



Annual Report
Academic Programme Quality
2019 / 2020

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1 Executive summary

The academic year 2019 – 2020 became the year when everything felt different. In the shadows of the Covid-19 pandemic, BI still ran its educational operations with the objective of providing high quality along the students' learning journeys, ensuring students' progression and completion. Chapter 2 is devoted to describing different Covid-19 issues in programme delivery and exams. The overall message is that BI and our students so far have fared far better than many others in the national and international higher education sector. The fact that we have so far pulled through speaks volumes about BI's qualities. The most notable feature and learning takeaway from this experience, is that at BI, we co-create educational quality across units and divisions, and we succeed better when we actively and frequently engage the students in our processes. Quality is not free. It requires effort, transparency, and open-mindedness from all.

In general, we have satisfactory levels of educational quality and health in our programme portfolios. As chapter 5 will show, most quality areas across portfolios have performed well. The fact that programme demand fluctuates, will constantly be a challenge for resource availability. Recruitment and re-allocation of faculty resources have a longer lead-time than market-shifts. Some portfolios are more challenged by retiring faculty members than others. At the same time, the demand for teaching capacity in all subjects related to 'digital' grows almost exponentially, across all levels and programme profiles. The establishment of a department for data science will increase the capacity. Still, it is fair to assume that this is a permanent shift in our programmes and will represent a challenge both in development and delivery of programmes in the years to come.

In concrete terms, 2019/2020 entailed termination of one bachelor programme, while three programmes had their first intake Autumn 2019. Three additional bachelor programmes are at various stages of development during the academic year. BI's first joint MSc-programme (in Marketing) commenced Autumn 2020. Given Covid-19 and travel-restrictions, it is a win that we could launch a programme that runs jointly with LUISS in Rome, Italy. Sustainable Finance was developed as both a specialized MSc programme, and an MSc in Business major during the academic year. One additional MSc-programme is in development, but we have so far not been able to muster sufficient faculty resources to develop the Master-in-Management (MiM) programme. There are several MSc-programmes with low admission numbers, and even though some share common courses, they need significant attention in the coming academic year. The pandemic accelerated the need to subdivide courses into smaller parts. In the Executive portfolio we call this "Short learning modules" (SLM). This is likely to become a major shift in the development and delivery of executive programmes, challenging both our current student-handling systems as well as curriculum. For the PhD-programme, quality related challenges posed by Covid-19 that struck in early Spring 2020, are e.g., difficult data-access, lack of travel/mobility to do research – in general delays imposed on students' progression. Most PhD-students are also international, and restrictions from visiting home-countries, and distancing from family imposed additional stress.

The development of the programme quality system (PQS) is undoubtedly the most demanding educational quality-related endeavor in 2019/2020. Competing with the pandemic for attention, it fell slightly lower on the radar for many. Despite this, the development has progressed, albeit slightly slower than desired. Spring 2020 entailed several rounds of anchoring and hearings across lines and divisions. The system description and the PQS-website with all content has been approved, and several revised core-processes have been run once or twice. The PQS-project will be closed at the

end of calendar year 2020, and the PQS-system will run as a line operation. Although part of the current academic year (2020/2021), the preparations for the NOKUT audit that will commence in March 2021, started in the Spring of 2020, and are well underway. It is worthwhile to mention two very important side-effects of the PQS-project. First, we identified the need for “Rules for delegation” at BI. This was approved by the Board of Trustees in June 2020. Second, BI has not been known to be best in class when it comes to documentation. The PQS project identified the meeting-forums of highest importance to BI’s quality work (e.g., TMT, EMT, and the Senate). Then, templates for agendas, document preparations, and minutes of meetings were developed and introduced during Fall 2020. This contributes to more transparency through improved information dissemination to the organization and provides more push towards formal case-preparations.

The Future Bachelor Model project was placed on temporary hold in 2019, and then regained momentum during Spring 2020. The first phase of the project commenced in June 2020, ran during the pandemic lockdown and tested the boundaries of our current bachelor models with respect to international mobility, and relevance through internships (both mobility and relevance are key priorities from the Norwegian higher educational authorities). In addition, our current models’ composition makes innovation and the launch of new programmes more complicated than necessary. The project is currently in phase 2.

BI’s digital exam systems project, also known as the Wiseflow-project, is still running. The Wiseflow system came into operation as a back-up during the first lockdown and home-exam period Spring 2020. Our own system, Digiex, is still running with very strict limits. The Wiseflow system is proving to be functionally good for students and faculty, but we face considerable challenges in system-integration between our own core-system (Banner), and Wiseflow. This is also one current cause of delay. The Wiseflow-project also illustrates resource constraints related to digital systems development involving Banner. A likely additional outcome of the project is that BI will need to re-think how we run exams as a whole; the division of labor/tasks between one central exam administration and 8 individual (soon 9) academic department administrations is most likely not viable in the future, since the days of end-of-semester paper-and-pencil exams will soon be history. The whole field of exams and evaluations is becoming highly advanced, requiring re-skilling of staff (faculty and administration), and significant improvements in both procedures and systems. The ‘evaluation-for-learning’ mindset is different from the ‘evaluation-for-testing’ mindset and has yet to disseminate into higher education.

Summing up, 2019/2020 will for many be remembered as the year of the pandemic. Still, we have been able to maintain focus on running programmes, work systematically with programme quality, pursue some innovation, and progress on key projects.

In 2021, the main priorities should be these:

1. Deliver PQS (including implentation and NOKUT audit)
2. Ensure progression on digital-exam solution / Wiseflow project
3. Ensure progression on Future Bachelor Model
4. Contribute to alignment of faculty resources and programme/course demands

2 The Covid-19 effect

From February 2020, the BI top management team (TMT) established itself as a “corona task force”, to deal with Covid-19 related issues that for the China operations started to emerge as early as February. On March 8th, the TMT issued a contingency plan on how to cope with the growing Covid-19 pandemic, i.e. guidelines for infection prevention on campus, revised in August. In summary, it gave instructions and guidance with respect to on-campus presence and home office. The Library and Learning Resources Centre and the Digital division secured access to Zoom for home streaming/recording and webinars on short notice. A contingency plan for the students was issued at the same time and came as a follow-up on the latest recommendations from the Norwegian Institute of Public Health (FHI).

