social Studies. The Faculty has about 180 employees, 30 of whom are listed for the evaluation of Sociology.

25.1.1 Organisation, leadership and strategy

At the University of Stavanger, Sociology is located in the Faculty of Social Sciences, in the two departments *Media and Social Sciences* and *Social studies*. These departments are multidisciplinary to a greater or lesser extent. This makes their development highly dependent on recruitment, and it is also harder for the faculty to reach the top level in any of the major disciplines covered.

One of the strategic focus areas of the faculty, *societal safety*, is also an appropriate, but rather limited focus area for sociological research, especially compared to economics, which is one of the focus areas of the faculty in its own right.

25.1.2 Institutional follow-up of previous evaluations

The previous evaluations of Sociology (2010) and Economics (2007) recommended developing multidisciplinary research groups within disciplines. This advice has been at least partly followed up by establishing 'Research Area Programmes' (RAPs), topic-specific research groups combining researchers from various departments. RAPs are established for three-year periods and can apply for extra funding from the university.

25.1.3 Resources and infrastructure

The faculty seems to be well resourced. The investments in server and computing hardware in the business school could also be an advantage for certain kinds of sociological research, provided that the researchers are given access to the systems.

25.1.4 Research environment

RAPs appear to provide an excellent structure for cross-disciplinary exchange within the university. There seem to be relatively few other established ways of achieving knowledge exchange.

25.1.5 Research personnel

The self-assessment indicates that a large proportion of positions have been filled internally, but that there have been international advertisements for positions more recently. PhD training is relatively good, but not particularly aimed at discipline-specific skills. It is not clear whether PhD supervisors are expected to come from a specific field. The material also mentions mentorship of newly recruited personnel in general terms.

UiS adheres to the European Charter of Researchers and is expecting to acquire 'HR Excellence in Research' status soon.

Career paths are not described in detail, but the university provides career development scholarships and mentoring. Academic staff have mobility grants for stays of up to six months abroad, and PhD students are expected to take part of their training abroad.

The gender balance is still skewed, but active efforts are being made to improve the situation, including a special career development programme aimed at women.

25.1.6 Research production and scientific quality

The university uses several tools to enhance scientific output, including individual bonuses, coaching of low-performing staff, career development scholarships, mentoring etc.

Despite this, according to the bibliographic analysis, the publication points per researcher in sociology at Stavanger are the lowest among the Norwegian universities. This is reflected in the list of reported example articles. Only five of them are actually written by sociologists (the rest by economists) and of those, three are written by professors who have already retired. This is a sign of structural problems in how sociological research is organised in Stavanger.

Assessment of scientific quality: 2 - fair

25.1.7 Interplay between research and education

There is a Sociology BA programme, but not at MA level. Thus, the research input to teaching is in the social work and change management MA programmes. There is also an MA programme in Societal Safety. Some of the MA students also write their theses under the supervision of sociologists.

25.1.8 Societal relevance and impact

Despite the incentives at university level, specific, institution-level efforts do not seem to be being made to promote knowledge dissemination outside academia. The research conducted nonetheless has potential in that context, especially at the local level, as shown by the example case. Much more could be done in this regard.

The submitted impact case is based on a sociological study of the city of Stavanger and it is a good example of academic community engagement using rather traditional tools (interviews, op-eds, seminars). Based on the submitted material alone, it is hard to evaluate how well it succeeded.

25.1.9 Overall assessment

The status of Sociology in Stavanger is weak, although some efforts are being made to improve the scientific quality of its output. The research output is among the weakest of the Norwegian universities engaged in sociological research, and this is also reflected in the submitted material where there is a lack of texts: only two of them are written by non-retired sociologists.

25.1.1 Feedback

RAPs appear to be an excellent idea to promote cross-disciplinary research and are something that could perhaps be copied by other universities. However, having two cross-disciplinary departments on top of that, mixed with other discipline-specific departments, makes the faculty structure rather confusing. It makes it hard to pursue long-term development goals for the departments themselves, and also makes it hard to establish collaboration with the often discipline-specific departments outside Norway.

The original self-assessment did not indicate any particular plans to strengthen Sociology at the faculty in the near future. However, the interview gave positive signals, both for the future recruitment of postdocs and PhD students and in terms of strengthening the research profiles of the already employed associate professors. This seems to be a reasonable step, since a substantial share of the PhDs produced in recent years actually fall within the disciplinary boundaries of Sociology. At the moment, the status of Sociology does not seem to be very strong in the faculty, so any efforts in this direction would be welcome.

The recommendation is to keep multidisciplinary RAPs, but to change the departmental structure to make it more discipline-specific. There seem to be a number of sociologists doing research at the university, but they are scattered between units and groups. In order to facilitate more and higher-quality research, it would make sense to bring them together.

25.2 Research group: Societal Safety and Risk

25.2.1 Organisation, leadership and strategies

The research group Societal Safety and Risk is one of the biggest under review; the self-assessment reports 'around 40' affiliated researchers. It is linked to the master's degree programme in *Societal Safety*, and includes seven full-time professors and six associate professors. The assessment is not entirely clear about how the leadership of the group is organised.

The group aims to publish high-quality, cross-disciplinary research on societal safety, security and risk. Risk management is one of the priority areas of research at the University of Stavanger. The group has some external funding, but the level of funding is not particularly high given the size of the group. The group is part of SEROS, Centre for Risk Management and Societal Safety, which provides some of its own research funding.

The material does not report any research infrastructure that might be specifically targeted at this group. The group has grown fast, which also indicates that it has been well resourced.

25.2.2 Research personnel

Positions are advertised internationally, but many PhD candidates are reportedly mainly recruited from the group's own master's programme. There are 12 PhD students and two postdocs in the unit. There appear to be excellent chances for career advancement within the group.

The majority of the group members are women. There is an unusually healthy mix of personnel at all career stages. Individual members of the group have made longer-term visits abroad.

25.2.3 Research production and scientific quality

There is quite a bit variation in the publication activity of the group members, some of them having a huge number of published articles, others only a few. The group is strongly multidisciplinary, and Sociology appears to only play a limited role in the research. Only one of the submitted example articles can be considered clearly sociological. In almost all cases, the empirical contributions are rather limited. Unfortunately, the same is true for theoretical contributions as well.

25.2.4 Networking

The self-assessment emphasises collaboration within Norway and with other Nordic partners through a NordForsk project, in addition to the research visits of individual researchers. There could be more international collaboration.

25.2.5 Interplay between research and education

The research group participates in teaching at all levels, from the BA course in Sociology and Political Science to the MA course in Societal Safety and the PhD programme in Risk Management and Societal Safety.

25.2.6 Societal relevance and impact

Societal Safety and Risk research is a new and emerging multidisciplinary field that almost by default has direct links to different stakeholder groups and society at large. The impact case study on *Robust regulation* (2008-2012) shows how it is best done. In recent years, however, public engagement strategies have changed quite a lot everywhere, with direct contact with the general public as well as with decision-makers being assumed, whether in the form of a social media presence or participation in public events. The self-assessment does not describe in detail how this rather new part of academic work is organised (or whether it is organised at all). It seems that a stronger effort could be put into this area.

25.2.7 Overall assessment

The group has been very well resourced in recent years, and it has grown substantially. It can be asked whether this has come too easily. The amount of external funding is not too high given the large number of researchers in the group. International networking and collaboration take place on a rather small scale, and there are not too many reported examples of public engagement. Some researchers have very impressive publication track records. There is considerable variation in this context, however, and the theoretical and empirical contributions have not been huge, at least not in the field of Sociology.

The problems may be due to the rather exclusive focus on the multidisciplinary field of safety and risk research, and to not sufficiently emphasising contributing to the traditional main disciplinary fields the research area involves. Having a lasting, thorough scientific impact also requires making proper contributions to these core areas as well. It is up to the research group to decide whether Sociology should be one of these fields as well. The sociological contributions are currently rather limited.

Assessment of research group: 2 - fair

26 VID Specialized University

VID Specialized University							
Units included in the evaluation of sociology	<i>Fields of education and research:</i> Global Studies, incl. Intercultural Communication; Family Therapy and Systemic Practices; Leadership Studies; Social Studies; Social Education [vernepleie], Social Work			Listed researchers	20		
				Listed research groups	2		
Other units of the faculty (institution)				No. of researchers in listed research groups	11 (22 CVs)		
				Training, recruitment and academic positions			
				2014	2015	2016	
				No. of PhD graduated at the institution per year			
Male/Female				-	-	0	
Total per year				-	-	0	
R&D expenditures and sources of funding (1000 NOK)				No. of positions announced / No. of qualified applicants per year			
				2014	2015	2016	
Funding of the institution				PhD positions	-	-	0
Total expenditures	-	-	316 899	Post.doc positions	-	-	0
Types of funding				Permanent positions	-	-	0
				Education			
Core funding from the Norwegian gov.	-	-	242 369	Study programmes BA level - Social work - Vernepleie			
External funding, RCN	-	-	2 454	Study programmes MA level - Diaconia - Family therapy - Social work - Vernepleie - Value-based leadership			
External funding EU	-	-	988	Other			
External funding, other sources	-	-	2 061	VID Specialized University was established 1 Jan 2016 as a merger. Faculty level organization: Faculty of Health Sciences; Faculty of Social Sciences; Faculty of Theology, Diaconia, and Leadership; Centre for Diaconia and Professional Practice; Centre for Mission and Global Studies			

Source: The Research Council of Norway, Self-assessment report for the institution, 16/12960

26.1 Sociology at the institutional level

VID Specialized University was established on 1 January 2016, as a merger of four church-based institutions, one specialized university (the School of Mission and Theology), and three university colleges (Diakonhjemmet University College, Betanien University College and Haraldsplass Diaconal University College). The new institution is organised in three faculties: Health Studies; Social Studies; and Theology, Diaconia and Leadership Studies. Health Studies is by far the largest faculty.

26.1.1 Organisation, leadership and strategy

VID has an independent board, a rector as the executive leader and a vice-rector for research, who also chairs the research committee, which is an advisory and executive body for the rector in matters concerning research, research training, development, dissemination and innovation. The committee also plays an important role in the recruitment of PhD research fellows etc.

During autumn 2016, a new concept of research groups was developed. The research groups will be the main organising principle for research. VID expects the new, bigger research groups with a thematic and long-term commitment to result in a more strategic facilitation of research.

During its first year, VID has developed an ambitious and stringent strategy with clear strategic aims. The strategy for the period from 2018 to 2028 includes the goals of creating an excellent research environment, integrating research and practice, and making education research-based. In addition, VID wants to engage and recruit researchers globally, and to improve cooperation with external actors.

These are all fine, reasonable and ambitious goals. It is of course much too early to evaluate the results of the new strategy.

About 98 per cent of the funding is core funding from the Norwegian Government. The amount of funding from the RCN and other public sources is limited. Only 38 per cent of the funding is spent on research personnel, while 60 per cent is spent on other personnel. The funding structure and use of funding indicates that achieving the strategic goals may be a significant challenge.

26.1.2 Institutional follow-up of previous evaluations

VID is a new organisation that has not been involved in previous evaluations.

26.1.3 Resources and infrastructure

VID's research infrastructure is primarily related to subscriptions and access to databases, archives and scientific collections. VID mentions its book collection, a number of available journals, databases and archives. Whether this is sufficient is hard to judge.

26.1.4 Research environment

VID is a new organisation in a development phase. It seems too early to judge the research environment and it cannot be evaluated from the self-assessment.

26.1.5 Research personnel

Recruitment at VID is based on the requirements of the educational programmes.

VID primarily recruits from other Norwegian higher education institutions. The expectation is that, in future, its PhD candidates will form a more dominant basis for recruitment.

The self-assessment provides limited information on hiring practices and development, and no information on career paths, but VID has an International Office that enters into agreements with other

institutions and supports the mobility of academic staff members and PhD students. VID mentions that the strategy for 2018–2028 emphasises cooperation with institutions of high international quality, and that it aims to recruit researchers with an international background.

