

# Research Report

2020





**Research at the Norwegian  
Police University College (PHS)  
2020**



**2020 was the fourth year of the strategic period 2017–2021. Four major areas are emphasised as special focuses in the strategy:**

- **Educating a learning police service**
- **Educating a police service that is at the forefront of developments in society and crime**
- **Educating a police service that prevents and fights crime in a digital world**
- **Being a leading centre for police research**

# Introduction



2020 was the centenary year of our police education. Police education has been and continues to be constantly developing. One of the primary strategies of the Police University College in the current strategic period is “Educating a learning police service”. This area

is for example operationalised by the subsidiary goal “strengthening of research-based teaching”. The annual research report shows the extent of research at the college.

This year’s introductory article deals with the extraordinary year that was 2020, for better or worse. Sadly, the pandemic prevented us from celebrating our centenary, and Police University College staff have faced a number of challenges in several areas in the past year. But we have nevertheless delivered!

In 2020 a great deal of work was put into the application to the Norwegian Research Council (NFR) to become a Centre of Research Excellence. The Prism Centre will have preventive police work as a research field, and the application shows a high level of ambition. At the time of writing this introduction, the application is still not complete, however the experience gained by this kind of goal-oriented

application process has already had positive ripple effects. One example of this is the establishment of a team with research administrative support, and focused work on other external funding applications has also been carried out. The process has contributed to increased collaboration across departments at the Police University College.

Even if the pandemic mostly prevented travel in 2020, staff have kept up extensive collaboration with colleagues from other educational and research institutions both here and abroad. With the establishment of the research group “Intelligence in the police: practice, education and training” in 2020, we now have 10 research groups which all contribute actively to the strengthening of our specialist areas across all departments and locations.

The publication activity at the Police University College has kept up its high level even in 2020. Despite a small decrease from the “record year” of 2019, numbers are still high! The number of given presentations is more than halved compared with 2019, which must be seen in relation to the number of arrangements which had to be cancelled. On the other hand we have seen an increase in the number of media contributions. Staff at the Police University College continue to be active participants in the social debate and have taken part in a range of

important discussions in 2020.

A strong link between research and teaching is a prerequisite for educating a knowledge-based police force. The research at the Police University College plays an important part in the development of the Bachelor and Master’s studies and the extension studies and continuing education, and research-based teaching is vital in the preparation of students for life-long learning. My thanks to all of you who each day contribute to educating a learning police service!

A handwritten signature in blue ink, appearing to read 'Nina J. ...'.

**Politiutdanningen**

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**1920-2021**

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# Crisis and opportunities in the crisis year of 2020

It is 100 years since the start of the first course at *Statens Politiskole* (the then State Police School) in Oslo. A group of 24 highly motivated men met in Schwensensgate 6 at St. Hanshaugen in Oslo on the 10 January 1920 and were welcomed by the school principal Ola Kvalsund from Stavanger.

A lot has happened in Norwegian police education since then. Periods of challenge and of opportunity have replaced each other. During the past year, sev-

eral researchers have been charting our historical development which will contribute to our reflections on police education in the future.

We entered the year 2020 with the expectation of an anniversary year full of academic celebration, marking the centenary of police education in Norway. However, 2020 turned out to be the year that was different. In this article we describe how “the year of Covid” opened up both challenges and opportunities for

research at the Police University College.

## A sudden transition to digital teaching

Over the past few years, technological development has enabled the offering of online courses. According to the Ministry of Education and Research “[technology] creates good opportunities for maintaining academia’s responsibility for competence building in the workplace”<sup>15</sup> a responsibility which is also rele-

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<sup>15</sup> Ministry of Education and Research (KD) (2016). Tilstandsrapport for høyere utdanning. Oslo: Departementet. p. 63

vant for the police force.<sup>16</sup>

The Police University College has during the previous year developed several courses with varying degrees of online teaching in the portfolio of extended studies and continuing education. However, the overnight digitalisation of all the educational provision offered by the Police University College from the 12 March 2020 was somewhat sudden for most people.

Senior Lecturer Ragnhild Holm at the Police University College has for several years conducted research on how the students experience internet-based teaching in police management studies which are offered as extended studies and continuing education. She found that internet-based teaching arrangements are well received by the students, but on certain conditions. There

is emphasis on the importance of digital competence of both student and staff, and the lack of such competence may be a barrier to exploiting the opportunities afforded by technology. In order to succeed, the creation of good internet-based teaching demands technological knowledge, pedagogical knowledge, and specialist knowledge, because all these competence areas have a bearing on each other as well as on the whole of the learning environment<sup>17</sup>

Internet-based study further require a higher degree of self-discipline than study where the students come face-to-face with their peers and teachers on a daily basis. Some of the informal help students get from their peers when they are all physically present may be lost unless

the online studies are not structured in a way that maintains the interaction between students and facilitates learning that encourages the students to be active. Interaction is emphasised as particularly important for a positive learning experience. At the same time, it is difficult to create good interaction online<sup>18</sup>, because of a lack of technological competence among teachers and little experience of working in this way.<sup>19</sup> Holm's study shows that the best online learning outcomes experienced by the students were when active participation was set up through compulsory and binding student collaboration.

During the Spring of 2020 it became clear that it was necessary to record the experiences of student and staff at the Police University College during the

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16 Holm, R. (2017). Hvordan opplever studentene læringsutbyttet på Lederkandidatstudiet ved Politi­høgskolen? Norsk Pedagogisk Tidsskrift, 101(02), pp. 131- 143.

17 Mishra, Punya & Koehler, J. Matthew (2006). Technological Pedagogical Content Knowledge. A Framework for Teacher Knowledge. Teachers College Record, 108 (6), 1007-1054.

18 Holm, R. (2017). Hvordan opplever studentene læringsutbyttet på Lederkandidatstudiet ved Politi­høgskolen? Norsk Pedagogisk Tidsskrift, 101(02), pp. 131- 143.

19 Bl. a. The Norwegian Association of Researchers (2021). Forskerforbundets undersøkelse av arbeidssituasjonen i UH-sektoren under koronapandemien (212261/Skriftserien 1). Taken from [https://www.forskerforbundet.no/Documents/skriftserien/2021-1\\_Arbeidssituasjon\\_korona.pdf](https://www.forskerforbundet.no/Documents/skriftserien/2021-1_Arbeidssituasjon_korona.pdf)

pandemic. This was particularly important in order to learn, both to manage the on-going pandemic and prepare for future pandemics and equivalent crises, but also to get an insight into how total digitalisation of teaching affects learning. Bjørn Barland of the Research Department was given the task of leading the evaluation work, and the research community was also represented by Gunnar Thomassen and Jon Strype. There is no doubt that digitalisation of teaching has demanded a great deal of both students and teachers, not least because of the distinctive character of the academic subject of policing and the required practical approaches in many subjects, especially at Bachelor level. Both practical knowledge and knowledge about the appropriate use of technology are important in this context. Despite a lack of formal training, the teachers have adapted to the situation and managed to digitalise the

teaching. We are very proud of that! Throughout the year, good digital teaching programmes and tips have been shared on digital platforms and we now have several examples of creative teaching plans that make good use of the potential offered by technology. One way to develop this important work is to a greater degree to link it to the research that is already available. The research and evaluation are anchored in the research group “Police education, learning environment and students“(PULS).

### Research during a pandemic

Research activity was also affected by the extraordinary situation in 2020. Several studies of conditions for researchers in Norwegian research environments were carried out in this period.<sup>20</sup> The Covid investigation by the Norwegian Association of Researchers showed that the work of many researchers was

delayed and prevented because of problems with research visits and collaboration and also because of Covid-related problems in collaborating institutions.

A handful of individuals presented formal applications to the R&D committee at the Police University College for more time to complete their projects as a result of delays in the spring of 2020, but the R&D committee also had feedback about various types of challenges linked to the research activity at the college. Many have for example had to spend a lot of time and effort on finding alternative solutions to teaching and exams. This re-adjustment has been demanding, and has eaten into precious research time. And when are you actually supposed to do research when you also have to look after young children at home and do home schooling?

Beyond having to adapt and adjust to entirely new everyday

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<sup>20</sup> Bl. a. Forskerforbundet (2021). *Forskerforbundets undersøkelse av arbeidssituasjonen i UH-sektoren under koronapandemien (212261/Skriftserien 1)*. Taken from [https://www.forskerforbundet.no/Documents/skriftserien/2021-1\\_Arbeidssituasjon\\_korona.pdf](https://www.forskerforbundet.no/Documents/skriftserien/2021-1_Arbeidssituasjon_korona.pdf)

routines, many also experienced challenges linked to necessary research activities, such as for example data collection. Participant observation must be the research method least compatible with a pandemic. Assistant Professor Jenny Maria Lundgaard experienced this first-hand when society locked down in March and data collection for the project “Following the police from ground to air: The introduction of drones in the Norwegian Police” ground to a halt. The project is following the National Police Directorate’s testing of drones, and field work and participant observation had been planned in three police districts. The fact that the testing of the drones was set to happen within one year was particularly challenging since the year did not take a break even if data collection had to be temporarily suspended. The situation was unpredictable since it became impossible to carry out the data collection which was planned to happen before the summer. For-

tunately, thanks to flexibility and good will from the police districts, Lundgaard was still able to carry out some collection of data in the early autumn when the level of infection was relatively low. When society once again went into lockdown it nevertheless became clear that it would not be possible to carry out the planned extent of data collection; however, Lundgaard expects and believes that the material collected will be able to form the basis of interesting knowledge development.

It probably goes without saying that it is not easy to do participant observation through a screen from your home office, but it is also not necessarily possible to conduct interviews digitally. Even if the technical set-up for an interview is perfect, there is additional value in physical meetings through being able to interpret non-verbal gestures like body language. In addition, a physical meeting can to a greater degree provide the opportunity to create confidence and assu-

rance in the interview situation. Another considerable challenge has been accessing sources since libraries and public archives have been periodically closed. The editors of the anthology of the history of police education experienced this first-hand when the National Archives of Norway had to close for over five months. Fortunately, the editors, Birgitte Ellefsen, Vanja Lundgren and Marit Egge, were able to mitigate this difficult situation by arranging access to the local archives of the Police University College as well as the archives of the journal *Politiform* (previously *Norsk politiblad*), where they were given access to 100 years of publications. When the National Archives finally opened (for a brief period), it was with strict infection control measures and limited opening times, which made the process much more difficult and demanding than it otherwise would have been.

## Collaboration on old and new platforms

How do you collaborate on research activity when society is in lockdown and the researchers are having to work from home? In 2020 our notions of collaboration were really put to the test. Some obstructions proved too great to be able to find good, immediate solutions. At the same time new opportunities and new ways of working together emerged. The work on the anthology which will be published as part of the centenary of police education has been a large, collaborative project. The work began with physical meetings in, for example, Kongsvinger, in January 2020. Many, but not all, managed to get hold of source material in places such as the National Archives before most physical doors were locked in March. Collaboration on Teams, among other things with a scheme to share source material, had already been established and Teams became a significant arena for communication, file-sharing

and sharing of source material in the further work on the anthology.

When the dust settled and many had successfully mastered the steep learning curve, it turned out that it is possible to maintain collaborative relationships on digital platforms. This includes everything from smaller, internal working meetings to bigger gatherings with international participation. The transition to digital meetings also opened up for greater opportunity to invite international partners to participate in academic meetings and meetings of research groups. Digitalisation thus provided a good opportunity for researchers to maintain contact with their international partners when it was no longer possible to meet in person at conferences and exchanges. The situation also forced everyone into some creative thinking in order to maintain relationships. Associate Professor Marie-Louise Damen, for example, sent a video greeting in the early part of the first lockdown to

the Catalan police students she is working with on the REPCOL-project. The video showed a small part of everyday life for Norwegian police students, and was intended to be a motivating greeting in uncertain times. The researchers received a warm and lovely message back, which gave them the motivation they needed to keep going during the first lockdown.

Conferences and other areas of collaboration were hit very hard in the early phase of the pandemic. The Nordic police research seminar in Tampere was, for example, cancelled in the spring of 2020. This seminar will re-emerge in 2021 as a digital meeting point, as the case has been for many meeting forums in the age of the pandemic. The Police University College was to have hosted the conference of the consortium European Police Research Institute Collaboration (EPIC) and the annual seminar of the consortium Cross-Border Crime Colloquium in 2020, however both had to be cancelled. The

Police University College research conference 2020, with the theme “Police Leadership in Changing Times” also had to be cancelled in the early summer. The conference was planned by an organising committee in the research group Organisation and Management led by Assistant Chief Constable Trond Myklebust. Those invited to present papers included Jenny Flemming, Betsy Stanko, Victoria Herrington and Gabriele Bacos. The 2021 research conference will, as planned, be linked to the conclusion of the centenary of police education, and will look at police education in the past, present and future. When planning the 2021 conference, the organising committee played it safe. The next conference will be a completely digital event.

A positive aspect of many conferences going digital is that it is now possible to take in conferences from all parts of the world – including those one would not receive funding to attend. The only drawback – beyond having to

organise one’s own conference dinner and that the mingling takes place in one’s own sitting room – is that the timing of the conference contributions can be challenges both for early birds and night owls when the first paper is at 06:00 Norwegian time and the last at one o’clock in the morning. Any long breaks between each paper are of little help in that regard!

Most of us probably feel that we miss our colleagues and the informal chat around the coffee machine, but the digital meetings have also proved a winner on several levels, not least in terms of time, money, and the environment.

### **Application to become a Centre of Research Excellence**

One of the strategic goals of the period 2017 to 2021 is to be a leading centre for police research. One way to achieve this has been working towards increasing the number of applications for external funding. In 2020,

despite the backdrop of the pandemic, the Police University College managed to submit an application to establish a centre for research excellence (SFF). 21

“Prism – A Multidimensional Approach to Understanding and Improving Preventive Policing”, as the centre is called, is in reality a large research project consisting of several sub-projects. If the centre receives funding from the Research Council, it will be able to carry on for 10 years from the autumn of 2020. The aim of Prism is to provide ground-breaking theoretical, empirical and ethical-legal research into past, present and future challenges of preventive policing, through five lenses – understandings, education, practice, regulations and evaluation and implementation. Prism will leave a strong mark on international research and practice, and develop a comprehensive “topographic map” of preventive policing.<sup>21</sup>

One of the concrete results of the work on the centre applica-

<sup>21</sup> See <https://www.forskningsradet.no/sok-om-finansiering/midler-fra-forskningsradet/sff/>



tion has been the development of a team with research administrative support which has made a strong contribution to enabling the Police University College to submit several other applications for external funding, despite Covid restrictions. Another concrete result of the SFF work is two PhD projects funded by the Ministry of Justice and Public Security, starting in 2021. A PhD/post-doc project on personnel security and safety culture, with particular focus on the prevention of insider activity. The project is a collaborative project between the Police University College, the National Security Authority and the University of Bergen, and will start in 2021.

The SFF work has also provided a better overview of all research at the Police University College and at other institutions which support the aims of Prism. Last but not least, the work has revealed the importance of inclu-

ding temporary researchers in the qualifying work so that the Police University College can help young researchers in their career advancement. This ambition was an integral part of the NFR FIKS-project<sup>22</sup> and a foot on the ladder for researchers on temporary contracts also regarding the Police University college as a preferred institution from which they can apply for external funding.

The fact that the Police University College invests, in the shape of giving researchers dedicated time to prepare external applications, was also rewarded when for the first time, funding was granted from the NFR SAM-KUL-programme to the project “A Matter of facts”. This is a project combining excellent research and research-based teaching, and which closely links Master students to research projects. 2020 was also a year when public sector PhDs<sup>23</sup> were further emp-

hasised as a way to strengthen police research. A current public sector PhD-project where the candidate, Tove Eriksen (of the National Police Directorate), who works in the research community at the Police University College deals with intelligence as a tool for risk-based decisions for strategic managers in police crime prevention.

### **Dissemination and participation in the public debate**

From research contributions reported in Cristin we can see a few trends for 2020. Presentations in academic, police and more popular science circles, which traditionally require physical presence, are more than halved compared to the previous year. At the same time there has been a significant increase in the number of media contributions, and Police University College staff were active participants in a range of

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<sup>22</sup> More on the project here: <https://app.cristin.no/projects/show.jsf?id=522575>

<sup>23</sup> Further details on public sector PhDs here: <https://www.forskingsradet.no/sok-om-finansiering/midler-fra-forskingsradet/offentlig-sektor-phd/>

debates and exchanges of opinion on a wide range of subjects. The autonomy of the Police University College, the ability of the police to learn, meetings between the police and the population and the civilian characteristics of the police, were some of the topics which were the subject of public discourse (a list of all the reported opinion pieces and other media contributions can be found at the end of this report).

### **The debate about unwanted sexual attention**

2020 was also the year when the extent and forms of unwanted sexual attention in the police were really put on the map. Sexual harassment is defined as “unwanted sexual attention which aims to be or has the effect of being offensive, frightening, hostile, degrading, humiliating or troublesome”.

Researchers at the Police University College have expressed different views on the extent of and reasons for the phenomenon. Both the research and

the debate around the research contributions from Police University College staff have led to awareness of the problem in the police force. We know that women and men in the police – as in other occupational groups – may be exposed to sexual harassment.

The primary group at risk is younger women, and in our service especially police educated women. Beyond this we particularly need further knowledge about what causes this unwanted sexual attention, how the perpetrators themselves feel about their own behaviour being regarded as unwanted, as well as the roles and responsibilities of management and colleagues in cases of sexual harassment. There is also a great need for studies which combine occurrence *and* underlying explanations. Such a combination provides the basis for understanding and explaining why sexual harassment occurs, and give us the opportunity to develop evidence-based initiatives.

During 2020 a series of mapping and work environment investigations were carried out, and working groups were established on the side of the employer (for the police education and the police generally) in order to create a basis from which to work out initiatives. How research into sexual harassment at the Police University College will be carried on going forward is so far an unanswered question, but high priority has been given to following up findings from the staff and student investigations, particularly through preventive initiatives such as training and awareness-raising. It is important that the mapping which is carried out and the proposed initiatives are followed up in practice and that managers accept their responsibility to prevent a negative culture.

### **Police education under the microscope**

As this is being written, the legal aftermath of the George Floyd

case is on-going, and the police in many countries are quite rightly subjected to hard criticism. “Defund the police” is one of the many demands raised in several places. When the Black Lives Matter protests were at their most intense in June 2020, staff at the Police University College were asked to comment on a range of different topics which were actualised by the death and the ensuing protests. Associate Professor Marie-Louise Damen has shone a light on who participate in this type of demonstrations<sup>24</sup> and researcher Randi Solhjell was asked on the news (Dagsnytt 18) and in the press (Dagsavisen)<sup>25</sup> about the “stop and search” practice of the police. Comparisons of police behaviour and police education in the USA and Norway were

also frequently requested by the media, and several Police University College staff have participated in different media to throw some light on this issue. Associate Professor Birgitte Ellefsen, 26 Police Inspector Trond Myklebust 27 and Director of Studies Philip Tolloczko 28<sup>24</sup> were some of those contributing to nuancing the debate on police education in Norway versus the USA.

Police education in the USA is multi-faceted, with training programmes varying in both duration and content. Comparative research between several countries with different systems of policing and different models of police education is challenging, and for that reason there are relatively few contributions in this field. In 2020, Police University College researchers

published the results of a longitudinal and European comparative research project on the recruitment, education and careers in the police – abbreviated to REPCOL. Researchers in the REPCOL project followed police students from seven European countries and regions through four phases: at the start of their police education, when they finished their studies and then three and six years into their professional careers. The aim of the project is to gain a better understanding of how the attitudes, values and views on the police profession are shaped by the recruitment, by their education and by their encounters with working life. In the anthology ‘The Making of a Police Officer’ the results of this research project are presented in eleven chap-

24 Damen, M.-L. (Interview object). (2020, 29 July). Kven som blir med i ein demonstrasjon, er ikkje tilfeldig. *Forskning.no* [Online]. <https://forskning.no/partner-politihogskolen-sosialantropologi/kven-som-blir-med-i-ein-demonstrasjon-er-ikkje-tilfeldig/1706383>

25 Solhjell, R. (2020, 5 July). Dagsnytt 18: Minoritet og politi. Dagsnytt 18 [Radio]. <https://tv.nrk.no/serie/dagsnytt-atten-tv/202006/NNFA56060520/avspiller:Solhjell>.

R. (Interview object). (2020, 12 June). Stoppet av politiet. Dagsavisen [Newspaper]. <https://www.dagsavisen.no/nyheter/innenriks/stoppet-av-politiet-det-var-ganske-traumatiserende-1.1727361>

26 Ellefsen, H. B. (Interview object). (2020, 18 June). Derfor er norsk politi snillere enn politiet i USA. NRK Ekko [Radio]. <https://radio.nrk.no/serie/ekko/sesong/202006/MDFP02012220?fbclid=IwAR3eeFMa0bY9BEenKVKKdeTjXRnTXW0cCml8Wd0NwVFF35mWk4TK-vYHAY;>

27 Myklebust, T. (2020, 13 June). Forklart På Lørdag: Norge har ett politi – USA 18.000 etater. Hva er egentlig best? Aftenposten. [Avis]

28 Tolloczko, P. (2020, 4 June). Dagsnytt 18: Demonstrasjoner sprer seg fra USA til Europa. Dagsnytt 18. [Radio] <https://tv.nrk.no/serie/dagsnytt-attentv/202006/NNFA56060420/avspiller>

ters. The anthology consists of three parts: differing police systems and three police education models, the selection of police students, and the shaping of police students. Data from two of the project's phases enabled a comparison of the student responses from the beginning and end of their police education.

The results show that police students are strikingly similar across different types of police education. Based on theory, the researchers had expected that different types of police education would attract different types of police students because their education models are so different. This did not prove to be the case. Even if the educational models vary in length, educational level and type of educators, and even if police education regimes have different entry requirements such as for example educational level, age, citizenship, height and different types of tests, they attract police students who are conspicuously similar in

terms of background and attitudes. The exception is that the Nordic police students come from an environment with a slightly higher educational background than police students from continental Europe and Britain. This is linked to the different qualifying credentials. It is clear that students are motivated to apply for admission to police education based on the ideas they have about the police, and such ideas are deeply anchored in collective and national stories of what police work actually involves. When the national police education institutions recruit and select in their search for the most suitable police students, they recruit those who best fit into these national systems and stories.

Another important finding is that students at academic institutions are just as, if not more, interested in street patrol as students at vocational training institutions.

Even though their police education is linked to higher educa-

tion and therefore has a more knowledge and theory-oriented slant, the Nordic police students do have a practical orientation. The Norwegian police students are even more practically oriented than police students from more vocational types of police training.

REPCOL also shows that gender and recruitment policy are more important in terms of career preferences than educational models. Again, the national context plays a bigger part than the type of police educational system.