Students were encouraged to progress with their studies regardless of the difficult situation with the lockdown of the community due to Covid-19. In a short time, BI transferred all education activities to online delivery, and one important effect is that BI has taken great strides when it comes to competence in using digital tools. This transition came about in a very short time (a few weeks) and is still developing. It is becoming increasingly evident that this transition will have lasting effects on how BI conducts some of its operations. Working within a pandemic has been stressful for many employees. Still, this period has brought forth an entrepreneurial spirit and goodwill that is “BI at its best”.

International mobility came to a full stop before the Summer 2020 as many of BI’s student exchange partner schools abroad cancelled their on-campus offering without being able to offer an adequate online alternative for BI’s students going on exchange. Some countries, such as Australia, became impossible to travel to. As BI could not guarantee the students’ learning outcome or progression in such a situation, top management decided to cancel all outgoing and incoming exchange in the fall 2020, thereby providing predictability for our students in a very uncertain situation. Following the Ministry of Education’s guidelines, BI is keeping exchange options within Europe open for Spring 2021 but has cancelled exchange to countries outside Europe.

All exams Spring 2020 were conducted as digital home exams. BI was one of the first schools to announce this decision to provide predictability to the students in an uncertain situation. However, the faculty responsible for mathematic and statistic exams had challenges providing digital home exam due to concerns about cheating and fair and thorough assessment. Top management decided to move all mathematics and statistics exams to August, with the aim to run school exams to ensure fair and thorough assessment of learning outcomes. However, after massive complaints from the students, mathematics and statistics exams were moved back to June as digital home exams with changed grade scale (pass/fail). The exams were carried out successfully in Wiseflow.

Regarding the exams, BI received a high number of complaints for Spring 2020. The complaints were divided between students in 21 different bachelor exam codes and 5 Master exam codes. There were two main cause of complaints: “Not enough time to conduct the exam” and “the exam was too difficult and/or not according to syllabus”. Both complaints show the students’ concern for their exam results. Academic staff have in general responded quickly and well to the complaints through inquiries from the Exam office. They have defended the contents of the exams and that the exam

papers are in line with syllabus. The students also received feedback informing them that the level of difficulty was considered when grading the exams. The same information has also been shared by academic staff on Itslearning. Overall, BI handled the complaints well in clarifying the intentions regarding the exam assignments and the grading process. Approximately 90% of the students signed up for the exams of spring 2020. An attendance percentage of 90% is normal.

Progression between the first and second year of the bachelor programmes improved by 12% in 2020. This is believed to be related to both less exam failure in subjects such as mathematics (graded with Pass/fail when home exam), and to uncertainty in the job market causing less students than normal to drop out in favor of fulltime work.

To support the students' progression during the pandemic, the Board of Trustees approved supplementary regulations to allow for extended deadline of grading should this be necessary, along with self-certification of student absence from examinations.

Both BI and the student union BISO are concerned for the students' psycho-social well-being under the pandemic where on-campus attendance has been low. We know that many are struggling, especially among first year students in the Autumn 2020 when social integration has been more difficult to achieve than in a normal year. To deliver good digital teaching along with tutoring and social integration of new students is a top priority of the Learning Environment Committee in their annual report to the Board of Trustees in October 2020.

It is still uncertain which effect the pandemic will have on progression for our different degree students. BI has as far as possible prioritized student progression for students by facilitating digital education. We know that several PhD students are delayed in their progress due to the Covid-19 situation and the closing of BI's campus Spring 2020. There are three main reasons for delays: 1) family-related (home schooling, single parent responsibility, closed kindergartens and schools, etc.), 2) data collection challenges, both for qualitative and quantitative data collection, and 3) courses that were planned to be taken abroad, cancelled courses outside BI, and cancelled conferences. BI has reported to Universities Norway (Universitets- og høyskolerådet) that the delays will cost around 2,7 MNOK.

The rapid migration to digital education was heroic but also challenging with deliveries at different quality levels. We have experienced that the variation in digital competence gives varied quality level of digital teaching delivery. There are particular difficulties in creating good digital interaction with students. Students are struggling to find both course contents and administrative messages on itslearning, and are complaining about lack of standardized structure of digital classrooms. A new technical solution for automatically showing digital lectures in the timetable is crucial to reduce manual work and risk of errors in the timetable. Also lack of streaming capacity in classrooms has been a problem, but this has now been improved. Several lessons have been learned and actions points for autumn 2020 are developed.

3 Accreditations

In the period 2018 until the end of 2020 BI will have completed the various stages of all its international accreditations; AMBA, AACSB, EOCCS and EQUIS. See accreditation calendar in appendix 7.1. Preparations for the NOKUT Quality Review, to be conducted in March 2021, are well under way.

3.1 NOKUT

The NOKUT audit was supposed to be carried out Spring 2020, but due to Covid-19 it was postponed to March 2021. Autumn 2018 BI established a project to improve our Programme Quality System (PQS). The initiative was a response to NOKUTs «Pilot-review of Systematic Quality Assurance» and the feedback: “significant shortcomings connected to «Studietilsynsforskriftens kapittel 4». The project has involved large parts of the organization and has focused on improving the Programme Quality System to support more systematic and transparent quality work at BI.

3.2 EQUIS

In June 2019, BI started the preparations for the EQUIS reaccreditation. The required Self-Assessment Report and auxiliary written material, in addition to a report written by a student panel, was submitted to EFMD in January 2020. A peer review team was assembled and all other preparations completed for the planned on-campus visit in late March, when the Covid-19 pandemic set a stop to these plans. EFMD and BI mutually agreed to postpone the visit until further clarification of the situation. In June BI’s top management met with EFMD and decided to move on with a virtual accreditation visit in November. The visit took place on November 10-14th 2020. Much is based on the preparations earlier in the year, but the challenges brought on by Covid-19 and how BI is dealing with these challenges represent a new perspective.