VID has a well-organised training programme for PhD students (which involves teaching, a thesis and visiting international research institutions abroad). The PhD students are members of VID research groups and some of them take part in research projects.

VID mentions in the assessment that the institution has a policy that any discrimination based on gender, ethnicity, religion, disabilities/different abilities, sexual orientation, sexual identity or sexual expression is prohibited. It does not describe a specific policy for gender equality or for following up gender differences in employment and career opportunities.

Members of the academic staff have to apply for time for research activities every year. On average, assistant professors have 20 per cent of their time for research, associate professors have 30 per cent and full professors 40 per cent. Additional time is granted to research group leaders. The amount of time for research depends on the amount of external research funding the researchers obtain.

At the time of the self-assessment, the European Charter and Code was approved by the board (in March 2017), but it has not been fully implemented yet.

26.1.6 Research production and scientific quality

VID's main research strategy is to develop and recruit staff with clear research capabilities and to support the research groups to produce publications, especially in international journals and co-authorships with international colleagues. VID currently has a low percentage of external research funding, but its ambition is to increase it through an intensified focus on writing applications, as well as supporting, structuring and professionalising such processes. There is no specific information in the self-assessment about the more exact implementation of these strategies.

VID has submitted ten publications for the evaluation. The ten publications address a variety of interesting, but sometimes specific topics. They are mostly published in journals with a low impact factor or by relatively unknown publishers, apart from two articles that are published in high-ranking journals. The bibliometric data indicate that the publication points per researcher are below average and that the share of publications in Level 2 journals is very low.

Assessment of scientific quality: 2 - fair

26.1.7 Interplay between research and education

The documents provide information on the links between two research groups ('LIVAP' and 'Children, youth and families') and the study programmes from bachelor's to PhD level. VID has an ambition to increase students' participation in research.

26.1.8 Societal relevance and impact

VID has some ongoing projects on children and families that match point three about public-sector renewal in the Norwegian government's Long-term plan for research and higher education.

The institutional self-assessment does not provide information on dissemination strategies, but includes a reference to the research groups' self-assessments. Nor does the institutional self-assessment provide examples of impact cases.

It has provided a short list of five examples of the dissemination of research results through academic presentations and newspapers.

26.1.9 Overall assessment

VID is a very new institution with high ambitions to increase the quality and quantity of its research production. The funding and the time allocated for research are limited, which is reflected in the research output, which, at the moment, is of rather low quality measured by the relevant indicators.

26.1.1 Feedback

VID is a very new but well-organised institution with an ambitious and coherent strategy, but with very limited resources for research, which may be a serious obstacle to reaching its strategic goals. It can be recommended to develop a plan for implementing the relatively ambitious goal of an excellent research environment and to focus on the part of the strategy that concerns collaboration with international researchers that can attract research funding. This could be a way to provide a basis for the recruitment of researchers with an international level and capacity to help VID to fulfil its research strategy. It may also be beneficial for VID to decide on more precise definitions of the research areas they want to finance and develop.

26.2 Research group: Children, Youth and Families

26.2.1 Organisation, leadership and strategies

The research group 'Children, youth and families' seems to have been (re)established from a previously loose group of researchers with an interest in how social workers and therapists interact with children, youth and families. Associate Professor Gunhild Regland Farstad is the appointed chair of the group.

The self-assessment provides no evidence of explicit strategies for the group, other than the usual academic practices of supporting publication and applications. The research group claims to contribute to the overall goals of VID by emphasising, among other things, values, ethical dilemmas, and conflicts within health and social services.

Some researchers have had close national collaboration with researchers from Oslo and Akershus University College of Applied Sciences. There seems to be a low level of international collaboration on publications.

26.2.2 Research personnel

Seventeen researchers are listed under the group's name in CRISTin. Seven permanent staff are listed in the self-assessment forms, but CVs from 11 group participants have been submitted (two of whom are over the age of 65, and four are PhD students). The gender balance in the group is skewed, with only two male members. Apart from one British professor, the members of the group are Norwegian.

There is little information on recruitment (apart from ambitions to recruit both nationally and internationally), and the group's career development. Some members of the group have been on visits abroad and/or had other international contacts.

26.2.3 Research production and scientific quality

The research group has submitted six texts for evaluation: four articles, one report and a PhD thesis. Four of the texts are written in Norwegian. Even though the international articles are of a slightly higher quality than the other texts, they are still surprisingly vague and indistinct as regards their contribute to existing sociological knowledge.

The profile of the group is almost exclusively social work-oriented (taking psychological rather than sociological approaches), which may explain the lack of sociological questions, theory and reasoning.

Taken as a whole, the productivity and originality of the group is below average. From the CVs submitted, it is possible that a different selection of publications for review would have resulted in a slightly brighter assessment.

26.2.4 Networking

The research group is part of various networks, mainly national and European – both academic and professional organisations. It is unclear whether these networks have provided specific opportunities for collaboration.

26.2.5 Interplay between research and education

Members of the group seem to teach at all levels in the department. The research conducted by members is highly relevant to the study programmes they are involved in.

26.2.6 Societal relevance and impact

The research group has submitted one impact case: ‘User participation and professional practice in child welfare services’. The case is described as having massive impact on awareness among students, professionals, administrators and actors at policy level. Professor Slettebø's importance to the case is highlighted in particular. Furthermore, several researchers in the group are involved in ‘research circles’ where professionals meet with researchers in a continuous exchange.

26.2.7 Overall assessment

This is a research group with researchers who are mainly trained in psychology and/or social work, and their research reflects this. The sociological contributions of the group are nearly non-existent, or very basic. The research group is no doubt successful in nurturing contacts and exchanges with the professional field of social workers and therapists. Its scientific contributions seem to be less substantial. In order to improve research quality, the group is encouraged to make more use of its academic networks (and perhaps broaden them) for collaborative work.

Assessment of research group: 2 - fair

26.3 Research group: Leadership and institutional values-work in practice

26.3.1 Organisation, leadership and strategies

The research group Leadership and institutional values-work in practice (LIVAP) is a recently created research group, based on an MA programme. The self-assessment does not provide a clear overview of the group's current scientific strategies, but it has aimed for and has been successful in securing funding for one PhD scholarship. The group seems to be led by and have evolved around one person. External collaboration, if any, is primarily national, and it seems to be more for educational than research purposes. The main contribution of the research group to the overall goals of the institution is to educational programmes and training – aimed at both national and international religious denominations.

26.3.2 Research personnel

Little is reported on the group's hiring and career development practices. What is reported is the engagement of master's and PhD students in educational programmes that the research group contributes to, and mentorship by more senior researchers within the group.

The balance among the research personnel seems appropriate, whereas the national and international mobility of researchers seems to be insufficient, as nothing is reported about mobility.

26.3.3 Research production and scientific quality

The research group LIVAP does not have a particularly high productivity level, and what it has published is primarily in Norwegian and hence nationally oriented. Of the three publications it has selected, only one is in English. The group's research seems to be closely linked to a single theoretical framework proposed by the research group leader, resulting in rather similar work. Overall, the sociological contribution is unclear. Moreover, it is not reassuring in terms of high scientific quality to read that the group has relied on master's theses to develop various methodological tools.

26.3.4 Networking

The research group tries to collaborate with external actors, who are mainly based in Norway, although there is also some international 'collaboration'. However, the latter is more of a platform where research is presented than joint collaboration for the purpose of producing high-quality work.

26.3.5 Interplay between research-education

The research group contributes to various educational activities at BA, MA and PhD level. This includes contributing to the institution's study programmes, such as the PhD programme 'Values, Diaconia and Professional Practice'.

26.3.6 Societal relevance and impact

The research group documents relevant knowledge of exchange activities, which shows that the work produced can be beneficial to faith-based welfare organisations in Norwegian society and beyond.

26.3.7 Overall assessment

LIVAP is a relatively new research group characterised by low productivity, a meagre scientific publication profile, and an insufficient quality level. If the group's main research is on 'the managerial role, its practice and the contribution managers and leaders have to the shaping of organizational identity and values', its exclusive focus on religious organisations is fairly limited, as is the group's sociological contributions. Even though the research group's main purpose is to investigate religious organisations, it is advisable to broaden its focus, which might not only increase its overall significance in a national research area context, but also enhance the scientific analysis of these organisations.

Assessment of research group: 1 - weak

27 Overall assessment of Sociology in Norway

27.1 Profile, strength and weaknesses

The profile of early Norwegian Sociology has been labelled 'problem-oriented-empiricism', emphasising the use of sociological methods for studies of emerging social challenges in post-World War II Norway. Since then, the discipline has held a prominent position as an independent and critical discipline, but also with close connections to welfare state agencies via, e.g., the many institutes for applied research. In bibliometric terms, Sociology comes out fairly well, as currently measured by Damvad (see appendix X). However, the many sociologists are often rather dispersed within and between institutions. This is not uncommon internationally, since sociology contributes very significantly to interdisciplinary research, and is a core discipline that educates scholars who subsequently take on posts in universities in fields such as business and administration, social policy, education etc. At most of the Norwegian research institutes and many of the academic institutions, sociologists participate in multi/interdisciplinary work. Such work is not often recognised as excellent from a disciplinary perspective and, in an evaluation of (e.g.) the discipline of Sociology, such work often falls short by comparison. This is one consequence of the commitment to multi/interdisciplinary work that the reader of this evaluation needs to bear in mind. The panel has evaluated Sociology, and excellent world-leading Sociology is difficult to accomplish in multidisciplinary settings where the interdisciplinary aims are at the forefront.

Norwegian Sociology is reasonably strong in relation to, e.g., welfare state issues, gender studies and demography. A weakness in these fields is that comparative studies are few and that, in recent times, too little has reached the international research community. But there is also a strength in the rather straightforward analyses of the welfare state, inequality, gender differences, health etc., mostly because they address problems that are relevant to society, and the analyses are often characterized by high quality and based on very good data.

The numerical dominance of the institutes as work arenas for sociologists is the most organisationally outstanding feature of Norwegian Sociology. As some of these institutes have very close ties to ministries, and to the Research Council of Norway as a distributor of government money, much research is defined in a top-down way. This state of affairs also contributes to the focus on practical problems and relatively simple analyses, where theoretical and methodological innovations, and more analytical approaches, are absent. Institutes tend towards more 'investigations' and less academic types of research, for reasons of tradition and for financial reasons. On the other hand, this arrangement gives sociologists, and sociological perspectives, a very strong role in policy formulation.

27.2 Following up earlier evaluations

Sociological research in Norway was evaluated in 2010, but only eight of the units in the present SAMEVAL evaluation were included at that time. Units have also merged and today form new constellations, some of them with ambitions to become universities. In 2010, it was found that research relating to the welfare state constituted the core of Norwegian Sociology. The panel for SAMEVAL finds a similar dominance in contemporary Norwegian Sociology.

Many of the issues raised as problematic in the previous evaluation have been dealt with. More Norwegian sociologists now seem to participate in international conferences, i.e. the global

sociological community. Several international recruitments have been made, often part-time adjunct professors and other positions, in order to revitalise the sociological discussion and production.

In 2010, criticism focused on a lack of interest in quantitative methods, displayed in university departments that did not take sufficient responsibility for teaching quantitative methods. There was also an acknowledged lack of scholars with sufficient competence in quantitative methods and experience of recruitment processes. This situation seems to be significantly improved today. Aided by funds from the RCN for follow-up of the 2010 evaluation, several units have built methodological skills among scholars as well as among students, through the use of workshops and courses, and the recruitment of methods specialists for full or part-time engagements.

In the previous evaluation, there was concern about weak theory development and that too little of the empirical research was theoretically informed. Contrary to the efforts aimed at methodological development, not much seems to have happened in this respect: sociological theory is not a strong area of research, and much of the empirical work, particularly in the many non-academic outlets, is too little engaged with theory at the micro- or meso-level. Another worry concerned the rather low visibility of Sociology in multidisciplinary work. In SAMEVAL, we have again seen a high volume of interdisciplinary work, a consequence of the organisational structure (i.e. the dominance of institutes and commissioned work), which sometimes makes it difficult to see where the sociology shines through.