The research project and research network REPCOL continues exchanges and research in order to contribute further knowledge about recruitment, education and careers in the police. The project hopes to be able to gradually extend to more countries. In Georgia and Hungary, the first data have already been collected, and the Czech Republic, India and Switzerland are considering using REPCOL's questionnaires for their police students.

## What will we take with us from the pandemic?

Most of us will probably breathe a sigh of relief when we are finally able to live normally again, when we can meet by the coffee machine, discuss specialist subjects around a meeting table or at a conference without thinking about the 1-metre (or was it the 2-metre?!) rule, and finally replace the office plants which did not survive the first lockdown. But there may be some

things we can take with us as we go forward. The pandemic has forced us all to learn how to use new digital tools and most people have increased their digital competence. We can see the opportunities afforded us by technology, and we may very well be able to use some of that in the future – when we have dipped our toes into the non-digital waters for a bit. Maybe there is potential for a more international research collabora-

tion on digital platforms. This may be important in terms of the environmental challenges the world is faced with. We have also seen how the research at the Police University College carries on regardless, despite unexpected events. Through collaboration and effort researchers find a way, spot new opportunities and continue to contribute, both nationally and internationally, across specialist fields and organisational affiliations.

# Library Services in the Time of Covid

When the Police University College had to close in March 2020, the library was forced to rethink its operation and the services it offered. This included organising the physical lending of books and access to study space for the students as well as ensuring that the digital services were accessible for all those who were now having to stay at home.

## Physical services and provisions

With Norway in lockdown, the lending and handing in of actual books were suspended and the

borrowing of books from other libraries was stopped. This was particularly challenging for the B3-students who were in the finishing stages of their Bachelor course and lost the access to vital resources. The library has a relatively limited collection in terms of the vast specialist areas it needs to cover; in addition to policing these include law, sociology, psychology, psychiatry, ethics, technology, and management. There is therefore a reliance on the opportunity to borrow books from other specialist libraries in order to be able to

offer the broadest range possible. This service disappeared for several weeks when all specialist libraries both at home and abroad had to close.

Even though the physical library was closed, necessary changes were made in order to be able to offer library services to students and staff. After a period, it became possible for one librarian to be in the library on a regular basis, which enabled the opportunity to borrow and hand in books. The borrowing of books from other specialist libraries slowly but surely opened up

again, and a minimum of physical services was re-established.

During the year there were various degrees of closure and various infection control initiatives. Gradually, services were standardised to various initiative levels, and as time went on, experience and knowledge of how to adapt library services to a constantly changing daily life were gathered.

### Digital services and provisions

Like so many other service providers, the library already had accessible digital solutions, however many of them had not been used much. They were there – available – should a particular need arise – and overnight this need became acute.

Many of the library's resources require those who deliver the service to be able to identify students and staff in order to give them access to the resources paid for by the Police University College. In the main this is done in two ways; either with the help of

known IP-addresses or by logging on. When there was no longer anyone physically present and working on Police University College premises, the seamless access to the resources normally available to the students disappeared. Staff were better placed to get access from home since many already had a VPN-solution installed on their computer. For the students this became a difficult year where the library worked closely with ICT in order to establish a stable and workable solution also for them. Various systems for logging on and for the different databases also demand more of the users; they must to a greater degree know what is available and how to gain access to it.

During the spring many extended digital services were established in the higher education sector. Several large publishers gave everyone free access to articles and databases. The National Library opened up access to scanned legal deposits, which made it possible for many

to get hold of syllabus material and specialist literature digitally. In the main these provisions were available until the start of the autumn term in August, after which the publishers reverted to pay-based access.

Statistics on the use of the library's digital resources in 2020 show a slight reduction compared to 2019. That is the opposite of what one could reasonably expect when "everything" becomes digital, but a possible explanation may be that users found the digital resources challenging when access was not seamless and the availability of help not as immediate as in a physical library.

The library has a very small collection of accessible digital books, but neither has there been a great demand for these or other digital titles. E-books have several advantages; they are for example quickly accessible to the users following an order. It is possible to make digital notes, and for many the e-book provides a simple way to access specialist

literature. However, there are also some disadvantages which become apparent when e-books are included in library services. Firstly, the available e-books at the library are mainly in English, which means that some parts of the syllabus are not covered. However, the greatest disadvantage with e-books is that they are still treated as if they were printed books by the publishers. Libraries have to buy “copies”, and the copies are lent out. If the library buys access to a copy (a licence) only one user at a time may use the book. The e-books have strict conditions of use, and there are limits on how long a user may have access from their own computer, how much can be printed and how the files should be treated. This is often perceived as particularly cumbersome for the users who view the books as a pdf file. The library is nevertheless considering extending the e-book service, particularly with a view to the needs of Master’s students, employees of the Norwegian National Police

Service and academic staff.

Digital supervision became a big part of daily life in 2020. The conversation previously had across the library counter was transferred to email, Teams and Zoom. The library did offer some drop-in opportunities, but there was little interest in this service. However, the number of one-to-one supervision sessions has increased, and there has been a great demand from both academic staff and students. For the librarians this provides a new and better opportunity to be better prepared for giving guidance, and screen sharing is a good way to show and share the library’s resources.

Regardless of the pandemic, the library was already working on being able to offer structured literature searches. In order to be able to offer this service, the librarians had been working to improve their own knowledge to be able to supervise and support academic staff who are looking for assistance in connection with structured literature searches.

Throughout the pandemic the library has experienced increased demand from academic staff and Master’s and PhD students in connection with structured literature searches, and it is hoped that this service will be formalised during the course of 2021.

### Digital dissemination of knowledge

The use of digital services and digital communication is an example of something which has really taken off in 2020. We have gone from physical meetings and classroom teaching to meeting on Zoom, Skype and Teams. We now use these programmes on a daily basis in order to share knowledge with each other. For the libraries, digital dissemination of knowledge is not a foreign concept, but like so many others we have had to rethink the way we work and have found other ways of reaching our library users. It has been a steep learning curve!

The library held its first digital



event on 11 June 2020, in collaboration with the Oslo Police District. This was a lunch event with the author and court artist, Ane Hem, and a conversation about her book *Et spørsmål om skyld*. Given that this was the first time such an event was held in this way, the library was very pleased both with the turnout and the practical implementation. Since then there has been a handful of other events, and we have learnt something new every time. A few book launches have been arranged, although these have proved not particularly well suited to the digital format. There have been a few technical issues, but no more than could reasonably be expected, and there are constant improvements to the software which provide easier solutions and new and exciting opportunities to be tested.

On average there have been around 70 participants at each of the digital events. This is considerably more than what has been the norm at the traditional book

launches. One of the reasons must be that it has become easier to invite external people who may have an interest in the topic, and who now have the opportunity to participate where they previously were prevented by time or distance. In addition, it is easier for many to take part in the middle of a busy working day when you only need to set aside time for the duration of the actual event.

The library definitely wants to continue arranging digital events. One possibility we are considering trying out post-pandemic is to stream the physical events in order to make it easier for external participants to join in. A version of this was tested in October 2020 in connection with the launch of Cathrine Filstad's bok *Politiledelse som praksis*. Three of the four contributors were gathered in a seminar room along with a librarian who chaired the event. This helped to make the event seem more "normal", even without a physical audience present. This solution

worked very well, and the participants enjoyed the mix of physical and digital elements.

Even though the pandemic has given us many challenges which have demanded new and creative solutions, the extraordinary situation has also helped open our eyes to fresh opportunities. Various types of digital events will be an important communication channel for the Police University College also when the pandemic is over. This will make it easier to reach out with new research and other specialist knowledge, both to employees of the police service, other research centres, audiences and other interested parties, something which contributes to the goal of being a clear and active broker of knowledge.

# Research Projects in 2020

The Police University College strategic plan for 2017– 2021<sup>15</sup> states that a principal goal is for the college to be a leading centre for police research. We are working to reach this goal through continuous development of our research portfolio, where we currently have a wide range of projects across the field of police research. Research opportunities are developed by a clear focus on increasing the proportion of externally funded research. External research funding is a prerequisite for the conti-

nued strengthening of police research at the Police University College. In the past few years, the college has therefore focused especially on submitting applications e.g., to the Research Council of Norway and the EU Framework Programme for Research and Innovation, and there has been an increase in the proportion of externally funded projects. This part of the report will throw some light on the on-going research projects which contribute both to develop police science as a separate discipline

and to the strengthening of research within the profession. The projects are presented according to the source of funding – with the exception of the PhD projects which are described in more detail in a separate subchapter – and alphabetically according to their title, below each subheading. Staff of the Police University College are not listed under the unit they are part of.

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<sup>15</sup> Police University College (2016). Strategy 2017-2021. Oslo: Police University College.

# Externally Funded Projects

## Projects funded by the EU Horizon 2020 programme

### Community-oriented Policing and Post-conflict Police Reform (ICT4COP)

Anne Rød, Tor Damkås,  
Jaishankar Ganapathy &  
Ingvild Magnæs Gjelsvik

During the period 2015 to 2020, the Police University College was one of ten organisations from Norway, Germany, England, Poland and Ireland that make up the research consortium behind ICT4COP. The project was coordinated by the International Environment and Development Studies Institute (Noragric) at the Faculty of Landscape and Society at the Norwegian Univer-

sity of Life Sciences (NMBU). The main aim of the project was to improve the safety of people living in post-conflict areas, and the research investigated how sustainable and trust-based relationships can be developed between the community and the police. The project also examined how information and communication technology can be developed and leveraged to strengthen these relationships. The ICT4COP project focuses on the topics of youth, gender, technology and police training in eleven focus countries in Southeast Europe, East Africa,

South Asia and Central America. PHS was responsible for one of eleven work packages linked to this project: “WP4 Police Training and Education”. The other work packages were:

- Three work packages with responsibility for coordination and technical aspects: WP1 Management and Coordination of the Project, WP2 Community-Oriented Policing in Comparison, WP11 Dissemination and Exploitation of Results.
- Four thematic work packages: WP3 Technology Development, WP4 Police Training

- and Education, WP5 Youth Issues, WP6 Gender Issues.
- Four work packages based on geographical area: WP7 East-Africa (Kenya, Somalia and South Sudan), WP8 South Asia (Afghanistan and Pakistan), WP9 Central America (Guatemala, Nicaragua and El Salvador), WP10 Southeast Europe (Bosnia Herzegovina, Kosovo and Serbia).

Jaishankar Ganapathy from PHS was a participant in WP8. The group studied the experiences of Community-Oriented Policing (COP) in Afghanistan and Pakistan in order to see whether improved communication and interaction between the police and local communities could contribute to the safety of the inhabitants through improved efficiency and accountability on the part of the police.

The group that worked on “WP4 Police Training and Education” was led by Dr. Anne Rød and Tor Damkås at PHS. The work package had two main

aims; to establish and run a police experts network (PEN), and to develop an e-learning programme for international police advisors working on COP in post-conflict areas.

The e-learning programme consists of four modules which combine the practical knowledge from the PEN network with the research results from the eleven focus countries. This is an open access programme which became available on the UiO platform in November 2020:

<https://www.communitypolicing.eu/e-learning/>

The PEN network and the e-learning programme will both be further developed in a separate group at PHS led by Jaishankar Ganapathy.

### From Mobile Phones to Court (FORMOBILE)

<https://formobile-project.eu/>

Rune Nordvik

The aim of the FORMOBILE project is to develop a complete “mobile forensic” investigative process from the scene of a crime

to court, and also to develop new tools to help collect more data from mobile phones. The project is divided into ten work packages.

The project will develop a standard for the investigation of mobile phones in Europe, and deliver a unique course package on law enforcement. As the leader of “WP7 Training for law enforcement”,

PHS is particularly involved in the development of this course package.

The project is led by the University of Applied Sciences Mittweida (HSMW) in Germany. They are also leading “WP5 Decoding mobile data”, “WP9 Project management” and “WP10 Ethical requirements”. Other partners are:

- Netherlands Forensic Institute (NFI). Leader of “WP4 Acquisition of challenging mobile data”.
- Micro Systemation AB (MSAB), Sweden. Leader of “WP6 Analysis of mobile data”.

- Austrian Standards International (A.S.I), Austria. Leader of “WP3 Development of the forensic standard for mobile phones”.
- Zentrale Stelle für Informationstechnik im Sicherheitsbereich (ZITiS), Germany. Leader of “WP1 Definition of law enforcement agencies’ requirements and application tests”.
- Home Office, England.
- Spanish National Police, Spain
- The Polish Police Regional Headquarters in Poznan, Poland.
- Malta Police Force, Malta.
- Portuguese Judicial Police, Portugal.
- Delft University of Technology, the Netherlands.
- University of Patras, Greece.
- Foundation for Research and Technology Hellas, Greece.
- Norwegian Ministry of Justice and Public Safety (via PHS). Leader of “WP7 Training for law enforcement agencies”.
- Law and Internet Foundation, Bulgaria. Leader of “WP2 Legal and ethical issues”.
- Polish Platform for Homeland Security, Poland. Leader of “WP8 Communication, dissemination and exploitation”.
- Time.Lex, Belgium.
- Strane Innovation, France.
- Kyrgyz State Technical University named after I. Razzakov, Kyrgyzstan.

### Intelligence Network and Secure Platform for Evidence Correlation and Transfer (INSPECTr)

<https://inspectr-project.eu>

Yves Guillaume L. Vandermeer

The aim of the INSPECTr project is to deliver a software framework to facilitate and improve the work of crime mapping by integrating outputs from digital forensic tools – including PCs, smartphones, network traffic and web scraping

– by standardising the traces according to an open taxonomy based on the CASE-standards.<sup>16</sup> Integrated traces will then be correlated and improved by the use of classical algorithms supported by machine learning technology. Electronic evidence may be shared between several legal authorities in different countries, in accordance with secure and legal standards of evidence developed in other Horizon 2020 projects.

The role of PHS in the INSPECTr project is to:

- Coordinate the development and use of the “Living Labs”<sup>17</sup> which have been set up in the legal authorities that are involved.
- Design the development of dedicated data sets for testing and validation purposes.
- Assist with end-user interfaces for crime mappers and the integration with existing case

<sup>16</sup> CASE stands for “Cyber-Investigation Analysis Standard Expression”, and is a standard format (documentation language) used to document electronic evidence.

<sup>17</sup> En «Living Lab» er en datamaskininfrastruktur (maskinvare, programvare, nettverk) koblet til den eksisterende infrastrukturen i de rettsåndheven- de myndighetene. Fire land, som har hver sin «Living Lab», vil kjøre verkøylene lokalt.

handling solutions.

- Validate ethical and legal aspects in cooperation with other members of the consortium.
- Validate the open-source approach <sup>18</sup>

The project is planned to end in March 2023.

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<sup>18</sup> Den åpne kilde-tilnærmingen innebærer publisering av datakoder, ikke bare den kompilerte kjørbare versjonen. Dette gir innsyn i hvordan programvaren er skrevet, og potensielle feil kan dermed identifiseres og adresseres. I INSPECTr-prosjektet vil det også bidra til at rettshåndhevende myndigheter fra land som ikke er involvert i prosjektet vil kunne bruke leveransene gratis

# Projects funded by the Research Council of Norway (NFR)

## **A matter of facts: Flows of knowledge through digitalised police practices**

Brita Bjørkelo (project leader), Guro Flinterud, Jenny Maria Lundgaard, Johanne Yttri Dahl, Helene Gundhus (UiO / Professor II PHS), Betsy Stanko (University College London), Mikkel Flyverbom (Copenhagen Business School), Kira Vrist Rønn (University College Copenhagen), Nadja Kirschhoff Hestehave (Aalborg University)

“A matter of facts” was one of six projects that received funding through SAMKUL, the Research Council’s Programme on the Cultural Conditions Underlying Social Change. The

project period is 2020 – 2025. The project investigates how the use of digital tools by the police affect knowledge production and what achieves the status of fact and knowledge. Police knowledge production is part of what shapes society. It is therefore vital to study how digitalisation affects knowledge production.

Digitalisation is regarded as crucial to the work of the police. The digitalisation of police practice includes a more comprehensive interaction between people and technology on many

levels of the organisation. This has a significant impact on the environment, both within the police and in society at large. The police themselves point to the need for a major effort to get the force up to a technological level which can meet both current and future challenges, and new digital tools are needed in the sector. However, the strategies of the police do not touch on every possible consequence of digitalisation. Digitalisation has measurable, but also qualitative outcomes; it changes how we work and how information is interpreted

and used. Snippets of information are inserted into networks of databases, spread in social media and increasingly registered on digital units. The digitalisation processes affect the status of the information, and increase the authority of the data: Information materialises through technologies and this can shroud uncertainty and complexity. This project examines how the digitalisation practices of the police shape what is given factual status about events, actions, crime and danger, both inside and outside the police.

The project is divided into two work packages: WP 1 – “Digitalisation and knowledge in the Norwegian police” and WP 2 – “Digitalised interaction between the police and the people”, with the following sub-projects:

### **WP 1A – Knowledge streams in police systems**

Where do the knowledge and information produced in opera-

tive police work end up? Which technologies and programmes does the information move through, and how do the technologies affect the result? This project will examine the streams of knowledge and information in the police’s own systems, how the systems affect the processes which the information is part of, how the information is shaped and developed, and what becomes important and unimportant. Two such police information streams will be examined: the investigation stream and the intelligence stream. The investigation stream will be studied by looking at events which originate via police central operations, are registered there, and later in the criminal registers BL and Strasak, in order to discover how these programmes shape knowledge. The intelligence stream is studied by following information collected by the uniformed patrols and which is referred to the intelligence system by the

officers, in order to find out how it is transformed before it again ends up with the patrol section. By following these information streams, digital and human interpretation and selection will be illuminated, and the construction of certain and uncertain knowledge, “truth” and “facts” will be investigated.

### **WP 1B – Big Data: the new miracle cure?**

The use of Big Data and other analysis tools is presented as the latest of a whole range of miracle cures for the police in their encounters with crime.<sup>19</sup> Miracle cures (or silver bullets) is a notion referring to technological solutions which in a simple, almost magical way can solve complex problems.<sup>20</sup> Big Data and other analysis tools are said to be able to quickly and effectively help the police to increase their proactive operations by using information which has already been collected.

19 Dahl, J. Y., & Lomell, H. M. (2009). Tallenes tale: Bruk av statistikk i den kriminalpolitiske offentligheten. *Sosiologi i dag*, 39(3), 69-93.

20 Marx, G. T. (1995). “The engineering of social control: The search for the silver bullet”. In J. Hagan & R. D. Peterson (Eds.), *Crime and inequality* (pp. 225-246). Stanford: Stanford University Press.



Incidentally, it is important to make visible the opinion and knowledge production which accompany such use. This subproject will empirically investigate the actual and potential use of Big Data and analysis tools in order to illustrate the degree to which they contribute to create what the police “know”, how they act, and which consequences this may entail in the material world.

## WP 2 – Social media

Social media are a relatively new arena for interaction between the police and the public. On the surface their use may appear as informative; it provides the police with new ways to reach out to the public with information about on-going events in their local environment and current topics related to crime and risk. However, what appears to be pure information is at the same time a way to reach into the private sphere of the population and affect their understanding of risk in their own everyday lives.

Police activity on social media is based on the knowledge which is produced in the continuous interaction between the police and digital technologies which is investigated in Work Package 1. Work Package 2 examines how police information on social media is also knowledge production, and more specifically: how the police-population interaction on social media extends the ability of the police to spread a specific and situated type of world view, which again affects how people live in and interpret their environment.

## Computational Forensics for Large-Scale Fraud Detection (ArsForensica)

Katrin Franke (NTNU at Gjøvik) (project leader) & Jul Fredrik Kaltenborn

The project is funding a total of seven research fellows, among them Jul Fredrik Kaltenborn from PHS. The project is examining the use of different types of artificial intelligence in the analysis of Big Data and the opportunities for making such

data accessible at the investigation stage. Kaltenborn’s project is described on page Kaltenborn has been accepted on the PhD programme at the Law Faculty of the University of Oslo, and is in addition participating in the project managed by NTNU at Gjøvik. The project is funded by the Research Council’s IKTPLUSS.

## New Trends in Modern Policing

Johanne Yttri Dahl (project leader), Paul Larsson, Annette Vestby, Helene O. I. Gundhus (UiO / Professor II, PHS), Siv Rebekka Runhovde & Pernille Erichsen Skjevraak

The aim of the project is to examine the increasing intertwining of police methods used before a criminal offence is committed (proactive policing) and measures taken by the police after the criminal offence has occurred (reactive policing). Traditionally, crime prevention and investigation have been separate police methods. Today the police are expected to be

one step ahead, working both proactively and reactively on a variety of criminal offences, such as economic crime, labour market crime, environmental crime, crime for profit and art crime. This requires the police to have knowledge of crime that is being planned and crime that is being carried out. In this context, intelligence, proactive investigation, crime analysis, surveillance and provocation are of vital importance. The project will explore dilemmas and questions arising from the use of new police methods, the new role of the police in society and the blurring of differences between proactive and reactive methods of policing. The focus of the Community Police Reform on professionalism, new working methods, evidence-driven processes and intelligence is examined in a series of ongoing subprojects. Based on carefully selected cases, the project will develop knowledge of areas of policing where little research has been done, both internationally

and in Norway. The project will thus contribute to new empirical knowledge and theory development, both important for the education of a highly qualified police service.

The subprojects are as follows:

### **1. Trends in policing crimes for profit**

Johanne Yttri Dahl

The aim of the project is to examine how the police work to combat cross-border crime for profit, and how changes in the relationship between police prevention, intelligence and investigation are visible in this area. One part of this project is a focus on covert methods of policing, in particular covert surveillance.

### **2. Theft and trafficking of art: A study of policing, prevention and security**

Siv Rebekka Runhovde

The study looks at the combating of art and cultural heritage crime, and seeks to uncover e.g. what characterises the uncove-

ring and investigation of such crime, the need for specialisation and competence-building in the police and customs services, museum security and practice linked to prevention of the illegal sale of art and cultural heritage items among art dealers and auction houses. This is a two-year research project.

### **3. Police methodology: From covert to dialogue-based police strategies**

Paul Larsson

The project looks at the work carried out by the police and the Norwegian Nature Inspectorate (SNO) in the field of illegal wolf hunting. It is based on case studies and interviews by local police interviewers, the National Authority for Investigation and Prosecution of Economic Crime (Økokrim) and people in SNO responsible for predators.

The project looks at how you investigate “hopeless cases”. By “hopeless cases” we mean cases with few leads, tips of variable quality, interviews that do not

work, lack of remains and other technical evidence. The public are often not very helpful in such cases because they feel the police should not be prioritising them. The police themselves are also divided in their view of the severity of such breaches of the law.