3.3 EOCCS Re-accreditation

EOCCS (EFMD Global Network Online Course Certification System) certified BI’s online course “Consumer Behaviour” in June 2016 for a three-year period. The course is run by Nina Vogt and her course team. The course applied for re-certification in May 2019 and BI representatives met virtually with the EOCCS Review Panel August 19th. Re-certification was approved in the EOCCS Certification Board meeting December 12th 2019 and the course was be granted EOCCS Certification for another 3-year period. The feedback from the review panel included on the weakness side to continue the discussions of finding a more adequate course platform which provides elements for collaboration and interaction and to ensure that more students respond to the course evaluation survey. The Review Panel described the course team as very engaged, as well as considering the educational environment regarding online learning activities as a strength. BI was one of eight pioneer institutions when implementing this certification in 2016.

4 Improvement projects in 2019/2020

4.1 Revised Programme Quality System

The project kicked off Autumn 2018 and the original plan was to be finished in January 2020, but it was delayed and postponed to Spring 2020. In addition, due to Covid-19, many activities were put on hold in Spring 2020 and the project will now end 31.12 2020. However, the project has implemented new deliveries from the project along with the annual cycle and its quality assurance and development activities since 2019. This means that several new and improved elements of BI's Programme Quality System are already implemented.

Overall, the Programme Quality System (PQS) provides BI's tools and procedures to identify strengths and rectify weaknesses in all our study programmes. The project has especially focused on 1) redefining quality areas including measurable indicators and establishing threshold values (new element), 2) reframed programme quality processes, and 3) described roles and responsibility regarding programme quality work. All revised and new components delivered from the PQS-project are established to strengthen structured, systematic and transparent quality work.

Important deliveries from the project during the last year have been implementing the threshold values, and formalizing student involvement and evaluation processes (mid-term course evaluation and programme evaluation). Criteria, guidelines and a plan for external periodic programme evaluation have been developed and will be implemented within the NOKUT audit. In addition, the project has developed an online portal "*programme quality portal*" (programme quality processes and associated roles and responsibilities) with a direct link to the *programme quality dashboard* (quality areas and indicators). This makes the PQS easily accessible and transparent.

BI does a lot of exceptional quality work, but it is challenging to make each role in the organization understand the importance of delivering quality work in a systematic and documented manner. In many ways, the autonomy culture at BI prevents the systematic and documented approach. However, the Programme Quality System ensures documentation of the standardized processes and activities across our divisions, campuses and portfolios.

4.2 Future Bachelor Model

In January 2019, Project Future Bachelor Model (FBM) was set up as part of BI's strategic objective to make the bachelor programmes more attractive – to students, employers and to potential students. The distributed bachelor programmes have been the backbone of BI's business model for many years. Project FBM contributes to the process of renewal that ensures they can continue to play this role.

In 2020 the project continued with three goals for the project and the new bachelor model:

1. Provide students with opportunities for international experience (exchange) and
2. Provide students with opportunities for integrating work experiences and practice in their programme (internship) and
3. Strengthen BI's ability to innovate the bachelor portfolio (agile innovations)

During Spring 2020 a project group with the President as project owner, the top management team as steering group, and Dean Bachelor as project manager, was established. The first phase of the

project tested the current bachelor model against the three project goals. Phase 1 concluded that the existing bachelor model was not able to fulfill these requirements, and a new bachelor model must be developed. During fall 2020, a second phase of the project was started. The goal of phase 2 is to develop a new bachelor model at BI, an overall architecture that will fit both the current and future potential bachelor programmes. Phase 2 is expected to be concluded by June 2021.

4.3 Digital exams - Wiseflow

In Autumn 2017, BI experienced several unwanted incidents connected to digital exams and the self-developed exam system Digiex. The cause of the incidents was related to capacity challenges in Digiex exams. In addition, the incidents made it clear that Digiex as a system has too high a technical risk of failure in several of our digitalized exam processes. BI therefore established a new project aiming to replace Digiex with a standardized exam system used by the higher education sector. BI chose Wiseflow as the new exam system. The goal was to have Wiseflow up and running Autumn 2020.

However, due to Covid-19, digital capacity has been prioritized on digital teaching delivery, and the Wiseflow project timeline has been delayed. At the same time, cooperation with Uniwise (the supplier of Wiseflow) has proven to be more difficult than expected, especially related to platform integration and adaptations. Not having integrations in place, manual operations and risk of errors increase and burden the administration.

With Digiex still as our main exam system, and Covid-19 leading to mainly digital home exams Spring 2020, the result has been challenging for both the exam office and our faculty in several ways. All investments in Digiex are stopped and this has resulted in reduced options of different exam types and lower feasibility due to capacity. Digiex cannot handle more than 1000 students at the same time (down- and uploading) and the result is that larger exams need to be run with multiple time slots for the same exam. This means that faculty must make several exam papers and the exam administration must manage several implementations of the same exam. This is not sustainable over time. Therefore, full implementation of Wiseflow Spring 2021 is crucial for administration, faculty and students. The main bottleneck in order to achieve this is digital competence and capacity. Operating with two different exam systems requires extra work effort for both administration and faculty.

In Spring 2020 approximately 20 exams were running through Wiseflow (out of approximately 450 exams). Both students and faculty were in general positive to the new exam tool. Autumn 2020, 45 exams are planned in Wiseflow.

5 Quality assessment of programme portfolio

This chapter contains an assessment of the following three aspects of quality at BI:

- Part 5.1. about quality areas gives a brief overview of assessed quality of each programme area for the academic year 2019/2020, made by each Dean in his/her annual portfolio report, which in turn is based on programme reports from each Associate Dean. Comments will mainly focus on areas and indicators assessed as below defined threshold values.
- Part 5.2. about quality processes highlights key quality processes and challenges related to these during the last academic year.
- Finally, part 5.3. sums up what new accreditations, re-accreditations and terminations of programmes or portfolio BI has had over the last year.

5.1 Quality areas – strengths/weaknesses/improvements

In revising the Programme Quality system, BI has defined main quality areas related to the students' learning journey as shown below. Within each area, a set of indicators have been developed, and for some of these, threshold values have been set to determine the level of acceptable quality versus not acceptable quality level where action is needed. For overview of all indicators and set threshold values, see appendix 7.2.



