Background

Established in 1811, the Faculty of Law at the University of Oslo is the oldest and largest in Norway within its discipline. Today, with over 4000 registered and diverse students, it offers one of the country’s most popular education programmes. The Faculty has been an educational pioneer, winning a series of awards for reforms. It established two of the world’s first student law clinics (Jussbuss/JURK 1971/1974) and one of the first digital legal databases (Lovdata 1981). It has since integrated problem-based learning, expanded clinical practice, developed course-length simulations, and involved students in creating legal technology. In 2015, the Faculty became the first to digitalise fully exams at the University of Oslo and, in 2018, the first to integrate legal databases in exams in the Nordic region. The Faculty has been awarded teaching grants on plain language, digital lawyering and active learning and, in the QS World University Rankings, it is rated as the top Nordic law school and amongst the top 51-100 in the world.

For legal education in Norway and beyond, however, two core challenges remain. First, only a few law schools in the world have heeded the call to integrate experiential learning across the entire curriculum (Lamparello, 2016; McWilliam, 2018). As the Programme Evaluation (2018) of the Faculty makes clear, a greater focus on practical skills would make legal education more relevant to the workforce and lessen a culture of competition and grade obsessiveness. Second, technological transformation and social expectations mean that lawyers are required increasingly to master new digital working methods, navigate regulatory dilemmas in robotics, automation, and biotechnology, and satisfy social demands for enhanced access to justice, especially after the explosion and complexification of law in society. These developments have created a demand for the Future Lawyer, graduates equipped with a new skillset, mindset, and ethical compass (Susskind, 2017, Remus, 2016). That is why the Faculty of Law established CELL in 2018 with the goal of expanding, integrating and promoting experiential learning.

I. Documentation of excellence

1. Input factors.

Educational profile. Of the Faculty’s students, 63% are enrolled in the 5-year Master of Laws programme. This degree is a prerequisite for legal practice and is only offered at the universities of Oslo, Bergen and Tromsø. The remaining 37% are enrolled in a bachelor of criminology and seven specialist 2-year masters’ programmes: criminology, sociology of law, human rights, maritime law, international law, E-government, and information technology law. As graduates, alumni are employed in the public and private sectors as advocates, judges, directors, politicians and analysts, amongst other roles.
Student competence and engagement. Students admitted to the primary programme have an extremely high grade average from senior school (5.5/6). In the national Study Barometer, our students report some of the highest levels of study effort (in terms of hours, independence) and contentment with the study programme they have chosen. Students sit on all key Faculty decision-making committees and run ten student societies, with 18% reporting that they are actively involved in a student society - the second highest proportion at our University. Many students are also active in political debates and campaigns.

Staff competence. The Faculty of Law is a recognised international, national and interdisciplinary hub in legal studies. Its academic staff are highly cited and have secured numerous grants and awards for research, teaching, and public outreach, regularly lead commissions of inquiry, and take leading roles in UN negotiations/monitoring. The NOKUT accreditation (2008) adjudged staff highly qualified for teaching and a Centre of Excellence in Research (SFF) was awarded in 2012. The new generation of staff is highly diverse in terms of gender, nationality, and legal training, bringing new perspectives, while many practicing lawyers teach on the courses and law firms and students provide revision tutorials.

Commitment to teaching quality reform. Since 2010, the Faculty leadership has prioritised improving educational quality, partly in light of the NOKUT (2008) recommendations and internal pilots, especially at the human rights centre (SMR). Initiatives have included teacher-student ratio improvement, creation of permanent lectureships, a shake-up of course coordinators, restructuring of compulsory subjects and consolidation of electives, a gender review of all courses, digitalisation of exams, three new digital learning platforms, experiments in experiential learning, ‘teaching breakfasts’ for all staff, a strategic teaching partnership with the University Library, leadership of the university’s Digital Learning Environment project, and creation of the Employer panel. In 2020, a new 8-floor building with state-of-the-art facilities, Domus Juridica, will consolidate staff and students in a single teaching environment.

2. Process factors

Research-based Education. Our teaching is driven by research in several ways. First, evolving research frontiers have catalysed new and popular courses on internationalisation; artificial intelligence (AI) and data privacy; and environment and energy law. Some courses are designed around new research, e.g. Empirical Legal Studies and Robot Regulation. Second, the Faculty has initiated internal and external reviews of content, such as inclusion of technology and gender themes. Third, we have established new teaching partnerships: e.g., through our Plain Legal Language project, students can take classes in the Bachelor of Plain Language in humanities. Finally, some courses draw deeply on pedagogical research: e.g. in Negotiation and Conflict Resolution, case-based and role-play simulations pioneered at Harvard were adapted to a Norwegian context. The ProTed SFU also inspired use of new video methods.
**Pedagogical methods.** Until 2010, the standard model of teaching was a mixture of lectures, seminars, problem-based learning, and student colloquia groups – with a strong focus on knowledge acquisition and legal method. Deeply experiential methods and other approaches were found mostly in selected elective courses. The most notable are the Jussbuss and JURK legal clinics: Students work for 15 months providing legal assistance to disadvantaged clients, engage in policy debates and legislative drafting, and coordinate most, or all, of the work. Today, the number of courses with diverse teaching methods is significantly greater. Some elective subjects include course-length simulations (e.g., Conflict Resolution), external partner projects and boot camps (e.g., Legal Technology), visits to foreign legal institutions (English/German for Lawyers), and joint courses and groupwork by video (e.g., Climate and Energy Law with Colorado University). Some compulsory courses include writing/advocacy training (often by students), flipped classrooms, interactive technologies, and observation of Norwegian courts.

**Assessment and follow-up.** The traditional form of assessment has tended to be written exams, with some variation in elective courses. Since 2010, assessment forms have diversified. Elective subjects include mock court appeals (‘moots’), debates, film-making, legal technology design, policy brief writing, and interdisciplinary research projects. In compulsory courses, a moot and essay were introduced in 2nd year and home exam in 3rd year, making the Faculty one of the first in the world to require all students to participate in a moot. Written exams have been partly transformed, through digitalisation and integration of the legal information database Lovdata Pro in order to mimic working life. Formative assessment methods have risen, with greater use of mid-term assignments, written feedback, and writing workshops.

**Student partnership, ownership and feedback.** Students are deeply involved in the design of the study programme. Represented by the Law Student’s Society (JSU), they have an important place and voice in the Education Council (PMR), which oversees all teaching. Students also teach. They have responsibility for two legal clinics, coordinate participation in international moot competitions, conduct study tours, revision classes and simulations, and have written textbooks as co-authors. Senior students are colloquia leaders in 1st year and give feedback on writing in 1st and 2nd year. At JURITEKET, students provide drop-in centre support for basic digital skills. In addition to staff office hours, students attend ‘open question time’, moving from table to table asking staff questions. Compulsory courses are evaluated each semester (mid-way and end) through surveys, focus groups, and Canvas feedback. Elective courses are evaluated regularly. These methods are complemented by expert assessments, such as NOKUT (2008), the reform review (2009), Programme Evaluation (2018) and the annual examinations review. Together with grade trends, evaluations are used for reform (e.g., catalysing the new moot and essay in 2nd year).
3. Outcome factors:

**Student performance.** Each year, almost 400 candidates graduate with a Master of Law in addition to approximately 200 candidates in the faculty's other programmes. In the national Study Barometer (2018), students give overall satisfaction scores of 4.3/5 for the Master of Laws. Even higher scores are found in CELL-related courses, such as Negotiation and the obligatory moot in International Law. Staff and students have received various teaching prizes. The entire Faculty was the inaugural winner of the University’s Education Prize in 1989, which was later won by Jussbuss in 2004 and IKRS in 2013. JURK received Plan Norway’s prize on work for girls (201) and students have won international moot competitions such as Telders (2012) and Nordic human rights (2010, 2013 & 2016), Norway’s first legal hackathon to develop innovative legal technology (2018) and best master thesis on sustainability (2018).

**Relevance of education.** In the Barometer (2018), students gave a score of 4.2/5 for the employment relevance of the Master of Laws. In the Alumni Survey (2017), 52% of graduates reported that they had secured a job before graduation. In some degrees at the Faculty, such as legal informatics, this rate is even higher. NUFU (2012) found that the employment relevance of education was perceived as best within ‘professional service’ although weaker for public administration. The Faculty’s Employer Panel (2019) reported that candidates were exceptional in terms of knowledge, legal method and, mostly, language, but requested greater focus on advocacy, digital literacy, teamwork and different legal writing genres. The SHOT (2018) student survey also notes the high stress levels and need for greater feedback.

II. The Centre for Experiential Legal Learning (CELL)

CELL’s vision is the education of future lawyers who are better equipped for the workforce and have a deeper, relevant and critical understanding of law and its place in society. Today, the Faculty provides a high-quality legal education degree that incorporates many ground-breaking experiential approaches. A key challenge remains, however, in more fully bridging gaps between the study and practice of law. Moreover, greater experiential learning would help tackle the internal challenges of grade pressure, student competition, exam re-takes, and lack of contact with the Faculty’s social science students.