#### **4. Changing methods of policing: Police risk management and the public**

Helene O. I. Gundhus (University of Oslo / Professor II, PHS)

The overriding purpose of the project is to examine how eradication of the divisions between the policing methods of prevention, intelligence and investigation affect police risk management of different target groups. Through a variety of cases – from empirical examination of police officers' experience of the Community Police Reform, to the use of intelligence in police control of immigration to the prevention of youth crime – the project will illuminate how the increasing intertwining of police methods affects the knowledge

platform, prioritisation and handling of the different target groups in police work. This will be examined in the light of the police reform's emphasis on specialisation, standardisation, digitisation, intelligence and new management structures. Some of the questions being asked are to what extent new framework conditions and objectives – in particular the police reform's emphasis on goal-oriented management, standardisation, intelligence and specialisation – contribute to changing the role and identity of the police in the community. The project has collected data from a questionnaire, interviews (individual and focus groups), observations and document analysis. During autumn 2021, data from police registers and interviews with the police about various data management tools will be analysed.

#### **5. Organised or economic crime?: The significance of police organisation and competence**

Annette Vestby

What are the authorities' institutional constructions of organised and economic crime, and how do they play a part in the choice of cases and methodology? This PhD project is described in more detail on page 48.

#### **Security in Internet Governance and Networks: Analysing the Law (SIGNAL)**

Inger Marie Sunde

The project deals with normative aspects of cyber security with the emphasis on the effects of the EU's NIS-directive and the General Data Protection Regulation (GDPR), as well as the Convention on Cybercrime of the Council of Europe. PHS is a partner in the project which is led by Professor Lee Bygrave at SERI (University of Oslo). Research Fellow Luca Tosoni writes about privacy protection

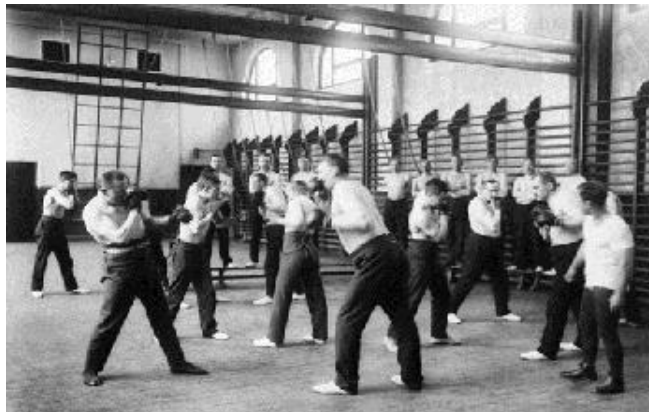
and cyber security in the field of cybercrime, and investigates whether cyber security can be regarded as a basic human right. Tosoni is also on the PhD programme at the Law Faculty and Professor Inger Marie Sunde is his academic co-supervisor. The project is funded by the Research Council of Norway's IKTPluss.

### Police action against illegal wolf hunting

Paul Larsson, Olve Krange (NINA) & Ketil Skogen (NINA)

The project looks at the work carried out by the police and the Norwegian Nature Inspectorate (SNO) in the field of illegal wolf hunting. It is based on case studies and interviews by local police interviewers, the National Authority for Investigation and Prosecution of Economic Crime (Økokrim) and people in SNO responsible for predators – 14 people so far.

The project looks at how you investigate “hopeless cases”. By hopeless cases we mean cases with few leads, tips of variable quality, interviews that do not work, lack of remains and other technical evidence. The public are often not very helpful in such cases because they feel the police should not be prioritising them. The police themselves are also divided in their view of the severity of such breaches of the law. Data collection for the project has now finished, and there will be a publication in the course of 2021. The group is currently planning possible future projects.



# Projects Funded by Nordforsk

## Gender Equality, Diversity and Societal Security

Dag Ellingsen (project leader), Ulla-Britt Lilleaas (Centre for Gender Research, Oslo), Fia Sundevall (Stockholm University), Alma Persson (Linköping University), Anders Ahlbäck (Stockholm University/ Åbo Akademi), Beate Sløk-Andersen (Copenhagen Business School) & Johanna Hjertquist

This research project is carrying out an empirical and theoretical examination of the connection between increased diversity in police and military personnel and changing perceptions about trust and security in the Nordic countries. The project combines empirical studies from Norway,

Sweden, Denmark and Finland. The research team is evenly represented across the Nordic countries and has a strong interdisciplinary profile. Research topics include the organisation of everyday practice in the security forces, the perception of diversity and security work within the organisations, as well as analyses of related policy and decision-making processes. The project is administrated by the Work Research Institute (AFI) at OsloMet.

## Nordic Multiagency Approaches to Handling Extremism: Policies, Perceptions and Practices

<https://www.sv.uio.no/c-rex/english/topics/allprojects/projects/hex-na/>

Tore Bjørgo (C-REX / Professor II, PHS) (project leader), Randi Solhjell (work package leader WP3) & Ingvild Magnæs Gjelsvik (project assistant)

This is a Nordic research project which examines the inter-agency collaboration between schools, health services, social services and the police in order to prevent and manage violent extremism among young people in Finland, Norway, Sweden and Denmark.

The project looks at how the various agencies and establishments collaborate and exchange information and which institutional and legal frameworks these collaborations are based on. It also examines what promotes and what prevents this collaboration.

The project period is 2018–2022, and the project is a collaboration between the universities of Aarhus, Gothenburg and Turku - in Denmark, Sweden and Finland respectively.

### **Police Detectives on the TOR network: A Study of Tensions Between Privacy and Crime Fighting**

Inger Marie Sunde

Professor Inger Marie Sunde and Senior Research Fellow Jeanette Westlund Hegna (PHS) participate in this project about police investigation of the TOR network (part of the Dark Web). The central issue is the tension between privacy and other human rights on the one hand, and the interests of effective

investigation and prevention of criminal acts on the TOR network on the other. The fundamental idea is to compare daily policing with the demands relating to securing evidence and legal rights.

The project is headed by Professor Wouter Stol (Open Universiteit Nederland). Additional participants are Professor Tim Wilson (Northumbria University, England), Professor Oliver Popov (Stockholm University, Sweden). The project provides funding for three PhD candidates from Norway, the Netherlands and Sweden. Jeanette Westlund Hegna's doctoral project is on international and human rights legal frameworks of virtual jurisdiction in the investigation of the TOR-network. She is supervised by Professor Sunde along with Professor Geir Ulfstein at the Faculty of law at the University of Oslo (appointed in 2020 as assistant supervisor). The project will run until 2022.

### **Taking surveillance apart**

Heidi Mork Lomell (Professor UiO/ Professor II, PHS) & Guro Flinterud

The project will chart the legal frameworks that already exist and those that are developing in Norway, Finland and the UK relating to police intelligence and investigation activity on the Internet. It will further identify how the parties in the debate about online surveillance articulate and justify their positions. As a third avenue, the project will study people's online behaviour, their perception of risk, the expectations they have of privacy and protection and their perceptions of online police surveillance. The project began on 1 May 2017, and was concluded in July 2020.

# Projects Funded by the Ministry of Justice and Public Security and the Norwegian Police Service

## Long-term planning for the police – "future technology and development"

Karina Barnholt Klepper (FFI), Steffen Ousdal (POD), Jens Erik Paulsen, Mats Rjaanes (FFI), Stig-Rune Sellevåg (FFI)

The aim of this project is to prepare a report which gives the Ministry of Justice and Public Security (JD) research-based knowledge of long-term planning for the police, the Police Security Service (PST) and the Director of Public Prosecution. This technology-focused part of the long-term planning is a task given by the Ministry of Justice to the Norwegian Defence Research

Establishment (FFI). Paulsen represents the Police University College with 80% participation in the working group during the period October 2020 – October 2021. Document studies, interviews and assessments form the basis of concrete proposals for how technological development and innovation can increase the effectiveness and relevance of the services through the development of new capacities, as well as the type of effort required. The report will also describe central areas where the technology may alter the frameworks and opportunities of today's police

services. The recommendations will include the role of the Police University College in this development.

## Safety in Cyberspace

Guro Flinterud

The project "Safety in Cyberspace" will contribute knowledge of the perceptions held by the public on cyberspace and the ability of the police to protect them there, with emphasis on police use of social media as an information and communication channel. During a phase where the police are escalating their work in

cyberspace it is useful to have a realistic picture of what the public think and what they know, and to build trust through meeting the public based on knowledge of how the field looks from their perspective. The project will map the social media channels of the police, and analyse what kind of information the police send out, the type of response the various posts get and the ways the police use these channels in their interaction with the public. The project will form the starting-point of a comprehensive ethnographic study of

how police use of social media is perceived by the public and the impact it has on them.

### **Investigation into the search and seizure of data**

Inger Marie Sunde

Professor Inger Marie Sunde has been commissioned by the Ministry of Justice and Public Security to investigate the criminal procedure regulation of digital evidence. Digital evidence forms a central part of all evidence offered in criminal proceedings. Current regulations on data search and seizure

is dated and not adapted to the seizure of evidence in vast amounts of digital material. This opens up for doubt in the process of interpretation and has a negative effect on the efficiency of the process around criminal proceedings. The investigation will assess and possibly propose changes to the law, and will have a format which enables it to be directly submitted for comment. The original deadline in 2020 has been extended to the end of 2021.



# Projects Funded by the Police University College and External Collaboration Partners

## Following the police from ground to air: The introduction of drones in the Norwegian Police

Jenny Maria Lundgaard

In this project, Lundgaard will be following the National Police Directorate's testing of the use of drones. Tests are carried out in three different police districts, where police drone pilots have been given training in the rules and regulations for, and the use of drones. Lundberg collects data through fieldwork and participant observation and will examine the interaction

of people and technology, to look at what happens when drones are introduced into the police. Among the questions to be answered are how the use of drones will change the classic role and work of the police, what kind of assignments the drones will be used for, and whether the use of drones to carry out an assignment will act as a supplement or a replacement, and if so, for what? The project began in 2019 and will be concluded in 2021/2022. It is funded by PHS and the Ministry of Justice.

## Lessons from crime prevention in preventing violent extremism (PVE) by police

Tore Bjørge (C-REX / Professor II, PHS)

The project is funded by Radicalisation Awareness Network (RAN), and resulted in a RAN Issue Paper for the RAN police working group (RAN POL), which was written with policy-makers and practitioners/experts as target groups. The project examines how insights from general crime prevention may be used in the prevention of violent extremism, and is to a

large extent structured around the nine preventive mechanisms previously developed by Bjørgo in works on prevention in general and terrorism in particular.

## The police as an organisation

Trond Myklebust (project leader) & Cato Bjørkli (University of Oslo)

In collaboration with the Work and Organisational Psychology research group at the Department of Psychology at the University of Oslo, the research department at PHS has initiated the project “The police as an organisation”. The project seeks to illuminate the organisational and psychological factors that inhibit and promote change in the police, mainly in the context of the Community Police Reform. The overall aim of the project is to provide new knowledge about change in police organisations and to create a knowledge base for the Norwegian police

as an institution. In 2019–2020 four Master’s students from the Department of Psychology wrote their dissertations as part of this project. The project is funded by the Norwegian National Police Directorate (POD), the University of Oslo and PHS.

In 2020, Marius Hafstad (University of Oslo) became attached to the project as a research fellow with Knut Inge Fostervold (University of Oslo) as the main academic supervisor and Trond Myklebust as assistant supervisor. His PhD project looks into the circumstances and conditions that may contribute to creating a productive and health-promoting police force that is willing to change. As in the main project “The police as an organisation” the aim is to contribute to Norwegian police that is both equipped for future challenges and looking after their employees. In order to measure the work environment and working condi-

tions the project employs the “Competing Values Framework”<sup>21</sup> and the JD-R model.<sup>22</sup> The first chapter of the doctoral thesis investigates (i) what the general work conditions fundamental to creating a climate of employee participation are, and (ii) whether a climate of employee participation contributes to staff becoming more willing to change and having a stronger sense of belonging in the workplace.

## The safety survey

Tore Bjørgo (project leader), Gunnar Thomassen, Jon Strype & Halvor Hegna Ingvaldsen

Politicians are a group exposed to smear campaigns, harassment, serious threats and violence. The Norwegian Police Security Service has the main responsibility for ensuring the safety and security of persons in authority, and as such has a need for a systematic charting of the extent and type of unwanted actions

21 Quinn, R. E., & Rohrbaugh, J. (1983). A spatial model of effectiveness criteria: Towards a competing values approach to organizational analysis. *Management Science*, 29(3), 363–377. DOI:10.1287/mnsc.29.3.363

22 Bakker, A. B., & Demerouti, E. (2007). The Job Demands-Resources model: state of the art. *Journal of Managerial Psychology*, 22(3), 309–328. DOI 10.1108/02683940710733115

which Norwegian politicians are exposed to. The Police University College has for the third time been commissioned by the Police Security Service to carry out a questionnaire survey of politicians' experiences of threats and threatening events. The project was initiated in the autumn of 2020 and data collection will be done in the spring of 2021. The two previous surveys were carried out in 2013 and 2017, with members of the Norwegian parliament and government ministers as participants. The survey which is currently underway also includes members of the central boards of political parties and youth parties. The main topics discussed in the report include the exposure of politicians to various forms of

unwanted events, the various factors which determine who is exposed, the politicians' thoughts on who are behind these events, and what the consequences are for private lives and political activity. Results from the project will be published in a report and in scientific articles. The project is financed by the Police Directorate, the Police Security Service and PHS.

### **Consortium for research on terrorism and international crime**

<https://www.nupi.no/nupi/0m-NUPI/Prosjekter-sentre/Konsortium-for-forskning-paa-terrorisme-og-internasjonalkriminalitet>

The consortium is a collaboration between the main Norwegian research environments on terro-

rism and international crime: PHS, the Norwegian Institute of International Affairs (NUPI), the Centre for Research on Extremism (C-REX) at the University of Oslo and the Norwegian Defence Research Establishment (FFI). NUPI is responsible for the administration of the consortium, and distributes research funding to the collaborating institutions. The consortium is an arena for research dissemination, information exchange and competence development across institutions. PHS is represented in the consortium by the researchers Ingvild M. Gjelsvik (research fellow) and Randi Solhjell (researcher), while Tore Bjørgo (C.REX/Professor II, PHS) is the academic leader of the consortium.

# Projects and Activities Funded by PHS



## The arming project

Tor-Geir Myhrer (project leader), Børn Barland, Gunnar Thomassen, Jon Strype & Pernille Skjevrek

This project has examined how the police experienced the temporary arming of the Norwegian police in the period from November 2014 to February 2016, and the attitudes of the police and the public to the question of whether Norwegian police should generally carry guns when on duty. The first part of the project was an evaluation of the temporary period of

carrying arms – commissioned by the National Police Directorate, who also funded this part of the project. The second part of the project is based internally in the research department and funded by the Police University College. The project was initiated by two questionnaires. One was aimed at police personnel and was carried out through a technical collaboration with the Norwegian Police Union. This was to some extent based on the survey conducted by the police union among their

members in 2011. One of the aims of our research was to investigate whether the attitudes to the question of carrying arms among the union members had changed from 2011 to 2017. The second survey was directed towards the general public and was an adapted version of the one described above. Telephone interviews with a representative group of 1000 individuals was carried out by Opinion. This part was also carried out in the autumn of 2017. The findings of the police survey were published

in the Police University College research series in 2019.<sup>23</sup> The survey of the general public was published in 2020.<sup>24</sup>

## Join the police! Police recruits through 100 years

Celine Pedersen & Marie-Louise Damen

Historically the job of policing has demanded physical strength and practical experience, however police students have developed in line with changes in society. Today, the students who gain a place at the Police University College must have general university and college admission certification with a grade requirement in Norwegian, a driving licence, a pass in various physical tests, and they must be personally suited to the profession of policing. At the end of the 19th and beginning of the 20th century police recruitment was predominantly of young men with a military background

or farming experience. In 1920, what was then called the State Police School (*Statens Politiskole*) ran the very first course consisting of 24 students. In 2021, 404 police students were admitted to the Bachelor course at PHS. The number of recruits increased considerably in the course of these 100 years, but who were they? In this project, Pedersen and Damen throw some light on who applied and gained admission to police education between 1920 and 2020. They describe where the police students came from, their qualifications and the social groups they represented. One central question is whether the pupils/students were in accordance with the at any time prevailing recruitment policy. The results will be published in the anthology linked to the PHS centenary in the winter of 2021.

## Conformity through deviance

Bjørn Barland

This project examines modern body culture and doping against the background of the work of Robert K. Merton, and asks to what extent Merton's theories on deviance can explain the use of muscle-building substances in modern-day body culture. The main question is whether use of these substances can be understood as an attempt to live up to society's demand for a perfect body.

## Digital Hour (DDT)

Inger Marie Sunde

DDT is a series of seminars for staff, students and police service colleagues at PHS. There are 3-4 seminars per semester. The aim is to highlight developments in digital technology, social media etc. and to create awareness of opportunities and challenges in all areas of policing. This will

23 Thomassen, G., Skjevraak, P. E., Strype, J., Barland, B. & Myhrer, T.-G. (2019). Alltid våpen i tjenesten?: Politiets holdning til bevæpning (PHS Forskning 2019:2). Oslo: Police University College.

24 Thomassen, G., Skjevraak, P.E., Strype, J., Barland, B. & Myhrer, T.-G. (2020). Med eller uten våpen?: Innbyggernes holdninger til rutinemessig bevæpning av politiet (PHS Forskning 2020:3). Oslo: Police University College.

contribute to the development of professional policing in the digitalised society. The initiative is research-driven and run by the research group Police in a Digital Society, who have established a programme committee for Digital Hour.

### **The transcendence of ethics: On inner unity in epistemology, axiology and ethics in the philosophy of Edmund Husserl. A phenomenological contribution to professional ethics**

Egil H. Olsvik

In his PhD project, Olsvik intends to contribute to a considerable strengthening of the theoretical basis for professional ethics in general and in the police in particular. The project will lay the groundwork for nuancing and a deeper understanding of the fact that underlying and tacit ethical principles characterise and motivate policing. The thesis concludes by formulating a set of norms for a new concept

of values-based professional practice, known as VAP.

On a deeper level, the thesis is an attempt to use the transcendental phenomenology of Edmund Husserl (1859–1938) in a police context, in order to give better insight into hitherto not clarified aspects in the field. The project also presents entirely new knowledge based on the reading of unpublished, hand-written manuscripts stored in the Husserl archive in Leuven (Belgium). New insights into Husserl's theory of ethics are also presented. So far this has been little known in Norway, despite Husserl being regarded as one of the most influential thinkers of our time.

### **Psychology in police education**

Jon Strype & Joshua Phelps (PHS and Bjørknes College)

Psychological knowledge is integrated in several parts of today's police education, but this has not always been the case. This project searches for the historical roots of psychology as a subject

as far back as the establishment of the Police School in 1920. The project also looks at how and why the subject was included in the syllabus in the 1960s and how it has developed until the present day. The study is first and foremost based on material from the archives of the erstwhile Police School, now Police University College, but also other historical material such as government reports, material from the media and syllabus literature. The first part of the project deals with the time leading up to the establishment of the Police University College in the 1990s and will be published in the centenary anthology. The second part deals with the years as a university college. The plan is for this to be published as a scientific article.

### **Intelligence as a decision support in police crisis management**

Linda Hoel & Monica Lillevik

This study builds on findings from evaluations (based on

observations and interviews) of the PHS programme for staff and leader development.<sup>25</sup> The topic of the study is using intelligence as a decision support in police crisis management. Based on previous evaluations and findings, the issue to be more closely examined is: what prevents and what promotes intelligence-based crisis management in the police districts?

In the past few years there has been an increased focus on the importance of intelligence and investigation in policing. Intelligence is often linked to preventive police work, but intelligence (and investigation) has also become more important in police emergency preparedness and management of exceptional events. The overall focus of this study is how information in the form of intelligence is used by the police as decision support for crisis handling and management on all levels.

Data will be collected among

operational managers and chiefs of staff in the police who use information provided by police staff with responsibilities and jobs linked to intelligence and investigation to assess the probability and risk of future events which must be prevented. Through such staff members' experience of intelligence, the study will uncover new knowledge about where in the police there is a problem with using intelligence-based information as decision support – not only in the context of crisis management, but also generally in police management, governance, coordination and the prioritisation of resources.

### **An evaluation of the work at the Police University College during the COVID-19 pandemic**

Bjørn Barland (project leader), Per-Øyvind Lange, Gunnar Thomassen, Michelle Storakeren & Jon Strype. Marthe Lefsaaker Sakrisvold and Julie

Høivik have also contributed to the evaluation.

Following the comprehensive measures to prevent the spread of COVID-19 adopted by the Government on 12 March, the Police University College initiated its own set of measures. On the 13 March the college was closed to students and staff. A great deal of wide-ranging work was carried out to ensure that as many as possible would be able to see through the courses they had started according to plan. Everyday work and studies suddenly looked very different for the staff and students. Events such as this always throw up new things to learn. To that end, a working group was established in the autumn of 2020 in order to carry out an evaluation of the measures initiated by the Police University College during the COVID-19 pandemic. A steering group consisting of representatives of the management, health and safety and trade unions, as

<sup>25</sup> Hoel, L. & Barland, B. (2017). Store endringer kommer på katterpoter: En evaluering av stabs- og lederutviklingsprogrammet på Police University College (PHS Forskning 2017:2). Oslo: Police University College.; Hoel, L., Barland, B. & Lillevik, M. (2019). Vile ikke vært det foruten: Evaluering av Stabs- og lederutviklingsprogrammet ved Police University College (PHS Forskning 2019:1). Oslo: Police University College.

well as one external member was also established.

Interviews with key individuals were carried out during the autumn and questionnaires for surveying students and staff were developed. These surveys were carried out in early 2021. The evaluation deals with the following questions:

1. Was the Police University College prepared for the situation which occurred?
2. What functioned well and what could be done better at the Police University College if Norway is exposed to another pandemic?
3. How can the Police University College use the knowledge it has gained in less serious situations?

### **From hidden violence to practical policy**

Solgunn Eidheim

The study examines the importance of the *organisation* as a practical and political negotiation tool in the growth of women's refuges in the 1970s and 1980s.

The negotiations were conducted on many levels, and highlight the dilemmas that arise when the same organisation both creates policy and provides practical services. The examination of the negotiations has two parts: one focuses on negotiations between the refuges and the welfare authorities, the other deals with negotiations between the refuges, the police and political authorities with the aim of bringing about prosecutions. The project will highlight the significance that both of these types of negotiation have had on our understanding of victims of domestic violence, and how we deal with domestic violence today.