Moreover, in the previous evaluation, concerns were raised about low mobility from universities to research institutes. In SAMEVAL, we have seen ample mobility in both directions. The main problem today seems to be that most mobility is towards Oslo, and not so much (as needed) from Oslo to other parts of the country.

27.3 Across the institutions in sociology

The topography of Norway, coupled with its regional politics, has led to a situation where sociologists are active in many small, detached units throughout Norway. These small units perform very well sometimes, given the conditions they work under, and some represent real opportunities for the production of good sociology. The difficulties of producing excellent sociology under these conditions should not be underestimated, however. The Oslo region dominates the scene, with the University of Oslo as the principal sociology hub in the country, and with Oslo and Akershus University College (from 12 January 2018 Oslo Metropolitan University), which by itself comprises about a quarter of all sociologists in Norway.

Most university and university college Sociology departments are too small to cover the full discipline, the institutes are multi- or interdisciplinary and Sociology is only the dominant perspective in a few of the institutes. There are a few pockets of excellence, however. The availability of register data makes cutting-edge, quantitative sociology possible, which is being well exploited by researchers in the fields of demography, stratification and aspects of policy. There is also some excellent research based on qualitative analyses. All in all, the discipline seems rather fragmented, but, then again, Sociology is also most often fragmented globally.

The university Sociology departments in Oslo and Bergen stand out as leaders of sociological development and excellence in research. Only Oslo, however, has sufficient density to host the full breadth of the discipline. We also find excellent thematic research in some of the institutes, e.g. the Public Health Institute's demography group.

Apparently, very remote and small groups of sociologists also maintain contact with the Oslo hub, participate in the annual winter seminar of the Norwegian Sociological Association and send PhD students to the summer school in Oslo. Even so, the identity associated with being a sociologist and the recognition of the sociological research produced risks fading away or even vanishing when sociologists only form a tiny minority (sometimes one person) in work groups. In some units, there are sufficiently many sociologists to form a group of their own, but they are now distributed across teams, making it almost impossible to form a big enough critical mass to make substantial sociological contributions.

27.4 Research personnel

The recruitment of Norwegian sociologists is becoming more and more international. That is, the aim is to recruit internationally. One problem in that connection is the amount of commissioned work, which has the side effect of hampering globalisation because the sociologists need to be fluent in the Norwegian language in order to perform these tasks. This is less of a concern for typical units at universities and university colleges, however, but more so for units that depend on commissioned work for their economic survival.

Many units engage adjunct professors, typically employed 20% of full-time. Many of them are international fellows who visit Norway regularly in order to give lectures, tutor students and participate in producing proposals. Since Scandinavia is a remote corner of Europe, expectations of great success in international recruitment to more full-time positions should not be overly emphasised.

Outside Oslo, another problem arises. There, e.g. in the far north, international recruitment is sometimes facilitated by good working conditions and attractions like the fantastic Norwegian nature. Norwegians, however, seem not to be very keen on moving and, when they do move, they tend to move to - not from - the capital city. This leads to a situation where it becomes vital for more remote locations to keep talented students and offer them good career opportunities, so that they stay on and become senior scholars. Hence, mobility is quite low overall, although many scholars and PhD students spend periods of time at foreign academic institutions.

The Oslo region constitutes by far the largest community for Norwegian sociologists. Outside Oslo, the discipline is more fragmented, which is to be expected, into smaller units, often active in specialised thematic fields (e.g. oil, health). The gender balance seems not to pose a big problem in Norwegian Sociology, but more could perhaps be done when it comes to other aspects of diversity.

27.5 Research production and scientific quality

In Norway, Sociology as an academic discipline seems to have lost some of its power, compared to the situation a few decades ago; at least insofar as there are now relatively few internationally renowned figures of the stature of the first generation of sociologists. Stratification and issues related to the welfare state, migration, family and other demographic themes form the dominating and most successful research areas. Many sub-disciplinary areas of international importance appear not to be covered at all in Norwegian Sociology. In SAMEVAL, we have seen very few traces of good research in the fields of, e.g., culture, contemporary European theory, sexuality or the environment. Very little explicit theory was reported in the assessments, giving an impression of very instrumental and policy-serving sociological research.

On the whole, Norwegian Sociology is, with the exception of two or three places, quite marginal in European Sociology – but not (much) weaker in general than in other Nordic countries. Compared to Nordic Sociology, however, it appears to be more insular, especially with the focus on Norwegian journals (the three most popular journals for Norwegian sociologists, when it comes to publications, are all in Norwegian). Given Norway's size and the number of sociologists, widespread international excellence should probably not be expected, but the challenge is still to reach out to the larger research community, a goal that will inevitably be inhibited if most publications are in Norwegian.

Good and solid Sociology is being produced, but, in order to reach the global social science community, more of the research needs to be published internationally and to be linked to research elsewhere, e.g. as part of comparative studies. Increased international collaboration may well be a way towards reaching such a goal. Compared to social sciences in Norway at the general level, however, sociologists score a little higher when it comes to the percentage of Level 2 publications. But even though sociologists score relatively well, the panel also wishes to emphasise the problem of measurement, and the use of the system of Level 1 and 2 publications for Sociology journals and publishers. It has become clear to us that the usefulness of these lists is limited. In fact, it can to some extent be argued that the lists might work instrumentally, so that researchers aim to maximise points rather than quality. Publications in internationally leading journals or with the most renowned publishers are still rare.

27.6 Research cooperation and networking

Most Norwegian sociological milieus are quite small and can only cover a small fraction of the field of sociological research. The only exception is the University of Oslo, where the Department of Sociology (and Human Geography) has long taken national responsibility for the discipline, e.g. by organising the annual summer school offering courses for PhD students. Also in Oslo, the University College of Oslo and Akershus engages a large group of sociologists, a result of several mergers of institutes with the university college. The annual winter seminar of the Norwegian Sociological Association still seems to attract many sociologists from all over the country, and sociologists from nearby as well as remote units seem to maintain an open and fruitful dialogue with their Oslo peers.

For a small country like Norway, there are surprisingly many national journals for sociological research. The fact that the many national journals are all in Norwegian may, however, distract sociologists from communicating with the international research community. The guest and adjunct professors now at hand in many departments and institutes give hope for more international publications, applications and collaboration in the coming years. So far, neither the number of applications for EU funding nor the success rate of EU applications is impressive. With some rare exceptions, international co-authorships are also unusual. Given the apparently regular research visits to and from abroad, one could expect to see more of these types of activities.

27.7 Demonstrated societal relevance and impact

In contemporary social science research, the concepts of societal impact and societal relevance are increasingly emphasised. Funding agencies demand that applicants give an account of the potential or expected impact, in order to consider research funding. Quite aside from the question of whether this is good or not for academic research, assessments of societal impact are nowadays one of the important facets of research evaluations, and a task that we have also been given.

The debate about how to measure and score impact is inconclusive, however. Documentation of societal impact comes in many different forms. Research might lead to, e.g., policy changes, developments via media coverage and public debate, new working tools within a field of activity, or the manufacturing of new products. The documentation of such influence can be difficult to evaluate, however, and we need to also bear in mind that post-publication use of research depends on factors that are often beyond the control of the researchers themselves. These difficulties are common and should be considered when judging this panel's endeavours to evaluate the societal impact of Norwegian Sociology. This implies that the 'best practice' examples described here should be viewed as illustrations only, not as systematic results.

For SAMEVAL, the evaluation of Norwegian social science (and Sociology) research, all institutes and research groups were asked to submit examples of impact cases. The instructions from the RCN were as follows:

'Impact as an effect on, change or benefit to:

- the activity, attitude, awareness, behaviour, capacity, opportunity, performance, policy, practice, process or understanding
- of an audience, beneficiary, community, constituency, organisation or individuals
- in any geographic location whether locally, regionally, nationally or internationally.

Please note the following requirements for reporting impact:

- The research underpinning the impact cases should be anchored within the research group.
- Both the research and the impact should have been produced within the last 10 – 15 years. Priority should be given to more recent examples.'

As a discipline, Sociology has always had close connections to the subjects of study, and it would be odd to find Sociology to be a discipline lacking in societal impact. Moreover, in Norway the history of Sociology is profoundly intertwined with the development of the welfare state, as shown by the presence of strong research institutes and their extensive production of commissioned work for ministries and other organisations involved in policy work, at the national and sometimes international level. Furthermore, and particularly in more remote locations, sociological research activities are often based on local or regional needs for knowledge and understanding. Following from this, it was no surprise for the panel to find many good examples of societal impact in the cases submitted with the self-assessments.

In total, 58 different cases of impact were submitted to the Sociology panel, by both institutions and research groups. The panel has discussed and considered all impact cases and, among them, we have chosen a group that we see as good examples of 'best practice'. That is not to say that other assessed cases were not good, merely that, in these examples, the impact is evident and clearly presented and with detailed documentation. Our selected examples also reflect the variation of themes addressed by sociological research in Norway. For our selection, we considered the presence of detailed documentation of reach as well as significance, indicators of evidence of impact from the research on activities, attitudes, awareness, capacities, opportunities, performances, policies, practices, processes or understanding of an audience, beneficiary, community, constituency, organisation or individuals involved.

The selected impact cases for Sociology are described and assessed below:

Several of Fafo's projects have links to thematic priorities in the Norwegian Government's Long-term Plan for research and higher education. Fafo has provided evidence of very relevant and extensive dissemination of research results, e.g. on labour policy. Labour market research has for many years been a cornerstone of Fafo. Within this theme, Fafo has undertaken research on socially relevant topics, such as wage formation, collective institutions, working time, regulation of the labour market etc. This research has been used as a knowledge base for the government in white and green papers; it has been delivered as commissioned work for government commissions, and researchers within this research field have been appointed to government commissions. As examples of direct influence on government decisions, Fafo mentions the measures to protect whistle-blowers and the guidelines on control and surveillance of workers established by government agencies and the social partners.

A study from Institute for social Research (ISF) on equal pay included a field experiment on ethnic discrimination in hiring, using fake applications to estimate how many more ethnic Norwegians were invited to an interview compared with applicants with Pakistani-sounding names with equal merits. This method is well known, and has been used extensively in international studies on discrimination, but this was the first Norwegian study. The results made headlines in Norway, were cited in government commission reports, and in discussions in parliament, and they have furthermore become a standard reference in Norwegian politics when the issue of discrimination in the labour market is discussed. One strength of the case is that the attention builds on a dissemination strategy that combines scientific and popular science publications, the latter in several different forums.

The NINA impact case study on 'carnivore conflicts' was notable for its concern with the impact of research on informing the public debate relating to large carnivores. These conflicts are sociological and involve issues of identity, class, change and rural-urban divides, and the sociological research on large carnivores has recognised them as such. Sociology researchers have made efforts to inform the public and to shape the nature of the often heated debate through the publication of numerous op-ed and debate pieces, as well as giving interviews to the media, speaking at public meetings and engaging in debates on research findings with those with opposing interests. These contributions stem from a range of research on large carnivore conflicts, comprising ethnographic and multidisciplinary projects as well as evaluation studies and attitudinal research. It has also informed government environmental policy.

NORD Research Group: Climate Resources and the Environment. Professor Hovelund's scientific research on the effects of climate change on polar regions is widely quoted in academic and policy documents. She has sat on important committees at the national (The Norwegian Governmental Commission on Vulnerability and Adaptation to Climate Change (2008–2010) and international level, including the International Panel on Climate Change (IPCC), where she was Lead Author in Working Group II, for the Fifth Assessment Report. Her influence, which is admittedly difficult to isolate, is described as both direct and indirect. The evidence primarily consists of references to the research in dozens of different documents and her participation in committees and commissions advising and making policy.