To achieve the vision, CELL will assist the Faculty be amongst the first law schools in the world to fully integrate practical skills across the curriculum through experiential learning. The Centre will also generate new pedagogical experiments, develop students as leaders and teachers, push the boundary of the possible with experiential learning in a digital age, and aim to emerge as a hub for pedagogical dynamism in legal education. Our core values are to take students seriously, listen to employers and learn from others, and ensure educational quality through peer/student deliberation and evaluation.
In the first five-year period as a Centre for Teaching Excellence (SFU), CELL plans to (1) integrate experiential learning across the entire curriculum with a *skills ladder*; (2) create a *digital courtroom* for advocacy, negotiation and auto-feedback; and (3) scale-up clinical legal and teaching clinics.

### 1. Establishment of Centre

CELL was created in June 2018 and formally launched by staff and students in November 2018 with the mission of ‘expanding, experimenting with, evaluating and disseminating new forms of experiential learning in law’. Led by Professor Malcolm Langford, CELL is an integrated team of twelve *staff* and twelve *student* representatives and assistants.¹ The Dean of Education is a member, and all staff and students in the team have led major pedagogical innovations. In its first year, CELL was awarded DIKU grants for digital lawyering (0.6 mil NOK) and active learning (5 mil NOK).

CELL is organised around four core skill-oriented pillars that reflect key aspects of legal experience (see figure) and two cross-cutting pillars focused on coordination and evaluation/dissemination. Team members co-lead pillars and work as a broad group and each SFU work package has two leaders. The Centre includes other staff/students as fellows, is administered by the Faculty’s Teaching Administration and University Library, reports to the Faculty leadership/board, and is guided by the university’s pedagogical centre LINK and the Faculty’s Employer and Digital Lawyer panels. CELL will have a strong physical presence within the new *Domus Juridica* building and an *International Advisory Board* with Prof. Katz (Illinois Tech), Prof. Bordone (Harvard), Prof. Satterthwaite (NYU Global Law Clinic), Vice Rector Vald (Tartu) and Prof. Heger (Humboldt).

### 2. The CELL approach

*Why experiential legal learning?* Experiential education is based on a cyclical pattern of experience, thought, reflection and active experimentation (Kolb, 1975; 1984; 2001; Dewey, 1938), which should partly occur within communities of practice (Lave, 1991). It is often justified by its relevance to working life due to its ability to develop practical, emotional and creative intelligence (Chisholm, 2009). Scholarship and our own experience shows that it also motivates students to master new knowledge,

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¹ See CELL’s website for further details on organisational structure: [https://www.jus.uio.no/om/strategi/cell/](https://www.jus.uio.no/om/strategi/cell/)
catalyses new research by students and staff, enhances personal confidence and self-esteem, and dampens digital disruption in learning (Senge, 1990; McWilliam, 2018; Sonsteng, 2018).

The demand for experiential learning is significant. The Norwegian Parliament (2017: 1.5) has set out a clear expectation of active and varied learning, with an emphasis on digital methods. The European Bologna process (2003) called for experiential learning and the high-profile 2007 US Carnegie Report recommended integration of practical skills across the legal curriculum through experiential education (Sullivan, 2007). However, few, if none, have achieved this transformation in both Europe and the USA (Lamparello, 2016; Valk, 2009). This omission has occurred despite a growing trend in some states to demand certain skills (e.g. digital literacy) as a requirement for admission to legal practice. The aim of CELL is thus to create the Future Lawyer: students ready for tomorrow’s workforce, conscious of being agents in shaping their own education, and able to manage new ethical, social and cultural challenges.

**The CELL model.** The consolidation of the Faculty’s experiential learning initiatives in CELL led to an identification of ‘our’ model of experiential learning. To qualify an activity must be: (1) *intentional*, with a clear and articulated goal of incorporating work life skills, helping students better understand their subject, and/or developing students as researchers; (2) *practice-based*, with simulated or real life experiences with one or more of the core skills; (3) *graded and evaluated*, thereby increasing student motivation, reflection and providing quality assurance; and (4) *replicable or scalable* – meaning that new lecturers can easily take over tasks and the activity can be expanded and disseminated. Replicability can mean written instructions and notes, active mentoring, and digital infrastructure (see WP2 below).

**3. Activities**

As an SFU, the Centre will focus on three core activities in the first 5-year period. It will *mainstream* existing excellence in experiential education throughout the entire programme (Work Package ‘WP’ 1) and *deepen* the quality and relevance of experiential education, through a digital courtroom and clinical initiative (WPs 2-3). Some elements of these plans could be achieved without SFU status, as explained below. However, as an SFU, CELL would increase dramatically the quantity and quality of experiential education, create a vastly stronger simulatory and clinical infrastructure, deepen student involvement, inculcate a Faculty-wide culture shift, and formally introduce legal didactics.

**WP1. The Skills Ladder**

*Gap:* A clear gap exists between a law graduate’s average set of skills and those expected by society. This is because law schools adopt the ‘incremental’ rather than ‘transformational’ model in introducing experiential education. As Cassidy (2012: 1517) states: The ‘Wholesale redesign of the curriculum will
require additional study, commitment of financial and intellectual resources, and consensus building among faculty members with diverse perspectives and incentives’. Our faculty is no exception.

Plan: As an SFU, CELL will accelerate the integration of the four key practical skills in compulsory and some elective subjects in the Masters of Law. During the past 6 months, staff and students in CELL developed a detailed skill ladder for each pillar (CELL, 2019). In each ladder, the team identified: (1) the relevant skill and corresponding genre; (2) an experiential activity to develop and test the skill; and (3) a course in which the activity could be placed. These four skill ladders are summarized in the figure below, which shows the matching of each skill with a module in a compulsory course (Semesters 1-8, & 10) and experiential electives (9th semester). An asterisk indicates that the module/elective already exists.

The Skills Ladder – Summary Version

Activities: In implementing the skills ladders, the CELL team will:

- Work with course coordinators to progressively integrate skill-based modules and electives;
- Use student clinics to design and implement many of the planned experiential activities (see WP3);
- Hold a faculty workshop each semester to promote and assess legal experiential methods;
- Create an intensive cycle of learning and evaluation to improve quality and prepare for a 2nd phase.
Moreover, all compulsory course coordinators will be re-appointed in 2020 and cooperation with CELL on the skills ladder will be an explicit part of their role.

*Outcome:* Students will emerge with a broader palette of relevant skills and an ability to understand how skills are integrated in concrete tasks. Success would be measured by higher scores on work relevance in future evaluations, positive feedback through the Employer and Digital Lawyer panels, and better scores on reported stress levels and student feedback in the National Study Barometer.

**WP2. The Digital Courtroom**

*Gap:* Digitalization and automation is reshaping legal proceedings, negotiations and education. Some countries have digitalised aspects of dispute resolution, technology companies offer online dispute resolution (ODR) platforms with increasing AI-capabilities, and legal educators are exploring the possibilities of online learning (Bowcott, 2019; Bugden, 2018; Mania, 2015). Many predict that ODR resolution will be the norm - ‘digital by default and design’ (Ryder, 2016: 24), which future lawyers must master, create and critique (Genn, 2017). ODR also provides an untapped pedagogical resource. Between 2006 and 2012, we developed a simple online mock trial, as did Sonsteng (2018), while Matthew (2017) recently developed a multimedia environment for negotiations in trusts law. The creation of more sophisticated ODR platforms could provide a better infrastructure for simulated experiential learning across all CELL core skills.

*Plan:* CELL will develop the world’s first comprehensive digital platform for legal learning – the Digital Courtroom ([digital-courtroom.uio.no](http://digital-courtroom.uio.no)). The platform will be developed by a project team in partnership with *Insj UiO* student entrepreneurs, the Norwegian Court Administration, the University initiative on machine learning in education, and University of Copenhagen. The courtroom would enable law students *across Norway* to participate in mock disputes and negotiations against each other and AI lawyers. It will be highly scalable and replicable, allowing students to simultaneously participate and engage with AI for single student interaction and automated feedback. The key modules for the courtroom are shown in the
above figure, together with the prioritisation of phases. Smaller funding sources will be sought for some discrete modules, but an SFU would allow the project to proceed efficiently and systematically.

Activities: In implementing the digital courtroom the CELL team will:

- Finalise the design of digital platform and software integration (Year 1).
- Develop the initial visual, documentary, negotiation and AI components (Years 1-2).
- Launch the application with a moot competition between students in Oslo, Bergen and Tromsø.
- Expand the platform to include new modules and use it in compulsory courses (Year 3-5)
- Host the world’s first international digital mooting competition.

Most of the final modules (Year 6 ->) would only be possible in a second period as an SFU (2025-2029).

Outcome. Students would receive better training in advocacy, negotiation, writing, teamwork and ethical skills while also developing digital literacy in future forms of dispute resolution. Students that develop the courtroom will improve their design, entrepreneurial and programming skills.

WP3. Scaling-Up Student Clinics

Gap: Law students are active in society in multiple ways. Students organisations such as ICJ engage in public debates, student legal clinics provide a public service and critical political voice, and student theses account for half of the Faculty’s effective research output (Brekke, 2015). This engagement provides opportunities for experiential learning and enhances student’s critical skills as they struggle with the legal ‘system’ in practice. But most students do not participate or contribute to their full potential and there is untapped demand for student legal services, especially as Norway ranks poorly on legal aid despite topping the global WJP rule of law index (2019). The transition to law studies is also a challenge for many students, particularly the mastery of new genres and platforms. Almost all students will write in legal/academic English for the first time, some students in the Masters of Law are not native Norwegian speakers, and minority students lack equal access to mentoring for academic and other careers (Langford, 2019). Many students thus require tailored, structured and formative help that goes beyond existing courses and staff office hours and the existing student-run JURITEKET digital drop-in centre.