### **Hate crime against LGBTQI-persons: Subjectivation, co-citizenship and homonationalism**

Henning Kaiser Klatran

Hate crime has, during the past 20 years, developed from being a crime on which the police did not particularly focus to being identified by the Director of Public

Prosecutions as one of the priorities for investigation. Hate crime legislation, which includes queer people, can be understood as an expression of the citizenship of LGBTQI-persons in a Norway which increasingly is characterised by acceptance of homosexuality. At the same time, the legislation illustrates that queer people still are a vulnerable minority and therefore need particular legal protection. The risk of being exposed to harassment, threats and violence has consequences for queer people's openness and use of public space. Queer people have thus in a relatively short time gone from fighting against criminal prosecution by the state, to seeing carceral justice and state violence as a system that ensures their safety and enables their self-expression. The establishment of hate crime as both a crime- and identity-political phenomenon has to a large extent happened within a discourse where tolerance towards homosexuals emerges as a Norwegian value, whereas



homophobia and several types of crime are linked to immigration and “the foreigner”. One issue which deserves more attention is therefore whether individual understanding of queer citizenship risks contributing to the exclusion of the racialised “others” from “the Norwegian us”. The project includes qualitative interviews and text analysis. The analysis is theory-driven and does to a large degree build on important contributions within queer and post-colonial theory.

### **Hate crime and hate speech: The work of the police and experiences of protected groups**

Randi Solhjell

The background to the study is that the police have been asked by the Director of Public Prosecutions to pay special attention to hate crime; all violations concerning hate crime are to be given priority, regardless of the degree of severity. However, there is little research on hate crime generally in Norway, and in particular in

a police context. The aim of the study is therefore to interview police officers working on the topic of hate crime in Norway, and review a number of criminal cases in order to understand considerations and priorities, as well as the internal competence development of the police. Interviews will also be conducted with individuals who have been victims of hate crime. The project will run until May 2022.

### **How do police educators understand theory and practice in their different specialist fields?**

Marie-Louise Damen & Anne Kathrine Hagen

Research into the link between theory and practice in professional training often looks to the students’ experiences. In many professional education fields, including police education, many students experience the connection between theory and practice as inadequate. In this project we investigate the understanding and experience police

educators have of the connection and relevance in police education. We ask how police educators understand theory and practice in their own respective specialist fields. Increased knowledge of the various understandings of theory and practice help police educators to clarify for students and each other how to create a meaningful link between theory and practice for the students in Norwegian police education.

### **Charting values in different types of policing**

Jens Erik Paulsen

This project charts values that are important in the various types of police work. It is first and foremost based on nine interviews with experienced police officers, whose main areas of work are police patrols, crime prevention and investigation (three from each area). The aim of the project is to use these insights to improve police education at all levels – both Bachelor and beyond.

## Control of capital: Police-free zones and the strategic basis for criminal justice

Sverre Flaatten

The police is one of several bodies tasked with protecting the economic infrastructure of a society. The particular responsibility of the Norwegian National Authority for Investigation and Prosecution of Economic and Environmental Crime (Økokrim) is linked to the control of the economic system by criminal justice. This distinguishes Økokrim from the other public bodies regulating economic behaviour.

In the relationship between punishment and regulation, the understanding of responsibility is key. The differing allocation between the police and other regulatory bodies is also about the different meanings of responsibility in economic life. In today's Europe, the control of capital is central in discussions of responsibility and control. The flow of capital has not been as free since the time of the gold

standard in the early 20th century. Europe is experiencing economic unrest and crises, and a series of scandals and leaks have given us an insight into considerable control challenges. Given the general responsibility of the police and the particular responsibility of Økokrim for the legal controls, we are asking the following three questions:

- (1) In what way and to what extent does the work of the police in the control of capital contribute to safeguarding economic stability?
- (2) What does the legal control of capital tell us about responsibility within the economic system?
- (3) What are the challenges that have arisen in connection with this work from today's current free flow of capital?

The three questions above are the main focuses in the research project "Control of capital". This is in the field of what within economic history and sociology is known as "Polanyi's thesis". According to this thesis there is a

structural relationship between democratic control and the flow of capital: on the one hand, democratic control of capital can restrain the necessary flow of capital; on the other, the free flow of capital can challenge and undermine democratic institutions. Internationally, Polanyi's thesis is debated in the light of today's economy, but it has not, neither nationally nor internationally, been examined with the legal control of capital as a starting point – despite the fact that the democratically anchored criminal justice highlights the problem. The project "Control of capital" is an attempt to fill this research gap.

In his work on the project, Flaatten has established the two analytical concepts 'police-free zones' and 'the strategic basis of criminal justice'. The notion of police-free zones refers to the parts of society where police control traditionally does not have an assigned role, and particular justification is required for any intervention. Modern business

enterprises are examples of this. ‘The strategic basis of criminal justice’ refers to the division between the norm violations which are characterised as criminal offences and are covered by criminal law, and the norm violations that are outside the scope of criminal justice. Both these concepts have been developed through studies of legal history. In the project, the two concepts are used to analyse how modern economic crime challenges the motives and principles which traditionally have imposed limits on the police and criminal justice.

With its focus on causes and historical change, the project will be able to contribute to informing the strategic decisions of the police and prosecution authorities, as well as political choices of direction.

### **Criminology in a nutshell**

Paul Larsson

*Kriminologien i et nøtteskall* is a book project in the Gyldendal “Nutshell Series”. The project is on-going. The book will provide

basic knowledge on perspectives and theories in criminology, update classical theories and contribute to bringing this academic field into the 21st century.

### **Knowledge-based prevention in the new police organisation**

Tina Luther Handegård (project leader) & Charlotte Ryen Berg

The aim of this research project is to describe and analyse the qualifications of the police to work on knowledge-based prevention. Important research questions are:

- What do we understand by knowledge-based prevention, and what do the police do when they carry out knowledge-based work?
- What conditions need to be present in order for the police to be able to work in a knowledge-based way?
- What preparations are being made for knowledge-based preventive work in the new police organisation?

- What is the state of the collaboration with other agencies in knowledge-based preventive work?

The project led to the article *Kunnskapsbasert politiarbeid – kunnskap til å stole på?* which was published in *Nordic Journal of Studies in Policing* (previously *Nordisk Politiforskning*) in 2020.

### **A values-based methodology in policing**

Jens Erik Paulsen

The objective of this study is to develop a methodology for values-based policing. A systematic, values-based reflection such as this can be used both to give decision-making support in a planning phase and as a method of experiential learning. Indirectly it can also provide decision-making support in the form of pattern recognition in operational situations. This is a general method with roots in several specialist fields. The method has been tested and developed in the Occupational

Ethics Programme at all levels of the Bachelor programme. The project has been presented at two workshops in international networks (in 2015 and 2016), and so far, the project has generated three publications: “A Values-based Methodology in Policing” (2019, *Nordic Journal of Applied Ethics*), in the chapter *Etikk ved bruk av patruljehund* in the book *Patruljehunden* (2020), and *Verdibasert refleksjon i planlegging og erfaringslæring* in *Nordic Journal of Studies in Policing* (2020). In addition, several important values have been further examined in a study of the Bachelor in-field training (B2).

### News from PHS Research

Inger Marie Sunde  
*Nytt fra PHS Forskning* is a regular column in *Politiforum*, the members’ journal of the Norwegian Police Federation. Its aim is to reach out to the police service with regular information

about new research publications from PHS. The column comments on doctoral theses and other peer-reviewed material such as articles, book chapters and monographs. It also gives information on the PHS library service, which can help those interested in studying these publications to obtain them. The column has been going since April 2018. There are reports from the editors of an increased interest in the column.

### Politiet som lærende organisasjon

Linda Hoel & Bjørn Barland

The study builds on data from the evaluation of the Staff and Management Development Programme at PHS.<sup>26</sup> The project looks more closely at how leaders at different levels (chief constable, chief of staff and operations manager) understand the concept of ‘learning by doing’, and discusses the findings in the light of Dewey’s theory

on learning by doing, as well as other relevant organisational research in the field. The study also examines the conditions of learning by doing, and concrete initiatives which may be carried out in order to reinforce learning by doing in crisis management. The study resulted in the article “A lesson to learn? A study of how various police leaders understand the concept of ‘learning from experiences’” which was published in 2020.

### The role of the police: Deportations of Jews from Northern Norway 1942–43

Evy Frantzen

In 2012, the Head of the Norwegian Police Directorate, Odd Reidar Humlegård, officially apologised to Norwegian Jews for the involvement of the police in the arrest and deportation of Jews to the German concentration camps in 1942–43. However, it is not clear to what extent the police in the whole of Norway

<sup>26</sup> Hoel, L. & Barland, B. (2017). Store endringer kommer på katterpoter: En evaluering av stabs- og lederutviklingsprogrammet på Police University College (PHS Research 2017:2). Oslo: Police University College.; Hoel, L., Barland, B. & Lillevik, M. (2019). Ville ikke vært det foruten: Evaluering av Stabs- og lederutviklingsprogrammet ved Police University College (PHS Research 2019:1). Oslo: Police University College.

are conscious of the role played by the police in the deportation of Jews. Much of what happened at the time is shrouded in silence, and in any case the general view seems to be that most of it happened in and around Oslo, and some in Trondheim. The role of the police in the arrests in Oslo and Akershus, and to some extent in the larger towns in Southern Norway, is well documented in various studies.<sup>27</sup> This project examines the role of the police in the actions against Jews in Northern Norway, where several Jews lived, were registered, and from where they were deported. None of the Jews deported from Northern Norway survived. But did any of them escape? Did they get help? Were any of them interned by the Norwegians? Was anyone warned, and if so, how? There is not much knowledge of the role of the ordinary police in Northern Norway, with the exception of a piece of work on Jews living

27 Se f.eks. Johansen, P. O. (Red.). (2006). På siden av rettsoppgjøret. Oslo: Unipub.; Refseth, J. S. (2016). Politiets fortidsbearbeidelse: Okkupasjonshistorien i det norske politiets egne framstillinger 1945–2015 (Master's thesis). Universitet i Oslo, Oslo.

28 Broberg, H. (2014). Da byen ble stille. Tromsø: Margbok

in and deported from Tromsø.<sup>28</sup> It is possible that the police in the north of the country had a different way of operating from what we know of police methods in other places, for example in Oslo. This study is in the main based on archive material and local historical records. Frantzen has so far studied literature, searched in the public archives in Tromsø and Trondheim and the National Archives, and had conversations with local historians.

### **The role and work of the police in a digital society**

Inger Marie Sunde

The role and work of the police in a digital society – “digital policing” – is a priority area for PHS which includes work in the areas of research, education and development. The research deals with topics in the possible conflict zone between on the one hand the expectation of a reasonable degree of efficiency in preventive and investigative

police methods, and on the other the requirement to uphold the rule of law and recognise fundamental rights. The interdisciplinary research group “The police in a digital society” was established to stimulate research in this area.

### **The moral perception of police students**

Jens Erik Paulsen & Jon Strype

The purpose of the project “The moral perception of police students” is to study whether – and if so, how – the moral attitudes of police students change during the course of their in-field training (B2). For this purpose, we have obtained permission to use a questionnaire which was previously used by [Moralfoundations.org](http://Moralfoundations.org) under the leadership of Professor Jonathan Haidt (New York University). The questionnaire has been translated into Norwegian and is currently being tested. The first pilot study has been carried out,

and adjustments to the questionnaire were made following the first follow-up study of the year-group which returned from their work placement in 2018. In 2019 Paulsen chiefly worked on data collection. He is carrying out this study in the execution of the project *“Kartlegginger av moralske utfordringer blant politistudenter i praksisåret*. The project is on-going, however there was limited activity in 2020.

### **Police students' physical activity motivation and activity level**

Ole Ragnar Norheim Jenssen

What characterises Norwegian police students' physical activity motivation and their physical activity level? Does the students' physical activity motivation change during the course of their education? The study builds on Deci & Ryan's self-determination theory, SDT. There is little research on motivation for physical activity in the police and among police students. A survey around

this will increase our understanding of the students' approach to physical activity and will provide information which can be used to develop the technical content of physical education at PHS. Previous research shows that it isn't easy to maintain a physical activity level and a physical capacity further along the police career path. Research into motivation for physical activity shows that the type of motivation is decisive for maintaining a physically active lifestyle. PHS has an important role to play when it comes to influencing the students' motivation throughout their studies. The education should give the students the best possible starting point for a lifestyle which enables them to master the physical demands they meet at work, but also to look after their own health so that they are equipped for a long professional life.

Data collection is based on standardised questionnaires. Two different questionnaires are used to map motivation for physical

activity: Motives for Physical Activity Measure (MPAM-R) and Sports Motivation Scale (SMS). The International Physical Activity Questionnaire (IPAQ), short version, is used to map the level of physical activity. These three questionnaires have been used in a number of earlier studies. The project and data collection will take place in three phases on the same selection of respondents: one in the first year of study, one at the end of the third year - at the end of the education - and a third and last data collection three years after the end of the education. The aim is to examine whether motivation and physical activity level are changed during the course of the studies and also after the end of the education. The project has been through the first two phases; there have been two data collections from the same selection of respondents and work is now underway to write peer-reviewed articles based on the data .

## Police students: Student satisfaction and learning outcomes

Jon Strype

This project examines how police students perceive their own study situation. Data for the study are provided by the student barometer of the Norwegian Agency for Quality Assurance in Education (NOKUT) for the period 2014–2020. Results from the project will be published in journals as articles and as a report in the series PHS Research. The project period is 2018–2021.

## 2020: A centenary of police education

Vanja L. Sørli (project leader), Marit Egge & Hjørdis Birgitte Ellefsen

The project marks the centenary of state police education in Norway. Much has happened since 1920, when continuing education became available to council-employed constables in Schwensens gate at St. Hanshaugen in Oslo. The courses lasted three months and had 24

constables at a time. Today there are around 1550 police undergraduates and around 3000 police officers receiving continuing education every year at the various PHS campuses in Oslo, Bodø, Stavern and Kongsvinger.

The aim of the project is to consolidate, develop and disseminate knowledge about police education in the past, present and future. The overall purpose is to increase the understanding of what police education means for the police and society. The project has stimulated R&D projects that illuminate the various aspects of the development of police education. Results from the projects are and will continue to be disseminated in various channels and formats: opinion-pieces, a podcast-series, reports and academic articles have for example been made available in *Cristin* and at [politihogskolen.no](http://politihogskolen.no) throughout 2020. Planned seminars etc. at *Litteraturhuset* and the study sites had to be postponed or cancelled in 2020 because of infection con-

trol, however the research has been on-going. Some of the results will be disseminated in 2021 at the research conference *Police Education in the Past, Present and Future*, which will be a digital event. The plan is now for the project to be concluded in the autumn of 2021, culminating with the publication of a peer-reviewed anthology where 21 research contributions will be made available.

Participants in this project are current and retired staff from PHS and the police, *Norsk Politihistorisk Selskap* (police historical society), academic staff at the University of Oslo, OsloMet and the Holocaust Centre. The project period is 2018–2021.

## The effect of physical fitness, sleep, diet and quality of life on police shift work

Espen Gjevestad (project leader) & Asle Makoto Sandvik

The aim of the project is to increase knowledge of how working rotating shifts on police

patrol affects the health of individual officers. The concept 'good health' is many-faceted. The degree of 'good health' in this project will be examined by looking at the following factors: physical fitness, maximum strength, body composition, blood pressure, sleep quality, diet and quality of life. Mental strength will also be charted. Increased knowledge in this field will be advantageous to police education and will contribute to our understanding of how to reduce the possible increased strain of shift work for each individual. The project period is 2017–2021.

### **Recruitment, education and a career in the police: A European comparative and longitudinal study (RECPOL)**

Tore Bjørge (C-REX / Professor II PHS) & Marie-Louise Damen

Using questionnaires, this study follows police students through three phases: when they start their course, when they graduate, and three and

(possibly) six years into their professional career. This enables us to understand how the police students' attitudes, values and views in terms of the profession are shaped by their studies and their encounters with working life. The study is being carried out in several European countries with different systems of police training, and in many academic study programmes in Norway. The study provides unique opportunities for comparative analysis, and several articles have already been published. An anthology edited by Tore Bjørge and Marie-Louise Damen with contributors from several European countries was published in March 2020.

### **The rule of law and emergency**

Steinar Fredriksen

This project was concluded in the autumn of 2020 with the publication of a monograph entitled *Rettsstat og nødstilstand*. The monograph looks in particular at the following three points:

- On which legal basis can non-statutory norms about necessity as an authority to intervene be built in Norwegian law?
- What are the non-statutory norms about necessity?
- What are the limits set by the Norwegian constitution and international human rights frameworks for the right of government agencies to invoke *jus necessitates* as authority for intervention?

### **Story telling in the police**

Bjørn Barland

The project is an ethnographic analysis of how storytelling affects how the police perceive the carrying of firearms. The project builds on interviews with police officers about their experiences of the temporary arming of the Norwegian police. The project problematises the fact that politicians do not want a generally armed police force, but the police themselves have a clear wish to be generally armed. This has become a situation



where the police must legitimise a view which is not supported outside the police. The work on providing such legitimacy is done through storytelling. The project is a follow-up of previous publications<sup>29</sup> on the arming of the Norwegian police. It is expected to be concluded with a publication in 2021.

### Universal Standards for non-coercive Interviewing and Procedural Safeguards

Trond Myklebust

In 2016, the former UN special rapporteur on torture, Juan E. Mendez, presented his report to the General Assembly. This led to the initiation of a process to develop a universal set of standards for interviewing methods, with the emphasis on human rights. Through the iIRG network the PHS research department has contributed academic input to, and an international overview of, ongoing

research as well as input on interviewing and the training of police interviewers. There is a desire for PHS to continue its academic contributions to the project through its role in the iIRG steering group.

### Testing of Polar Team Pro in police operational settings

Espen S. Gjevestad & Asle M. Sandvik

In collaboration with the Operational Section at Stavern, the use of Polar Team Pro™ in operational training.<sup>30</sup> is currently being tested. The project is testing the use of the system in connection with both research and teaching linked to operative police work. Given the opportunity to measure and monitor physical activation/activity during tactical and operational training may enable the development of new research projects on what is required in terms of physical fitness for various types of commissions. Physical fitness and

activation levels will also be able to be linked to various psychological mechanisms such as stress, decision-making, perception, etc.

The idea is also that such a system may also be used in the classroom to demonstrate and give guidance to students how their individual physical activation and experience of stress may have affected their problem-solving. In a trial such as this it will be important to have prior knowledge of the participants' maximum heart frequency, resting pulse and level of physical capacity. The trial is planned for, among other sites, various camps at JKØ Stavern in collaboration with the Operational section. The first trial phase was carried out in connection with, among others, the IP-3 foundation course during autumn 2020, leader training at the operations centres and students at the B3 camp. A further trial of the equipment is planned for the

29 Thomassen, G., Skjevraak, P. E., Strype, J., Barland, B. & Myhrer, T.-G. (2019). Alltid våpen i tjenesten?: Politiets holdning til bevæpning (PHS Forskning 2019:2). Oslo: Police University College.; Barland, B., Høivik, J., Myhrer, T.-G. & Thomassen, G. (2017). «Som før, men tryggere»: Politets vurdering av 14 måneders midlertidig bevæpning (PHS Forskning 2017:3). Oslo: Police University College.

30 Further information on the system can be found here: [https://www.polar.com/nb/b2b\\_produkter/team-pro](https://www.polar.com/nb/b2b_produkter/team-pro)

foundation course IP3, a medical instructor course, in 2021-22.

## Scientific anthology on the history of police education in Norway

Hjørdis Birgitte Ellefsen, Vanja Lundgren Sørli og Marit Egge

This project is linked to the project A centenary of Police Education Hjørdis Birgitte Ellefsen, Vanja Lundgren Sørli and Marit Egge are the editors of the scientific anthology *Kunnskap for et tryggere samfunn? Norsk politiutdanning 1920-2020*, which will be published by Cappelen Damm Akademisk in the autumn of 2021. The anthology consists of 21 chapters written by researchers from the Police University College, OsloMet, the University of Helsinki, the University of Oslo, Bjørknes College and the Holocaust Centre, and is divided into four parts which look at: 1) the political battle about police education; 2) the recruitment policy and who were admitted as pupils/students; 3) the

content of the education; and 4) the education's concept of knowledge and learning. The aim of the anthology is to contribute to a more profound understanding of the role played by police education in the shaping of the police as a social actor.

## Becoming a police officer – a longitudinal study of professional development and professional socialising through the educational experiences of police superintendents

Linda Hoel

This project is a two-part study. Part one studies the experiences had by police students during their in-field training, with particular focus on the importance of their training supervisor for their learning and socialisation. The study is based on in-depth interviews with twelve police students. Part two of the study examines the experiences of twelve police superintendents after three years' service, with particular regard to their under-

standing of the role of the police in the transition from student to police officer. This part of the study is based on in-depth interviews with the same informants who participated in the first part on the experiences of police students during their in-field training.

# Collaborative Projects

## Working conditions in operations centres (APO)

Brita Bjørkelo, Eva Langvik (NTNU), Marte Myhrum (UiO), Tone Elden Sørli (Police District East) and Torhild Anita Sørengaard (NTNU).

The project “Working conditions in operations centres” (APO) is a collaboration between police district East, the hearing centre at Rikshospitalet/University of Oslo (UiO), the Norwegian University of Science and Technology (NTNU), and the Police University College. It is led by Professor Brita Bjørkelo (PHS). Both physical (hearing) and psychological measures are used in order to uncover the

types of conditions and work organisation which can explain both good and poor staff health. In other words, hearing data will be linked to psychological measures of how staff experience their own work situation. The aim of APO is to examine both the physical (hearing) and the psycho-social work environment and how these relate to health, turnover and absence due to illness. The participants will therefore be requested to consent to us linking data from physical and psychological measurement. The research project was initiated by the HR-management of police district East and the

National Police Directorate as a result of challenges linked to high workloads, absence due to illness and turnover. The project puts the spotlight on staff at the operations centres. The everyday work of this group is characterised by physical and psychological working environment problems and a high degree of turnover and absence due to illness.

## Exposing and preventing violence and abuse against children

Oddbjørg Edvardsen (project leader)  
This action research study is a collaborative project between

the Police University College, Nord University, Nordland police district, Bodø municipality and the county administration. There are several research questions in this project, but what they all have in common is the question of how the police, through interdisciplinary collaboration with the research and education institutions - the Police University College and Nord University - and the local and county municipalities can help uncover serious cases of violence and abuse against children. Answers are sought to the following sub-questions:

- What can the police, in collaboration with central municipal actors, do in order to help expose and prevent violence and sexual abuse against children?
- What may this collaboration entail – for example between the police, children’s services, health centres and schools, and what are the challenges?
- How is the child looked after before, during and after expo-

sure? What are the ensuing challenges and dilemmas for the police and the municipal collaboration?

This is a project offering knowledge and research support to the development work in the practice field on the following three topics:

- 1) Age-appropriate information to all children and young people in primary, secondary and upper secondary school about what violence and sexual abuse are. The aim is to contribute to systems and knowledge support in schools so that all children and young people receive age-appropriate information about what constitutes violence and sexual abuse and who they should turn to for help and support.
- 2) How professional staff in schools can talk to children in cases of suspected violence and sexual abuse. The project offers knowledge support to all public health nurses and health advisors in primary,

secondary and upper secondary schools, where we, along with Nordland police district (department of serious violence and sexual abuse) and Statens barnehus (Children’s House), offer training in dialogical conversation. Elements from dialogical conversation will be adapted to the public health nurses’ conversations with children.