Figure 4.1. BI's six quality areas and quality process centred on the students' learning path

5.1.1 Bachelor

In 2020, the bachelor portfolio has generally scored well on most quality areas, as the table below shows. Academic quality is the one area that has some issues, see more specific description of this below. The three programmes Bachelor of Business Analytics, Bachelor of Organisation Psychology, HR and leadership, and Bachelor of Digital Communication and Marketing, were all new and started in the fall 2019 with the first cohort of students. Therefore, there is no data yet for the quality areas of Learning Outcome quality and Relevance quality.

Quality areas	Quality indicators	Bach i Øk Adm	Bach i øk og ledelse (siv.øk.)	Bach i finans	Bach i eiendoms-megling	Bach i entreprenørskap	Bach i forretningsjus og økonomi	Bach i mf-ledelse	Bach i Int Management	Bach i Creative Industries Mgmt	Bach i Retail Mgmt	BBA	Bach of Business Analytics*	Bach i Org.psyk. HR og ledelse*	Bach i Dig Komm og mf*
Admission quality	Grades upon admission, acceptance rate, student number, demography														
Academic quality	International staff, international teaching language, female staff, staff above 60, temporary lecturers, assessment types, Associate Professors, AACSB faculty, NOKUT														
Learning environment quality	Course satisfaction, program quality, physical environment, social and academic, psychosocial environment														
Learning outcome quality	Progression, drop-out rate, fail rate, grades, AoL, students' assessment of learning outcome												No data yet	No data yet	No data yet
Relevance quality	Employment rate, career (type of job) self-assessment of relevance, internship, feedback from business and public sector												No data yet	No data yet	No data yet

Table 5.1.A. Aggregated assessment of quality levels of bachelor programmes based on indicators within each quality area.

Admission quality

This quality area is related to students' average grades upon admission, acceptance rate of offer from BI, number of admitted students and demography and composition of the student group of each programme. Overall, this is considered satisfactory across all bachelor programmes.

Academic quality

Academic quality is composed of both faculty data per programme, and indicators related to assessment types and internationalisation of the programme. All programmes comply with legal and formal requirements of faculty composition and competence. Mostly the problems relate to low levels of international faculty and English course language in many programmes compared to BI's own threshold values. However, in a couple of programmes – Real Estate and Entrepreneurship – few faculty members are connected to the programmes, which creates a dangerous vulnerability in staffing. Recruitment in relevant teaching areas is therefore an important action point in 2021.

Learning Environment quality

This quality area is composed of data from the students' feedback on course and programme satisfaction, both from BI's own student evaluations and the national student survey Studiebarometeret. All programmes are considered to have acceptable results at an overall level.

Learning Outcome quality

This quality area is made up by student progression (e.g. grades, fail rate) and completion rates, and is assessed as overall good for all programmes (excepting new ones recently started where not much data is available yet).

Relevance quality

This quality area is largely made up by data from BI's annual candidate survey (Job market survey), where candidates are asked 6 months after graduation if they have a job and questions related to perceived relevance of their study programme versus their first job, salary level, etc. For the larger programmes, these data are reliable, but for the smaller programmes the number of respondents is generally too low. Another indicator is how many of the students take internship as part of their programme. In addition, qualitative input from the programmes' advisory boards is considered. Relevance quality is considered overall good. The Real Estate programme is set as yellow due to low share of students taking internship. However, this is explained by the fact that many have paid part-time work.

International student mobility due to Covid-19

Another issue this year was that the Covid-19 situation made all exchange to partner institutions impossible in the fall 2020. This has particularly impacted the Bachelor of International Management programme students where the whole third year is supposed to be taken abroad. Fall 2020, the students have been offered alternative study plans to be able to graduate. Many students have postponed their third year until 2021.

5.1.2 Master of Science

In general, the quality indicators show that the quality of the programme portfolio is good. An overview is displayed in table 4.1.B below.

Quality areas	Quality indicators	MSc in Finance/ QF	MSc in Strategic Marketing Mgmt	MSc in Leadership and Org.psych.	MSc in Business	MSc in Business Analytics	MSc in Applied Economics*	Msc in Entrepreneurship*	Master in Accounting and Auditing	MSc in Law and Business*
Admission quality	Grades upon admission, acceptance rate, student number, demography									
Academic quality	International staff, international teaching language, female staff, staff above 60, temporary lecturers, assessment types, Associate Professors, AACSB faculty, NOKUT									
Learning environment quality	Course satisfaction, program quality, physical environment, social and academic, psychosocial environment									
Learning outcome quality	Progression, drop-out rate, fail rate, grades, AoL, students' assessment of learning outcome									No data yet
Relevance quality	Employment rate, career (type of job) self-assessment of relevance, internship, feedback from business and public sector						No data yet	No data yet		No data yet

*new programmes launched in 2019

Table 5.1.B. Aggregated assessment of quality levels of master programmes based on indicators within each quality area.

Admission quality

- MSc in Finance/Quantitative Finance is considered “yellow” given low intake number for Quantitative finance (11) and slightly lower acceptance ratio (40/41%) than the indicated threshold of 45%.
- MSc in Applied Economics, MSc in Entrepreneurship and Innovation and MSc in Law and Business are indicated yellow because of low number of students. MSc in Entrepreneurship and Innovation also have lower acceptance rate than decided threshold values.
- For MSc in Leadership and Organizational Psychology yellow indicator is due to low ratio of international students (15% compared to threshold value of minimum 20%).

Academic quality

- Master in Accounting and Auditing and MSc in Law and Business are considered yellow because international staff share is low (15/11%) compared to the threshold value minimum of 15%. For Master in Accounting and Auditing 46% of faculty involved in the programme are over 60 years old compared to the threshold value of minimum 30%, and 25% of faculty involved have an extra workload (threshold value not set yet). This contributes to a vulnerable resource situation.