Plan. This work package will focus on expanding and improving the quality of legal and teaching clinical opportunities to develop the ‘law student in society’. A strong focus will be on enhancing skills in client relations and role understanding, case management and diverse writing genres, professional identification of ethical challenges, and the equipping of students to develop innovation and research for the legal field. This work package will also provide the hub for senior students coordination/teaching of WP1 modules.
Activities: This work package will consist of four key activities. CELL will:

- **Develop** an accreditation system for the existing internship elective in the Master of Laws, and practice course in the Masters of Human Rights, to enhance the quality of student placements;
- **Expand** clinical opportunities by establishing an *Entrepreneur Legal Clinic* to help student entrepreneurs. Student entrepreneurs only receive technical/financial advice from *Insj UiO* (an advisory centre), and require support on company, credit and intellectual property law. In addition, the student legal clinic *Street Lawyer* (Gatejuristen) will be better integrated in the Faculty;
- **Scale-up** the existing JURITEKET drop-in centre to a full *Teaching Clinic*. This student-run clinic will be a one-stop shop for support on writing, language, technology and advocacy. It will be staffed by students from the *Jussbuss/JURK* clinics, JURITEK, Library, student writing programme and ELSA mooting together with native English speakers from the specialist masters programmes.
- **Provide** support to enhance the quality of student research with a focus on research design/methods and reflection and feedback (see Kolb, 1981). This will include mentoring and partnering, student research seminars, improving quality of courses with group research, participation of criminology students in clinical practice, and ensuring equitable inclusion of minority students in research tracks.

Outcome: Success with activities will be measured by a more visible and influential law student body. Concrete indicators will be number of clients helped, academic publication of student theses, thesis grades, number of student legal technology start-up initiatives, and media citations. For the third activity, the goal is for students to become skilled writers, speakers and digital users and critical observers of (their own) texts, performances and digital engagement. This will be measured by grade improvement for students that received low grades in the first two years and performance in mooting, negotiation and legal hackathon competitions.

4. Student Involvement

Students are integral to the organisation, planning, implementation and evaluation of CELL’s mission.

1. **Staff-student partnership.** The organisation of the centre is grounded on a staff-student partnership and a vision of students as co-producers of their education and future. Each pillar of CELL is comprised of two student leaders in addition to two staff. Eight of these leaders represent key student organisations and clinics while four are assistants. This largely representative approach to student participation permits continuity and builds on existing student competences.

2. **Student proposal writing.** A significant part of this centre plan was developed by and with student leaders and many proposed activities stemmed from student suggestions. Student leaders participated in both pillar and team meetings, and this dialogue and joint writing strongly shaped the framing and content of the WPs. Students were also involved in initial
design and founding of CELL. 3. **Student implementation and evaluation.** Students are central to the coordination and teaching in all three work packages. Student team leaders will help coordinate the design and teaching of the WP1 modules, which will include employing students working in the clinics as teaching assistants. In WPs 2 and 3, a student consortium will co-lead the digital courtroom project, a group of students will fully lead and run the Teaching Clinic, and a new student-driven elective course on *Social Change* will be implemented by students. For student participation in evaluation, see below.

### 5. Implementation Plan

Implementation is based on a model of change of *integration* of the key actors in CELL and *inspiration* by doing. This milestone table describes the key activities that will be initiated or finalised each semester.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Coordination</th>
<th>WP1</th>
<th>WP2</th>
<th>WP3</th>
<th>Evaluation</th>
<th>Dissemination</th>
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<tbody>
<tr>
<td>2020 Spring</td>
<td>Start workshop</td>
<td>1 module</td>
<td>Platform</td>
<td>Teaching clinic</td>
<td>Baselines</td>
<td>Social media</td>
</tr>
<tr>
<td>2020 Fall</td>
<td>Ladder focus</td>
<td>3 modules</td>
<td>Video/Doc Exch</td>
<td><em>2</em> legal clinics</td>
<td>Methods design</td>
<td>Annual Conference</td>
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<tr>
<td>2021 Spring</td>
<td>Ped workshop</td>
<td>1 new elective</td>
<td>AI pilot</td>
<td>Research I</td>
<td>Reflective essay</td>
<td>Internal expand</td>
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<tr>
<td>2021 Fall</td>
<td>Digital focus</td>
<td>4 new modules</td>
<td>Launch Moot</td>
<td>Accreditation</td>
<td>Norway Survey</td>
<td>Norway Conference</td>
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<tr>
<td>2022 Fall</td>
<td>Clinical focus</td>
<td>4 new modules</td>
<td>Exercise Bank</td>
<td>Research II</td>
<td>Use WP2</td>
<td>Nordic Conference</td>
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<tr>
<td>2023 Spring</td>
<td>Ped workshop</td>
<td>1 new elective</td>
<td>Visual Architect</td>
<td>Research III</td>
<td>Publications</td>
<td>Publication</td>
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<tr>
<td>2024 Fall</td>
<td>Eval/Diss focus</td>
<td>4 new modules</td>
<td>Int’l Moot</td>
<td>Student conference</td>
<td>Ph.D Defence</td>
<td>Global Conference</td>
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<tr>
<td>2024 Spring</td>
<td>Ped workshop</td>
<td>1 new elective</td>
<td>Integration</td>
<td>Quality assurance</td>
<td>Workshop</td>
<td>Popular media</td>
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<tr>
<td>2024 Fall</td>
<td>New plan</td>
<td>5 new modules</td>
<td>Phase 3 plan</td>
<td>Clinical Review</td>
<td>Publications</td>
<td>Global Conference</td>
</tr>
</tbody>
</table>

### 6. Evaluation and Impact Framework

In addition to the specific evaluation methods of impact discussed under each WP, CELL will also measure its general impact. **First,** in relation to *student learning,* the Centre will compare performance against existing established baselines: grades, student surveys, employer feedback, and performance in international mooting competitions. This will be complemented by new methods of ‘AI-based student feedback’ in the Digital Courtroom and the development of ‘reflective essays’ where students analyse how they answered a question. **Second,** the Faculty will finance two PhDs on legal education. The first will work on AI dimensions of the Digital Courtroom (WP2) and the second will analyse the the Faculty’s legal pedagogy in comparative perspective with empirical analysis. A part-time professor in pedagogy will also be employed to help develop legal didactics and improvement of evaluation systems. **Third,** CELL will seek to increase the number of students participating in evaluation by integrating feedback mechanisms more deeply into courses: e.g., as part of manual or automated exercises. **Finally,** CELL will measure the achievement of its wider goals, such as reducing the drop-out rate and re-taking of exams and inculcating a change in student culture, especially reduced stress pressure and unnecessary competition. CELL will also measure its *broader impact* amongst legal academic staff in Norway with a biannual pedagogical survey.
7. Dissemination Strategy

CELL will seek to establish itself as a pedagogical hub for legal education in Norway and Europe and collaborate with leading pedagogical scholars and experiential legal educators around the world. The Centre has four primary dissemination plans. **First,** many aspects of dissemination are incorporated within the work packages. CELL integrates staff and students from four of the specialist master degrees and provides a bridge to enhancing experiential learning in those programmes. Moreover, the Digital Courtroom is designed for national and international dissemination of experiential learning. **Second,** CELL will hold an annual workshop and semester boot camps for continuing pedagogical education for its staff. It will also encourage a focus on pedagogical excellence, partly through the new annual prize on Teaching Innovation to be awarded by a panel of staff and students - the current education prize focuses mostly on student satisfaction. **Third,** CELL will closely collaborate with University of Bergen and University of Tromsø on experiential learning. This has already commenced with the Faculty’s Plain Language project sponsoring a postdoctoral fellow in Bergen. An academic member from both Bergen and Tromsø will be included on the CELL team, both universities are part of the Digital Courtroom project, and the Faculty will seek to codeshare certain courses. In a second phase of the project (2025-2029), CELL would seek to cooperate with and disseminate lessons to the bachelor of law programme at regional universities. **Fourthly,** CELL will hold an annual international conference on legal education, in which both students and staff would take leading roles. Pedagogical findings, lessons learned and staff and student stories, will also be published and communicated with students having key responsibility for the content of CELL’s website and social media platforms. **Ultimately,** CELL aims to provide a ‘living model’ of experiential legal learning that can be a reference point for reforms elsewhere.