- 3) Contributions from children; an important part of the project is contributions from children themselves, both in terms of information to all children and young people in schools about what constitutes violence and sexual abuse, but also where there is suspected violence and sexual abuse and where the public health nurse has conversations with children.

The research project was initiated in the autumn of 2020 and will be a collaborative project intended to be concluded in late 2023.

## Ethics and learning during in-field training

Linda Hoel & Erik Christensen (Nord University)

This project examines police students' views of themselves as second-year (B2) students. The study builds on surveys with open-ended question categories among 277 students. The project concludes in April 2021.

## Ethics, social media and teacher training

Brita Bjørkelo, Ingrid Helleve (University of Bergen) & Aslaug Grov Almås (Western Norway University of Applied Sciences)

This project is the Norwegian part of an international collaborative project initiated by Brita Bjørkelo and Zoe Morris of Monash University (Melbourne, Australia). All members of the project are former members of the research group “Digital Learning Communities” based at the Department of Education, Faculty of Psychology, at the University of Bergen. The main research questions concern how

student teachers experience the ethical aspects of Facebook use, and how they manage the use of social media in the transition from private individual to professional teacher. Publications from the project will for example look at the digital role of teachers (Helleve, Almås, & Bjørkelo, 2020) and work is underway to complete several articles. A follow-up study led by Almås is planned.

## Can police students' ability to build trust in vulnerable groups be strengthened through digital teaching aids?

Jens Erik Paulsen, Trond Kyrre Simensen, Joshua Marvle Phelps PHS and Bjørknes College) & Rick Trinkner (Arizona State University)

The project is a collaboration between PHS and Arizona State University. It will contribute knowledge on how digital teaching aids affect the students' ability to create trust in a work situation – especially in contact with vulnerable groups. In

autumn 2020 PHS will launch a digital learning resource for police students in the new topic “Communication, ethics and society” (KSE). The research project studies the degree to which the digital resource contributes to genuine changes in attitudes and behaviour in the course of in-field training. The project involves the establishment of a baseline in terms of knowledge and skills of the students before they are exposed to the topic, and it includes courses on the use of the digital resource, evaluation of the functionality and effect of the KSE-resource as well as dissemination of the results through scientific articles, workshops and conference papers.

## Diversity in education and the police service

Brita Bjørkelo, Hege Høivik Bye (UiB), Marit Egge, Jaishankar Ganapathy & Mariann Stærkebye Leirvik (OsloMet)

The project examines diversity in education and the police service, and consists of three sub-projects. The first focuses on study

environment and diversity (Egge/Ganapathy); the second on ethnic diversity among uniformed police (Leirvik); and the third shines a light on diversity, work environment and career development among employees of the Norwegian police force (Bjørkelo/Bye). Data collection (qualitative/quantitative/field studies) has been completed. A collective summarising article as well as part publications from the subprojects have been published and several are in the pipeline. The data collection is funded by PHS and the University of Bergen and the resources for article publication are from PHS, the University of Bergen and OsloMet. The project period is 1.1.2015–30.6.2025.

### **Personality and "hardiness" of police students**

Patrick Risan, Asle M. Sandvik, Tom H. Skoglund (the Norwegian armed forces) & Becky Milne (University of Portsmouth)

The project seeks to chart the personality and hardiness in police students through use

of the measures BFI-20 and DRS-15-R. The aim is to chart police students at the start and finish of their undergraduate years in order to measure any changes appearing in their profile scores throughout their studies. So far, a pilot study has been carried out on the combined use of BFI-20 and DRS-15-R, and data have been collected from the 2019 and 2020 student groups. Two planned publications linked to the project are currently under way.

### **Personality, stress effect, information gathering and situational awareness in police operational simulator training**

Asle M. Sandvik, Espen S. Gjevestad, Einar Aabrekk, Peter Øhman & Per Ludvik Kjendlie (University of South-Eastern Norway)

This is a joint project with the Department of Psychosocial Science at the University of Bergen and the Clinic for Physical Medicine and Rehabi-

litation at the Hospital of Vestfold. The objective is to increase knowledge about personality and its significance in terms of how stress is experienced, the ability to gather information, and the formation of situational awareness during police operations. The effect of physical fitness on the mastering of stress, perception and situational awareness will also be examined in the project. The project period is 2016–2022.

### **Police management before and now: A question of leadership, attitudes and culture?**

Brita Bjørkelo & Emma Villman (PhD research fellow at the University of Helsinki)

A contribution to the forthcoming centenary book on PHS is currently underway, based on this project. The project initiated by PHS, and led by Bjørkelo, from 22 July 2011 began work with the aim of increasing knowledge sharing between the different part of the organisation.

Previous assignments handed in by participants on the PHS management courses who have given consent to their digitalisation have been uploaded onto the academic portal, KO:DE, and preserved for the future. The contribution to the PHS centenary book analyses what police managers educated at the college have written over time, who they are and what this may have meant for practical police management and knowledge development in police (management) education.

### The police study

Brita Bjørkelo, Bjørn Lau (University of Oslo), Knut Inge Fostervold (University of Oslo), & Lillis Rabbing

Police employees are faced with a range of operational challenges in the execution of their profession. Some of these can be stressful and hard and can lead to psychological problems as well as musculoskeletal issues. On the other hand, an optimal work situation can lead to more positive results such as coping with

work and work engagement. The focus of this research project is therefore on work conditions and the individual differences that are important for mental health and musculoskeletal symptoms, and for work engagement and coping among various employee groups in the police. In order to broaden the empirical and theoretical knowledge about the working conditions in the police it is important to use a well-founded theoretical model which has shown the ability to predict such outcomes on health, job engagement and coping with work. The job demands-resources model will therefore be used as a theoretical framework. The project will examine both operational and organisational job requirements, as well as organisational and individual resources. It is also important to investigate these topics among several groups of police employees, such as those with a police education, civil employees and police lawyers. All groups will therefore be studied. Beyond their

academic use, the results of the project will also have practical significance. Descriptions of operational and organisational work conditions can inform employees and the employer of areas that need a clearer focus in terms of improving conditions at work. The results may also be of interest to other actors, such as trade unions, state agencies and society at large. The main aim of this project is to: a) investigate operational and organisational job demands and organisational and individual resources among different groups of police employees; b) investigate mental health (burnout, anxiety and depression), musculoskeletal problems and job engagement across various groups in the police; and c) investigate how demands and resources are associated with mental health, musculoskeletal problems and work engagement. This will be based on a cross section and prospective questionnaire data, and in the main project, also on data from registers.

The aim of the study is to increase the knowledge of working conditions in the police organisation and will result in several doctoral theses and Master's dissertations, as well as scientific articles. One section of the results will be part of a PhD project, which is being carried out by Lillis Rabbing, who is a lecturer at PHS. Another section, along with data from the project "The police as an organisation", will become part of a PhD project being carried out by Marius Hafstad, a research associate at the University of Oslo. Hafstad's project focuses on the relationship between demands and resources at work, how they affect each other and how this can lead to motivation and engagement or burnout among employees.

### **The course "An introduction to police leadership"**

Ragnhild Holm & Emma Villman  
(University of Helsinki)

In the autumn of 2018, an online leadership course - "An introduc-

tion to police leadership" - was launched for the first time at the Police University College. The course was created for potential police leaders and/or those who are already leaders, but without formal leadership competence. The course is worth ten ETC credits. Emma Villman and Ragnhild Holm have followed the students through six surveys with the aim of carrying out research on experienced learning outcomes for students doing this online course. The following question will be answered: how are learning outcomes of an online leadership course experienced at the Police University College?

We will provide answers to the following research questions:

1. How does the online didactic of the course contribute to the students' experienced learning outcomes?
2. How are the knowledge and skills acquired on the course used one to two years following the end of the course?

The aim of the research is to provide further knowledge of how participation in the online course can contribute to increased police leadership competence and thus help the police fulfil their societal role, and understanding how we can make the most of the opportunities afforded by online teaching, and how the knowledge is used by police leaders in practice. The data on which the analysis and the planned article are based were collected during the online course. In addition, there will be a questionnaire or interview one year after the completed exam, where the questions will cover how the knowledge acquired by the students is used in practical terms from an employee perspective, and whether they are given new or different work assignments because of the course. The research will be continued in 2021-2022 when the benefit to the organisation of the students doing this course will be investigated.



# Doctoral Projects

The projects are presented alphabetically according to the research fellow surname. Unless otherwise stated, the projects are funded by PHS.

## **Creation and Evaluation of Live Data Forensic Testbed Software**

Ulf Bergum, Faculty for Social and Applied Sciences, Canterbury Christ Church University, England

The project takes a closer look at the validation of computer technology tools which are used for the collection of digital evidence in criminal investigations. The focus is on tools used to secure

computers that are active and thus have content which is continually changing. The thesis statement is to develop techniques and methods which will be able to verify data even if the original data are changed during the process of recovering them.

## **Regulated Entities: Gatekeepers or Professional Enablers of Money Laundering?**

Anne Marthe Bjønness, Norwegian School of Economics

Bjønness is working on a PhD in Law & Economics and writes about money laundering. She

is researching the practical dilemmas faced by anyone with reporting obligations under the Norwegian Money Laundering Act in terms of complying with the law. The aim of this PhD project is to gain better insight into the risk of money laundering and a better understanding of the motivation of those with a reporting obligation to comply with their duty in accordance with money laundering legislation. This will contribute to the adaptation of regulatory instruments in order to prevent and uncover profit-motivated crime in a more appropriate way.

Money laundering means actions which in various ways contribute to securing the proceeds of crime by concealing their location or disposition, or which disguise the illegal origin of income or property. In order for criminals to reap the benefit of illegal proceeds without arousing suspicion, proceeds need to be integrated into the legal economy. This means that there is an element of money-laundering in practically all profit-motivated crime.

However, criminals often need the help of “gatekeepers” of the financial system in order to position the proceeds of crime in the legal economy through financial transactions. Such gatekeepers, all with reporting obligations, are bound by the Money Laundering Act and include banks, securities firms, estate agents, auditors, accountants and lawyers. Individuals with reporting obligations have a duty to report any suspicion of illegal transactions to the Norwegian National Authority for Investigation and

Prosecution of Economic and Environmental Crime (Økokrim). But do they? Do they report too many, or not enough? Do they report in the “right” way? Or are there various incitements and underlying structures which mean that those with a reporting obligation do not comply with their legal duty as they should? If so, what are they? The overarching question is therefore: are those with a reporting obligation gatekeeper of the financial system, or are they professional enablers of money laundering?

### **The Benefit to Investigators of Feedback: A Study of how Feedback can Contribute to Increased Quality and Effectiveness in Criminal Investigations**

Olav Dahl, Department of Teacher Education, Faculty of Social and Educational Sciences, Norwegian University of Science and Technology (NTNU)

The aim of the project is to find out: 1) what research can tell us about feedback given between

police officers in the workplace; 2) how the intended learning outcomes correspond to the police officers’ experienced learning outcomes of feedback; and 3) how different types (qualitative and quantitative) of feedback affect the police officers’ learning outcomes. This will be done by comparing and analysing relevant literature in the field, by interviewing police officers about their experiences with everyday feedback and by carrying out a quasi-experiment. The project was initiated in the spring of 2020 and will conclude in spring 2026.

### **The Role of the Police in Preventing Violent Extremism in Norway: Opportunities, Limitations and Dilemmas in Policy and Practice**

Ingvild Magnæs Gjelsvik, Department of Political Science, University of Oslo

In the aftermath of the 22 July attacks many fundamental discussions arose around the question “How could this happen?” Several investigations

and evaluations were initiated, with a particular focus on the response and handling of the attacks by the various actors involved. The police were among those who were severely criticised, and as a result of the 22 July attacks we have seen a shift in the police towards an emphasis on increased emergency preparedness.

Having a police force ready to handle potential terror attacks is of vital importance; however it is equally, if not more, important for the police to be one step ahead and to prevent various forms of violent extremism. Prevention is a primary strategy in the police reform, and radicalisation and violent extremism have a high priority. Central questions in this regard are “What is the actual role and mandate of the police and their instruments in preventing radicalisation and violent extremism?”, and “What are the opportunities, limitations and dilemmas faced by the police in this work?”.

In order to explain this, field-

work and interviews are being carried out with the police and collaborating agencies who are working in this area in different parts of the country, and text analyses of central policy documents in the field have been carried out. This PhD project is part of the larger research project “Nordic multiagency approaches to handling extremism: Policies, perceptions and practices” (HEX-NA). HEX-NA compares different practices, institutional structures and perceptions of inter-agency collaboration models in the prevention of violent extremism across the Nordic countries.

### **Police Detectives on the TOR network: A Study on Tensions between Privacy and Crime Fighting**

Jeanette Westlund Hegna, PhD programme at the Faculty of Law, University of Oslo.

The topic of this doctoral thesis is police investigation on the dark web. Hegna examines the various legal aspects of such investigation. One judicial aspect

is looking at the international legal frameworks in place for enforcement jurisdiction by the police on the dark web.

In this connection, an ordinary as well as an extraordinary investigation situation will be analysed against the use of actual enforcement measures, in light of the approved principles of international law which apply to such investigations. Another judicial aspect discussed in this PhD thesis is to what degree the human right of privacy protection might be impacted by investigations on the dark web.

### **Objectivity and Empathy in Interviews with Injured Parties – A Qualitative Investigation of Norwegian Police Interviews**

Kristina Kepinska Jakobsen, IKRS, Faculty of Law, University of Oslo.

The thesis has been submitted for evaluation. The primary topic of the thesis is how the police handle both the collection of reliable information and comply with the demand

for objectivity on the one hand, and being caring and empathetic on the other when they conduct interviews with injured parties. The data for the three empirical articles of the thesis are from a larger on-going study – “The terror attack. Experiences and reactions of those who survived Utøya” – which is being carried out by the Norwegian Centre for Violence and Traumatic Stress Studies. The data consists of 20 sound and picture recordings of police interviews of 20 young people who were at Utøya on the 22<sup>nd</sup> of July 2011, as well as qualitative interviews with the 18 investigators who carried out the 20 interviews. In addition, the thesis consists of a fourth text, which is a book chapter in the Danish anthology *Voldtægtssagen – Retssystemet akilleshæl: Teori og praksis*. The book chapter is a contribution to the debate of why the myth of false rape reports arises and how it persists.

## Technological Neutrality in the Digital Investigation Process

Jul Fredrik Kaltenborn, Department of Public and International Law, Faculty of Law, University of Oslo.

The thesis develops a new notion for the technologically neutral regulations which are used in digital investigation processes. Legislation and judicial decisions are increasingly referred to as technologically neutral. They regulate the frameworks of police methods when investigating digital evidence and making it available, a method known as ‘the digital investigation process’. The project systematises and finds theoretical links in such technologically neutral justice, and tries for example to contribute insight into the advantages and disadvantages of solving the digital investigation process by using technologically neutral justice as a starting point. The project is funded by the Research Council of Norway and is part of a bigger research project led by the Norwegian Univer-

sity of Science and Technology (NTNU) at Gjøvik. Associate Professor Steinar Fredriksen is the academic supervisor and Associate Professor Maria Astrup Hjort (University of Oslo) is co-supervisor.

## Dialogue in the Police as a Method of Crime Prevention

Elisabeth Myhre Lie, IKRS, Faculty of Law, the University of Oslo

This doctoral project examines how dialogue as a method in crime prevention work affects the culture and identity of the police. The methodological approach has been fieldwork, and Lie has taken a closer look at the following areas of police work:

- The work of the ‘dialogue police’ and the chief of operations with activists and others who arrange demonstrations and public protests, as well as risk supporters (football) (Public Order).
- The dialogues between radicalisation contacts and people whom the police have concerns about in terms of

radicalisation and violent extremism.

- The preventive dialogues of the Police Security Service (PST) with people whom the police have concerns about in terms of radicalisation and violent extremism, as well as people who are suspected of constituting a concern for people in authority.
- The dialogues and work on the streets by the street patrols to prevent intoxication and crime among people under the age of 18.

In her analysis, Lie looks at how dialogue is an identity marker for the police, what the different practices described as dialogue are, how the different units function as bridge-builders between the perspectives of the police and the public, as well as ideals and realities in the use of dialogue as a method of crime prevention. The thesis is planned as a monograph to be submitted before the summer of 2021, with the viva

voce planned for the autumn of 2021.

### **Police Experience of Intellectually Disabled Persons Subjected to Abuse – With a Particular Look at Investigation and Prevention**

Karianne Moen, PhD programme in professional practice studies, Nord University

This project examines the practice of family and special operations coordinators in their encounters with disabled people who have been subjected to abuse. The study focuses in particular on what the coordinators experience in their practice in terms of what has been challenging and what has been helpful for the intellectually disabled in police handling of such cases. The study will be able to contribute further knowledge to how cases involving intellectually disabled people are handled by the police and to a more consistent practice among the coordinators in this field. The aim of the project is to further clarify and develop practice.

### **File System Metadata as an Investigative Approach**

Rune Nordvik, Faculty of Information Technology and Electrical Engineering, PhD programme in Information Security, NTNU

The project is in the field of research of artefacts in file systems, e.g. New Technology File System (NTFS). Documentation of user activity is important in digital investigations. Today this is done by analysing artefacts in the operating system. Unfortunately, we do not always have a computer with an operating system to analyse, but only one or two external storage units. What they have in common is the need for a file system for the storage of folders and files. File systems also have metadata structures that describe data about the files and folders (objects in the file system). Several of these metadata structures store information about the objects. The project investigates how file systems and the associated metadata

structures can be analysed as a step in virtual investigations.

### **Challenging and Demanding work: Operational and Organisational Work – Demands and Individual and Organisational Resources as Predictors of Health and Work Engagement in the Norwegian Police Service (The police study)**

Lillis Rabbing, PhD programme in Health Psychology, Department of Psychology, Faculty of Social Sciences, University of Oslo.

The project deals with specific differences in working conditions with significance for muscular and skeletal pain, work engagement and coping at work among various employee groups in the Norwegian police. Increased knowledge of how working conditions can affect the way a job is done is greatly important in order to achieve an engaging working life that promotes health for all employees in the police force.

The study uses the job demands-resources model (the JD-R-model of Bakker and Demerouti)<sup>31</sup> and widens previous studies in the field. The first article of the project is a scoping review which deals with (i) the methods used to measure the experience of stress among police staff in many parts of the world and (ii) how they work.

### **How to Discriminate between Truthful and Fabricated Alibis**

Marthe Lefsaaker Sakrisvold, Department of Psychology, Gothenburg University

The project examines the strategies employed in truthful and fabricated statements of alibi witnesses, and how consistent these witness statements are. The project aims to contribute to the research literature on alibis and the statements of alibi witnesses. This is a little studied topic in forensic psychology. More specifically, the project

can be described as consisting of two parts. Firstly, based on a cognitive approach to lie detection, the project aims to illuminate the strategies used when suspects claim true and false alibis supported by witnesses. Secondly, the aim is to use this knowledge to work on the development of strategic interview methods that can potentially improve reliability assessments in individual cases. The project is funded by PHS and the University of Gothenburg.

### **The Core and Outer Limit of Police Monopoly – Privatisation and the Use of Limited Police Authority**

Per Håkon Sand, PhD programme in Law, Faculty of Law, University of Bergen

Police powers, the unified police force and the police-educated profession are all today being challenged by private actors outside the police and civilian personnel with only limited

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31 Bakker, A. B., & Demerouti, E. (2007). The Job Demands-Resources model: state of the art. *Journal of Managerial Psychology*, 22(3), 309-328. DOI 10.1108/02683940710733115

police authority. To put it bluntly, the police monopoly is in the process of being eroded at the edges by private actors and hollowed out by personnel who have only been granted limited police powers.

The overall research question of this project is whether the resources available to the various disciplines of the police monopoly are being used in an appropriate manner. The project will examine this question in the following four sub-categories:

- (1) Rules and practice in the areas of police monopoly and private policing.
- (2) Rules and practice in the area of limited police authority.
- (3) Comparative analysis of similar countries.
- (4) Assessments and opportunities for Norway going forward.

The project will attempt to clarify the content of the internal statutory provisions applying to police monopoly and limited police authority, and explain the framework for various types

of civilian policing. It will also conduct surveys of the extent and type of civil policing and limited police authority in Norway. The research will clarify whether the activities are organised in accordance with the regulations, and shed light on the extent of resources available in the different areas. The project will then undertake comparative research of similar countries, which will be included in an overall assessment of opportunities and appropriate future solutions in Norway. Regulations will be reviewed and discussed using doctrinal legal methodology, and the surveys will be conducted using quantitative methods. Finally, assessments pertaining to legal policy will be undertaken.

### **Mindset and Decision-making in Police Operations**

Kristin Stenshol, Department of Psychosocial Science, Faculty of Psychology, University of Bergen

The project examines potential connections between mindset

and decision made in police operational situations. Data collection – consisting of several data collection methods – was carried out in the period November 2019 – January 2020. The respondents in this study were 86 third-year students. They responded to three questionnaire surveys regarding various types of rumination (types of repetitive thoughts which are believed to affect decision-making in various ways). They also went through a filmed decision-making scenario in a training simulator. Two of the surveys were conducted before going through the decision-making scenario, and one after. This was in order to secure both the characteristics and measures of rumination. A debrief interview with open questions around situation awareness, thoughts, contemplations and actions was carried out. Ten of the 86 were recruited to a more in-depth, semi-structured qualitative interview about the various topics. The data consists of scores from

the survey, video recording from the exercise with accompanying completed observation forms, sound recording from debrief interviews and qualitative interviews. The analysis of these data will form the basis of three articles.

The first article will deal with how police students make decisions in dangerous, operational situations based on a qualitative content analysis of data from the open debrief questions. According to the plan, the first article will be submitted in June 2021. The qualitative data from the semi-structured interviews will form the basis of a qualitative, thematic analysis with the aim of investigating rumination in the actual scenario. The results from this analysis will be used in the second article. According to the plan the second article will be submitted in the spring of 2022. The third article will provide the answer to whether rumination is associated with decision-making in police operational situations. A multiple regression analysis of

scores from the various rumination tests against decision-making scores from the scenario represented by the ten decision-making indicators. According to the plan, the third article will be submitted in the spring of 2023. The project is pre-registered in OSF.