Learning environment

- For MSc in Leadership and Organizational Psychology, MSc in Business Analytics, MSc in Applied Economics, Master in Accounting and Auditing, and MSc in Law and Business, this quality area is defined as yellow because some courses have student evaluation scores below the threshold value of 3,5 (scale 1-5 where 5 is best). In some cases, course satisfaction score is down to 2,4.
- MSc in Law and Business is red as the programme has had some issues at course level in its first delivery year, mainly regarding difficulties in incorporating law with economics and finance, according to feedback from class representatives. Associate Deans have talked to lecturers about these issues and made some changes. Valuable input on teaching methods has been given from a member of the programme’s advisory board, which will be followed up by the Associate Deans.
- In addition – the social and academic environment score from Studiebarometeret is just below the threshold value of 3,5 (scale 1-5 where 5 is best) in Master in Accounting and Auditing. The main reason for this is the +1 model in the programme – which attracts part-time students who work and are taking this programme to get authorization as auditors.

Learning outcome

- MSc in Applied Economics has been given a yellow shading because of the fail rate Autumn 2019 of 20.8 % (above threshold value of maximum 15 %). The mean grade, however, was B.

As a consequence of the issues related to admission quality, the three new programmes MSc in Law and Business, MSc in Entrepreneurship and Innovation, and MSc in Applied Economics are put on the Dean’s watchlist in order to closely follow up the admission process in 2021. For further action points, see 5.3. Development of the MSc portfolio.

5.1.3 Executive

Four of the BI Executive programmes are ranked by the Financial Times on its global lists of Business School programs, in ranking places between 27 and 80. These are 4 of the 5 programmes that BI has on the FT lists. The high rankings reflect the status of BI in our domestic market, where 36% of our students say that they never even considered going to other providers of Executive programmes. Our evaluations of post-graduate careers indicate that BI Executive alumni see our programmes as contributing significantly to promotions, pay rise and access to job mobility. The overall quality of the Executive programmes and portfolios is not just good, but in some areas excellent, as the table below shows. Dean and Associate Deans of the Executive area have a tradition for using this type of scorecard, now incorporating BI's main quality areas and indicators as displayed in row 5-9 in the table below.

Admission quality

The reason this area is yellow for EMBA and EMM is the low share of international students (50%) compared to the ambitious threshold value of 70%. For EMBA, this may be related to Covid-19, as this is an international programme. For EMM, however, the challenge is to offer more programmes in English that can attract international applicants. A suggestion from the Associate Dean is to offer the portfolio to the Scandinavian market, and to use the FOME cooperation as a remedy to increase internationalization.

Academic quality

When it comes to Academic Quality for the Corporate portfolio there is some cause for quality concern as the one red cell in the table below shows. The major challenge here relates not to the quality and competence of existing faculty, but to the *quantity*, or lack of dedicated faculty resources for Corporate. We are also very vulnerable due to high age of key faculty who also have a large teaching workload. For the School Management master programmes, 45% of faculty are over 60 years old compared to the threshold value of minimum 30%. Also, the Tax Master programme and the Health Management master programme have over 30% of faculty over 60 (33/31%). As for extra workload, the threshold value set as minimum is 20%, and all of these corporate master programmes have a higher share of faculty with extra workload (School management 29%, Tax management 33% and Health management 23%). Another weakness is lack of data on external contributors, where we know there are highly competent external lecturers in the corporate programmes and courses.

Learning Environment quality

Executive has managed to maintain and even increase student satisfaction after Covid-19, thanks to quick adaptation of teaching activities to online and hybrid delivery. For the corporate programmes, 55% of the courses do not meet the threshold value of minimum 4 (score on a 1-5 scale where 5 is best) and are therefore assessed as yellow in the scorecard. However, they are close to the threshold values. Closer analysis of these results is provided in the Corporate programme report.

Learning Outcome quality

This quality area is assessed as satisfactory for all Executive programmes and portfolios.

Relevance quality

This is assessed as either overall good, and even excellent for EMM, EMME and Corporate, as shown in the table below. This is based on feedback from students and corporate customers.

Total scorecard for Executive programmes/portfolios (from Dean's portfolio report)

	BM	EMM	EMME	EMBA	BI-FUDAN MBA	CORPORATE
Executive Summary						
1. Status of the programme	GREEN	GREEN	GREEN	GREEN	PLATINA	GREEN
2. Improvements done last year	GREEN	GREEN	GREEN	PLATINA	GREEN	YELLOW
3. Challenges	YELLOW	YELLOW	YELLOW	YELLOW	GREEN	YELLOW
4. Future potential	PLATINA	PLATINA	GREEN	GREEN	GREEN	GREEN
Quality Areas in BI's revised Quality Assurance System						
5. Admission quality	GREEN	YELLOW	PLATINA	YELLOW	GREEN	GREEN
6. Academic quality	YELLOW	GREEN	GREEN	YELLOW	PLATINA	RED
7. Learning environment quality	GREEN	GREEN	GREEN	GREEN	PLATINA	YELLOW
8. Learning outcome quality	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN
9. Relevance quality	GREEN	PLATINA	PLATINA	GREEN	GREEN	PLATINA
BI's Strategic Focus						
10. Internationalization	GREEN	GREEN	PLATINA	GREEN	GREEN	YELLOW
11. Digitalization	PLATINA	GREEN	PLATINA	PLATINA	GREEN	GREEN
12. Sustainability	GREEN	GREEN	PLATINA	GREEN	GREEN	PLATINA
Market orientation						
13. Competitor's situation	YELLOW	YELLOW	GREEN	YELLOW	GREEN	YELLOW
14. Companies/target group	GREEN	YELLOW	PLATINA	GREEN	YELLOW	YELLOW

Abbreviations:

BM = Bachelor of Management
 EMM = Executive Master of Management
 EMME = Executive Master of Management in Energy
 EMBA = Executive Master of Business Administration
 BI-FUDAN MBA = BI – FUDAN Master of Business Administration

Evaluation scale:

Green = in control, no need for action
 Yellow = need for more information in order to consider action
 Red = need for action
 Platina = success!