8. Sustainability

CELL will aim to ensure its sustainability. Internally, the Centre has strong institutional backing, WP1 modules will be integrated progressively into the standard programme, and, as the budget shows, the Faculty will finance the Teaching Clinic from 2022. Externally, CELL has been successful already in securing small grants and will look to the private and public sector to sustain various initiatives once established as an SFU. For example, the Digital Courtroom and Entrepreneurship Law Clinic are ideal candidates for external support. The potential for longevity of Faculty initiatives is significant. **Jussbuss, JURK** and **Lovdata** were established in 1971, 1974 and 1981 and continue successfully today with a mixture of internal and external funding. CELL will also seek to create a national cross-disciplinary legacy by taking the initiative to establish a community of pedagogical practice, e.g., a Norwegian Academy of Higher Education to complement the existing research-focused Academy of Science.
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## SFU Budget 2020-2024

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<th>2022</th>
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<td>Operating costs</td>
<td>R&amp;D services</td>
<td>Purchase of resources from UiB/UiT: 10%</td>
<td>2,736,288</td>
<td>912,096</td>
<td>520,570</td>
<td>1,735,233</td>
<td>346,984</td>
<td>182,308</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Travel, conferences, events</td>
<td>1,000,000</td>
<td>200,000</td>
<td>200,000</td>
<td>200,000</td>
<td>200,000</td>
<td>200,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Development, licenses and operating of digital courtroom</td>
<td>3,250,000</td>
<td>500,000</td>
<td>575,000</td>
<td>575,000</td>
<td>575,000</td>
<td>500,000</td>
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<tr>
<td></td>
<td></td>
<td>Advisory board</td>
<td>500,000</td>
<td>60,000</td>
<td>60,000</td>
<td>60,000</td>
<td>60,000</td>
<td>60,000</td>
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<tr>
<td></td>
<td></td>
<td>Student skills centre</td>
<td>320,000</td>
<td>166,000</td>
<td>166,000</td>
<td>166,000</td>
<td>166,000</td>
<td>166,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Training courses</td>
<td>200,000</td>
<td>100,000</td>
<td>100,000</td>
<td>100,000</td>
<td>100,000</td>
<td>100,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total operating costs</td>
<td>7,632,000</td>
<td>1,476,000</td>
<td>1,476,000</td>
<td>1,476,000</td>
<td>1,476,000</td>
<td>1,476,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>33,500,000</td>
<td>37,147,046</td>
<td>5,905,438</td>
<td>5,813,987</td>
<td>5,804,940</td>
<td>5,737,863</td>
</tr>
<tr>
<td>Personnel and personnel costs</td>
<td>Scientific</td>
<td>Centre leader: 40%</td>
<td>2,736,288</td>
<td>912,096</td>
<td>520,570</td>
<td>1,735,233</td>
<td>346,984</td>
<td>182,308</td>
</tr>
<tr>
<td></td>
<td></td>
<td>WP leaders: 6*30%</td>
<td>5,309,130</td>
<td>5,309,130</td>
<td>1010,041</td>
<td>1,035,293</td>
<td>1,061,375</td>
<td>1,077,041</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pilar leaders: 4*15%</td>
<td>2,123,644</td>
<td>404,037</td>
<td>404,037</td>
<td>414,117</td>
<td>424,470</td>
<td>435,082</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Prof. II: 1<em>15%+1</em>10%*3 years</td>
<td>1,373,641</td>
<td>318,923</td>
<td>326,896</td>
<td>335,068</td>
<td>335,068</td>
<td>206,067</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Other scientific and teaching personnel</td>
<td>1,769,703</td>
<td>336,886</td>
<td>353,123</td>
<td>362,568</td>
<td>371,632</td>
<td></td>
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<td></td>
<td>Total personnel costs</td>
<td>25,868,000</td>
<td></td>
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<td></td>
<td></td>
<td>R&amp;D services</td>
<td>2,736,288</td>
<td></td>
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<td></td>
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<td>Travel, conferences, events</td>
<td>1,000,000</td>
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<td></td>
<td></td>
<td>Development, licenses and operating of digital courtroom</td>
<td>3,250,000</td>
<td>500,000</td>
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<td>575,000</td>
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<td>Student skills centre</td>
<td>320,000</td>
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<td>Total operating costs</td>
<td>7,632,000</td>
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<td>Total</td>
<td>33,500,000</td>
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<td></td>
</tr>
<tr>
<td>Personnel and personnel costs</td>
<td>Administrative</td>
<td>Administrative coordinator: 80%</td>
<td>3,781,065</td>
<td>719,336</td>
<td>737,319</td>
<td>755,752</td>
<td>774,646</td>
<td>794,012</td>
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<td>Student administration: 60%</td>
<td>1,305,743</td>
<td>1,305,743</td>
<td>248,414</td>
<td>248,414</td>
<td>254,624</td>
<td>260,900</td>
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<td>IT administration: 30%</td>
<td>652,873</td>
<td>652,873</td>
<td>124,207</td>
<td>124,207</td>
<td>127,312</td>
<td>130,495</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Development, licenses and operating of digital courtroom</td>
<td>3,250,000</td>
<td>500,000</td>
<td>575,000</td>
<td>575,000</td>
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<td></td>
<td></td>
<td>Development of teaching clinic: 20%*2 years</td>
<td>1,921,581</td>
<td>1,921,581</td>
<td>65,575</td>
<td>65,575</td>
<td>65,575</td>
<td>65,575</td>
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<tr>
<td></td>
<td></td>
<td>Subject coordinators MIR</td>
<td>8,792,326</td>
<td></td>
<td>1,672,712</td>
<td>1,714,530</td>
<td>1,757,393</td>
<td>1,801,328</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Subject development work packages: 30%</td>
<td>2,123,644</td>
<td>404,037</td>
<td>414,117</td>
<td>424,470</td>
<td>435,082</td>
<td>445,959</td>
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<tr>
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<td>65,575</td>
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<td>Subject coordinators MIR</td>
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<td>8,792,326</td>
<td></td>
<td>1,672,712</td>
<td>1,714,530</td>
<td>1,757,393</td>
<td>1,801,328</td>
</tr>
</tbody>
</table>
Budget description

The total budget for the five-year period is 70.6 million NOK. The application amount is 33.5 million, and 37 million is matching own funding. The application amount covers 47% of the total costs and own funding covers 53%. In addition, CELL manages two other DIKU teaching grants - digital lawyering (DIKU, 0.6 mil NOK over 2 years) and active learning (DIKU, 5 mil NOK over 3 years) - and cooperates closely with the plain legal language project (KD, 3 million each year).

Personnel- and personnel-related costs constitute the substantial parts of the budget, totaling 63 million, with other costs at 7.6 million. The reason for this cost-structure is that the activities are highly labor-intensive, and there is a relatively high salary-level for some staff.

The personnel costs will cover 48.72 Full-time equivalents (FTE) of annual employments: about 16 FTEs constitute new staff and student appointments, 27 FTEs are inputs from existing staff, and about 6 FTEs are from students based on hourly-based employments. Input from existing staff comes equally from research time and education time. In terms of the source of contributions, 24.7 FTEs comes from own funding and 24.0 from project funding.

Specification of new appointments:
- 2 new PhD scholarship positions, full time, 4 years, own funding
- Administrative coordinator, 80%, 5 years, project funding
- 12 Research assistants, 25% positions, one year, project funding
- Professor II, one 15% position five years and one 10% position, 3 years, project funding

Existing staff are budgeted in the positions as Centre leader, WP leaders, and pillar leaders, WP developers, teaching clinic developers, other scientific and teaching personnel, student administration, and IT administration.

Other operating costs include:
- Travel expenses, conferences and other events expenses: 200,000 per year
- Development, licenses and operating of digital courtroom: 3,250,000 for the 5-year period
- Operating costs for the students skills center; 166,000 per year. Operating the skills centre will be funded by own funding from year 3.
- Training courses: 100,000 per year
- Purchase of Research and development resources from cooperating university: 450 000 per year

The budget is price adjusted annually with 2.5 % expected growth. The budget also takes specific account of the two DIKU teaching grants. These grants are focused on laying the groundwork for the skills ladder and strengthening pillar pilot work. The SFU proposal thus builds on these grants.
Application for Centers of Excellence in Education

We refer to the call for proposals for new Centers of Excellence in Education of 15. February 2019. With this, The University of Oslo (UiO) promotes the following three applications:

Centre on Experiential Legal Learning (CELL)
CELL is an initiative from the Faculty of Law directly addressing the weight University of Oslo currently is putting on stronger links between education and practice. In the upcoming strategy of the university, “knowledge in use” has become a key term for describing how knowledge and skills acquired during study trajectories need to be relevant for both current and future societal needs and challenges. This emphasis is also key for CELL where clinical training, digital skills and a continuing dialog between students, teachers and working life is an essential characteristic of the planned activities in the center. The University of Oslo is strongly supporting the systematic approach designed to develop the future skills of students at CELL, and we believe we can gain much experience through this establishment.

Oslo Academy for Studies in International History (OAS-HIS)
OAS-HIS is an initiative from the Faculty of Humanities which in a pro-active way seeks to strengthen and renew the links between the humanities and working life. This will be done through a systematic establishment of new arenas for constructive alignment between a more global society and the insights and lessons history may provide as a way to interpret, understand and shape this development. OAS-HIS has a clear ambition to work closely with private and public actors, and to demonstrate the relevance of humanistic knowledge through new models for cooperation and partnerships. Through this initiative, the planned center echoes the strong weight given to facilitate “knowledge in use” as it is labelled in the upcoming strategy to be launched by the University of Oslo.

Center for Sustainable Health Care Education (SHCE)
SHCE is an initiative from the Faculty of Medicine directly addressing the Sustainable Development Goals (SDGs) identified by the United Nations. More specifically, the ambition of SHCE is to create a new educational model for educational offerings within the field of health where ethical reflection, critical judgement, and knowledge about power relationships and structures are key building blocks. In this way,
SHCE reflects the University of Oslo’s long tradition for thinking and acting globally and for developing educational offerings that are inclusive and that can inspire others – domestically and abroad. In our current strategy, the University of Oslo has underlined the ambition of being a groundbreaking university with a strong engagement for global challenges. SHCE strongly reflects this ambition.