### **The Importance of the Human Factor in the Quality of Digital Evidence**

Nina Sunde, IKRS, Det juridiske fakultet, UiO

Research into digital forensics has for many years been directed towards developing technologies, procedures and tools, and human factors in the digital investigation process have been given scant attention. This project – based on theory and methods from social science, digital forensics and cognitive psychology – aims to develop the theoretical understanding of how digital evidence is constructed, and how different actors in the chain of criminal proceedings affect the end result. This knowledge will form the

basis of increased understanding of normative challenges around transparency seen in relation to the digital investigator's role in the investigative process and the reliability of digital evidence. This will also form the basis of a discussion around normative aspects in relation to digital investigation and digital evidence, and reveal the need for further empirical research. The research question is “To what degree can increased understanding of the digital investigator's role in the construction of digital evidence increase the ability to minimise error and increase legal safeguards?”.

### **Organised or Economic crime? The Significance of Police Organisation and Competence in the Understanding of Crime in the Workplace**

Annette Vestby, Department of Criminology and Sociology in Law, Faculty of Law, University of Oslo.

What do the supervisory authorities' institutional configura-



tions of organised and economic crime look like, and how do they affect the choice of cases and procedure? Empirically and analytically, the boundaries between economic and organised crime are not crystal clear, and crime in the workplace is an area of criminal activity which may include elements from both of these categories. How does the supervisory authorities' understanding of the problem influence the strategies that are chosen and methods that are used? Are there any signs of change in the relationship between police operations that take place before and after a crime has been committed? The project is based on analysis of data from interviews, observation, document studies and recorded data from the crime intelligence register, Indicia. The project is funded by the Research Council of Norway.

### **Becoming a Police Officer: Class, Culture and Identity (working title)**

Pål Winnæss, Department of Criminology and Sociology in Law, Faculty of Law, University of Oslo.

The project seeks to find answers to what it is that shapes police students, and how they shape themselves on their journey towards a professional career in the police. The project examines in particular what types of students choose a police education, and their identity management during their studies at PHS, both in practical police work and in their spare time – in other words: among the students themselves, between students and teachers, in interaction with practicing police officers and in other social scenarios that the students are part of.

# Associated doctoral projects

## **Strategic Intelligence as a Management Tool for Strategic Police Leaders' Risk-based Priorities in Crime Prevention**

Tove Eriksen (POD), Phd programme  
Risk Management and Social Safety,  
University of Stavanger

Following the terror attacks on the 22<sup>nd</sup> of July 2011 the police were in part strongly criticised for their lack of, or poor, ability to perceive risk linked to possible future developments, including crime. The past decade has seen increased focus on risk in the police and the use of

language used in various steering documents to and from the police. Some areas have seen the development of specialists or tools to evaluate risk. However, one central challenge is that these do not build on a common approach to the term and the concept. In 2014, the police began using intelligence as a methodology to produce knowledge of crime. Intelligence is in many contexts linked to risk. The Norwegian Police Intelligence Doctrine emphasises among other things that intelligence shall support decision-

making, and that the products shall provide an increased knowledge base and contribute to reducing risk. The aim of the project is to examine whether and to what degree police strategic intelligence can contribute to risk-based decision-making linked to future crime, and how strategic leaders/decision-makers in the police understand intelligence and risk.

# National and International Research & Development Collaboration

Researchers at the Police University College are strongly involved in national and international projects and networks within police science – both as participants and as a driving force. The academic networks are established both at institutional and individual levels, and play an important part in the further development of research at the institution. Of the established networks and collaboration partners, the following are the most significant:

## **Aalborg University and Umeå University**

PHS, along with the universities of Aalborg and Umeå, arrange the annual Nordic Cybercrime Conference, in 2020 hosted by Umeå. The conference presents research-based topics relevant to digital policing. The conference is also open to practitioners, and this has proved very popular. PHS hosted the conference in 2019 and will do so again in 2022.

## **Cross-Border Crime Colloquium**

<http://www.cross-border-crime.net/>

Cross-border Crime Colloquium is a group of European researchers in the field of transnational organised and economic crime who have been meeting since 1999. The focus is on research covering Europe. The Colloquium aims at building bridges in three respects: between Eastern and Western Europe, between researchers and practitioners and between established and young researchers. The colloquium arranges annual seminars where

research in the field is presented and documented with a report in book form. Paul Larsson from PHS has participated in the seminar and keeps in touch with its management. The plan is for the next seminar to be arranged at PHS at Kongsvinger, tentatively in August 2021 after having been postponed in 2020. The theme for 2021 will be organised crime, particularly directed towards environmental crime, but also trafficking.

### The Faculty of Law at the University of Oslo

PHS collaborates with several departments at the Faculty of Law: The Department of Criminology and Sociology of Law (IKRS), the Department of Public Law (IOR) and the Centre for Computers and Law (SERI).

Staff at PHS participate in the “Young Nordic Police Research Network” which is led by Martin Nøkleberg at IKRS; and IKRS is also an important collaboration partner in police science through their staff who conduct

research on the police. Three of their professors are also directly connected to PHS: Professor Emerita Liv Finstad is Professor II at PHS and the leader of the professorship qualifying groups at the college, Professor Heidi Mork Lomell works with the externally-funded project “Taking Surveillance Apart” as Professor II at PHS, and Professor Helene O. I. Gundhus works with the externally-funded project “New Trends in Modern Policing” as Professor II at PHS.

Many of the researchers at IOR are working on central issues to do with crime and criminal proceedings which are important to PHS. Senior researcher Ingvild Bruce (IOR) is participating in the PHS research group “Police in a Digital World”. The research group “Punishment, Penology and Criminal Law” at the Faculty of Law has members from IKRS, IOR and PHS. The group is led by Professor Johan Boucht at IOR and Professor Thomas Ugelvik at IKRS. Participants from PHS are

Professor Inger Marie Sunde, Professor Morten Holmboe, senior researcher Jeanette W. Hegna and senior researcher Annica Allvin.<sup>32</sup> The research group collaborates with local, national and international institutions, among them PHS, and consists of researchers with a background in criminal law, criminal proceedings, administrative law, criminology, sociology of law, ethics and international human rights. Research is carried out on criminal law and criminal proceedings, the legitimacy of punishment, the everyday sociology of punishment, punishment and globalisation processes and the various forms of punishment. This research field lies in the intersection between law and social science.

SERI is a central collaborative partner for PHS through the research project “Security in Internet Governance and Networks: Analyzing the Law”, which is led by SERI. The collaboration involves, among other

<sup>32</sup> Allvin began her PhD project in January 2021. The project is therefore not described in this report.

things, supervision of a senior researcher in the field of computer crime and participation at and contribution to conferences and workshops.

### **European Network Grant COST: Police Stops**

<https://polstops.eu/>

“Police Stops” is a 5-year (2018–2022) European research network funded by European Cooperation in Science and Technology (COST). The network consists of 29 countries and takes a closer look at various aspects of situations where the police stop people and possibly proceed with a search, known as “stop and search”. The aim is to get an overview of available research on police practice and the people who are subjected to stop and search, as well as academic exchange. Participants from Norway are Randi Solhjell (PHS), Helene O. I. Gundhus (UiO/PHS) and Gunnar Thomassen (PHS).

### **European Police Research Institute Collaboration (EPIC)**

EPIC is a consortium with partners from several countries: Police Academy of the Netherlands, Scottish Institute for Policing Research, University College Ghent (Belgium), Cardiff University School of Social Sciences (Wales), PHS (Norway), Uppsala University (Sweden), Police College of Finland, Linnaeus University (Sweden) and Manchester Business School (England). The task of the consortium is to help build bridges between policy and police practice on the one hand and academic/scientific knowledge and research on the other. PHS was going to host the conference EPIC-2020, however this had to be cancelled because of the pandemic.

### **European Union Agency for Law Enforcement Training (CEPOL)**

<https://www.cepola.europa.eu/>

The European Union Agency for Law Enforcement Training (CEPOL) is an EU agency of which PHS is an official partner. CEPOL develops and disseminates knowledge and training for European police officers in a range of technical and crime areas, e.g., police management, investigation methodology, organised crime, cybercrime and economic crime. In collaboration with among others Europol and Eurojust, CEPOL arranges a series of conferences and academic seminars. It also publishes research journals and other specialist publications. From January 2020, Trond Myklebust (PHS) is Norway’s National Research and Science Correspondent for CEPOL.

## **Work and Organisational Psychology Group at the Department of Psychology, University of Oslo**

Through the projects “The police as an organisation” and the “Police study”, PHS collaborates with the research group Work and Organisational Psychology at the Department of Psychology (PSI). The projects have been on-going for several years and focus on organisational psychological factors in police work. The continuing collaboration is formalised in an MOU between the institutions and has resulted in several scientific articles and Master’s dissertations at the PSI and PHS.

## **International Investigative Interviewing Research Group (iIIRG)**

<https://www.iirg.org/>

iIIRG is an international network for practitioners and academics in the field of investigative interviewing and interview methodology. The network was established in 2007 by Trond Myklebust and Gavin Oxburgh

(Newcastle University), and today comprises around 350 members from over 30 countries.

iIIRG publishes the peer-reviewed journal *Investigative Interviewing: Research and Practice (IIRP)* and arranges an annual international conference. Because of the Covid-19 pandemic this year’s conference in London was cancelled. The last conference was held at Stavern with 200 participants from all over the world.

Several institutions participate in a formalised collaboration through iIIRG, including Newcastle University (England) and PHS. Several other institutions use iIIRG for professional development – e.g. the International Criminal Court in the Hague (ICC), the UN Development Programme (UNDP) and The Kids Internet Safety Alliance (KINSA) in Canada. These institutions have trained field operatives (investigative interviewers) with the use of the professional expertise offered by iIIRG. iIIRG is also represented in the steering group

of the UN Anti-Torture Initiative and the Association for the Prevention of Torture, which is led by Juan E. Mendez (former UN Special Rapporteur on Torture and Other Cruel, Inhuman and Degrading Treatment or Punishment).

## **The Faculty of Law, the University of Bergen (UiB)**

In 2020, Professor Inger Marie Sunde was attached to the project “Police and Prosecution Law” at the Faculty of Law in Bergen, as Professor II. The project is led by Professor Gert Johan Kjelby, and is funded by the Trond Mohn Foundation, the Faculty of Law (UiB) and the Police Directorate. The project covers the work of the police in operational policing and the tasks of the police and prosecution authority in criminal proceedings. In 2020, Professor Sunde provided academic supervision of a Master’s dissertation in police use of facial recognition technology as a part of the project.

## **MOU between PHS, School of Psychology (Newcastle University) and the Department of Psychology, University of Oslo**

PHS has a collaborative agreement (MOU) on research and teaching with the above two institutions. The three collaborative partners contribute to each other's Master's programme and collaborate on various projects, such as "The Police as an Organisation".

## **The Nordic Police Research Network**

<https://www.umu.se/enheten-for-polisutbildning/forskning2/nordiska-polisforskningsnatverket/>

The network stems from the police education units in the Nordic countries and is an active network of police researchers with the aim of stimulating Nordic police research through regular publication of newsletters (2-4 per year) and by arranging a Nordic police research conference every two years. So far there is no dedicated secre-

tariat arranging conferences and running the network. The conferences have grown from having 10-12 participants to the current parallel sessions with often over 100 delegates from all the Nordic countries (the majority from Norway and Sweden). The conferences cover research from a wide variety of academic disciplines, but with the common theme of police science research. The aim of the conferences – besides strengthening research in the field – is to contribute to better dissemination of the research to practitioners and managers in the field. The aim is for the conferences to be a meeting-place for researchers and practitioners. Police science is a rapidly developing academic field, and research-based knowledge is disseminated through the network. The network is also open to students, and information about new student work in the form of Master's dissertations is shared in the network newsletter.

## **Norwegian University of Life Sciences (NMBU)**

The project "Community-Based Policing and Post Conflict Police Reform" (ICT4COP) was coordinated by the International Environment and Development Studies Institute (Noragric) at the Faculty of Landscape and Society at NMBU. PHS was responsible for one of eleven work packages linked to this project as well as the working group "Police Experts Network" (PEN).

## **Norwegian University of Science and Technology (NTNU) at Gjøvik**

The police have established a collaboration on the investigation of cybercrime with the Center for Cyber and Information Security (CCIS) at NTNU at Gjøvik. The collaboration has resulted in the development of an experience-based Master's programme on data security and cybercrime, and the development of research-based academic literature. NTNU are respon-

sible for the general modules comprising data security, and PHS for modules dealing with the securing of evidence and analysis. The target group for the programme is public sector staff in the Nordic countries who are working on investigation of cybercrime. Police superintendent Ulf Bergum is the PHS contact person for the collaboration on the Master's programme. The collaboration also includes research on the handling of digital evidence, the contact person for this is Professor Inger Marie Sunde. Research fellow Jul Fredrik Kaltenborn of PHS participates in the Norwegian Research Council-funded project "ArsForensica" with Professor Katrin Franke (NTNU/Gjøvik) as project leader. The project, which has a total of seven research fellows, examines the use of artificial intelligence in the analysis of big data and opportunities for making such data available in the investigation phase.

### **Police Experts Network (PEN)**

<https://www.nmbu.no/en/faculty/landsam/department/noragric/research/clusters/chsd/projects-and-activities/ict4cop>

PEN is an international network of police experts which was established and run as a part of the EU-funded project "Community-Based Policing and Post Conflict Police Reform" (ICT4COP). Interestingly, this research project was a collaboration between researchers, police experts and civil society. The network consists of around 45 police experts, who on a voluntary basis assisted the police experts with evaluation advice in order to identify "best practice", advised the researchers of the project and pointed to any potential for improvement in the collected material. The aim of PEN is to gather practical experience and knowledge from the police and academic knowledge from the researchers, and to disseminate new knowledge back in their respective institutions. PEN is continuing in a dedicated group at PHS led by Jaishankar Ganapathy.

### **New Trends in Modern Policing**

The project leader for the network "New Trends in Modern Policing" is Helene O. I. Gundhus (UiO / Professor II, PHS). The rest of the PHS project team consists of Professor Paul Larsson, Associate Professor Johanne Yttri Dahl, and the senior researchers Heidi Fischer Bjelland and Annette Vestby. Other collaborating partners are the Linnaeus University, the Swedish National Council for Crime Prevention (Brå), and the University of Oslo.

### **Recruitment, Education and Careers in the Police: A European Longitudinal Study (RECPOL)**

PHS is the coordinator of the European research network RECPOL in connection with the project RECPOL. The network examines recruitment, education and career paths in the police. With the use of questionnaires, police students in seven European countries (Norway,



Sweden, Denmark, Iceland, Scotland, Belgium and Spain) are followed through three or four phases – at the start of their training, at the end of their training, and three and (possibly) six years into their professional careers – in order to get a picture of how their education and practical job experience influence their attitudes, values and views on police work and society during the four phases. Results from the first two phases were published by Routledge in book form in March 2020.

### **Research unit for Criminal, Legal and Investigative Psychology (CLIP)**

CLIP is a research group at the Department of Psychology, University of Gothenburg. The group is led by Professor Pär-Anders Granhag, and is an international research group consisting of professors, post-docs and PhD candidates. The group conducts research on a range of topics in the field of legal psychology, such as lies, memory, investigative

interviews, prevention and decision-making in a legal context. Research into legal psychology is about bringing out psychological knowledge which is important in the legal system and using this knowledge in practical situations. Legal psychology can contribute to making police investigation more effective and better maintenance of legal safeguards, as well as ensuring that the assessment of evidence by the courts is more objective and fairer. Most of us want a judicial system which is modern, effective and humane, and which maintains the legal safeguards. Fulfilling these requirements is no mean feat. One important piece of the jigsaw is having access to relevant high-level academic research on legal psychology. It is therefore positive that the field of legal psychology is growing strongly internationally. The PhD candidate Marthe Lefsaaker Sakrisvold and her project “How to discriminate between truthful and fabricated alibis” are attached to the group.

### **Centre for Research on Extremism: Right-wing Extremism, Hate Crime and Political Violence (C-REX)**

<https://www.sv.uio.no/c-rex/>

C-REX develops empirical and theoretical knowledge on the reasons for and the consequences of right-wing extremism and related phenomena. C-REX is based at the University of Oslo, with PHS, the Norwegian Center for Holocaust and Minority Studies, the Norwegian Institute of International Affairs, the Peace Research Institute of Oslo, OsloMet and the Norwegian Defence Research Establishment as national partners. In addition to these Norwegian partners are the following international partners: Handa Centre for the Study of Terrorism and Political Violence, University of St. Andrews (Scotland); Institute of Security and Global Affairs, Universiteit Leiden (the Netherlands); Institut für interdisziplinäre Konflikt und Gewaltforschung, Universität Bielefeld (Germany) and Polarization and

Extremism Research Innovation Lab at the American University (USA).

### **The European Association of Psychology and Law (EAPL)**

<https://eapl.eu/>

EAPL has three main objectives: 1) promoting research in psychology and law; 2) promoting the teaching of psychology and law; and 3) promoting academic interchange in the field of psychology and law. The organisation has members from the whole of Europe and from North America, Australia and New Zealand. The research field is applied psychology with a focus on perpetrators and victims of crime, prevention, detection, sentencing, punishment and rehabilitation. The organisation publishes the research journal *Psychology, Crime & Law* and arranges annual conferences in Europe.

### **The International Association of Chiefs of Police (IACP)**

Established in 1893, IACP is the world's largest organization for police managers with over 30,000 members from more than 160 countries. IACP this year appointed Trond Myklebust (PHS) as a member of their International Managers of Police Academy and College Training (IMPACT) section. As part of this work he leads an IMPACT committee to increase the understanding and collaboration between practitioners and academics in the education and training of police officers. The first presentation of results from the project will be at the IACP annual conference 2021. This will lead to peer-reviewed publications.

### **The International Police Executive Symposium (IPES)**

IPES is the annual symposium of the research journal *Police, Practice and Research*, which publishes international research in all academic police areas –

from police patrols to top management. The annual symposium reinforces the interdisciplinary and cultural development of professional policing by bringing together researchers and practitioners. PHS is regularly represented at the annual symposium.

### **The Nordic Network for Research on Psychology & Law (NNPL)**

<https://www.sv.uio.no/psi/english/research/network/nnpl/>

The network is a Nordic organisation for researchers and research stakeholders within the field of psychology and the law. A considerable part of the development of investigative techniques is based on research in psychology and law, from the causes of crime to criminal investigation, rehabilitation and defence mechanisms to prevention. The network provides regular, professional contact with practitioners in this field. Several researchers and academics at PHS are active participants in the network, which has mailing lists

about new research and annual conferences in any of the Nordic countries.

### **Young Nordic Police Research Network (Ungt nordisk politiforskningsnettverk)**

<https://www.jus.uio.no/ior/english/research/networks/nordic-police-research/>

This is a research network aimed at younger researchers, and researchers at the start of their career, with an interest in issues

around the police, crime control and policing in a Nordic context. The network is led by senior researcher Martin Nøkleberg (Department of Criminology and Sociology in Law, University of Oslo). It arranges several seminars and workshops throughout the year. The aim of the network is to encourage a creative and supportive academic environment, where younger researchers can exchange research ideas, present theoretical and empi-

rical analyses, and launch and develop research collaboration. Given that research on the police and policing by nature is interdisciplinary, there is also a wish for the network to generate discussion from a range of perspectives and exchange across disciplines like criminology, political science, sociology, anthropology and history.

# Research Competence of Academic Staff

Research is currently being carried out in all academic departments at PHS. Senior lecturers on the undergraduate and post-graduate programmes have 25% of their time allocated to research, but may apply to the R&D committee to increase this percentage. University college lecturers with no research time may apply to the committee for time to undertake R&D projects or to complete a PhD. PHS also has its own research department, where staff have a larger proportion of time allocated to research. Staff in this department are

therefore not entitled to apply to the R&D committee. The Research Department is responsible for the Master's programmes at PHS, thus securing the link between Master's degrees and research. The research department is responsible for PHS education at Master's level, and thereby secures the link between a Master's degree and research.

## The R&D Committee

R&D work shall at all times be carried out in the various educational departments at PHS. All staff in permanent teaching

positions are entitled to time for R&D every three years, and are obliged to complete R&D work every five years. Since 2012, staff in senior lecturer posts have been entitled to 25% R&D. It is an expressed goal for PHS to increase the proportion of staff with senior lecturer competence, and a number of university college lecturers have been granted R&D resources in order to attain higher qualifications.

The R&D committee at PHS allocate resources for one academic year at a time. In 2020 they allocated resources corre-

sponding to 9.12 person-years. The majority of the funds were allocated to eight staff members qualifying to become senior lecturers and to nine PhD projects. In addition, the R&D committee granted resources to 14 different research projects. As in previous years, this period also witnessed a wide range in topics both in the PhD and the research projects; however, what they all have in common is that they are in various ways directed towards the police and policing. The R&D committee also granted funding

to ten research groups for the academic year 2020–2021 (more on these below). All the research groups are also presented on the PHS website.

In 2020 the R&D committee consisted of Professor Paul Larsson, Associate Professor Tina Luther Handegård, Associate Professor Steinar Fredriksen, Senior Lecturer Hugo Hansen, University College Lecturer and Research Fellow Kristina Kepinska Jakobsen, Associate Professor Vanja Lundgren Sørli, acting leader of the Research

Department, Morten Holmboe and head of department Per Ludvik Kjendlie as the leader of the committee. In September there was a change in the membership in that Ragnhild Holm replaced Hansen as senior lecturer and Nina Sunde replaced Jakobsen as research fellow. Kjendlie left the Police University College and Vanja Lundgren Sørli took over as leader. The R&D committee secretary was Senior Advisor Bodil Stabell Haug.

# Research Groups

The research groups at PHS were established in 2016. One of the objectives of the groups is to strengthen the academic environment at the Police University College across the various departments and sites. Work is now well under way, and many of the groups are working on concrete projects.

## Police intelligence: practice, education and training

Group led by Associate Professor Linda Hoel

The research group “Police intelligence: practice, education and training” investigates intelligence

and circumstances around intelligence-led policing from various perspectives, methods and at all levels (tactical, operational and strategic) in the police. Intelligence-led policing was put into effect in 2014 through the Police Intelligence Doctrine<sup>33</sup> and the implementation of intelligence is underway in the Norwegian police. The research group, which has a Nordic profile, seeks to obtain knowledge on intelligence-led policing which can contribute to an increased and agreed understanding of intelligence as a notion and a method. The investigation into intelligence is

limited to the role of the police in society. Along with, for example, practitioners, the group seeks to develop practical knowledge through traditional research, but also through a collaboration with the practice field in development projects in the police districts. The research group is comprised of Danish and Norwegian researchers and practitioners responsible for intelligence-led policing. The members represent all sites and all levels of courses offered at PHS.

The group investigates in a systematic way what police intelligence implies from different

<sup>33</sup> National Police Directorate (2014). *Etterretningsdoktrine for politiet v.1.0*. Oslo: National Police Directorate.

aspects such as practical, social, organisational, epistemological, legal/judicial, ethical and from a management and leadership perspective. The projects are on individual, organisational, professional and national levels. The group also carries out research into intelligence on patrol and specialist levels, as well as the borderland between intelligence and investigation and intelligence and knowledge-based police work.