Indicators in BI's revised Quality Assurance System:

Admission Quality = Acceptance grade, gender, international share, student number minimum limit for commencement
Academic Quality = AACSB and NOKUT requirements, number of hours from part-time teachers, faculty share over 60 years, gender/minimum share of women, international faculty share, different forms of assessment, examination, share of courses in English
Learning environment quality = Course evaluation/quality, program satisfaction, academic and social environment, physical learning environment and infrastructure, psychosocial
Learning outcome quality = Completion rate, drop-out, GPA, failed percentage, AoL, students' self-assessment of learning outcome.
Relevance = applied learning

Internationalization = To what degree does the existing portfolio contribute to BI's international strategic ambitions?

Digitalization = To what degree does the existing portfolio contribute to BI's digital strategic ambitions?

Sustainability = To what degree does the existing portfolio contribute to BI's sustainable strategic ambitions?

Competitor's situation = Are there important changes in the competitor's behaviour, nationally or internationally, that may affect the attractiveness of the existing portfolio?

Companies/target group = To what degree does the composition of companies in the existing portfolio signal need for action? Does the portfolio target the aimed market?

Short Learning Modules

This latest addition to the Executive portfolio is too new to show up in the quality matrix this year, as it was only launched in May/June 2020. However, an increasing quality concern is the lack of system support to handle the rapidly growing volume in the SLM course portfolio. This relates especially to non-credit courses, where e.g. registration of participants is done manually, creating a lot of extra work for the administration. As the number of SLMs grows, this way of handling student administration is not sustainable for much longer (see further description of this under 4.2. Development of Executive portfolio).

5.1.4 PhD

For the PhD programme, some quality indicators and threshold values are different from the other areas. The quality indicators are developed but are not implemented in the Programme Quality dashboard yet. This is planned for Spring 2021. The following is the Dean's assessment of the key quality areas for PhD in the academic year 2019/2020.

Admission quality

This year's advertised positions were for the specializations in Finance and Economics. We received 235 applications including project positions. The regular intake from these was 7 candidates in Finance and 8 candidates in Economics. Due to the Covid-19 virus, the Norwegian government has funded an additional 10 PhD positions to be recruited. The academic departments are satisfied with this year's applications; however, there is still work to be done on improving the pool of applicants, especially when it comes to attracting candidates from Norwegian institutions.

Learning Environment quality

During spring 2020 PhD started several projects focusing on improving programme quality. The PhD Programme Committee has decided that BI will now conduct the Programme Satisfaction survey, which was previously run by the PhD students themselves and called PhD candidate survey. Topics on learning environment quality equivalent to questions in the Student barometer will be part of this survey. Results from the existing candidate survey were discussed in the Programme Committee in October 2019. The survey uncovered the need to update certain topics covered by the set of core methodology courses taught in the three management specializations (Marketing; Strategy, Entrepreneurship and Innovation; and Leadership and Organization). Some students also expressed a need to have more co-supervision in topics related to their main area of study (such as methodology). Although appointing co-supervisors is standard procedure in the PhD programme, students were uncertain if they were in a position to ask for a co-supervisor. The Programme Committee meeting emphasized that students have the right to ask for and also to suggest a co-supervisor. Overall, the students express a high degree of satisfaction with the PhD programme.

The semester meetings between the PhD candidates and the PhD Administration are also an arena where questions related to learning environment can be raised, in addition to the Programme Committee PhD. To improve student involvement, the number of student representatives in the PhD Programme Committee has been increased from one to two out of previously eight, now nine members. Also, the rules and processes for election of student representatives have been formalised.

Summative course evaluations using a standardised questionnaire for all PhD courses were introduced Spring 2020, asking students to rate different aspects of the courses and teaching on a 1-5 scale where 5 is best. 9 courses were evaluated by a total of 59 student responses. The results show an average overall course satisfaction of 4,47 which is very good.

NOKUT's recommendation from 2018 regarding establishing a group/team of supervisors from BI for every PhD candidate has been discussed in the Programme Committee. The PhD candidates at BI already have a group consisting of supervisor, optionally a co-supervisor, and the members of the pre-doc committee. In addition, each academic department organizes seminars for internal members where the PhD students can present their work and get feedback. The PhD Programme Committee decided to keep the current system.

All supervisors are assessed and approved by the Dean after discussion in the Programme Committee, according to set requirements of supervisors. In addition, supervisor responsibilities and student responsibilities are clearly defined and presented to all new PhD students and supervisors.

Learning Outcome quality

The key indicators of this area are the Assurance of Learning (AoL) assessment made by all final defence committees, along with progression and placement of the candidates. Assurance of Learning consists of an assessment of each candidate as "above average, average or below average" compared with other PhD candidates in the field, within criteria defined by statements such as "The candidate contributes new theoretical insights", "The candidate contributes new empirical insights" and "The candidate is able to communicate research results". Over the last few years, the PhD programme has collected around 70 such assessments, where the vast majority is assessed as either above average or average. In very few cases, candidates are evaluated as below average. Next year, AoL aggregated results for PhD will be displayed in the Programme Quality dashboard and thereby more precise scores will be available.

As for progression, norm time at BI is 4 years (including 25% work duties). DBH numbers show that the time BI candidates spend to complete their PhDs has increased from 4,72 years in 2018 to 5,75 years in 2019. The national average for universities in Norway is 4,69. In 2018, there were 15 PhD defences at BI, while in 2019 there were only 10. Due to small numbers, we expect this much variation from year to year. Time to completion calculated by DBH does not take into account statutory entitlement for leave for PhD students. Also, DBH does not differentiate between a three-year and a four-year PhD contract. In order to follow up progress, an annual progress report is made by each candidate and supervisor. Annual seminars where candidates present their projects and get feedback are organized, and most candidates show very good progress and solid results. Some, however, have experienced difficulties and are delayed, but they all receive the necessary support and are closely followed up by the academic departments and Associate Deans.

Relevance quality

The PhD programme continues to emphasize placement as an indicator of relevance quality, where academic placements are valued over industry placements, and international placements over national. Some of our PhD placements for this academic year are Nanyang Technological University,

Copenhagen Business School, and National Chengchi University. These are all excellent research institutions. An action point for the Dean is to organize a workshop to share best practices among the academic departments to improve placements for BI's PhD candidates.