UiO confirms its support for each of the three centers with NOK 0.8 million per year in the period in which the center / centers would become part of the SFU scheme.

In addition to CELL, OAS-HIS and SHCE, UiO is one of the consortium partners to the Centre for Integrated Earth System Science Education (iEarth). iEarth is a collaboration between the Faculty of Mathematics and Natural Sciences and several other Norwegian institutions having the ambition of creating a completely new geoscience education in Norway. The application is a follow-up of an earlier application, and the work that has been conducted since 2016 demonstrates the strong and continuing engagement for this project. iEarth is based on the idea of a more integrated and problem-based educational approach in the geoscience educational area, and the center is directly linked to our strategic ambitions of a stronger links between research and education, and the need to strengthen students’ independent thinking and their critical judgement. The funding from UiO to iEarth are as follows:

One PhD position
One 20 % position (Professor II)
The working hours of some of the permanent scientists are part of own funding.
The Faculty of Science at the UiO grants NOK 300,000 annually

Sincerely yours

Svein Stølen (signature)
Rector

Arne Benjaminsen (parafering)
University Director

This document is approved electronically by UiO and is therefore not signed.
Officer in charge:
Lene Fosshaug
+4722857899, lene.fosshaug@admin.uio.no
Date: 29 April 2019

Statement from the Dean: Support for CELL’s SFU application

The Centre for Experiential Legal Learning (CELL) was established by a formal decision of the Dean on 1 November 2018. It was foreseen that the Centre will constitute an operative part of the Faculty's educational strategy, encompassing primarily the Master of Law program, but also extending to our specialist masters and bachelor programs.

Since 2010, the Faculty has prioritized improvements to the quality of education and teaching evaluation. CELL emerged from the initiative of individual academic staff and has been strongly supported by the Faculty leadership and management. For the Faculty, CELL provides an overarching structure in which separate initiatives such as moot courts, legal clinics, role play-based teaching, oral advocacy and interactive teaching (to name but a few) are integrated and expanded as part of a broader pedagogical vision and project. CELL will thus have a key role in achieving the Faculty's objective of progressively introducing skills-based teaching methods throughout the Masters of Law program and thereby developing law graduates for the labour market and society of the future. In this respect, the Faculty has taken a lead role amongst the Norwegian law schools and the SFU proposal will also provide an opportunity to work closely and share lessons with the two other main law faculties in Norway.

The Dean fully supports this Centre for Excellence in Education (SFU) application, and the Faculty is committed to contribute with the indicated matching financial resources.

Sincerely yours

Dag Michalsen
Dean, Faculty of Law

ELECTRONICALLY APPROVED.
CV – Malcolm Langford

ROLE IN SFU PROJECT: Centre Director

Nationality: Australia
Date of birth: 18 April 1972
URL for web site: http://people.uio.no/malcolml

EDUCATION
2014 Philosophae Doctor (Ph.D), Faculty of Law, University of Oslo
2001 Master of Legal Studies in Comparative, European and International Law, European University Institute
1995 Bachelor of Laws, University of NSW, – 5th place
1993 Bachelor of Economics with 4th year Honours, University of NSW, – 1st Place.

CURRENT POSITION(S)
2017 – Professor, Faculty of Law, University of Oslo
2014– Co-Director, Centre on Law and Social Transformation, CMI & University of Bergen (20%)

PREVIOUS POSITIONS (Selected)
2016- Associate Professor, Faculty of Law, University of Oslo
2015- Postdoctoral Fellow, Pluricourts Centre for Excellence & NCHR, University of Oslo
2014 Senior Researcher, Chr. Michelsen Institute
2010-2013 Doctoral Researcher, Faculty of Law, University of Oslo
2007-2009 Research Fellow, Norwegian Centre for Human Rights, University of Oslo
2005-2006 Senior Researcher, University of Mannheim (50%)
2001-2006 Senior Legal Officer, Centre on Housing Rights and Evictions, Geneva
1997-2000 Advocate, Lewis Hutchinson

AWARDS, NOMINATIONS AND FELLOWSHIPS
2018 Faculty of Law Nominee, University of Oslo Teaching Prize
2018 Student Nominee for Faculty of Law Teaching Prize, University of Oslo
2015 Young Scholar Prize, European Society of International Law
2013 Leiv Eiriksson Mobility Award, Norwegian Research Council.
1999 Postgraduate Award and Scholarship, Lionel Murphy Foundation
1995 Human Rights Centre Essay Prize, Australian Human Rights Centre
1995 Blake Dawson Waldron Prize for Trade Practices Law, University of NSW (UNSW)
1995 Stephen Seidler Prize for Best Performance in Environmental Law, UNSW
1994 Julius Stone Prize for Legal Theory, UNSW
1993 Economic Society Prize for Economics, Economic Society of Australia
1993 University Medal in Economics, UNSW

MAJOR RESEARCH AND TEACHING GRANTS (selected)

Project leader or Co-Leader
2019-2020 The Digital Lawyer, DIKU Teaching Grant, 0.6 million NOK
2018-2021 Scandinavian Rights Revolution, Swedish Research Council, 5.65 mil SEK
2018-2023 Reimagining Norden in an Evolving World, NORDFORSK, 42 mil NOK
2016-2019 Political Determinants of Sexual & Repro Health, Research Council of Norway, 11 mil NOK
2014-2018 Sexual and Reproductive Rights Lawfare Project, Research Council of Norway, 15 mil NOK
2010-2015: Socio-Economic Rights, Ministry of Foreign Affairs, 6 mil NOK.
2013-2015: Right to Health, NORAD, 6 million NOK

Project team member
2019-2022 Active Learning, DIKU Teaching Grant (WP Coordinator), 5 million NOK
2018-2012 LEGINVEST - Legitimacy of investment law, Research Council of Norway – 9.9 mil NOK
2018-2022 Judges under Stress, Research Council of Norway – 25 million NOK.
2017-2021 Impact of water rights (Project Team) Research Council of Norway, 15 million NOK.
• TEACHING ACTIVITIES – DOCTORAL LEVEL
2016 - Internationalization, Transnational Law and Comparativism, University of Oslo
2017 - Research Ethics, University of Oslo
2014 - 2017 Legal Sociology, Economics and History, University of Oslo
2017 Human Rights, University of Copenhagen
Supervision: Three doctoral students; Opponent: Seven Ph.D defences

• TEACHING ACTIVITIES – BACHELOR AND MASTERS
University of Oslo – Course Coordinator
2017-2019 International Law (Folkerett)
2019- Legal Technology: Artificial Intelligence and the Law
2019- Empirical Legal Studies (Empiriske rettstudier)
2016-2019 Comparative Public Law; English for lawyers (Engelsk for jurister)
2014 Business and Human Rights; Human Rights and Development
2010-2011 Human Rights in Practice; Human Rights Law in Context; International Human Rights Law
Supervision: More than 30 Masters students since 2009
Other Lectures: Courses on constitutional law, int’l economic law, human rights, community health,

Other universities –Coordinator or Co-Coordinator (selected)
2018 European University Institute - Human Rights and Distributive Equality,
2015 University of Bergen - Constitution and Politics
2012-2014 Harvard University - Health Rights Litigation,
2014 American University - Economic, Social and Cultural Rights,
2013- 2019 University of Los Andes - Derechos Económicos, Sociales y Culturales
2011-2019 Pretoria University - Judicial Enforcement of ESC Rights in Africa
2004-2019 Åbo Akademi - Justiciability of Economic, Social and Cultural Rights,
2002 Central European University - Right to Food Summer School
Other Lectures: New York University, Stanford University, University of Philippines, Mannheim University

• INSTITUTIONAL RESPONSIBILITIES and COMMISSIONS OF TRUST (selected)
2018- Chairman, Academic Forum on Investor-State Dispute Settlement (ISDS)
2018- Coordinator, Forum for International Researchers, University of Oslo
2017- Oxford Handbook on Economic and Social Rights, OUP – Co-Editor
2015 Book Series Editor, Globalisation and Human Rights, Cambridge University Press
2016- Coordinator, Forum for Law and Social Science, University of Oslo
2013- Appointment committees: 3 Ph.D, 3 postdoctoral, and 7 professorial positions
2011- Co-Director, Global School on Socio-Economic Rights
2007-2012 Expert Advisor on MDGs UN Office of the High Commissioner for Human Rights
Peer Review: Over 35 different journals and ten books for six book publishers.

• VISITING FELLOWSHIPS
2014 Fridtjof Nansen Institute, Oslo (3 months)
2013 Center for the Study of Law and Society, University of California (Berkeley) (7 mths)
2010 Faculty of Law, University of Stellenbosch, South Africa (one month)
2006-7 Honorary Senior Research Associate, AHRC, University of NSW

• OVERVIEW OF ACADEMIC PUBLICATIONS
Number/Citations: 125 publications (16 in press); 1547 citations (GoogleScholar); H-index: 21
Books: 14 (3 monographs and 11 edited). The majority with Cambridge and Oxford University Press and include an additional 25 chapters that I have authored.
Journal articles: 25. Published in European Journal of International Law, Ethics & International Affairs, Annual Review of Law and Social Science, Development and Change etc.
Reports: 15 reports for governments, United Nations agencies, NGOs
Media: 160+ interviews, opinion editorials and blogs on both research and education.