### Operational policing

Group led by Associate Professor Espen Gjevstad

This is an interdisciplinary research group focusing on operational policing in the area of public order and emergency preparedness. Our areas of research include stress, stress mastery, perception, situational awareness, tactics, decision-making, simulation in training, arrest techniques, sport, physical fitness and health, as well as requirements and capacity analysis of operational personnel. The aim

of the group is to help create a strong research environment for operational policing which may contribute to developing PHS into a leading interdisciplinary research institution in fields directly relating to the operational work of the police. At the end of 2020 the group had a total of 17 members. The majority are from PHS, but there are also external members from other organisations. The group's external collaboration partners are:

- The Operational Psychology Research Group at the Faculty of Psychology, University of Bergen.
- National Defence University, Washington D.C., USA.
- Physical Medicine and Rehabilitation Clinic, *Kysthospitalet at Stavern*, Vestfold Hospital.
- Regional Centre for Research and Education in Forensic Psychiatry and Psychology, Bergen.
- Bjørknes University College, Oslo.
- London School of Economics and Political Science, England.

### Organisation and management

Group led by Assistant Chief Constable Trond Myklebust

The research group consists of researchers, staff qualifying as senior lecturers, Master's and PhD students at PHS as well as individual researchers from other, collaborating institutions. This is an interdisciplinary group. Its members have both practical and academic backgrounds from the police, psychology, sociology, political science, education, criminology, professional practice, practical knowledge and economics. The research group operates at an independent level and is not linked to a particular research project. The research areas comprise all parts of the sector and include studies of both national and international policing. The topics and tentative objectives of the group are to carry out research and development on the police as a profession, its organisation and how the police organisation is managed. The

aim is to increase knowledge about factors affecting the actual work of the police, from their educational journeys to police officers and managers. The aim is to increase knowledge of factors that play a part in the actual work of the police, from the educational path, as staff and as managers. Such knowledge will provide concrete contributions to the question of how they can carry out their work in society, both nationally and internationally.

### Police, law and society

Group led by Associate Professor Sverre Flaatten and Professor Jens Erik Paulsen (deputy leader)

Research in this group focuses on the police and their tasks, and on the role of the police in society and as a fundamental element in a modern constitutional state. The research group is currently organising 25 researchers, and also arranges the open lecture “Oslo Lecture in Society and Policing”. Among the members of this research group is Henning

Kaiser Klatran, who is working on the project *Hate crime against LGBTQI-persons: Subjectivation, co-citizenship and homo-nationalism*. In 2020 Morten Holmboe published the article *Forvaring av unge lovbrytere – et ubehagelig aktuelt tema in the journal Tidsskrift for strafferett*. Holmboe is working on several research projects, among them *Avvergeplikt i møte med partnervold (MANREPORT-IPV)*, in collaboration with Volda University College and Molde University College. Birgitte Ellefsen is working on, among others, the project *The history of police education 1920-2020*. Ellefsen has also published the article *Det er ikke oss mot dere»: Etnisitet som ressurs i politiets møter med etnisk minoritetsungdom in the Nordic Journal of Studies in Policing* along with Mariann Leirvik. Bjørn Barland has, in collaboration with Linda Hoel, published the article “A lesson to learn? A study of how various ranks and police leaders understand and relate to expe-

rience-based learning” in the journal *Policing and Society*. Barland is working on several current projects, some linked to the arming of the police. Paul Larsson is working on a project on illegal wolf hunting, and in 2020 published the article *Etterforskning av illegal ulvejakt in the journal Nordisk tidsskrift for kriminalvidenskab*. In 2020 Steinar Fredriksen published the book *Rettsstat og nødtilstand*. Geir Heivoll is a participant in the research project *Norsk politirettshistorie* at the University of Bergen. In 2020 Heivoll published *Den sletteste, den nedrigste og uretfærdigste Embeds Mand: Om prosessen mot byfogd og politimester i Christiansand Mauritz Antonius Schweder in the journal Nordisk tidsskrift for kriminalvidenskab*. Jens Erik Paulsen is the deputy leader of the research group and is working on the projects *Methodical value-based evaluation of police work and long-term planning for the police services – future technology and development*, the



latter in collaboration with the Norwegian Defence Research Establishment and the National Police Directorate. The aim of this project is to prepare a report which gives the Ministry of Justice and Public Security (JD) a research-informed knowledge base for long-term planning of the police, the Norwegian Police Security Service (PST) and the Public Prosecution Service. Another project is *Can police students' ability to build trust in vulnerable groups be strengthened through digital teaching aids?* by Jens Erik Paulsen, Joshua Marvle Phelps, Trond Kyrre Simensen and Rick Trinkner (Arizona State University). This is a collaboration with Arizona State University, who will contribute knowledge of how digital teaching aids affect the students' ability to create trust in a work situation, particularly in contact with vulnerable groups. Sverre Flaatten is working on the project *Control of capital: Police-free zones and the strategic basis for criminal justice*. 2020

will see the publishing of the legal history anthology *Kontroll av kapital* of which Flaatten is the editor and co-author. The book is a collaboration with the research group Law, Society and Historical Change at the University of Oslo and the end-result of a series of seminars arranged there. Flaatten is also working on an article about market manipulation based on an archive study at the National Authority for Investigation and Prosecution of Economic and Environmental Crime in Norway (Økokrim). Another smaller project on police and psychiatry is also underway. All the projects of this group and its publications are described in this research report.

### New Trends in Modern Policing

Group led by researcher Siv Rebekka Runhovde

The role of the police is changing. Traditionally, crime prevention and investigation have been separate areas. Today the police

are expected to be on top of things and to work both proactively and reactively at the same time on many different types of crime. This requires the police to have knowledge about public disorder and potential crime which is being planned and is being committed. In this connection, intelligence, proactive investigation and crime analysis become greatly important. Technological development and the digitalisation of society also pose fresh challenges for the police. Dilemmas and questions which arise in connection with the use of new methods of policing, the new role of the police in society and the blurring of the distinction between proactive and reactive police methods have not been given the attention they deserve in the field of police research. There is therefore a need for a new conceptual and theoretical framework in order to get a better understanding of this shift in police work.

Questions which will be discussed in this research group are:

- How is the blurring of the distinction between prevention, intelligence and investigation empirically manifested in police practice?
- How can hybrid forms of police strategies be understood, and what distinguishes them from the more traditional types of policing?
- What are the implications of a possible shift, both on a practical level and in relation to legal questions?

The aim of this research group is to examine the practical and normative consequences of this shift in police work, as well as any dilemmas and questions which arise. The ambition is to contribute to the development of theory by discussing empirically based knowledge. The goal is re-conceptualisation and theoretical innovation. The research group will invite external participants – both researchers, academic police staff and practitioners – to discuss empirical findings in the light of this.

### The police in a digital society (PIDS)

Group led by Professor Inger Marie Sunde og Senior Research Fellow Nina Sunde (deputy leader)

The police operate in an ever more complex and changing world and are required “continuously to develop their ways of working and to be prepared and equipped to encounter the unexpected”<sup>34</sup>. The growth of technology affects the safety of our society, the extent and geographical reach of criminality and the methods and tools of the police.

This research group seeks to contribute to the production of knowledge which can contribute to a constructive development of the police at a time when both basic values and human rights, legal safeguards and national jurisdiction are being challenged by global sensor and communications systems, artificial intelligence and an omnipresent Internet. This is an interdisciplinary research group. Its members are

from PHS, the University of Oslo (the Faculty of Law and the Faculty of Social Sciences) and the Norwegian University of Science and Technology (NTNU) at Gjøvik. Other participants are police staff with a doctorate or a relevant Master’s degree or who are preparing for PhDs. Many of the researchers participate in international research projects.

The most important activities of this research group in 2020 were the publication of the special issue “AI and Policing” in the Nordic Journal of Studies in Policing, and a physical seminar on AI and police work in the spring of 2020. Covid subsequently put a stop to any further meetings; however, work on production of the special issue continued and this will be published in 2021.

### Police registers (PolReg)

Group led by Professor Johanne Yttri Dahl

The purpose of the research group PolReg is to (further) develop the potential for using

<sup>34</sup> Politihøgskolen (2016). Strategi 2017-2021. Oslo: Politihøgskolen.

data from the police's own registers for research purposes. There are several police registers, such as STRASAK, BL, eDNA, PO, Indicia, AFIS and AGENT, which contain data representing an exciting and relatively little used source for researchers. Data from these registers can contribute to opening so-called "black boxes", i.e., areas where systematised knowledge is missing, and thus help to gain important insights into police practice which is vital for the development of organisational learning and knowledge production. Further development of the use potential of these data registers is an extension of the methodical pioneering work in police science, which some projects at PHS have already initiated.

The research group is a meeting place between researchers and practitioners who use police registers as data sources in their work, and researchers from different institutions. The group includes members from PHS, the Central Bureau of Statistics at the

University of Oslo, OsloMet, the Norwegian Institute of Public Health, Oslo Police District and the Police Directorate. The research group facilitated interdisciplinary and inter-agency collaboration in a field which will contribute to knowledge and knowledge development relevant to the police, police science and the field of criminal policy.

Police registers will be a central part of the research focus in the project "A matter of facts: Flows of knowledge through digitalised police practices" practices» which is funded by the Research Council of Norway (NFR), and there will be close collaboration between the project and the research group PolReg.

### **Police investigation methodology**

Group led by Associate Professor Oddbjørg Edvardsen

This research group examines how the police can uncover, prevent and investigate crime in a broad social perspective. One area of scrutiny is how the

police collaborate with other institutions, government departments and agencies, but also the very distinctive nature of police work, namely uncovering, investigating and preventing crime in our society. The research group contributes to national, Nordic and international research collaboration, and to the Police University College achieving the objectives of its research strategy.

Research is carried out on the following topics: hypothesis-driven investigation, investigative interview methodology, the relationship to human rights, miscarriage of justice, professional ethics, cybercrime, and how the police can uncover and prevent crime towards particularly vulnerable groups such as intellectually disabled children.

Members of the group represent research at the Police University College on PhD and professor level. Master's students with projects within the group topics are invited to participate, as well as contributors from the field of practice who can

strengthen and contribute to the actuality of the research. The group's external members are from a range of external collaboration partners, among them Oslo Police District, the Faculty of Law (University of Bergen), University College Copenhagen, the Linnaeus University, University of Uppsala (Sweden) and the National Police of Denmark.

### Police reforms

Group led by Associate Professor H. Birgitte Ellefsen

The aim of the Police reforms research group is, through research and dissemination, to contribute to demonstrating how present and past reforms in Norway and other countries affect the police and society. The group examines for example how reforms affect the role, tasks, working methods and problem-solving of the police, how they affect the welfare, safety and security of the population, and the consequences this may have for the legitimacy of both the police and the state.

The research group members are involved in several projects which examine the outcomes and consequences of the Community Police Reform, and have been active contributors to the work of the Norwegian Agency for Public Management and eGovernment (Difi) on evaluation of the reforms. The research group has an extensive international network, and in 2020 began developing research projects which look at police reforms with a comparative, international perspective. Through publications and lectures the research group members have contributed to an enlightened public debate about the consequences of the Community Police Reform for the police and society. Five of the research group members wrote the opinion piece *En prinsipløs og selv-motsigende politipolitikk (Politiforum 10.07.2020)*, which was frequently referred to in the social debate about the Government Police Report (*Meld. St. 29 (2019–2020) Politimeldingen*), which was presented in June

2020. Another example is Cathrine Filstad's book *Politiledelse som praksis* (2020), which is often cited in debates about the degree to which the Community Police Reform has succeeded in facilitating better police management.

### Police education, learning environment and students (PULS)

Group led by Associate Professor Marie-Louise Damen

PULS is first and foremost a group of police educational researchers who discuss their projects, but it also functions as a meeting place for researchers and practitioners who use police educational research as a knowledge base in their work. The purpose of this research group is to facilitate collaboration and competence sharing in Police University College research on police education, learning environment and police students. The group is not linked to any specific research projects or a single educational

pathway. PULS has monthly group meetings of researchers on Teams where there is discussion of relevant internal and external research and development projects linked to police education, learning environment and police students. According to the government strategy for educational research 2020-2024<sup>35</sup>, this type of research includes R&D on teaching and learning, education content and types of assessment, professional education and professional practice, educati-

onal technology, management, leadership and organisation of the educational sector and the role of the education system in society and the workplace. This also includes research on the educational system as an arena for integration. Systematic research on police education and police students is also necessary in order to meet both internal and external demands for, and expectations of, research-based teaching. That is to say teaching which is built on the notion:

“what research has demonstrated, leads to good learning”.<sup>36</sup> Research-based teaching presupposes that police educators know who the police students are and how they learn in order to enable them to solve problems, but also live up to the intention of lifelong learning as professional practitioners. R&D projects carried out by members of the PULS group aim to contribute to research-based teaching at PHS.

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35 Ministry of Education and Research. (2020). *Forskning, kunnskapsmegling og bruk: Strategi for utdanningsforskning 2020–2024*. Oslo: Ministry of Education and Research.

36 Raaheim, A. (2011). *Læring og undervisning*. Bergen: Fagbokforlaget. p. 56.

# Qualifying Groups

PHS has for several years worked hard to increase the proportion of academic staff with senior lecturer competence, including increasing the number of professors/senior lecturers in general and the number of female professors/senior lecturers in particular. During the period 2015–2018, PHS received support from the Research Council of Norway’s programme Gender Balance in Senior Positions and Research Management (BALANSE) for the project “Building competence to retain competence/Fix the system and achieve unique insti-

tutional goals” (FIKS). The completion report from the project showed, however, that increasing the number of female professors had not happened as quickly as expected. One reason for this is the time allocated to research, and the distinctive characteristics of the Police University College as an institution. A new application was sent by PHS to the Research Council’s BALANSE programme in 2018 for support to a project which would delve deeper into the topic. There was a large number of applications for support from BALANSE and

the PHS 2018 application was unfortunately not successful.

In the autumn of 2018, a collaboration was initiated between PHS, the University College of the Norwegian Correctional Service (KRUS) and the Norwegian Defence University College (FHS) on common professor and docent qualifying groups. The responsibility for managing this collaboration has been given to a coordination group with representatives from PHS, KRUS and FHS, as well as Professor Emerita Liv Finstad (UiO). In 2020, the Norwegian Defence University

College was responsible for leading the coordination group, which has had regular meetings throughout the year. The main items on the agenda for these meetings were the running of the qualifying groups and the planning of the joint seminar which is arranged every autumn. There has also been a mutual exchange of information on the organisation of, and commitment to, research activity at the respective institutions. In the autumn of 2020, the coordination group for the collaboration arranged a digital joint seminar with the main topic “External funding and application writing”. The seminar also discussed the topics “Experiences with applications for promotion” and “Research dissemination”. The seminar was aimed at the participants in the qualifying groups, managers from the institutions, as well as external participants interested in the research at the institutions.

### **The professorship qualifying groups**

Led by Professor Emerita Liv Finstad (University of Oslo)

Four of the professorships qualifying groups were continued into 2020. Eighteen associate professors from PHS, 14 from FHS and two from KRUS participated in these groups. Each of the groups have had two group meetings in 2019. Each of the groups has had two meetings in 2020. The purpose of the groups is to provide academic support and motivation to the participants in their qualifying round and help them to apply for promotion “at the right time”. The aim is for the groups to be an arena for developing an academic profile and to clarify how every individual’s research activity is relevant to PHS, KRUS, FHS as well as to the police and correctional services. Participants in the groups are given advice and support on research and publishing activity, organisation and prioritisation of their own activities, and help with writing

applications for promotion to professorship when the time is right. A joint “guided retreat” was arranged in January 2020. A total of ten participants from PHS, FHS and KRUS took part, supervised by Professor Annick Prieur.

During 2020 PHS has acquired two new professors; one male and one female.

### **The docent qualifying group**

Led by Associate Professor Hæge Nore (OsloMet)

A docent qualifying group was established in 2018. There are three participants from PHS, three from KRUS and one from FHS. There was little activity in the group during 2020 because of difficulties with coordinating joint meeting times. Participants in the group were invited to the “guided retreat” as well as to the joint seminar on external financing and application writing. The new supervisor of the group is Hæge Nore from OsloMet, and the group has held one meeting.

## Senior lecturer group

Led by Senior Lecturer Tore Rokkan, University College of Norwegian Correctional Service (KRUS)

The senior lecturer group is an arena for academic staff at PHS and KRUS wishing to obtain promotion to senior lecturer. The aim of the group is to motivate and support academic staff in their R&D work. The group is also a resource in the development of profile documents and senior lecturer applications, and a forum for sharing experiences from such processes. The senior lecturer group meets 2-3 times per year with relevant lectures, introductions and discussions on current topics linked to the promotion process and senior lecturer competence. At these group meetings the participants are also expected to present their own work. Group participants are meant to be a resource for each other, and the group leader

gives individual feedback and supervision between the group meetings. One meeting was held in early 2020, but there was otherwise little activity during the year. Work is currently underway to clarify the structure and mandate of the group, which will ensure that the group functions better in the future.

## The PhD groups

Lead by Associate Professor Jon Strype

The PhD group is an offer to all staff working on doctoral theses at PHS. The objective of the PhD group is to offer a learning environment which will stimulate and support work on doctoral theses, as well as offer our PhD candidates an academic community based on police research. This is done through text seminars and discussions about relevant topics such as the thesis statement, method, writing

process and other challenges linked to the work towards a doctorate. In addition to internal and mutual peer work, the group also invites senior researchers to contribute with their expertise, e.g. in connection with final seminars for those in the final writing phase of their PhDs. At the end of 2020 the group had 18 participants (two of whom were on leave at the end of the year). The PhD group had four meetings in 2020, all on Teams. A snapshot of this year's meetings:

- Privacy protection, access and application processes, led by Anne Marthe Bjønness and Marianne Solvi-Eriksen
- Peer reviews: evaluations and reflections, led by Nina Sunde
- Challenges in PhD project work during the Covid-19 pandemic



# Doctoral projects 2020

## **Punishment and welfare in prisoner treatment of substance users: A qualitative analysis of empowerment and collaboration in Norwegian drug counselling units**

Janne H. I. Helgesen, Department of Criminology and Sociology of Law (IKRS), Faculty of Law, University of Oslo  
<https://www.jus.uio.no/ikrs/forskning/arrangementer/disputaser/2020/helgesen-janne.html>

This doctoral project examines how modern punishment and welfare ideals about empowerment and cooperation are expressed and balanced in the treatment of prisoners in Norway. The aim of the study

is to increase our knowledge of how empowerment and collaboration are played out in the treatment of incarcerated substance users which can encourage a practice where there is agreement between ideals and reality in the treatment of prisoners.

Empowerment has become a key concept in modern drug treatment and rehabilitation. This emphasises the importance of supporting substance users to be able to cope with their own problems and achieve (more) control and agency in their own lives. To help develop empowerment, collaborative work processes are to be established, which cut across

organisational and professional borders and which involve users in the design of services and their own change processes.

The empirical field which is being examined is Norwegian drug counselling units. Such units have been established in Norwegian prisons in the past few years in order to give incarcerated substance users an adapted way of serving time in prison which is anchored in modern principles of punishment and welfare. The study builds on a wide selection of data consisting of focus group and individual interviews as well as participating observations at five drug counselling units. The infor-

mants are high-level managers in the legal and health fields, managers in the correctional services and prisons, staff working in the drug counselling units (psychologists from Special Health Care, care workers and prison officers from the prisons) as well as prisoners in five high security Norwegian drug counselling units. The doctoral discussion builds on scientific debates on prisons, interdisciplinary prison research with the main emphasis on organisational sociological theory, and treatment and rehabilitation theory. The project has published three articles.

### **Norwegian Police Training for and Use of Force**

Steinar Vee Henriksen, PhD programme on risk management and public security, Faculty of Social Sciences, University of Stavanger  
<https://www.uis.no/nb/disputas-om-politiet-sin-bruk-av-skytevapen>

The overall goal of this research project is to develop new and relevant knowledge about how the Norwegian police exercise force in general and the use of firearms

in particular. A further goal is that the project will contribute research-based knowledge to the operational education/training of the police, and also contribute to future research on the Norwegian police.

The project consists of three main parts. Part one charts the extent and characteristics of police use of physical force and coercive measures. Part two deals with police decision-making in the use of firearms, and part three consists of a comparative study of basic firearms training in Norway and New Zealand.

The project is funded by the Ministry of Justice and Public Security and is being written in English.

### **Human Systems in Motion - Exploring the application of systemic ideas in teams navigating change**

Anne Rød, University of Bedfordshire, England  
<https://uobrep.openrepository.com/handle/10547/624017>

Anne Rød completed her PhD in systemic leadership and practice

in January 2020. The thesis explores processes of change in teams with the use of a systemic approach. Systemic management/leadership and practice can contribute in several overlapping ways: to lead and navigate in complex situations; to stimulate and lead change and development; and to create frameworks, methods and practice for experience-based learning. The project, which was carried out on a part-time basis over four years, carried out research on three different teams and their journey of change during a period of 10 -18 months. By helping the teams to view development and change as a natural process, combined with personal experiences of change, the teams can create new and different experiences and competencies. The target group of the thesis is leaders, teams and other practitioners in the organisational field who offer an alternative approach to processes of development and change.

The research is situated in a social constructionist perspective

where perceptions of reality are constructed through words and human interaction. Methods include autoethnography, reflexivity and participatory action research (PAR). Through research, the Wheel of Systemic Ideas (TM) is developed. The purpose of this is, through dialogue, to build a bridge between modernistic and systemic ideas. By using the wheel, each team explore their focus and attitude to change. The findings indicate that the wheel of systemic ideas can be used to develop new approaches to the process of change in different contexts, and that the dialogues can break up patterns of binary thinking, linear and normative approaches to change. The examiners had the following comment on the thesis: “The research is innovative and is a clear contribution to professional practice of systemic leadership. The candidate defended the thesis well and appeared very reflective.”

## **Military assistance to the police, with the emphasis on issues related to the conditions for such assistance**

Kai Spurkland, Faculty of Law,  
University of Oslo

<https://www.jus.uio.no/iior/forskning/arrangementer/disputaser/2020/spurkland-kai.html>

The topic of the thesis is the legal framework conditions for operational assistance by the Norwegian armed forces to the police. In an impending crisis, be it terrorism, an epidemic or a natural catastrophe, police resources may be put under pressure – and the armed forces can often be a relevant resource to provide assistance. But when does the law permit the armed forces to assist the police, and what form can this assistance take?

Spurkland deals with four main research questions: What are the police tasks that can be executed with assistance from the armed forces? In what situations can the armed forces pro-

vide assistance to the police? What kind of assistance can the armed forces provide to the police? How should this assistance be carried out? The questions are assessed in the light of the Constitution and national legislation, international human rights, the principle of legality and the basic norms of policing.