Nordland Research Institute (NRI) has played a role in the development of new penal sanctions for young offenders between the ages of 15 and 18, i.e. on youth punishment and youth monitoring. Restorative justice constitutes an important part of these new penal sanctions. Today, NRI's evaluation of problem-oriented policing and restorative justice, commissioned by the Norwegian National Police Directorate, is part of the syllabus at the Norwegian Police University College. The lead researcher was

invited to discussions with the commission appointed to revise the act regulating the Norwegian mediation and reconciliation services.

Institute of Transport Economics (TØI) provided three impact cases, which are in line with its mission of developing and disseminating transportation knowledge of scientific quality and practical application. One case was on the evaluation of speed cameras and how TØI's research had a crucial impact on the continued installation of section control, which in turn is expected to save substantial numbers of lives on Norwegian roads. The case was debated in the Norwegian parliament and has also been broadly discussed in the media. The second case was on the evaluation of a large 'Share the road' sign, which was shown to improve driver and cyclist safety behaviour. Following the evaluation, the sign has been installed along numerous rural roads without cycle paths in Norway that are frequently used by cyclists. The final case – The Handbook of Road Safety Measures – is widely used by the Norwegian Public Roads Administration as a tool for road planning and cost-benefit analyses. It includes 147 types of road safety measures and summarises the current state of knowledge about their effects on road crashes and injuries. The Handbook has been published internationally in Russian, Finnish, English (Elvik et al., 2009, see below) and recently in Portuguese and Spanish.

From the University of Bergen, we chose a study on prison practices. The impact case on opiate maintenance treatment (OMT) in Norwegian prisons is a good example of a target-specific impact beyond academia that is directly linked to specific research with clear results and that is then communicated to the relevant target group, which, in turn, changes some of its practices based on the findings. Moreover, the effectiveness of the changes is analysed in academic research. The study was an ethnographic analysis of OMT in a Norwegian prison. It showed that increasing control in the OMT programme actually led to opposition from prisoners and eventually to more prisoners dropping out. The findings were presented to prison governors and staff, and two Norwegian prisons then introduced a less intrusive control regime in their prison-based OMT programmes. The researchers are conducting a pre/post-study to determine whether the change actually reduces drug use in these facilities.

Capacity building among police officers and border guards in Bulgaria was studied by the University of Oslo, Faculty of Law. During 2015 -2016, the department was partnered with the Bulgarian NGO Risk Monitor to implement capacity building among police officers and border guards in Bulgaria. Bulgaria has in the last few years become a transit country for migrants, especially from Syria, traveling north to apply for asylum. Violence towards migrants and lack of identification of especially vulnerable migrants in transit are regarded as problems by the Bulgarian authorities and the international community. This gave rise to a need for capacity building among government officers and private security personnel working along the southern border. The project resulted in a series of dissemination events for Bulgarian police officers and border guards that created an arena for exchange and reflection. Participants stated that they had learned more about migration and vulnerability, and that this would have an impact on their work.

Family policy is an area involving many policy processes and measures, and a field where Professor Ellingsaeter at the University of Oslo, Faculty of Social Sciences holds a prominent position, in Norway as well as in the broader sociological community. Her research field covers the development of parental leave systems in the Nordic countries, work-family reconciliation, 'cash for care benefit reforms' and childcare issues, as well as more general comparative research on Nordic family policies. As an expert, she has participated and headed policy processes that have had a documented impact on Norwegian family policies. The presented case describes her participation in two government committees that evaluated and proposed policy reforms, i.e. regarding changes to the Children Act concerning the regulation of parental custody, permanent residence and access rights, leading to an Official Norwegian Report and ensuing law reforms that followed the commission's recommendations

on several points. She was also head of a government expert commission appointed in 2015 to evaluate and propose reforms to the Norwegian family policy system of cash transfers and services.

The results from a qualitative study ('ImmEnt') at Uni Research Rokkan Centre of immigrant women and men who had started their own business in a rural area were spread through a number of different dissemination activities (e.g. two web documentaries). The project has had an impact on municipalities, politicians and other stakeholders, encouraging a perspective where immigrants and refugees are viewed as potential entrepreneurs. The results from the study pointed in particular to the importance of viewing entrepreneurship as a collective family-based process (rather than an individual one). In concrete terms, the project has led to the start-up of business courses for immigrants, as well as generating collaboration with municipalities and the co-production of applications for funding.

27.8 Overall feedback

The 2010 evaluation of sociology in Norway pointed to a need for more intensive attention to methods and theory in order to develop the discipline. It advocated giving the three large universities (Oslo, Bergen, Trondheim) the means to take the lead at the national level in the development of Norwegian Sociology. This is a challenge that was taken up, at least the by the University of Oslo. The methodological weakness has also been raised and remedied by many units.

The question and significance of theory, and how existing research should and could be informed by theory is still largely an unresolved issue of debate. Without theoretical awareness and development, it becomes difficult, in the long run, to carry out good applied research, and empirical studies that are not informed by theory often appear pedestrian. The curse and the blessing for Norwegian Sociology is 'commissioned work', mostly carried out within the institute sector. The basis for these assignments is often social problem areas, for which sociological perspectives and approaches are highly relevant. The blessings therefore encompass varied and flourishing activity on sociologically relevant issues, an emphasis on sociological perspectives and a fairly large job market for sociologists in Norway. The risk, however, is that the discipline becomes enslaved to issues of public usefulness that work against the development of independent research, which is so important for a discipline to develop and prosper and for Norway's visibility in international sociology. While good research also comes out of commissioned work, the development and applications of sociological theory and more advanced methods are rare.

Most sociologists work partly or mainly on 'commissioned work' leading to report writing in Norwegian. The panel has read many interdisciplinary works (submitted for the Sociology evaluation) where the sociological contributions are hard to detect or properly appreciate. In many cases, this is relevant, but we see a risk here of a withering of sociological ideas, so that what remains will be contributions from sociological methods, rather than sociological analysis and insight, to interdisciplinary work. The relationship between interdisciplinary and disciplinary work is problematic. Some institutions stated that it does not make sense to carry out an evaluation of Sociology as a discipline based on their work, because their work is always interdisciplinary. At other institutes, it has been difficult to determine what is Sociology and what is not.

Related to the quality of Norwegian Sociology in general, and the commissioned work in particular, is the issue of the financing of sociological work in Norway, which lies outside the remit for our evaluation. However, it would be worthwhile to ask whether the structure for financing research in Norway, with only one major funding agency and much of the resources tied to thematic calls for applications – often limiting the leeway for the individual researcher to formulate research questions

and methods – sets limits for the discipline, and, in the worst-case scenario, might even impede disciplinary progress.

The panel recommends continued efforts to enhance international contacts and collaboration. Norway is in many aspects a wealthy country and it benefits from having a wealth of good registry databases. Demography and stratification researchers have profited from this, and have conducted internationally competitive research and built reputable research milieus. The same should be possible for sociologists from other research fields. The presence of international scholars as guest professors and adjunct professors could also help to improve rates of international publication and collaboration in the years to come.

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Figure and table list

Figure 1 The overall structure of the evaluation of research and education in social sciences, and the placement of the sociology research panel in the overall evaluation 15

Figure 2 The organisational units and entities in the evaluation of social sciences 18

Figure 3 The units and numbers in sociology 30

Table 1 Scientific quality, numerical scale..... 22

Appendices

Appendix A: Terms of reference

Evaluation of research in the social sciences in Norway 2016 - 2018

Terms of reference

The Research Council of Norway has been charged by the Ministry of Education and Research with the responsibility for performing evaluations of research. The Division for Science has decided to evaluate research activities in the social sciences in Norwegian universities, university colleges and relevant research institutes.

The objective of the evaluation

The objective of the evaluation is to review the overall state-of-the-art of research in the social sciences in Norway, focusing primarily on the situation in universities, university colleges and relevant research institutes. The evaluation will also take into consideration knowledge exchange and the societal impact of the research performed. For the higher education institutions, the interplay of research and education will be assessed. The conclusions of the evaluation will provide greater knowledge about the present state of social science research, and form the basis for recommendations on the future development of research within the various fields of the social sciences in Norway.

For the institutions evaluated, the evaluation is expected to provide insight, advice and recommendations that can be used to enhance their own research standards, taking into account the different roles and purposes for universities, university colleges and research institutes. For the Research Council, the evaluation will help to expand the knowledge base used to develop funding instruments and provide input on research policy to the Norwegian Government.

The evaluation is expected to:

- Review the scientific quality of the research within the social sciences in an international context;
- Provide a critical review of the strengths and weaknesses of the fields of research nationally, at the institutional level and for a number of designated research groups;
- Investigate the relevance and social impact of social sciences research in Norway in general and in particular its potential to address targeted societal challenges as defined in the Norwegian Government's Long-term plan for research and higher education;
- Assess the role of organizational strategies and leadership in promoting the quality of research, education and knowledge exchange;
- Assess the extent to which previous evaluations have been used by the institutions in their strategic planning;
- Investigate the extent of interdisciplinary research at the institutions and in the research groups;
- Identify the research groups that have achieved a high international level in their research;
- Review the role of the Research Council in funding research activities in the social sciences.

Organisation and methods

The evaluation will be carried out by an international evaluation committee consisting of seven panels. Each panel will carry out the evaluation in its field of expertise.

Panel 1	Geography
Panel 2	Economics
Panel 3	Political science
Panel 4	Sociology
Panel 5	Social anthropology
Panel 6	Economic-administrative research
Panel 7	Educational research ⁴⁵

The panels will base their evaluations on self-assessments provided by the research institutions and a bibliometric analysis, as well as on interviews and presentations given in meetings with the involved faculties/departments and the social science research institutes. The self-assessments from the institutions will include factual information about the organisation, its resources and strategic plans, national and international research collaboration, dissemination and societal impact of the research, as well as education activities.

For a selected number of *research groups* the institutions will also provide CVs and publication lists for the group's members, a description of the scientific objectives and organisation of the group as well as a digital copy in full text of one scientific article or book chapter for each group member affiliated with a Norwegian research organisation. The Research Council will provide data on its funding of social sciences research and supplementary information on the societal impact of the social sciences in Norway.

The panels are requested to present their findings in written reports. Preliminary reports will be sent to the institutions included in the evaluation in order to check the accuracy of the factual information. The evaluation committee's final reports will be submitted to the Board of the Division for Science for final approval.

The principal evaluation committee will consist of the chairs of each panel.

Tasks of the evaluation panels

The panels are requested to:

- Evaluate research activities with respect to scientific quality and impact.
- Evaluate the societal impact of the evaluated research activities.
- Evaluate how research activities are organised and managed.
- Evaluate the interplay of research and education activities in the higher education institutions and ensure coordination with the evaluation on education quality.
- Give specific recommendations for the future development of research activities.

⁴⁵ The evaluation of educational research is organized in a separate evaluation process using the same methods and evaluation data as the other panels. Whereas the evaluation of social science research is organized under the Division for Science, the evaluation of educational research is organized under the Division for Society and Health and its result will be reported to that board. At the same time the evaluation of educational research will be considered as a panel under the evaluation of social science research and thus be included in the report of the principal committee to the board of the Division for Science* *This decision was altered during the process, and the evaluation of Norwegian education research was launched as a separate report in March 2018: ISBN 978-82-12-03674-1 (pdf).

Aspects to be addressed in the panel reports:

The following mandatory aspects must be addressed. The panels are free to include other questions/aspects they consider valuable to the evaluation.

1. National level

- Strengths and weaknesses of Norwegian social sciences research in an international context;
- Research cooperation nationally and internationally;
- The scientific and societal impact of the research, including relevance for societal challenges identified in the Norwegian Government's Long-term plan for research and higher education;
- Cooperation with other sectors of society (e.g. private and public sector);
- General resource situation regarding funding and infrastructure;
- Human resources, gender balance and mobility.