• INVITED PRESENTATIONS TO MAJOR CONFERENCES (selected)
• Keynote Speaker, Annual International Conference on Human Rights Education, 14-16 Nov, Pretoria, 2011
• Keynote Speaker, Annual Conference of the Judiciary of Kenya, 18 August 2014
• Plenary Speaker, AHRF Human Rights Research Conference, September 29-30, Copenhagen, 2014.
CV- Kristin Bergtora Sandvik

Role in the Project: WP3 Co-Coordinator, Legal Tech Pillar Co-Leader

Date of birth: 8 August 1975
Sex: Female
Nationality: Norwegian
URL for personal web site: http://people.uio.no/krisbsa

EDUCATION
    On the Everyday Life of International Law: Humanitarianism and Refugee-Resettlement in Kampala, Supervisor Professor Martha Minow
2003 LL.M Harvard Law School, United States (waived for tuition purposes)
2002 Cand. Jur., Faculty of Law, University of Oslo

CURRENT AND PREVIOUS POSITIONS
2016- Professor of Sociology of Law, Department of Criminology and Sociology of Law, University of Oslo, Norway
2015- Research Professor in Humanitarian Studies, PRIO, Norway
2012-2016 Director and co-founder, the Norwegian Centre for Humanitarian Studies
2009-2015 Senior researcher, PRIO, Norway

FELLOWSHIPS AND AWARDS
2015 Rockefeller alumni/Coordinator Bellagio meeting
2005 Juridisk Reisefond av 1973, University of Oslo
2004-2007 Doctoral Fellow, the Norwegian Research Council
2004 Harvard Law School Human Rights Program Summer Fellowship
2004 Reginald F. Lewis International Summer Fellowship
2002-2003 Fulbright Fellow

MOBILITY
2006 Visiting Study Fellow, Oxford University, Refugee Study Centre, United Kingdom
2005 Research Associate, Makerere University/Refugee Law Project, Uganda

TEACHING ACTIVITIES
UiO – Faculty of law 2016-2019:
JUS4122 Legal Sociology I (Rettssosiologi I)
RSOS 2951 Legal Mobilization and Grassroots Organizing for Social Justice
RSOS2953 Legal Anthropology
JUR1690 Robot Regulation
JUS4111 Method and Ethics (Metode og etikk)
JUS5671 Legal Technology: Artificial Intelligence and Law

PRIO: co-design and teaching of 3 PhD courses 2013-2018:
PhD Course: Humanitarian Action and the Protection of Civilians (2014)

Norwegian University of Life Sciences (NMBU) 2011-19:
    Teaching humanitarianism in development studies

RESEARCH AND TEACHING GRANTS
2019-2022 Project leader/Organizer, Do No Harm: Ethical Humanitarian Innovation (Research Council of Norway, NORGLOBAL)
2019-2022 WP Coordinator, CELL Active Learning, DIKU Teaching Grant
2019-2020 WP Coordinator, The Digital Lawyer, DIKU Teaching Grant
2014-2018 Project leader/Organizer, Aid in Crisis? Rights-based Approaches and Humanitarian
Outcomes AIDEFFFECT, Research Council of Norway) Universidad de Los Andes, Colombia.

2012-2016 Project leader/Organizer, Protection of Civilians: From Principle to Practice (HUMPOL, Research Council of Norway). NUPI, CMI, Universidad de Los Andes,


2004-2007 Project leader/Organizer, PhD project (Research fellow, UTISOR, Research Council of Norway) University of Makerere, Uganda.

ACHIEVEMENTS TRACK RECORD

From 2009-19, I have published forty-six peer-reviewed English language papers, including several articles in top-tier international peer-reviewed journals. This includes 26 English language peer reviewed articles (13 single authored,) and 20 English language internationally peer reviewed book chapters (12 single authored). I have also published 4 co-edited volumes, 7 Norwegian language academic articles (3 single authored), articles in Chinese (1), Portuguese (1), Spanish (1), French (2), and 4 reports in Spanish (all co-authored).

TEN MAJOR PUBLICATIONS


INVITED TALKS AND MEDIA APPEARANCES

I am frequently invited to speak on humanitarian issues at national and international academic and policy events. I have been interviewed by national and international media about my work, including US National Public Radio NPR, Voice of America, NRK Norway, TV2 Norway, Polish Radio, and Swiss National Radio. I have also contributed comments to the key sites for humanitarian dialogue, including Harvard Humanitarian Initiative, ALNAP, ATHA.se, the Forced Migration Review, the European interagency security forum EISF, the HPN Humanitarian Practice Network; the Humanitarian Exchange Magazine, Open Democracy and the Bulletin of Atomic Scientists. I have also published a range of op-eds and popular articles in Norwegian language outlets, including Bistandsaktuelt, Aftenposten, Dagens Næringsliv, Dagbladet, Klassekamper, NRK Ytring and Samtiden. As Director of NCHS, I engaged with a range of humanitarian practitioners and policymakers, including UNHCR, UN OCHA, the International Humanitarian Studies Association (IHSA), the Harvard Humanitarian Initiative, Oxford Refugee Studies Centre, MSF (Doctors without Borders), ICRC (International Committee of the Red Cross) NRC (Norwegian Refugee Council), EISF (European InterAgency Security Forum), the Norwegian Red Cross, and Save the Children Norway, ALNAP, and VOICE.
CV – Sverre Blandhol

ROLE IN THE PROJECT: WP2 Coordinator, Advocacy Pillar Leader

Date of birth: 28. September 1967
Sex: Male
Nationality: Norwegian
URL for web site: http://people.uio.no/sverrbla

EDUCATION
2012 M.Phil., Psychology, University of Oslo
2004 Dr. juris, (Doctor of law), University of Oslo
1999 M.A., Intellectual History, University of Oslo
1994 Cand. juris, (Master of law); University of Oslo

EMPLOYMENT EXPERIENCE
2017 Spring Visiting Research Fellow, Harvard Law School, Program on Negotiation
2014 - Current Professor, Faculty of Law, University of Oslo
2013 – Current CEO, Palatin AS (Consulting and educational services firm)
2013 – 2014 Associate Professor, Faculty of Law, University of Oslo
2012 – 2013 Consulting and Educational Services, Self-employed
2007 – 2012 Postdoctoral Fellow, Faculty of Law, University of Oslo
2000 Spring Visiting Research Fellow, Faculty of Law, Copenhagen University
1999 – 2003 Research Fellow, Faculty of Law, University of Oslo
1997 – 1999 Deputy Judge, Sandefjord City Court
1994 – 1996 Associate lawyer, Vislie, Ødegaard & Kolrud Law firm, Oslo

TEACHING (University of Oslo)
Current Teaching
- Contracts
- Civil Procedure
- Negotiation
- Conflict Resolution
- Ethics

Past:
- Tort law
- Environmental law
- Labor Law
- Administrative Law

External:
- Negotiation, Mediation, Conflict Resolution, Ethics, Rhetoric

CORE SKILLS
- Teaching and presenting
- Facilitation of group processes
- Problem solving and analysis
- Mediation
- Negotiation
- Rhetoric
- Ethics
- Legal research
AUTHORED BOOKS


EDITED BOOKS

2007  Blandhol, S. & Michalsen, D. (eds.). *Rettsforsker, politiker, internasjonalist – Perspektiver på Francis Hagerup* [Legal scientist, politician, internationalist – Perspectives on Francis Hagerup], Oslo: Pax forlag. (Anthology about the influential legal scientist and former prime minister of Norway, Francis Hagerup, at the 150 years anniversary of his birth).
1997  Blandhol, S., Holtsmark, H. & Tønseth, J.J. (eds.) *En vandrer på jorden – om Emil Boysons liv og diktning* [A wanderer on earth – On Emil Boyson’s life and poetry], Oslo: Aschehoug (Anthology about the Norwegian modernist poet Emil Boyson)

AWARDS and GRANTS

2019-2022 WP Coordinator, *CELL Active Learning*, DIKU Teaching Grant

PROFESSIONAL ACTIVITIES

2016 – Current  Dispute Resolution Research Group, Faculty of Law, University of Oslo, Chair
2015 – Current  Dispute Resolution Forum, Faculty of Law, University of Oslo, Chair
2003 – 2011  Ideas in History, Member of Editorial Board

MEDIATION/CONSULTING/EXTERNAL TEACHING

My external teaching and consulting experience includes programs:

- The Norwegian Bar Association
- The Lawyers Educational Center
- The Norwegian Association of Accountants,
- Major Law firms,
- Major Accounting firms
- Private and public entities.