The thesis shows that there is a gap between the political expectations of how the armed forces can assist the police – and what the law currently permits. Spurkland shows how three interventions in particular can contribute to a considerable increase in the legal scope of action: better regulation of when and how military resources can be used in police actions; better training of assistance personnel; and a more lucid regulatory framework of command and control in assignments of assistance.

# Dissemination of Knowledge and Participation in the Social Debate

A focus on knowledge dissemination in academia and the police/justice sector is incorporated in the PHS strategy for 2017–2021<sup>37</sup>. The importance of being an active participant in social debate is also emphasised. Registrations in CRISTin (Current Research Information System in Norway) provide basic information about publications and papers produced by PHS staff in 2020. The sections “Scientific and academic publications” and “Scientific & academic presenta-

tions and media contributions” give a detailed overview.

Since 2011, registration of all types of publications and their dissemination at PHS has been done in CRISTin, which is a joint research information system for the health, research institute and higher education sectors in Norway. One of the most important objectives of CRISTin is to combine the registration and reporting of research activity within the three sectors in a *common system*.

## Scientific and academic lectures

PHS aims to be an active and clear contributor to the social debate in its specialised fields, and to demonstrate its competence both to society in general and to the justice sector in particular. Academic staff therefore have a special responsibility to participate in the public debate and to make contributions that can lead to better decisions and assessments.

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<sup>37</sup> Police University College [2016]. *Strategi 2017-2021*. Oslo: Police University College.

TABELL 1. NUMBER OF LECTURES, POSTERS AND MEDIA CONTRIBUTIONS PER YEAR FROM PHS (2010–2020)..

Type of activity	2010-13	2014	2015	2016	2017	2018	2019	2020
Scientific lectures	192	33	29	49	39	46	63	24
Academic/popular science lectures	135	66	65 <sup>38</sup>	64	92	85	69	26
Posters	15	3	1	-	1	1	2	0
Media contributions	695 (estimate)	894 <sup>39</sup>	-	-	12	23	44	65

The number of given lectures in academic, police and more popular science circles (Table 1) is more than halved compared to 2019. It is highly likely that this drop to some extent is caused by the Covid-19 situation in 2020, where a number of arrangements have had to be cancelled or indefinitely postponed.

As in previous years there is reason to believe that the number of lectures given is considerably higher than what is registered in CRISTin because many collea-

gues do not register oral dissemination at all. The main focus at PHS is still to register as comprehensively as possible all written, credit-bearing work; however, there is also a strong wish that oral presentations also be registered in CRISTin in order to illustrate the diversity in activities at the college.

Figures from media contributions from previous years are incomplete, and have been collected in various ways (for further details see previous editions of

*PHS Research*. Again in 2020 we see that staff have registered various types of media contributions in Cristin. The registered number shows an increase from 2019 to 2020, an increase which can probably be explained by the increased focus on digital dissemination when physical meetings only happen rarely or not at all.

38 54 registered in CRISTin + 11 additional reports

39 1 = mention in article/interview.

TABLE 2. NUMBER OF SCIENTIFIC AND ACADEMIC PUBLICATIONS PER YEAR FROM PHS (2010–2020).

Type of publication	2010-13	2014	2015	2016	2017	2018	2019	2020
Scientific monographs/ annotated editions	6	1	2	8	3	3	1	4
Scientific chapters	42	10	17	17	20	21	23	17
Articles in scientific journals	64	28	21	32	41	18	34	45
Anthologies	-	2	4	6	4	2	1	1
Textbooks/academic literature	12	3	2	3	4	5	3	0
Academic chapters/articles in books, journals and encyclopedias	42	12	13	21	15	19 <sup>40</sup>	29	19
Opinion pieces, leading articles, etc.	30	22	17	17	9	18	31	25
Total reported in CRISTIN <sup>41</sup>	36	6	6	4	11	15	4	7
Research at the Police University College <sup>42</sup>	21	4	4	-	5 <sup>43</sup>	6	3	3
Doctoral theses	6	2	0	2	4	2	4	4
Master dissertations	5	4	2	3	1	1	3	3
Total number of works	269	88	88	114	112	102	136	128

<sup>40</sup> Including "Short communications"

<sup>41</sup> Number of reports written by PHS staff.

<sup>42</sup> In the series "PHS Research" the reports may also have been written by some who are not PHS staff.

<sup>43</sup> 4 unique publications and 1 report in both Norwegian and English language.

## Scientific and academic publications

Table 2 presents the number of reported written works in 2020 categorised by the type of publications reported in Cristin. The total number of publications shows a small drop from 2019 to 2020. However, it is not possible to say whether this is a reduction in real terms or a change as a result of work being done in one calendar year not necessarily being published in the same year because the actual publishing process can take a long time. It is therefore always difficult to say whether small increases and decreases from year to year are real. Only by looking at the development over several years is it possible to get a realistic picture of the “production at PHS”, and the numbers for 2020 are still reassuringly high!

Table 2 shows that the number of *academic* articles and chapters has gone down, while the number of *scientific* articles and chap-

ters has increased. The number of doctoral theses and Master’s dissertations are the same as in 2019. Staff at PHS have published four scientific monographs/annotated editions in 2020.

Three reports in the series Research at PHS were published in 2020. The number of reports will vary from year to year, but PHS like staff primarily to publish in “our own” journal *Nordic Journal of Studies in Policing*, or other credit-bearing publishing channels whenever possible. The report series Research at PHS does not provide publication points.

### Publication points

Publication points are calculated based on the type of publication and the level of the publication vehicle. A scientific monograph – that is to say a book with one author – provides five points if it is published by a “level one publisher”, but eight points if it is published by a “level two publisher”. The number of

monographs published at an institution will therefore strongly manifest itself in terms of the total number of publication points awarded to the institution. An article in a journal written by a single author published in a “level one journal” provides one point, while an article in a “level two journal” is worth as many as three points. Where there are several authors, the points are shared between them.

A change in how publication points are calculated was introduced after an evaluation of the Norwegian publication indicator<sup>44</sup> by the Danish Centre for Studies in Research and Research Policy at Aarhus University commissioned by Universities Norway (UHR) in 2013. In 2014, the evaluation was followed up by UHR Publishing who drew up a new system of calculating publication points at an institutional level. This has been in force since 2015. The calculation criteria for publication points

44 Aagaard, K. (2014). *Evaluering af den norske publiceringsindikator*. Aarhus: The Danish Centre for Studies in Research and Research Analysis, Aarhus University.

TABLE 3. NUMBER OF PHS PUBLICATION POINTS DISTRIBUTED ACCORDING TO PUBLICATION TYPE AND IN TOTAL (2011-2020).

Type of publication	2011-13	2014	2015 <sup>45</sup>	2016	2017	2018	2019	2020
Monograph/annotated edition	28	5	10	39,2	12,07	15	8 <sup>46</sup>	12,62
Anthology article with ISBN	19,4	5,52	11	11,3	14,06	13,9	14,32	14,26
Journal article with ISSN	40,61	15,62	19	24,8	39,26	15,32	29,14	37,99
Total number of publication points	88,01	26,14	40	75,3	65,39	43,22	51,46	64, 87

of joint publications were also changed from the start of the reporting year 2015. The new calculation method is intended to be more academically neutral, and to further stimulate collaboration in academic publishing between institutions and countries. The institutions are still required to share publication points where several institutions are linked to a publication, but the new calculation method helps to reward collaboration by giving all collaborating partners more points for their contributions than was the case with the old model (up to and including

2014); international collaboration provides more points than national collaboration. PHS again benefitted from this in 2020 because college staff are increasingly collaborating across international borders.

In Table 3 we present the total number of publication points, with the points divided between the three credit-bearing publication types in Cristin. As shown in Table 2, the *number* of scientific publications increased from 58 in 2019 to 66 in 2020, and we also see a gratifying increase in the number of publication points (see Table 3).

The *number* and scientific level of published monographs are the two single factors that most strongly affect publication points. As shown in Table 2 we have four scientific monographs/annotated editions – all at level 1 - in 2020. There is also an increase in the number of scientific articles in journals and anthologies. In total this is a good result for 2020!

### National Knowledge Repository (NVA)

Unit (the Directorate for ICT and joint services in higher education and research) – in collaboration

<sup>45</sup> New model for the calculation of publication points from 2015.

<sup>46</sup> 1 level 2 monograph.



with representatives of universities and research institutes – is working to realise the new national knowledge repository (NVA) which was ready for testing at selected institutions in 2020.

The background to the work on NVA is official guidelines, approved in 2017,<sup>47</sup> stating the government’s intention that all

Norwegian publicly-funded scientific articles shall be open-access by 2024. The plan is to make NVA a joint platform for the archiving of all types of scientific publications (articles, books, chapters, reports), research data, research dissemination, student assignments etc.

The current systems – Cristin

and our own institutional archive PIA – will be merged with the new joint solution and will be wound up in their present form. According to the plan, NVA will gradually be adopted in the course of 2021/2022, and the aim is for next year’s NVI-reporting<sup>48</sup> to be done in NVA.

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<sup>47</sup> Ministry of Education and Research (2017). *Nasjonale mål og retningslinjer for åpen tilgang til vitenskapelige artikler*.

<sup>48</sup> NVI is an abbreviation of Norsk vitenskapsindeks.

# Scientific and Academic Publications 2020

## Scientific monographs/ annotated editions

Filstad, C. (2020). *Politiledelse som praksis*. Fagbokforlaget.

Fredriksen, S. (2020). *Rettsstat og nødtilstand*. Karnov Group Norway AS.

Keiserud, E., Sæther, K. E., Holmboe, M., Jahre, H.-P., Matningsdal, M. & Smørdal, J. G. (2020). *Straffeprosessloven: Lov av 22. May 1981 nr. 25 om rettergangsmåten i straffesaker: Lovkommentar: Bind I*. Universitetsforlaget.

Keiserud, E., Sæther, K. E., Holmboe, M., Jahre, H.-P., Matningsdal, M. & Smørdal, J. G. (2020). *Straffeprosessloven: Lov av 22. May 1981 nr. 25 om rettergangsmåten i straffesaker: Lovkommentar: Bind II*. Universitetsforlaget.

## Scientific anthologies

Bjørger, T. & Damen, M.-L. (Red.). (2020). *The making of a police officer: Comparative perspectives on police education and recruitment*. Routledge.

## Scientific chapters (in anthologies)

Andersen, M. & Sookermany, A. M. (2020). The Making of Military Strategy - The Gravity of an Unequal Dialogue. In J. H. Matlary & R. Johnson, eds., *Military Strategy in the 21st Century: The Challenge for NATO*. (pp. 131-151). Hurst Publishers.

Andreassen, N. & Bjørkelo, B. (2020). Organisasjonsteori om krisehåndtering i teori og praksis. In A. K. Larssen & G. L. Dyndal (Red.), *Strategisk*

- ledelse i krise og krig: Det norske systemet.* (pp. 86-100). Universitetsforlaget.
- Bjørger, T. & Damen, M.-L. (2020). A longitudinal and comparative European study of recruitment, education and careers in the police (RECPOL): How this project can contribute to the development of police science. In T. Bjørger & M.-L. Damen, eds., *The making of a police officer: Comparative perspectives on police education and recruitment.* (pp. 3-17). Routledge.
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- Edvardsen, O. & Moen, K. (2020). Politiets etterforskning av seksuelle overgrep mot utviklingshemmede. In T. Olsen, B. K. Bakkefjell et al. (Red.), *Utviklingshemming og seksuelle overgrep: Kunnskap, rettssikkerhet og beskyttelse.* (s. 135-146). Universitetsforlaget.
- Glomseth, R. (2020). Benedicte Bjørnland, Director, Norwegian Police Security Service (PST) and Incoming National Police Commissioner of Norway. In B. Baker & D. K. Das, eds., *Trends in policing: Interviews with police leaders across the globe.* (pp. 139-149). Routledge.
- Glomseth, R. (2020). Trond Eirik Schea, Director of the Norwegian National Authority for Investigation and Prosecution of Economic and Environmental Crime (ØKOKRIM) and Senior Public Prosecutor, Norway. In B. Baker & D. K. Das, eds., *Trends in policing: Interviews with police leaders across the globe.* (pp. 20-32). Routledge.
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- ## Reports/dissertations
- ### PhD theses
- Helgesen, J. H. I. (2020). *Straff og velferd i fangebehandling av rusmiddelbrukere: En kvalitativ analyse av empowerment og samarbeid i norske rusmestringensheter*. [Doctoral thesis]. University of Oslo. <https://www.duo.uio.no/handle/10852/74574>
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- ### Master's dissertations
- Andreassen, L. E. & Andresen, G. [2020]. *Live Data Forensics: A quantitative study of the Norwegian Police University College students LDF examinations during their year of practice*. [Master's dissertation]. University College Dublin. <https://hdl.handle.net/11250/2734964>
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# Scientific and Academic Lectures and Media Contributions 2020

## Scientific lectures

- Bjørkelo, B. & Eriksen, B. (2020, September). *Leaders' and managers' role in whistleblowing: Seen from psychology and law*. 10th Nordic Working Life Conference, Digital conference arranged by Aalborg University.
- Bjørkelo, B. & Eriksen, B. (2020, November). *Presentasjon av den tverrfaglige og forskningsbaserte boken «Varsling i arbeidslivet - arbeidsgivers og leders roller og ansvar»*, Digital conference arranged by Inland Norway University of Applied Sciences/OsloMet.
- Bjørkelo, B. & Eriksen, B. (2020, December). *The psychology of whistleblowing and the European Directive*. European Conference on Whistleblowing Legislation, Digital conference arranged by the University of Göttingen.
- Damen, M.-L. & Møberg, R. J. (200, February). *Horizontal career preferences and vertical career aspirations of male and female police recruits*. Norwegian Sociological Association, winter seminar, Gol.
- Ganapathy, J., Nyborg, I. & Nimruzi, A. (2000, November). *From Guns to Roses: Community Oriented Policing in Afghanistan*. ICT4COP Final Conference, digital conference arranged by NMBU.
- Gjelsvik, I. M. (2020, September). *Ekstremisme og forebygging bolk 1: Fenomener, begreper og trender*. Digital teaching, Master in Police Science, the Police University College Oslo.
- Gjelsvik, I. M. (2020, September). *Forebygging av ekstremisme bolk 2. Politiet som forebyggende aktør: roller, virkemidler og samarbeid*. Digital

- teaching, *Master in Police Science, the Police University College Oslo*.
- Heivoll, G. (2020, February). *Det norske politiets rettshistorie - prosjektpresentasjon, kilder og noen foreløpige funn*. Academic lunch at Rettshistorisk samling, University of Oslo.
- Klatran, H. K. (2020, november). *Hatkriminalitet mot skeive. Rosa kompetanse network seminar, Oslo*.
- Langvik, E., Sørengaard, T. A., Rostad, I. S., Bjørkelo, B. & Saksvik-Lehouillier, I. (2020, November). *Arbeidssituasjonen for politiansatte under Covid-19: På vei mot mer fleksible arbeidsformer og økt digital kompetanse*. NEON-conference, digital conference arranged by Inland Norway University of Applied Sciences.
- Lundgaard, J. M. (2020, February). *Meningsdannelse og beslutningsprosesser ved operasjonsentralene*. Section meeting, Operational Section, the Police University College, Oslo.
- Lundgaard, J. M. (2020, February). *Å ta telefonen og sende en bil? Meningsdannelse og beslutningsprosesser ved politiets operasjonsentral*. Academic gathering of FOT and the 110-centre. South-East Police District, Tønsberg.
- Paulsen, J. E. (2020, September). *AI, Trustworthiness, and the Dirty Harry Problem*. DNA in police work: New methods, new challenges? Webinar arranged by The Norwegian Biotechnology Advisory Board.
- Rabbing, L. & Bjørkelo, B. (2020, 19 February). *Police stress studies around the world – measurements that work*. Police and Society Conference, Akureyri University, Iceland.
- Rød, A. (2020, October). *Systemisk perspektiv på endringer*. Digital guest lecture at NHH, Norwegian School of Economics.
- Solhjell, R. (2020, September). *Experiencing police stops in Europe: Knowledge, gaps and research opportunities*. Euro-crim 2020, online conference.
- Solhjell, R. (2020, December). *Practices in Multi-agency Collaboration against Violent Extremism*. Nordic Safe Cities, online conference.
- Solhjell, R. (2020, July). *Practices in Multi-agency Collaboration against Violent Extremism at the City Level: Nordic Approaches*. Global Safety Evaluation (GSE) Workshop arranged by Harvard University.
- Solhjell, R. (2020, December). *Tracing hate crime cases*. Online International Network for Hate Studies (INHS) conference.



- Sunde, I. M. (2020, October). *PrevBOT - Conceptualizing an AI-based police robot for preventing online child sexual exploitation and abuse*. Nordic Cybercrime Conference 2020, Online conference arranged by Umeå University.
- Sunde, N. (2020, October). *Den menneskelige faktors betydning for kvaliteten på databevis*. Seminar – Norwegian Research Centre for Computers and Law, Oslo.
- Sunde, N. (2020, December). *Quality in digital forensic examinations - Do digital forensic examiners produce consistent results?* Europol/EC3 Forensic Experts Forum, The Hague.
- Sunde, N. (2020, October). *Reliability and biasability in digital forensic decision-making*. Nordic Cybercrime Conference 2020, Online conference arranged by Umeå University.
- Ødegård, A., Waldahl, R. H., Willumsen, E., Iakovleva, A. & Strype, J. (2020, January). *The conceptual development of the Social Innovation Measurement Model (SIMM-Q)*. The 5th Innovation in Public Services and Public Policy Conference Pubsic conference (PUBSIC 2020), University of Stavanger.
- [Academic presentations and lectures](#)
- Edvardsen, O. (2020, May). *Fattigdom kommer ikke alene: Om livsvilkår og risiko for vold og overgrep mot barn. Hva vet vi og hva kan vi gjøre?* Presentation at Næringslivsfrokost, Bodø.
- Edvardsen, O. (2020, March). *Om sårbare barn og unge: Inkludering på hjemmebane – idrettens betydning*. Presentation to Bodø Idrettsråd, Bodø.
- Ganapathy, J. (2020, January). *Om tillit og kulturforståelse: Politiets møte med etniske minoriteter*. Lecture on the course Communication & conflict management, the Police University College Bodø.
- Ganapathy, J. (2020, August). *Cultural Communication, Awareness and Humility*. Lecture to International Public Health (IPH), OsloMet.
- Ganapathy, J. (2020, October). *Cultural Communication, Awareness and Humility*. Lecture to International Public Health (IPH), OsloMet.
- Ganapathy, J. (2020, October). *Flerkulturelle forståelse for vaktledere*. Lecture to duty officers, the Police University College Oslo.
- Ganapathy, J. (2020, October). *Kulturforståelse for saksbehandlere*. Lecture to case officers and committee leaders, The Immigration Appeals Board, Oslo.

- Glomseth, R. (2020, January). *EVU and FOU*. Study visit from Linnaeus University, the Police University College, Oslo.
- Heivoll, G. (2020, February). *Det norske politiets rettshistorie, prosjektpresentasjon*. Norsk politihistorisk selskap, Trondheim.
- Heivoll, G. (2020, November). *Et streiftog gjennom den eldste norske politihistorien og kildene til denne*. Webinar arranged by *Slekt og Data*.
- Helgesen, J. H. I. (2020, October). *Hvordan få mest mulig ut av kriminalomsorgens ressurser og styrke kvaliteten på rusbehandlingstilbudet? Fra opprettelse av rusbehandlingssenheter til dagens status?* Academic and experience conference, University College of Norwegian Correctional Services, Lillestrøm.
- Holmboe, M. (2020, February). *Tale eller tie: Om avvergingsp-*
- likt og varslingsplikt*. TryggEST network gathering, Gardermoen.
- Holmboe, M. (2020, September). *Avvergingsplikt og menneskehandel*. Lecture at the conference *Tverroperativt kompetanseteam (ToKt)– For arbeidet mot menneskehandel i Salten, Bodø*.
- Holmboe, M. (2020, September). *Narkotikaprogram i Høyesterett. ND erfaringssamling*, Norwegian Correctional Service, Lillestrøm.
- Holmboe, M. (2020, September). *Straffutmåling - noen momenter*. Academic lunch, Norwegian National Authority for Investigation and Prosecution of Economic and Environmental Crime (Økokrim). Oslo.
- Holmboe, M. (2020, November). *Bare under «helt ekstraordinære omstendigheter»: Nyere dommer om forvaring av unge*
- lovbrytere*. Academic and experience gathering on custody, University College of Norwegian Correctional Services, Lillestrøm.
- Jensen, T. (2020, May). *Økt læringsutbytte gjennom simulering som integrert del av praksisstudiet i politiutdanning*. NTNU Læringsfestivalen, Digital conference arranged by the Norwegian University of Science and Technology (NTNU) and DIKU.
- Jensen, T. (2020, October). *Kvalitet i praksisstudier og praksisveiledning*. Seminar on practical studies, Western Norway University of Applied Sciences, Haugesund.
- Jensen, T. (2020, October). *Profesjonsetikk og profesjonell yrkesutøvelse*. Lecture at the event *Etikk, samfunnsansvar og bærekraft*, Western Norway University of Applied Sciences, Haugesund.

- Kolflaath, E. & Sunde, N. (2020, November). *Hypoteser (teori og bruk)*. Seminar at the Police University College instructor training in investigation, the Police University College, Oslo.
- Lundgaard, J. M. (2020, January). *Kritisk kunnskap: Presentasjon for Sør-Vest Politidistrikt. Ledersamling FOT (fellesoperativ tjeneste), Sandnes.*
- Lundgaard, J. M. (2020, January). *PO - en håpløs gullgrube?* Research group meeting on the police operational system, the Police University College, Oslo.
- Lundgaard, J. M. (2020, October). *Ta telefonen og sende en bil? Meningsdannelse og beslutningsprosesser ved politiets operasjonssentral.* Gathering of operations managers, Troms Police District.
- Paulsen, J. E. (2020, October). *Technology in the Norwegian Police Education.* Technology and future policing, webinar arranged by the Norwegian Defence Research Establishment
- Simensen, T. K. (2020, September). *Casebasert læring i forebyggende politiarbeid.* Digital conference on flexible training.
- Sunde, I. M. (2020, February). *iHUMAN.* HUMAN-festivalen, Cinemateket, Oslo.

# Media contributions

## Interviews

Bjønness, A. M. (Intervjuobjekt). (2020, 13 October). Hvitvasking, *Studio 2. NRK P2* [Radio].

Bjørkelo, B. (Intervjuobjekt). (2020, 20 November). 18,3 prosent av kvinnelige politiansatte utsatt for seksuell trakassering. *Politiforum* [Internett]. <https://www.politiforum.no/benedicte-bjornland-metoo-seksuell-trakassering/183-prosent-av-kvinnelige-politiansatte-utsatt-for-seksuell-trakassering/207170>

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