5.2 Quality processes – strengths/weaknesses/improvements

As part of BI's revision of the Programme Quality system, key quality processes have been mapped and described according to best practice. These descriptions – including roles and responsibilities of those involved – can be found in the Programme Quality System (PQS) portal¹. In this chapter a few of these processes will be highlighted because they have been updated and formalised as part of the revision of the PQS.

Taking the advice of NOKUT's peer review committee in 2018, BI has standardized processes and templates related to student evaluation meetings at course and programme level, as described under *Midterm course evaluation* and *Students' programme evaluation meetings* below. At the same time, *onboarding* of class representatives (who take part in these processes) and student representatives who serve as members of BI's formal boards and committees, has been strengthened in order to better enable students to engage in discussions and influence decisions that affect them.

Midterm course evaluation

After class representatives are elected each autumn, they present themselves to the primary teacher of every course, who is then responsible for keeping a dialogue open with the class representative throughout the semester about how the teaching is working for the students. This dialogue is formalized with a meeting at the course's half-way point is done, from which a report is written with a summary of student feedback and any actions taken or agreed upon to be taken, signed by both the primary teacher and the class representative and published on the itslearning class website for the class. The formalization of this meeting and the standardization of the report template was implemented from the academic year 2019/2020 for all full-time programmes (Bachelor and Master of Science) at all BI's campuses.

Students' programme evaluation meeting

This is a formal meeting conducted every term, after most of the midterm course evaluation meetings are completed, between the class representatives of every year of the programme, representatives of the programme's student association, and the Associate Dean (or Academic Coordinator or local programme manager) and the local student administration, to evaluate the programme as a whole (e.g. student social and academic learning environment, workload between semesters, course mix, examination types, student options such as internship/exchange/electives, and further development of the programme). A standardized template for agenda and minutes from these meetings was introduced from 2019/2020 for all full-time programmes at all campuses. The minutes from these meetings are published for all the students in the Student portal website, and student feedback from these meetings is included in the Associate Dean's annual programme report.

¹ <https://portal.bi.no/en/pqs/pqs>

Onboarding programme for student representatives

At the same time as formalizing and standardizing the above mentioned evaluation processes/meetings, this was reflected in a standardized onboarding programme for class representatives across BI's campuses and fulltime programmes. Every autumn, an onboarding seminar for all class representatives at each campus is held as soon as they are elected, to prepare them for their role in these key quality processes. In addition to this, they are given information about BI's programme quality system in general, and in particular important aspects for the students such as complaints procedures, student involvement and representation in formal bodies, and resources such as the Ombud for Students, etc. After the initial onboarding seminar, follow-up meetings are conducted at every campus through the academic year to support the class representatives in their role and facilitate discussions and experience sharing between them. A "handbook" document called "How to be a class representative" has been developed and is updated every Autumn. For student representatives in formal forums and committees such as the Board of Trustees, the Senate, the Learning Environment Committee, the Appeals Board and the Programme Committees, a similar onboarding programme has been developed. This consists partly of online information about student involvement and overview of the formal forums and committees where students are represented. In addition, onboarding meetings are held by administrators of each formal committee for new student representatives every year.

Distribution

Distribution of existing programmes from Oslo to other campuses is a process that previously has been conducted with unclear roles and responsibilities and sometimes without adequate formal procedures and documentation. Therefore, as part of the revision of the Programme Quality system, a process description with defined roles and responsibilities across BI's three main organizational lines, was agreed upon. However, practice has subsequently revealed that there is a lack of communication between these lines, causing either unnecessary delays or reduced quality assurance. This has proved to be particularly challenging during Covid-19, and exemplifies the need for clearly defined responsibilities and better communication routines across BI's large and complex organization.

External periodic programme evaluations

As part of BI's quality system, BI has in 2020 established guidelines for periodic programme evaluations in accordance with the Regulation for programme quality assurance in higher education², § 2-1 (2). These guidelines have been approved by the steering group of PQS, which includes the Provost for Academic Programmes and the Provost for research and academic resources. The Dean(s) are responsible for the periodic evaluations. The relevant academic department will nominate members for the committee, which the Dean(s) approves. Following up on the actions in the report will involve Head(s) of Department, Dean(s) and Associate Dean(s). The Programme Administration initiates and supports the process administratively. A plan for periodic programme evaluations has been set up involving all degree programmes at BI from 2020 until 2025 (see guidelines and plan, appendix 7.3).

² <https://lovdata.no/dokument/SF/forskrift/2010-02-01-96>

5.3 Programme accreditation, re-accreditation, distribution and termination

In the programme quality system, the two processes *Idea generation* and *New programme development*, if successful, will lead to internal accreditation of a new programme. After a task force has worked on the business case and programme design, new programmes have to be approved by the Senate after first being discussed in the Programme Committee. After quality approval, the Top Management Team decides whether to market the programme for the following academic year, but it may still be postponed if there is not a sufficient number of applicants.

The annual formal approval of study plan, candidate profile and learning outcomes for all degree programmes has been additionally formalized by using a checklist for compliance with legal and formal requirements such as the NOKUT “tilsynsforskrift”. Annual re-accreditation of all full-time programmes including a checklist where compliance has been explicitly ticked off, is implemented from Autumn 2020 for the academic year of 2021/2022. This also applies to the accreditation of new programmes.

See aggregated compliance list for all BI’s full-time programmes, and the EMBA degree programme in appendix 7.4.

Accreditations of new programmes for 2021-2022

After a process as described above, the new programme Master of Science in Sustainable Finance, and a new major in Sustainable Finance in the Master of Science in Business programme, was first discussed in the Programme Committee 22nd September, then approved by the Senate 27th October.

Re-accreditations for 2021-2022

For bachelor fulltime programmes, all degree programmes were re-accredited by the Dean in the Programme Committee meeting of 23rd September. For Master of Science, all degree programmes were re-accredited by the Dean in the Programme Committee meetings of 22nd September and 19th October, based on compliance checklists. For Executive Master of Business Administration (EMBA) extensive changes had been made in the study plan for 2020-2022, so after first having been discussed in the Programme Committee, the plan was approved by the Senate on May 5th, 2020.