Mediation experience in family and commercial cases as External Mediator for Sandefjord City Court
CV - Birgitte Hagland

ROLE IN THE PROJECT: WP3 Coordinator, Writing Pillar Leader

PERSONAL INFORMATION
Family name, First name: Hagland, Birgitte
Date of birth: 15 August 1977
Nationality: Norwegian
URL for personal web site: https://www.jus.uio.no/ifp/english/people/aca/birgitth/index.html

EDUCATION
2012 Basic pedagogical competence, Educational Research Institute, University of Oslo (UiO)
2012 Philosophiae Doctor (Ph.D), Faculty of Law, UiO
2004 Cand. Jur., Faculty of Law, UiO

CURRENT AND PREVIOUS POSITIONS
2013-present Associate Professor, Faculty of Law, UiO
2005-2013 Doctoral Research Fellow, Faculty of Law, UiO
2004-2005 Executive Officer, Norwegian Competition Authority

MOBILITY (All research stays abroad lasted ca. three months)
2010 Visiting fellow, Centre for Enterprise Liability (CeVia), University of Copenhagen, Denmark
2006–07 Visiting Fellow, University of New South Wales, Sydney, Australia
2005 Visiting fellow, Stockholm Centre of Commercial Law, University of Stockholm, Sweden

TEACHING ACTIVITIES - BACHELOR AND MASTERS
University of Oslo – Course Coordinator or Co-coordinator
2017 – present Introduction to Law (first year/JUS 1111),
2017– present Lecturer, Tort Law (first year/JUS 1111)
2017 – present Head of Legal Writing (1–4th year)
2017– present Legal Methodology (first year/JUS 1211)
2013-present Supervisor of Master Students (fifth year)
2013-2015 Course coordinator, Legal Practice (fifth year/JUS 5010)
2013 Lecturer Trademark Law(fifth year/JUS 5820)
2013 Teacher, Contract Law (third year/JUS 3111)
2011-2012 Teacher, Legal Methology (first and fourth year/JUS 1211 and JUS 4111)
2005-2017 Teacher, Tort law (first year/JUS 1111)
2005-2017 Teacher, Introduction to Law (first year/JUS 1111)

ORGANISATION OF SCIENTIFIC MEETINGS
2019 Private Law Symposium, Founder and Head of Board, University of Oslo
2018 Private Law Symposium, Founder and Head of Board, University of Oslo
2015 Nordic Tort Law; co-organizer with Law Faculty, University of Bergen
2009 Nordic Tort Experience/co-organizer, University of Oslo
INSTITUTIONAL RESPONSIBILITIES
2019    External member, Appointment Committee, Associate Professor, HIL/Norway
2016    Opponent, PhD defence, University of Aarhus/Faculty of Law/Denmark

PROJECT MANAGEMENT EXPERIENCE
2019-present    Director and Founder, Oslo Centre of Commercial Law, University of Oslo
2017-2019       Deputy Head of the research group Commercial Law, University of Oslo

COMMISSIONS OF TRUST
2019-present    President, Norwegian Financial Complaints Board for Casualty Insurance
2017-present    Reviewer for various leading Nordic journal boards
2017-2019       Vice President, Norwegian Financial Complaints Board for Casualty Insurance
2005–09         Deputy, Regional Committee for Medical and Health Research Ethics
2003–09         Academic review board, Retfærd (Nordic Journal of Law and Justice)

TEN MAJOR PUBLICATIONS
2018    Hagland, B. and Wilhelmsen, T.L., Om erstatningsrett - Med utgangspunkt i tekster av Peter Lodrup, Gyldendal (397 p.)
2012    Hagland, B. Erstatningsbetingende medvirkning, Gyldendal (346 p.)
2018    Hagland, B. ”Individuelt oppreisningsansvar for seksuelle krenkelser”; TfeRT, s. 75-78
2016    Hagland, B. and Bruserud, H ’Er regelen "uten virkning" en regel utenvirkning?' , in E. Hjelmeng (eds.), Ugyldighet i privatretten - minnebok for V. Hagstrøm, Fagbokforlaget, 223 – 244
2007    Hagland, B. Opphavsrettlige lisensnektelser som misbruk av dominerende stilling, Universitetsforlaget, 19-79

INVITED PRESENTATIONS TO MAJOR CONFERENCES (selected)
• Keynote Speaker, Pragmatisme, Stockholm Centre of Commercial Law, Sweden, 2018
• Speaker, Private Law Consortuim, Harvard, 2018
• Keynote Speaker, Privatrettsymposium, UiO, 2018
• Keynote Speaker, Nordiske Formuerettsdager, Sweden, 2017
• Speaker, Stockholm Oxford Law Symposium, Christ Church, Oxford 2016
CV – Tobias Mahler

ROLE IN THE PROJECT: WP2 Co-Coordinator, Tech Pillar Co-Leader

Date of birth: 11.02.1973
Sex: Male
Nationality: German
URL for website: http://people.uio.no/tobiasm

EDUCATION
2010  PhD, Faculty of Law, University of Oslo, Norway, 1 Sept. 2010
2001  Master of Laws (LLM), joint degree, Hanover University, Germany and University of Oslo (sehr gut)
2000  German Law Degree: First State Exam in Law (Prädikat), Appeal Court for the State of Schleswig-Holstein, after studies at Kiel and Trier Universities
1996  Diploma Spanish for lawyers, Trier University, Germany

CURRENT
2015-  Professor, Norwegian Research Center for Computers and Law (NRCCL), Faculty of Law, University of Oslo

PREVIOUS POSITIONS
2013-15  Associate Professor, NRCCL, Faculty of Law, University of Oslo
2010-13  Postdoctoral Fellow, NRCCL, Faculty of Law, University of Oslo
2010-10  Researcher, Norwegian Computing Centre
2006-11  Corporate Legal Counsel / Advokatfullmektig (part time), Kongsberg Automotive ASA, working with business contracts in the automotive industry
2006-09  Doctoral Fellow, NRCCL, Faculty of Law, University of Oslo
2004-06  Researcher in EU-financed research projects, NRCCL
1995-96  Research Assistant, Institute for Environmental and Technical Law, Trier, Germany

TEACHING ACTIVITIES
2018-  Board Member
Programme Committee for Master in laws, University of Olso
2013-  Academic Director
Master of Laws (LLM) Programme in Information and Communication Technology Law,
  - Conducted a major reform of the LLM programme, during which 50 % of the courses were substituted, leading to increased student involvement
Courses:
  - Cybersecurity Regulation
  - Internet Governance
  - Robot Regulation, Legal Technology and Artificial Intelligence
  - Electronic Communications Law
  - E-Commerce Law
  - Norwegian Law of Contracts
  - German for Lawyers
  - PhD course in Transnational Law
Thesis supervision at PhD level (4) and masters level
2010-16  Guest lecturer
King’s College, London, Department of Informatics; annual guest lectures for MSc in Computing, IT Law & Management
2012-13  Lecturer (part time)
Queen Mary, University of London - Institute of Computer and Communications Law,
Centre for Commercial Law Studies: developed a distance learning module on Internet governance for the LLM programme in Computer and Communications Law

2008-12 Guest lecturer
Swedish Law and Informatics Research Institute; seminars on legal risk management

2008-12 Guest lecturer
Institute for Industrial Economics, University of Stavanger

FELLOWSHIPS AND AWARDS
2010-13 Postdoctoral Fellow, Norwegian Research Council and UNINETT NORID AS
2006-09 Doctoral Fellow, Norwegian Research Council
2006 Runner-up for “Best Student Paper Award” at the First International Conference for Legal, Security and Privacy Issues in IT

MOBILITY
2017 Visiting researcher, Max Planck Institute for Foreign and International Criminal Law in Freiburg, Germany
2013 Visiting Fellow, Stanford Center for Internet and Society, USA

MAJOR TEACHING AND RESEARCH GRANTS
2019-2022 WP Coordinator, CELL Active Learning, DIKU Teaching Grant, 5 million NOK
2019-2020 WP Coordinator, The Digital Lawyer, DIKU Teaching Grant, 0.6 million NOK
2016-2020 Deputy Project Manager: SIGNAL, Security in Internet Governance and Networks: Analysing the Law, Uninett Norid / Research Council of Norway, 11.6 million NOK
2013-2016 WP Coordinator, Coco-Cloud, Confidential and Compliant Clouds, 7th Framework EU project, overall budget 4.7 million €
2012-2015 WP Coordinator, RASEN, Compositional risk assessment and security testing of networked systems, 7th Framework EU project, overall budget 4.5 million €
2005-2009 Participant: ENFORCE, Research Council of Norway, UiO budget 1.6 million NOK
2004-2007 WP Coordinator, TrustCoM, 7th Framework EU project, overall budget 10.8 million €

MAJOR COLLABORATIONS
• Editorial board member of Journal of Strategic Contracting and Negotiation
• Referee for academic journals, including for International Journal of Law and Information Technology (Oxford University Press)
• Programme committee member for several international conferences and workshops with an IT focus, including inter alia: International Legal Informatics Symposium (IRIS, Salzburg), Global Internet Governance Academic Network, Academic symposium
• Appointed to adjudication committees abroad (PhD and Professor)
• Board Member, Oslo Legal Hackathon Norway
• Deputy Member, Regional committee for medical and health research ethics (Oslo)

OVERVIEW AND CITATION OF PUBLICATIONS
39 academic publications; Google Scholar citations: 288 H-Index: 11. Three major publications:
CV- Sofie Høgestøl

ROLE IN THE SFU: WP1 Co-Coordinator, Advocacy Pillar Co-Leader

Date of birth: 23 March 1986
Sex: Female
Nationality: Norwegian
URL for web site: http://people.uio.no/sofieah