2. Institutional level

- Organisation, research leadership and strategy, including follow up of recommendations given in previous evaluations;
- Resource situation, such as funding, staffing, infrastructure and the balance between resources and research activities;
- The scientific quality of research within the disciplines included in each panel;
- Facilitation of scientific quality, e.g. publication strategies, focus areas of research, national and international research collaboration;
- Training, mobility and career paths, e.g. policies for recruitment, mobility, career paths as well as gender and age balance in academic positions;
- Research collaboration and facilitation of collaboration and networking activities at the national and international level;
- Collaboration and contacts beyond academia, including strategies for dissemination of the research, examples of impact and the social relevance of the research;
- The interplay of research and education activities in the higher education institutions, including strategies to enhance it.

3. Research groups

- Organisation, research disciplines and competence of members;
- Research activities, scientific quality and production. The scientific quality of the research groups should be assessed according to a 5-point scale;
- Training, mobility and career path of researchers;
- Research collaboration and networking activities at the national and international level;
- Use of research infrastructure;
- Knowledge exchange and societal impact of the group's research, value added to partners outside of academia;
- If relevant, the groups' contribution to education activities.

Tasks of the principal evaluation committee

The committee is requested to compile a summary report based on the findings, assessments and recommendations of the panels. This report should offer an overall assessment of the state of the research evaluated. The report should also offer a set of overall recommendations concerning the future development of research in the social sciences.

The committee is requested to:

- Summarise the overall scientific quality and relevance of the research in the social sciences in Norway. Identify which research areas have a particularly strong scientific and societal impact in a national and international context, and which are particularly weak.
- Summarise general assessments related to structural issues such as institutional and national strategies, the institutional landscape, research infrastructure, recruitment and mobility.
- Summarise how the research institutions and the Research Council have followed up previous evaluations.
- Provide assessments and recommendations at the institutional level, taking into account the different roles and purposes for the universities, university colleges and research institutes.
- Provide assessments and recommendations at the national level, including the role of the Research Council in funding research activities in the social sciences.

The committee's conclusions should lead to a set of recommendations for the future development of research in the social sciences in Norway, providing advice to the research institutions, the Research Council and the Ministry of Education and Research.

Appendix B: Participating institutions

<i>Institution</i>	<i>No. of researchers</i>	<i>No. of research groups</i>	<i>Participating in panel*</i>
Bergen University College	20	1	6
BI Norwegian business school	153	3	2 and 6
CICERO Center for International Climate and Environmental Research	27	1	1, 2 and 3
CMI Chr. Michelsen Institute	59	2	2, 3 and 5
Fafo Institute for Labour and Social Research	58	3	3, 4 and 5
Fridtjof Nansen Institute	29	2	3
Frisch Centre	37	2	2
Hedmark University of Applied Sciences	32	-	4 and 6
Institute for Social Research	45	4	2, 3 and 4
IRIS International Research Institute of Stavanger	28	-	3, 4 and 6
Lillehammer University College	52	2	3, 4 and 6
Molde University College	30	2	6
NHH Norwegian School of Economics	287	11	2 and 6
NINA Norwegian Institute for Nature Research	25	-	1, 2 and 4
NIPH Norwegian Institute of Public Health	19	-	3
Nord University, Business school	76	3	4
Nord University, Faculty of Social Sciences	63	3	2 and 6
Nordland Research Institute	31	3	1, 4, 5 and 6
Norwegian Institute for Defence Studies	21	1	3
Norwegian University of Life Sciences, Faculty of Social Science/ Faculty of Landscape and Society	54	4	1, 2, 3 and 5
Norwegian University of Life Sciences, School of Economics and Business	57	4	2 and 6
Norwegian University of Science and Technology, Faculty of Economics and Management	179	2	2 and 6

<i>Institution</i>	<i>No. of researchers</i>	<i>No. of research groups</i>	<i>Participating in panel*</i>
Norwegian University of Science and Technology, Faculty of Social Sciences and Technology Management	129	7	1, 3, 4 and 5
Norwegian University of Sport and Physical Education	21	2	4 and 6
NUPI Norwegian Institute of International Affairs	38	2	2 and 3
Oslo and Akershus University College, Centre for Welfare and Labour Research	172	8	3, 4 and 5
Oslo and Akershus University College, Faculty of Social Sciences	77	3	3, 4 and 6
PRIO Peace Research Institute in Oslo	35	3	1 and 3
TØI Institute of Transport Economics	23	1	4 and 6
Uni Research Rokkan Centre	28	4	2, 3 and 4
University College of Southeast Norway	48	3	4 and 6
University of Agder, Faculty of Social Sciences	93	5	1, 3, 4 and 6
University of Agder, School of Business and Law	62	-	2 and 6
University of Bergen	215	12	1, 2, 3, 4 and 5
University of Oslo, Centre for Development and the Environment	21	3	1, 3 and 5
University of Oslo, Faculty of Law	16	-	3 and 4
University of Oslo, Faculty of Social Sciences	306	13	1, 2, 3, 4, 5 and 6
University of Stavanger	172	7	4, 4 and 6
University of Tromsø, Faculty of Biosciences, Fisheries	76	2	2, 4 and 6
University of Tromsø, Faculty of Humanities, Social Sciences and Education	58	4	1, 2, 3 and 5
VID Specialized University	26	3	4 and 5
Western Norway Research Institute	7	1	1
42 units	3005 researchers	136 research groups	

*** Panels:**

1= Geography

2= Economics

3= Political Science

4 = Sociology

5 = Social Anthropology

6 = Economic-Administrative Research Area

Appendix C: Institutional self-assessment, level 1 and level 2

Institutional self-assessment - Guidelines

The self-assessment form consists of two levels:

1. The research institution
2. The research discipline(s) corresponding to the panel

In this evaluation, the term 'research institution' refers to either an independent research institution/research institute or to the faculty-level of a higher education institution. The research institution is responsible for the self-assessment at both level 1 and 2.

For each panel, the self-assessment should include information on both the research institution (level 1) and the relevant research discipline(s) (level 2) participating in the evaluation. Level 2 will in several cases cut across organisational units, but the rationale is to highlight each discipline corresponding to the panel.

List of panels:

Submitting the self-assessments

Panel 1	Geography
Panel 2	Economics
Panel 3	Political science
Panel 4	Sociology
Panel 5	Social anthropology
Panel 6	Economic-administrative research

The self-assessments, including all attachments, should be submitted as an editable pdf-document by e-mail to sameval@forskningsradet.no no later than **10. March 2017**.

Please write in English and avoid using abbreviations or acronyms that are not standard.

Format of the pdf-document

Documents should use Times New Roman 12-points font size and be structured as follows – with all the attachments after the Self-assessment form:

Front page with the name of the research institution	
List of contents	Use the chapter titles indicated in the outline on p. 2-4 of these guidelines
Self-assessment research institution (level 1)	<ul style="list-style-type: none"> • Self-assessment form level 1 • Fact sheet including organisational map and list of funding sources • SWOT analysis
Self-assessment research discipline/ panel (level 2)	<ul style="list-style-type: none"> • Self-assessment form level 2 • Form 1: Number of positions that have been announced during the past three years and the number of qualified applicants • Form 2: Audience of scientific publications • Excel-file: Overview of study programmes • Form 3: Research matching the priorities in the Norwegian Government's <u>Long-Term Plan for Research and Higher Education</u> and other relevant policy documents • List of 10 most important publications • List of 10 most important dissemination and knowledge exchange results
The societal impact of the research – case studies (level 2)	<ul style="list-style-type: none"> • List of cases studies attached in separate pdf-documents • The names of the case study documents should be in the following format: SAMEVAL[institution]-[research discipline/panel]-case[number or short name]

Self-assessment level 1

1. The Research institution (indicative number of pages)

1.1 Organisation & strategy (3 pages)

- a. Describe how the research institution is organised by 01.01.2017 (refer to organisational map in the **fact sheet**). If relevant, you may expand on recent organisational changes in a separate item (see item 1.2)
- b. Describe briefly the governing structure of the institution, focusing on the delegation of responsibilities for research, knowledge exchange and, if relevant, education, within the organisation.
- c. Present briefly the institution's strategic aims for the next 5-10 years. Include current prioritised research areas.
- d. Describe current strategies for national and international research collaboration, as well as for collaboration with non-academic partners (private, public or 'third' sector).
- e. For those who have been evaluated by the RCN within the last 15 years: Describe how the evaluations have been followed up by the institution. Institutions may refer to previous reporting to the RCN where relevant.
- f. Give a **SWOT analysis** (Strengths, Weaknesses, Opportunities and Threats) of the institution using the enclosed template.

1.2 Organisational changes, if relevant (1 page)

Describe recent organisational changes, or planned reorganisations, and the reasons for these changes. Implications of ongoing merging-processes for organisation, governing structures and strategic aims should be described.

1.3 Resources & infrastructure (1 page)

- a. Give an overview of the resources of the institution by filling in the enclosed **fact sheet**.
- b. Describe major research infrastructures (such as databases, archives, laboratories and scientific collections) at the research institution, detailing any important upgrades over the past 5-10 years and/or new equipment needs. Refer to [Norway's national strategy for research infrastructure 2012-2017](#) where relevant.

1.4 Gender, mobility and career paths (1 page)

- a. Describe the research institution's policy for gender equality, and how this is followed up.
- b. Describe the institution's policy for mobility and career paths. Include to what extent researchers are recruited from other Norwegian and/or international institutions. Where relevant, please describe policies for international collaboration and career planning for PhD-students and postdocs.

- c. Has the institution implemented the European Charter & Code and been awarded the brand "HR Excellence in Research", or will the European Charter & Code be implemented soon? If not, please elaborate on the reason for this.

Self-assessment level 2

2. Research discipline(s) corresponding to the panel

2.1 Employment (2 pages)

- a. Please describe plans for recruitment within the research discipline.
- b. Give an overview in **Form 1** of the number of positions that have been announced within the research discipline during the past three years (2014-2016) and the number of qualified applicants (all levels). Include to what extent researchers are recruited from other institutions in Norway or internationally.
- c. If relevant, please describe how the PhD training is organized and to what degree PhD students are included in larger projects within the research discipline.
- d. Indicate the normal distribution of time between research, teaching and other activities (administrative tasks, project acquisition etc.) for all academic positions and policies for redistribution of tasks between staff.
- e. If relevant, describe the policy for research leave/sabbatical leave for academic staff.

2.2 Scientific quality (3 pages)

- a. Give a brief overview of the research activities and research groups within the research discipline. Please provide details of the most important contributions to the larger research community over the last 5-10 years. Please include a list of the most important publications resulting from the research in this period (maximum ten publications).
- b. Describe strategies for research development within the discipline, including strategies for scientific publications.
- c. Please estimate the primary audience of your scientific publications in **Form 2**.
- d. Please describe the significance of external research funding to the development of scientific quality within the research discipline.

2.3 Gender perspectives (1 page)

- a. Describe the extent to which gender perspectives are integrated in the research within the discipline, providing examples of relevant projects and/or publications.
- b. Please identify a contact person for forthcoming mapping of gender research in Norway.

2.4 If relevant: Interplay between research and education (1 page)

- a. Indicate the linkages between the research within the panels of the evaluation and the study programmes offered by the institution. Use the enclosed **excel file** to indicate the study programmes based on the teaching activities of the researchers to be evaluated by the panel. If applicable, list research groups that are linked with the study programmes.
- b. To what extent are students involved in staff research? Describe how and on what levels.
- c. Indicate the main challenges for optimizing the interplay of education and research within the discipline and the measures taken to meet these challenges.

2.5 Societal relevance (2 pages)

- a. Please indicate the relevance of the research within the discipline for the thematic priorities set out in Norwegian Government's Long-Term Plan for Research and Higher Education or list other relevant policy documents in **Form 3**.
- b. Describe strategies for dissemination, user-involvement and knowledge exchange, identifying any particular obstacles to achieving these aims within the discipline.
- c. Please provide a list of ten important examples of dissemination/knowledge exchange activities of the research unit from the last 5-10 years.

2.6 Impact case studies

The institution is invited to document examples (cases) of the impact of their research beyond academia, according to the definitions provided in the attached form.

Please note the following requirements for reporting impact:

- a. The research underpinning the impact cases should be anchored within the research institution.
- b. Both the research and the impact should have been produced within the last 10 – 15 years. Priority should be given to more recent examples. Special circumstances may allow for extending the given time interval when necessary to explain longer research traditions relevant to the reported impact. In such cases, great importance should be attached to documenting tangible impacts within the time frame provided.
- c. Each research institution is invited to submit one case per research discipline. If desired, the institution may submit further cases for evaluation, limited upwards to one case per ten researchers participating on one panel.

2.7 Other information

Include any other information that you consider relevant for this evaluation.

Attachments

- Fact sheet, including organisational map and list of funding sources
- SWOT analysis
- Form 1: Number of positions that have been announced during the past three years and the number of qualified applicants.
- Form 2: Audience of the results of scientific publications
- Form 3: Research matching the priorities in the Norwegian Government's Long-Term Plan for Research and Higher Education and list of other relevant policy documents
- List of 10 most important publications
- List of 10 most important dissemination and knowledge exchange results
- Template for case studies: The societal impact of the research

Excel-file: Overview of study programmes

FACT SHEET (level 1)

1. Research institution:

⇒ **Organisation Chart** (to be attached)

Table 1: R&D expenditures and sources of funding (1000 NOK)

Type of expenditures	2014	2015	2016
Research personnel (salaries including social costs)			
Other personnel (salaries including social costs)			
Other running costs			
Total expenditures			
Types of funding			
Core funding from the Norwegian government			
External funding from RCN			
External funding from other public Norwegian sources			
External funding from other private Norwegian sources			
External funding from the EU			
External funding from other international public sources			
External funding from other international private sources			
External funding as % of total expenditures			

⇒ Please specify **main funding sources** (funders & programmes) in an attachment

Table 2: Number of PhDs graduated at the institution per year

	2014		2015		2016		Total	
	Male	Female	Male	Female	Male	Female	Male	Female
<i>PhDs graduated within:</i>								
Panel 1 Geography								
Panel 2 Economics								
Panel 3 Political science								
Panel 4 Sociology								
Panel 5 Social anthropology								
Panel 6 Economic-administrative research								
Total								

2. SWOT analysis

Research institution:

Give a SWOT analysis (Strengths, Weaknesses, Opportunities and Threats) of the institution.

Factors related to the organisation of research, available resources for research and the research activities themselves may be included.

STRENGTHS		WEAKNESSES	
Organisation			Organisation
Resources			Resources
Research			Research
Organisation			Organisation
Resources			Resources
Research			Research
OPPORTUNITIES		THREATS	

Form 1 **Number of positions that have been announced during the past three year (2014-2016) and the number of *qualified* applicants (all levels).**

	2014		2015		2016	
Position	Announced	Applicants	Announced	Applicants	Announced	Applicants
Ph.D.						
Post.doc						
Permanent positions						

Form 2 **Roughly estimate which audience the results of your scientific* publications primarily are intended for (in percentage)**

The total of all categories should amount to 100%

The evaluation panel will use this as background information to interpret publication citation data for the institution.

	Within the academic discipline(s)	Beneficiaries outside the academic community
National audience	X%	X%
International audience	X%	X%

* Limited to peer reviewed publications according to the definition in CRISStin.

Form 3 **Long –Term Plan for Research and Higher Education**

In the Long-term plan (LTP) for research and higher education 2015–2024, the Norwegian government has identified six long-term priority areas:

1. Seas and oceans;
2. Climate, environment and clean energy;
3. Public sector renewal, better and more effective welfare, health and care services;
4. Enabling technologies;
5. Innovative and adaptable industry;
6. World-leading academic groups.

Please use **table 3** to list the most relevant active research projects addressing one or more of these priority areas. (The table can be expanded if necessary):

Table 3: Research projects addressing priority areas of the LTP

Institution	Panel	Priority area of the Long-term plan for research and higher education	Research project (please include title of project, size in terms of researchers and budget, time frame)

Please list other policy documents with strategic relevance for your research – if applicable:

- 1.
- 2.
- 3.
- 4.
- 5.

List of 10 most important publications the last 5-10 years

Use Times New Roman 11-points font size for this list.

The research institution may submit publications from individual researchers as part of the self-assessment. Reference to the submitted publications should be made under the description of the relevant research discipline in the self-assessment (paragraph 2.2 Scientific quality).

Publications to be submitted <i>Please provide full reference including DOI or URL for openly accessible publications*</i>	DOI, URL or filename	Indicate pages to be read (if applicable)**
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

*) Publications that are not openly accessible should be attached as a PDF-file.

**) For monographs and other publications **exceeding 30 pages** the main ideas and findings of the publication should be indicated. The selected chapter(s) should not exceed 50 pages.

List of 10 most important dissemination and knowledge exchange results the last 5-10 years

Use Times New Roman 11-points font size for this list

Specific guidelines: Results of dissemination and knowledge exchange activities directed towards the public or different user-groups. This could be popular science publications, grey literature, books or articles, reports, contributions to media, products or information material.

<i>Title</i>	<i>Category*</i>	<i>Reference of sources</i>
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

*Use categories for registration in CRIStin

The societal impact of the research – template for case studies⁴⁶

Guidelines

The impact of the research is defined as any effect on, change or benefit to the economy, society, culture, public policy or services, health, the environment and quality of life, beyond academia. Impact includes, but is not limited to, an effect on, change or benefit to:

- the activity, attitude, awareness, behaviour, capacity, opportunity, performance, policy, practice, process or understanding
- of an audience, beneficiary, community, constituency, organisation or individuals
- in any geographic location whether locally, regionally, nationally or internationally.

Effects on other research or effects within the submitting institution (for instance the effects on teaching within the institution) are not to be reported as impact cases.

How to report and submit impact-cases?

Use the template on the next page to report the impact. Please copy the form for the submission of more than one impact case, so that only one case is reported per form.

- ⇒ Each case-study should be clearly named and saved in a separate pdf-file and attached to the self-assessment for the appropriate panel.
- ⇒ The name of the file for each case study should be as follows:
SAMEVAL [institution]-[number of research panel]-[short case name]

⁴⁶ The following is inspired by the 2014 evaluation of research in UK higher education institutions (the Research Excellence Framework REF, see www.ref.ac.uk).

Template for case studies: The societal impact of the research

Institution:
Research discipline/panel:
Case number or short name (max 10 characters):
Name of impact case:
Summary of the impact (maximum 100 words)
Description of the research underpinning the impact: (maximum 400 words.) (Include names of key researchers and, if relevant, research groups. A time frame for when the research was carried out should also be included).
Details of the impact (maximum 400 words) (Include a description of how the research has contributed to the impact on society).
References to the research (scientific publications)
References to sources to corroborate the claims made about the impact (publications, reports, media items, policy papers, etc.)
If relevant: External references (external users or others who have witnessed the impact and could be contacted to corroborate the claims made in the reported research cases).

Appendix D: SAMEVAL. Innmelding av forskergrupper

SAMEVAL Innmelding av forskergrupper

Veiledning til institusjonene desember 2016

Institusjoner som har meldt inn forskere til evalueringen av norsk samfunnsvitenskapelig forskning har mulighet til å melde inn forskergrupper til evalueringen. Forskergruppene vil bli gjenstand for en nærmere vurdering av internasjonale fagekspertter.

1.1 Kriterier for innmelding av forskergrupper:

Forskergrupper kan meldes inn dersom de oppfyller følgende kriterier:

Kriterier	Beskrivelse
Forskning på høyt internasjonalt nivå	Dokumentert gjennom publikasjoner i sentrale internasjonale publiseringskanaler. En eller flere av gruppens medlemmer kan de siste 5 år eksempelvis ha: <ul style="list-style-type: none"> - vært invitert foredragsholder (key note) på internasjonale konferanser - hatt gjesteforskeropphold i utlandet - hatt oppgaver som fagfelle i vurdering av publikasjoner, forskningsprosjekter eller andre faglige verv utenfor Norge - vært leder av eksternt finansiert prosjekt - deltatt i internasjonalt forskningssamarbeid (f.eks. dokumentert gjennom prosjektsamarbeid, sampublisering, eller deltakelse i redaksjoner eller faglige komiteer utenfor Norge)
Minst 5 medlemmer	<ul style="list-style-type: none"> - 3 av 5 medlemmer må være ansatt ved institusjonen som melder inn gruppen og minst 2 av disse må være fast vitenskapelige ansatte - 2 eller flere medlemmer kan være ansatt ved andre nasjonale eller internasjonale institusjoner dersom forrige kriterium er oppfylt
Ha en organisering og et formål som lar seg beskrive i egevalueringsskjemaet	Se vedlagte egevalueringsskjema (self assessment) for forskergrupper
Er innmeldt i CRISTin	Forskergrupper skal meldes inn ved å opprette en forskergruppe i CRISTin. Se vedlagte veiledning.

Begrensninger for innmelding av forskergrupper:

- Hver institusjon har mulighet til å melde inn **én forskergruppe per panel**.
- Institusjoner som har meldt inn 20 eller flere vitenskapelig ansatte til evalueringen har samtidig mulighet til å melde inn **én ekstra gruppe per 20 vitenskapelig ansatte**.
- Forskere kan bare meldes inn til én forskergruppe i denne evalueringen, men deltakelse i flere forskergrupper kan synliggjøres i skjemaet "Research group members and financing".
- Institusjoner som melder inn en forskergruppe kan synliggjøre samarbeid med forskere ved andre institusjoner ved å legge dem til i skjemaet "Research group

members and financing". Dette kan gjøres gjensidig slik at forskere som telles ved den ene institusjonen ikke teller ved den andre.

1.3 Dokumentasjon av forskergruppene

Institusjonene skal levere inn følgende dokument (på engelsk) per gruppe:

Dokumenter	Innhold:	Navngivning av fil:
Research group members and financing	<p>Excel fil hvor følgende fire arkfaner skal fylles inn:</p> <p style="text-align: center;"> Research group overview / Listed members / Other members / Funding </p> <p>Research group overview:</p> <ul style="list-style-type: none"> - Navn på institusjon som melder inn gruppen - Navn på gruppe: Samsvarer med navn i CRISTin - URL til registrert forskergruppe i CRISTin. - Navn på gruppeleder. <p>Listed members:</p> <ul style="list-style-type: none"> - Navn på innmeldte medlemmer med opplysning om stilling, forskningstid i gruppe, institusjon, alder, kjønn, PhD-givende institusjon - Tittel på publikasjoner med referanse til innsendt PDF eller en Open Access lenke, type publikasjon og sidehenvisning. <p>Other members:</p> <ul style="list-style-type: none"> - Medlemmer som er meldt inn til andre forskergrupper i SAMEVAL ved egen institusjon eller ved andre institusjoner. - Medlemmer som er meldt inn til evalueringen av humanistisk forskning (HUMEVAL) eller utdanningsforskning (UTDEVAL). - Medlemmer fra Norge som ikke er innmeldt til noen av evalueringene. - Medlemmer fra utlandet. <p>Funding:</p>	1. Research group members and financing.xlsx

	Oversikt over eksterne finansieringskilder. Beløpene som oppgis skal være et anslag basert på aktivitetsnivå 2012-2016.	
2. Self-assessment	Se vedlagte mal. Punkt 1.1-1.5 og punkt 1.7 skal fylles ut.	2. Self assessment.pdf
3. Societal impact	Forskergruppene inviteres til å dokumentere eksempel på forskningens samfunnsbidrag. Eksempelet skal hentes fra forskningsgruppens aktiviteter og være i kjernen av gruppens faglige virksomhet.	3. Impact case study.pdf
4. Curriculum vitae	Se vedlagte mal. Det skal leveres ett skjema per grupped medlem (dette gjelder alle grupped medlemmer og ikke bare innmeldte medlemmer).	4. Curriculum vitae [etternavn].pdf
5. Publikasjoner	<ul style="list-style-type: none"> - Medlemmer som er meldt inn til evalueringen kan levere én vitenskapelig publikasjon i fulltekst. - Dersom publikasjonen overskrider 50 sider, skal man i dokumentet "researcher group members and financing" indikere hvilke sider som vektlegges (max 50). - En digital kopi av publikasjonen legges ved i PDF-format. Alternativt legges det ved lenke til vitenskapelige arbeid som er åpent tilgjengelig (Open Access). NB! Enkelte publikasjoner kan fremstå som fritt tilgjengelige ved den enkelte institusjon uten å være det (betalt abonnement). 	5. Publication [etternavn].pdf

1.4 Innlevering

Fristen for innmelding av forskergrupper og innsending av dokumentasjon er satt til **fredag 10. februar 2017**.