EDUCATION
2019  PhD Law, Faculty of Law, University of Oslo, Norway
      Thesis: Seniority as an Element of Case Selection: A Study of Five Legal Frameworks that Have Governed the Selection of Cases at International Criminal Court
2012  LL.M. (Distinction)
      Georgetown University Law Centre, Georgetown University, United States
2009  Graduate Diploma of Law
      College of Law of England and Wales, United Kingdom
2008  BS.c. (hons) International Relations
      Department of International Relations, London School of Economics, United Kingdom

CURRENT AND PREVIOUS POSITIONS
2019-  Lecturer
      Faculty of Law, University of Oslo, Norway
2013-  Doctoral Research Fellow
      Faculty of Law/ Norwegian Centre for Human Rights, University of Oslo, Norway
2013  Lecturer of Law
      Royal University of Law and Economics, Cambodia
2012-2013 Legal Intern
      Extraordinary Chambers in the Courts of Cambodia, Cambodia
2012  Research Assistant
      Georgetown University Law Centre, Georgetown University, United States

FELLOWSHIPS AND AWARDS
2018  Det Juridisk Reisefond av 1973, University of Oslo
2018  CUNP Scholarship, Norwegian Centre in Paris, University of Oslo, Norway
2017  Fulbright Norway Young Researcher Award 2017, Norwegian Fulbright Association, Norway
2014 & 2015 SYLF Fellow, Ryoichi Sasakawa Young Leaders Fellowship Fund, University of Oslo, Norway
2012  Thomas Bradbury Chetwood, S.J. Prize for highest grade point average in graduating class from Georgetown University Law Centre, USA
2012  CALI Award of Excellence for Best Exam in Introduction to U.S. Constitutional Law from Georgetown University Law Centre, USA
2011-2012 Norwegian Fulbright Scholar

TEACHING ACTIVITIES – DOCTORAL LEVEL
2019 - Internationalization, Transnational Law and Comparativism, University of Oslo
2018 - Research Dissemination for PhDs, University of Oslo

TEACHING ACTIVITIES – BACHELOR AND MASTERS
2019 - Norwegian Criminal Procedure, University of Oslo
2019 - Criminal Law for Non-Lawyers, University of Oslo
2019 - Norwegian Constitutional Law, University of Oslo
2015 - Bachelor Thesis in International Studies, University of Oslo
2014 - Public International Law, University of Oslo
2014 - International Criminal Law, University of Oslo
2014 - Women’s Law and Human Rights, University of Oslo
2014 - Oral Advocacy and Legal Writing, University of Oslo
2013 – 2015 Moot Court, University of Oslo
2013 - International Human Rights Law, Royal University of Law and Economics, Cambodia
2013 - Moot Court JESSUP Coach, Royal University of Law and Economics, Cambodia
Supervision: 2 Master students since 2014
Nominated for both the Student Union’s teaching award for the University of Oslo and the student’s teaching award of the Faculty of Law in 2014 and 2015.

INSTITUTIONAL RESPONSIBILITIES AND COMMISSIONS OF TRUST (Selected)
2018 - Deputy Member, Norwegian Nobel Committee (Awards the Nobel Peace Prize)
Norway
2017 - Member, Norwegian Election Act Commission
Norway
2017- Member, The Young Academy of Norway
2016-2017 President of the PhD and Postdoc organization of the University of Oslo (UiODoc)
University of Oslo, Norway
2014-2016 Member of the University Board
University of Oslo, Norway
2014 Leader of PhD Council
Faculty of Law, University of Oslo, Norway

SELECTED PUBLICATIONS

MEDIA AND RESEARCH DISSEMINATION
I am passionate about research dissemination, and frequently write and speak on issues of international law and criminal justice in Norwegian media. I have written several opinion editorials and blogs on these topics for Aftenposten, VG, Dagbladet, Dagsavisen, Minerva and Agenda Magasin. I am also regularly interviewed by NRK, TV2 and Nyhetskanalen.


MEDIA AND RESEARCH DISSEMINATION
I am passionate about research dissemination, and frequently write and speak on issues of international law and criminal justice in Norwegian media. I have written several opinion editorials and blogs on these topics for Aftenposten, VG, Dagbladet, Dagsavisen, Minerva and Agenda Magasin. I am also regularly interviewed by NRK, TV2 and Nyhetskanalen.
CV - Jon Chr. F Nordrum,

ROLE IN SFU: WP1 Co-Coordinator, Clinical Pillar Co-Leader

Date of birth: 21.10.1974
Sex: Male
Nationality: Norwegian
URL for web site: http://people.uio.no/joncn

EDUCATION
2017 Philosophiae Doctor (Ph.D), Faculty of Law, University of Oslo
Supervisor Inge Lorange Backer
2005 Legum Magister, New York University School of Law, US
2004 Candidatus Juris, University of Tromsø

CURRENT AND PREVIOUS POSITIONS
2017- Associate Professor, University of Oslo, Faculty of Law
2016-2017 Lecturer, University of Oslo, Faculty of Law
2010-2016 PhD-Scholar, University of Oslo, Faculty of Law
2005-2010 Legal advisor, Office of Legal Counsel (Lovavdelingen), Norwegian Ministry of Justice

FELLOWSHIPS AND AWARDS
2015 Scholarship for writers, Cappelen Damm (Publisher), awarded for a planned textbook in administrative and environmental law
2004-5 Fulbright scholarship, US-Norway Fulbright Foundation
2004-5 Arthur Vanderbilt scholarship, full-tuition scholarship, New York University School of Law
2003 One-year student scholarship, environmental law, Norwegian Research Council, Miljørettsprogrammet

TEACHING ACTIVITIES
Course Coordinator
2017- Legislative Studies (Lovgivningslære)
2017- Introduction to Administrative Law (Introduksjon til forvaltningsrett)

Supervision
2012- 6 Master Students, 1 Research Fellow, Faculty of Law, University of Oslo
1 Research Fellow, Faculty of Law, University of Tromsø (co-supervision)

Other teaching activities
Since 2011:
• Lectures administrative law
• Welfare law
• Environmental law
• International law
• Administrative law
Since 2008
• Courses on how to prepare legislation, Centre for Continuing Education, The Norwegian Lawyers Association

TEACHING AND RESEARCH GRANTS
2019-2022 WP Coordinator, CELL Active Learning, DIKU Teaching Grant, 5 million NOK
2019-2020 WP Coordinator, The Digital Lawyer, DIKU Teaching Grant, 0.6 million NOK
INSTITUTIONAL RESPONSIBILITIES

2019- Member, Committee for Constitutional and Administrative Law, Centre for Continuing Education, The Norwegian Lawyers Association, Member

2018- Coordinator, 2nd year, Masters-program in Law, University of Oslo

2018- Project Leader, Plain Legal Language, University of Oslo

2017- Chairman, National Law Commission on Education Act

2015-cont.: Member, Committee for Education Law, Centre for Continuing Education, The Norwegian Lawyers Association, Member

2012-cont.: Member, Board, the Norwegian branch of The Nordic Administrative Association (Det nordiske administrative forbund)

2008-cont.: Responsible for the area Legislative Practice (praktisk regelteknikk, lovgivningslære), Centre for Continuing Education, The Norwegian Lawyers Association

2011-12 Chairman, Government Commission on Administrative Sanctions, submitted the report Administrative sanctions, reactions and criminal liability in the Aquaculture Act (in Norwegian), The Ministry of Fisheries

2006-12 Secretary, Norwegian branch of The Nordic Administrative Association (Det nordiske administrative forbund)

2010-12 Member, National Law Commission, which proposed a new Kindergarten Act (NOU 2012: 1 Til barnas beste – ny lovgivning for barnehagene)

2008-12 Member of the Board, Fulbright Alumni Association Norge

2007-10 Elected representative, Office of Legal Council, The Ministry of Justice

SELECTED PUBLICATIONS


2019 (forth.) Der Weg zu mehr sprachlicher Klarheit in der norwegischen Gesetzgebung, [The way to greater linguistic clarity in Norwegian legislation], GAL-Symposium Rechtslinguistik


SELECTED TALKS AT MAJOR CONFERENCES

2020 (forth.) How should we write laws in the future? Speaker (referent) The 42th Nordic Meeting of Lawyers (Norwegian)

2019 (forth.) How can we test if the legislative language is good?, Språk och rätt i forskning, utbildning och praktik, Linnaeus University, Växjö, Sweden (Norwegian)

2019 (forth.) The future of law-making in Norway, 11th OECD Conference on Measuring Regulatory Performance, Oslo, June 2019

2018 Using vague language in laws and regulations to facilitate interaction with professional judgement, Fourth European Symposium on the Comprehensibility of Legal Provisions, Bundesministerium der Justiz und für Verbraucherschutz, (The German Ministry of Justice), November 2018

2017 Climate Laws, Co-speaker, The 41th Nordic Meeting of Lawyers (Norwegian)

2015 The legislative knowledgebase, evaluation of laws, Evaluation Conference 2015, Norwegian Evaluation Association,


2008 Sovereignty and international investment treaties, Speaker, The 38th Nordic Meeting of Lawyers (Norwegian)

CAREER BREAKS

2010 parental leave 5 months; 2012 Parental leave 5 months; 2014 Parental leave 5 months