Informasjon om forskergruppene skal sendes inn til Forskningsrådet på e-postadressen sameval@forskningsradet.no på følgende måte:

- 1) Det skal sendes én e-post per forskergruppe som inkluderer alle vedlegg for gruppen.
- 2) Med unntak av "research group and financing" (Excel-format) skal alle vedlegg være i PDF-format (maskinlesbar og ikke skannet versjon).
- 3) Tittel på e-posten skal være som følger:
SAMEVAL [navn på institusjon]-[navn på forskergruppe]

NB! Store forsendelser kan med fordel deles inn i flere e-poster, eller sendes ved hjelp av [UNINETT FileSender](#).

1.5 Kontaktpersoner i Forskningsrådet

Seniorrådgiver Heidi Dybesland, sameval@forskningsradet.no, telefon 22037142

Seniorrådgiver Hedvig Buene, sameval@forskningsradet.no, telefon 22037242

Seniorkonsulent Helene Sophie Aanerud, sameval@forskningsradet.no, telefon 22037547

Vedlegg:

- SAMEVAL **Research group members and financing (excel file)**
- SAMEVAL **Research group self-assessment**
- SAMEVAL **Research group - Impact case study (optional)**
- SAMEVAL **CV mal**
- SAMEVAL **Bruerveiledning for registrering i CRISStin**

Appendix E: Research group self-assessment

Research group self-assessment

Maximum 5 pages pr. group.

1.1 Organisation, leadership, strategy and resources

- a. Please give a brief account of the establishment and the development of the research group.
- b. Please describe the leadership and organisation of the research group.
- c. Please describe the scientific goals of the research group and the strategy for scientific publication and knowledge exchange, including cooperation with non-academic partners.
- d. Please describe how the research group contributes to the strategic goals of the host institution.
- e. To what extent does the research group incorporate external funding as a factor in its strategic planning? And, if relevant: please comment briefly on the support from the host institution in the development and running of externally funded projects.
- f. To what extent does the host institution assist the research group in providing relevant research infrastructure, such as databases, scientific collections or experimental facilities?

1.2 Research profile and quality

- a. Please describe the research activities and the research profile of the group.
- b. Please describe how the research group has contributed to the development of the state of the art within its field. Examples of contributions may include (but are not limited to) theoretical and methodological developments, new empirical findings, interdisciplinary developments and production of datasets.

1.3 Recruitment and training

- a. How does the research group contribute to recruitment and career development for temporary or permanently employed academic staff/researchers?
- b. Please describe how PhD-students and postdoctoral fellows are recruited to the research group, nationally or internationally.
- c. What is the group's contribution to the training and mentoring of PhD-students and postdoctoral fellows?
- d. Please describe the extent to which PhD students and postdoctoral fellows participate in international exchange programmes (including time spent at research institutions abroad).
- e. To what extent do PhD-students take part in collaboration with partners outside of academia?

1.4 Networking

- a. Please describe how the research group engages in research collaboration. Collaboration may include (but is not limited to) cooperation across faculty divisions,

across institutions, with partners outside of academia or international cooperation.

1.5 Impact on teaching (if relevant)

- a. Please describe how the research group contributes to educational activities.
- b. How much time does the research group spend on teaching?

Fill in the table below and add a comment if necessary

	Name of study programme	Approximate time spent on teaching by research group members per year (hours including preparation)
BA-level		
MA-level		
PhD-level		
Other		
Comment		

1.6 Other information

Include any other information that you consider relevant for this evaluation.

Curriculum vitae **MAX 1 page**

Research group		Panel #	
Name:		CRIStin ID	
Sex:		Birth year:	
Nationality:			
Academic position:			
Former academic positions (last 5 years)			
Academic degrees	<i>Degree, university and year:</i>		
Number of PhD-students (if relevant)		As main supervisor:	As co-supervisor:
Under supervision			
Completed degrees 2006-2016			
Number of publications		2007-2011	2012-2016
Peer-reviewed monographs			
Articles in peer-reviewed journals			
Book chapters			
Academic commentary editions			
Exhibition catalogues			
Translations (related to research area)			
Textbooks for educational purposes			
Popular scientific books			
Popular scientific articles			
Reports			
Please rank your three most important publications since 2007	<ol style="list-style-type: none"> 1. 2. 3. 		

Research group - Impact case study (optional)

The research group may document examples (cases) of the impact of their research beyond academia. The impact of the research is defined as any effect on, change or benefit to the economy, society, culture, public policy or services, health, the environment and quality of life, beyond academia. Impact includes, but is not limited to, an effect on, change or benefit to:

- the activity, attitude, awareness, behaviour, capacity, opportunity, performance, policy, practice, process or understanding
- of an audience, beneficiary, community, constituency, organisation or individuals
- in any geographic location whether locally, regionally, nationally or internationally.

Effects on other research or effects within the submitting institution (for instance the effects on teaching within the institution) are not to be reported as impact cases.

How to report and submit impact-cases?

Please note the following requirements for reporting impact:

- The research underpinning the impact cases should be anchored within the research group.
- Both the research and the impact should have been produced within the last 10 – 15 years. Priority should be given to more recent examples.
- Use the template on the next page to report the impact. Please copy the form for the submission of more than one impact case, so that only one case is reported per form.
- Each case-study should be clearly named and saved in a separate pdf-file and attached to the self-assessment for the research group.
- The name of the file for each case study should be as follows:
SAMEVAL [institution]-[research group]- [short case name]

Template for case studies

Name of impact case: (max 10 characters)
Summary of the impact (maximum 100 words)
Description of the research underpinning the impact: (maximum 400 words.) (include names of key researchers in the group. A time frame for when the research was carried out should also be included).
Details of the impact (maximum 400 words) (include a description of how the research has contributed to the impact on society).
References to the research (scientific publications)
References to sources to corroborate the claims made about the impact (publications, reports, media items, policy papers, etc.)
If relevant: External references (external users or others who have witnessed the impact and could be contacted to corroborate the claims made in the reported research cases).

Appendix F: Damvad Fact sheet for Sociology

On the factsheets from Damvad Analytics

The Factsheets are appendices to the Damvad Analytics's report *Social Science in Norway – Statistical analysis of publications and research personnel*, containing publication and research personnel statistics, and an analysis of social sciences in Norway. This factsheet presents a number of key indicators for each of the six evaluation panels, based on the listed individuals and their affiliations. The data presented summarize results for the last three years, 2014-2016. Please refer to the main report for descriptions of the data and method underlying the analyses.

Variables/indicators:

The indicators are based on the listed individuals and their affiliations. The data presented summarize results for the latest three years 2014-2016. Each factsheet shows indicator values for each of the institutions participating in the evaluation, for the research field in total and social science in Norway.

- **Number of NPI pub:** Total number of publications – counting publication qualified for being included in the Norwegian Publishing indicator
- **Pub Points:** Total publication points according to the Norwegian Publishing indicator
- **Number of listed individuals:** Total number of listed individuals per participating institution and faculty, not included are non-publishing individuals.
- **Share of L1 journals:** Share of NPI level 1 publications for NPI journal publications
- **Share of L2 journals:** Share of NPI level 2 publications – for NPI journal publications
- **Share of L1:** Share of NPI level 1 publications – for the total number of NPI publications
- **Share of L2:** Share of NPI level 2 publications – for the total number of NPI publications
- **PP per listed individuals:** Publication points per listed researcher – measuring the ratio of publication points per individual at each institution. The numbers may in some cases include individuals with more than one affiliation and/or individuals that are no longer affiliated with the given institution.
- **Avg. SJR:** SJR average for NPI publications indexed in Scopus
- **Avg. SNIP:** SNIP average for NPI publications indexed in Scopus
- **Impact OECD:** Impact relative to OECD – measured as Field Normalized Citation Score
- **Impact Norway:** Impact relative to Norway – measured as Field Normalized Citation Score
- **Impact Nordic:** Impact relative to the Nordic countries – measured as Field Normalized Citation Score.

Abbreviation	Description
SNIP	Source Normalized Impact per Paper (SNIP) SNIP measures the citation impact by normalising the citations based on the total number of citations in the research field. SNIP has the advantage of allowing direct comparison of publication sources in different subject fields. This makes it possible to compare the publication output across the diversified set of institutions.
NPI publications	The Norwegian Publication Indicator (NPI) Publications qualified to be included in the NPI are used as the basis for the performance-based basic funding system employed in Norway to distribute funding between institutions in the higher education sector as well as to the research institutes.
SJR	SCImago Journal ranking (SJR) The SJR takes into account both the number of citations received by a journal title and the prestige of the journal titles where such citations originate. As such the SJR indicator is a variant of the eigenvector centrality measure used in network theory. Here the measure establishes the importance of a node in a network, based on the principle that connections to high-scoring nodes contribute more to the score of the node.
Scientific Impact - FNCS	Field Normalized Citation Score (FNCS) The FNCS indicator considers differences in publication patterns for different scientific fields, publication types, and publication year. Finally, as an extra precaution to avoid overestimating the citation counts, we exclude self-citations, i.e. authors citing their own work. In calculating the scientific impact for each of the participating institutions relative to the average of Norway, the Nordic countries and OECD. As the average for the three benchmarks is equal to one, a value of e.g. 1.25 indicates that these publications receive 25 percentage point more citation than average.

Sociology

Institution	Number of NPI pub	Pub Points	Number of listed individuals	Share of L1 journals	Share of L2 journals	Share of L1	Share of L2	PP per listed individuals	Avg. SJR	Avg. SNIP	Impact OECD	Impact Norway	Impact Nordic
Fafo	94	65.86	39	84%	16%	78%	22%	1.69	0.90	1.11	1.22	0.93	1.00
FHI	68	35.65	24	86%	14%	85%	15%	1.49	1.23	1.14	0.87	0.86	0.84
HiHm	37	22.27	8	88%	12%	78%	22%	2.78	0.68	1.12	0.47	0.48	0.47
HiL	64	47.33	27	90%	10%	86%	14%	1.75	0.79	1.02	1.03	0.95	0.88
HiOA-SAM	137	112.30	43	66%	34%	70%	30%	2.61	0.88	1.14	0.73	0.70	0.73
HiOA-SVA	130	160.30	115	81%	19%	82%	18%	1.39	0.98	1.05	0.89	0.93	0.87
HSN	24	13.63	17	100%	0%	100%	0%	0.80	0.43	0.68	1.03	0.89	1.01
IRIS	22	10.72	9	82%	18%	86%	14%	1.19	0.75	1.18	0.64	0.51	0.55
ISF	93	91.38	22	75%	25%	81%	19%	4.15	0.97	1.21	0.72	0.96	0.85
NF	13	4.48	12	80%	20%	85%	15%	0.37	0.62	0.91	0.34	0.38	0.44
NIH	63	48.38	15	57%	43%	57%	43%	3.23	0.79	1.36	1.05	1.03	1.03
NINA	17	9.08	7	59%	41%	59%	41%	1.30	1.31	1.07	0.74	0.71	0.71
NTNU-SVT	170	105.30	53	74%	26%	76%	24%	1.99	0.84	1.04	1.35	1.24	1.30
TØI	55	35.37	9	78%	22%	80%	20%	3.93	1.12	1.37	0.90	0.89	-
UiA - SV	72	58.36	23	77%	23%	88%	13%	2.54	0.73	0.96	0.92	0.92	1.04
UiB	103	102.70	42	69%	31%	62%	38%	2.45	0.77	1.11	1.02	0.99	1.03
UiO-JUS	53	58.97	10	63%	37%	57%	43%	5.90	1.20	1.29	1.84	1.10	1.18
UiO-SV	238	228.90	100	66%	34%	69%	31%	2.29	1.16	1.29	0.84	0.90	0.86
UiS	83	46.52	28	88%	12%	88%	12%	1.66	0.97	1.11	1.53	1.37	1.29
UiT-BFE	47	33.14	10	85%	15%	79%	21%	3.31	0.99	1.08	0.95	0.91	0.80
UiT-HSL	41	33.23	15	86%	14%	83%	17%	2.22	0.47	1.05	0.13	0.11	0.12
UNI	43	34.17	15	58%	42%	53%	47%	2.28	2.83	1.66	1.02	0.69	0.79
VID	60	37.95	18	93%	7%	85%	15%	2.11	0.58	0.87	1.04	0.93	0.93
Nord-FSV	132	120.50	51	85%	15%	80%	20%	2.36	0.67	1.03	0.83	1.13	0.96
Sociology	1904	1610.00	567	76%	24%	76%	24%	2.84	0.97	1.14	0.95	0.91	0.88
Social Science in Norway	8945	7418.20	2611*	78%	22%	74%	26%	2.84	1.51	1.46	1.12	1.02	1.00

Appendix G: Time frame for collected self-assessments and bibliometric data

Institutional self-assessment

Level 1 The Research institution	1.1 Organisation & strategy	
	1.1.c	the institution's strategic aims for the next 5-10 years
	1.1.e	the institutions who have been evaluated by the RCN within the last 15 years
	1.2 Resources & infrastructure	
	1.2.b	important upgrades over the past 5-10 years and/or new equipment needs.
	FACT SHEET	
	Table 1	R&D expenditures and sources of funding (2014-2016)
	Table 2	Number of PhDs graduated at the institution per year (2014-2016)
	Level 2 Research discipline(s) corresponding to the panel	2.1 Employment
2.1.b		number of positions that have been announced within the research discipline during the past three years (2014-2016) and the number of qualified applicants (form 1)
2.2 Scientific quality		
2.2.a		most important contributions to the larger research community over the last 5-10 years. Please include a list of the most important publications resulting from the research in this period
2.3 Societal relevance		
2.3.c		ten important examples of dissemination/knowledge exchange activities of the research unit from the last 5-10 years.
2.4 Impact case study		
2.4.b		the research and the impact should have been produced within the last 10 – 15 years.

Research group self-assessment

CV	former academic positions	Last 5 years
	number of PhD- students with completed degrees	Between 2006-2016
	number of publications	Between 2007-2011 and 2012-2016
	your three most important publications	Since 2007
Impact case	the research and the impact should have been produced within the last 10 – 15 years.	

Bibliometric data

Research personnel data	The data used for the analysis of the research personnel covers the period 2005 to 2015.
Publication data	The data collected from CRIStin will cover the period from 2011 to 2016.
	The Scopus enhanced data will cover publications between 2011 and 2016. However, to ensure robustness of the citation analysis, publications published internationally after 2016 will not be included when assessing citations and impact.

Appendix H: Template for assessments of the units: institutions and research groups

1. [NAME OF INSTITUTION]

SECRETARIAT: A short introduction on establishment and development of the institution and its organization.

SECRETARIAT: Fact sheet

1.1 Evaluation of [Institution]

1.1.1 Organisation, leadership and strategy

ASSESSMENT: overall reasoning

- How do you review the leadership of the research area on an institutional level?
- Does the institution have adequate goals and a suitable or an unsuitable strategy to reach them?
- How do you consider the institutions' strategic focus (or lack there of), taken into account its publication strategies, the national and international research collaboration?
- How does the institute make use of external research funding? Are the use of this funding reasonable, and/or is there room for improvements?

1.1.2 Institutional following up on previous evaluations

ASSESSMENT: overall reasoning

- Consider conclusions and recommendations from previous evaluations, and give your opinion on the way the reviews have been followed up.

1.1.3 Research environment (if relevant)

ASSESSMENT: overall reasoning

- How do you review the institutions policy for maintaining a fruitful environment for production and exchange of knowledge? (i.e. seminars, summer schools, guest lectures and scholars, etc)

1.1.4 Resources and infrastructure

ASSESSMENT: overall reasoning

- Does the institution provide adequate resources and infrastructure?
- Does the research area make good use of these?

1.1.4 Research personnel

ASSESSMENT: overall reasoning

- Are the area's hiring and career development practices consistent with best practice?
- Are PhD candidates, post-docs and junior faculty adequately trained and mentored?
- Has the institution implemented the European Charter and code and been awarded the brand "HR Excellence in Research, or what are the plans to implement the Charter?

- Is there a transparent career path?
- Is there sufficient national and international mobility of researchers?
- Is the balance among the research personnel appropriate in terms of gender, age and diversity?

1.1.5 Research production and scientific quality

ASSESSMENT: reasoning

Numerical scale, scientific quality, 5-1 (excellent–weak)

- To which extent does the institution pursue policies to improve and facilitate scientific performance of high quality?
- How is the productivity, the degree of originality and international profile?
- Evaluation of the cases from the institutions in the research area
- Has the institution contributed to advancing the state of the art in the research area /scientific discipline/ to interdisciplinary production of knowledge?
- How does the institution make use of interdisciplinary approaches, when these are relevant?

1.1.6 Interplay research-education: impact on teaching

ASSESSMENT: overall reasoning

- How is the balance between teaching and research?
- Are there established linkages between the research and the study programmes offered by the institution?
- Does the institution have a focus /strategy to secure / improve the interplay of teaching and research?
- How are eventual challenges addressed and handled?
- To what extent are students involved in staff research?

1.1.7 Societal relevance and impact

ASSESSMENT: reasoning + identify best cases

- Does the institution have strategies for dissemination, user-involvement and knowledge exchange? How do you review the strategies?
- Does the institution document relevant dissemination/knowledge exchange activities?
- Does the ongoing research at the institution have a linkage/association to thematic priorities set out in the Norwegian Government's Long-Term Plan for Research and Higher Education and other relevant policy documents?
- To what extent does research in the area benefit the economy, society, culture, public policy or services, health, the environment or quality of life, beyond academia? What is your overall view?

1.1.8 An overall review on profile, scientific quality and impact on institutional level

ASSESSMENT: overall reasoning

1.1.9 Feedback

1.2 Evaluation of [Research group A]

Short description of the research group.

ASSESSMENT: overall score 5-1

1.2.1 Organisation, leadership and strategies

ASSESSMENT: overall reasoning

- How do you review the leadership of the research group?
- How do you view the group's intellectual focus and strategy to reach them? Please take into account its publication strategies, the national and international research collaboration.
- Does the group make use of external research funding, and eventually how? Are the use of the external funding reasonable, and/or is there room for improvements?
- Does the research group contribute to the institution's overall goals or not?
- To which extent does the institution pursue policies to improve and facilitate scientific performance of high quality?
- Does the institution provide adequate resources and infrastructure, and how does the research group make use of them?

1.2.2 Research personnel: including recruitment, training, gender balance and mobility

ASSESSMENT: overall reasoning

- How is the group's hiring and career development practices? Are they consistent with best practice?
- How do you view the training and mentoring of PhD candidates and post-docs?
- Is the balance among the research personnel appropriate in terms of gender, age and diversity?
- How is the national and international mobility of researchers? Is it sufficient /insufficient and in which way(s)?

1.2.3 Research production and scientific quality

- How is the productivity of the research group, the degree of originality and its international profile?
Has the group contributed to advancing the state of the art in its discipline(s)? If yes, how?
- Does the group make use of interdisciplinary approaches, where these are relevant? How?
- How do you review the quality of the research overall?

1.2.4 Networking

ASSESSMENT: overall reasoning

- Does the group make good use of collaboration, nationally and internationally, to advance its strategy and produce high-quality, relevant research?

1.2.5 Interplay research-education: impact on teaching (if relevant)

ASSESSMENT: overall reasoning

- Does the research group contribute to educational activities?
- To what extent is the research of the group relevant for the study programmes at the host institution or other institutions?

1.2.6 Societal relevance and impact (if relevant)

ASSESSMENT: overall reasoning

- Does the research group document relevant dissemination/knowledge exchange activities?
- To what extent does research in done by the research group benefit the economy, society, culture, public policy or services, health, the environment or quality of life, beyond academia? What is your overall view?

1.2.7 Overall assessment

ASSESSMENT: overall reasoning

- What is the overall profile, and scientific quality of the research group?
- To what extent is the research group linked to / have an impact on the research environment at its institution?
- What is the overall significance of the research group in a national research area context?

1.2.8 Feedback

Appendix I: Template for an assessment of the ten most important publications listed by the institutions

Template for an overall assessment of the ten most important publications listed by the institution

The institutions have been invited to submit a list of ten most important publications. These publications are listed as the attachment of the institutional self-evaluation, and also available as pdf or open access links for further information.

The assessor should provide an overall assessment of these listed publications by the institution. The assessment is overarching, however, the publications can be consulted if/when relevant.

The overall assessment should be provided with the grading scale for scientific quality, along with reasoning.

Note that not all of the questions involve a quality criterion (for instance, to what extent are the publications interdisciplinary or co-authored does not imply a normative judgement), these criteria are proposed to link the assessment of publications to the overall assessment of the institutional aims and strategies for the field.

How would you assess the selected publication outlets (i.e. significance and quality of journals, publishers, book series)?
How would you assess the originality and significance of the publications within its designated field, nationally and/or internationally?
Are the submitted ten publications representative of the discipline in this institution? (i.e. do the publications represent few/many of the researchers and sub-themes of the discipline in this institution?)
<i>If relevant:</i> To what extent do the publications contribute to interdisciplinary research?
<i>If relevant:</i> To what extent do the publications include co-authoring with significant researchers on the field (nationally and internationally)?
To what extent do the publications reflect the stated thematic, theoretical and/or methodological foci of the institution?
How would you in broad terms assess these ten publications?

Appendix J: Template for an assessment of the publications of listed members at the research groups

Template for an overall assessment of the publications of listed members at the research groups

The research groups have been invited to submit one publication per member listed in the evaluation. The publication could be a scientific article or a book chapter. For monographs and other publications exceeding 30 pages, the main ideas and findings of the publication should be indicated. The selected chapter(s) should not exceed 50 pages. The panel will consider when external referees are needed for further assessment of the publications.

The assessors should review all the submitted publications in terms of their quality, and provide a single assessment for all of the publications submitted by the research group, following the template underneath. The assessment should be written with the assumption that parts of the text can be used for the section with the title “Research production and scientific quality”.

Please provide an overall assessment using the grading scale for scientific quality (5-1), as well as a short reasoning for the grade.

Note that not all of the questions involve a quality criterion (for instance, to what extent are the publications interdisciplinary or co-authored does not imply a normative judgement), these criteria are proposed to link the assessment of publications to the overall assessment of the research group aims, scope and strategies.

How would you assess the selected publication outlets, i. e. significance and quality of journals and other venues for publications.
How would you assess the scientific quality of the publications in terms of coherence of argument, methodology and overall analysis?
How would you assess the empirical contributions of the publications?
How would you assess the analytical and/or theoretical contributions of the publications?
<i>If relevant:</i> To what extent do the publications contribute to interdisciplinary research?
How would you assess the originality of the publications within its field, nationally/internationally?
<i>If relevant:</i> To what extent do the publications include co-authoring with significant researchers on the field, nationally and internationally?
How would you assess overall coherence of the research group publication output, that is, the level of shared thematic, theoretical and/or methodological foci in the group? To what extent do the publications reflect the stated thematic, theoretical and/or methodological foci of the research group?
Overall evaluation of the quality of publication output (reasoning and assessment scale for scientific quality)



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