Distribution

As three new bachelor programmes were launched in 2019, two of them Bachelor of Communication and Marketing, and Bachelor of Organisation psychology, HR and leadership, were at the same time distributed to respectively campus Bergen and all campuses outside Oslo. In 2020, Bachelor of Digital communication and Marketing was also distributed to campus Trondheim. This programme is a replacement of the previously offered, now terminated Bachelor of Communication Management, to a large degree using the same faculty resources. For Master of Science, the MSc in Business programme, major in Leadership and change, was distributed to campus Bergen in 2019. In 2020, a

process has been initiated in order to offer another major of the same programme in Bergen from 2021, but this is not yet concluded.

Terminations

In 2019, the Bachelor of Communication Management was formally terminated, to be replaced by the new Bachelor of Digital Communication and Marketing. In 2020, due to low application numbers, the Bachelor of Retail management was formally terminated. Students already in these programmes will of course be allowed to complete in due time according to their study contract.

6 Portfolio development

This chapter contains a brief summary from each Dean of what has been developed during the last academic year, and what revisions and new developments are planned next year and further ahead, for each programme area.

6.1 Development of the Bachelor portfolio

In 2019-2020 several changes were made in the bachelor portfolio:

- Three new bachelor programmes were launched in fall 2019:
 - Bachelor of Business Analytics
 - Bachelor of Organizational Psychology, HR and leadership
 - Bachelor of Digital Communication and Marketing
- Bachelor of Retail Management was formally terminated. There was no admission into the programme in 2020, and the last students from the programme will graduate in 2022
- Three bachelor programmes changed names in 2019:
 - Fra Bachelor i eiendomsmegling (Real Estate) til: *Bachelor i eiendomsmegling, jus og økonomi (only Norwegian name change)*
 - Fra Bachelor of Business and Law til: *Bachelor of Law and Business*
 - Fra Bachelor of International Marketing til: *Bachelor of International Management.*

Dean Bachelor recommends that all current bachelor programmes are continued in 2021-2022. However, Bachelor of Real Estate should be put on a watch list due to low numbers of faculty linked to the programme. In addition, several programmes are under revision:

In Bachelor of Marketing Management several courses will be revised in the future, but in 2020 a new programme course, Sustainable Marketing, was offered.

In Bachelor of Organizational Psychology, HR and leadership the course Organisational theory is moved to the 5th semester, and plans are now made to phase out the bachelor thesis and replace it with two new programme courses.

In Bachelor of Real Estate a project started in spring 2020 to investigate whether a flexible 3rd year of the programme could be launched. The goal is that students could choose in the last year whether they would like to pursue a realtor track or a property development track. The project will continue in 2020-2021.

An important action point for next year is to succeed with a new bachelor model. The project “Future Bachelor model” started fall 2019, and is in phase 2. The timeline of the project is to have the model ready by fall 2021 and launch the new model in the market fall 2022.

Another important issue next year is to further operationalise BI’s international strategy in the bachelor portfolio. As already mentioned, one of the important goals of the new bachelor model is to increase opportunities for exchange. Hopefully, this change will increase international deployment numbers in the future. Furthermore, efforts will be made to increase the ratio of English language courses in the portfolio. In the last couple of years, several courses have been changed to English,

and one full English language programme has been launched (Bachelor of Business Analytics). Yet, more effort is needed. Several opportunities need to be investigated further – among others:

- Switching the entire programme Bachelor of International Management to English
- Deliver parts of the Siviløkonom programme in English
- Introduce at least 1-3 programme courses in English in all bachelor programmes

6.2 Development of the MSc portfolio

Several changes were made to the Master portfolio in 2019-2020:

- MSc in Law and Business, MSc in Entrepreneurship and Innovation and MSc in Applied Economics were launched.
- MSc in Business, major in Leadership and Change was distributed to BI – campus Bergen.
- Master of Accounting and Auditing opened for admission to single courses. In addition, more flexibility and extra retake exams were introduced, to meet the needs of students from auditing companies.
- Several programme courses, core courses and electives have been changed or added to the different programmes.
- Autumn 2020 BI-LUISS joint MSc in Marketing was launched, and QTEM Masters Network was extended to include MSc in Finance. This gives more opportunities for students who want to take a part of their BI degree abroad.

Dean Master recommends that all MSc programmes are continued in 2021-2022. However, MSc in Applied Economics, MSc in Law and Business and MSc in Entrepreneurship and Innovation have been put on a watch list. Admission numbers are below threshold values set in the Quality Assurance System, and a process should be initiated to assess the programmes if this development continues.

In 2020-2021, several programmes should be revised:

- A repositioning of MSc in Business from a portfolio perspective is needed, given the increase in competing specialized MSc programmes, and decreased fit with ranking criteria. A joint project with Dean Bachelor has been established to facilitate for a strategically sound positioning of MSc in Business Analytics programmes.
- A repositioning of the MSc in Leadership and Organizational psychology programme to fit the bachelor programme. In addition, BI should initiate a process whose purpose is to acquire the right for these candidates to use the title organizational psychologist.
- The development of an analytic track for MSc in Strategic Marketing Management within the existing programme should be considered.
- Dean Master has also called for an overall strategy for positioning the different finance programmes going forward, as the number of finance programmes is likely to increase from 3-5 in 2021 with the current development of sustainable finance.

The number of programmes has increased from five in 2016 to 11 in 2020 – with a strong focus on specialized MSc programmes. However, the number of students has not increased significantly. BI needs to address growth in a more systematic way and Dean Master calls for an effort to address this issue. A clear campus strategy should be included in these discussions.

Digitalization has gained increased importance during Covid-19, and BI need to address a possible decrease in BI's competitive advantage - "campus-effect" post-Covid-19. Changes in student preferences and increased offering of shorter master programmes delivered on digital platforms, often referred to as MicroMasters or Stackables need to be addressed. A Master in Management (MiM) programme is well suited for developing MicroMasters and stackables through partnerships with other institutions. Developing a MiM programme will also increase student numbers by attracting international students. In addition, it is a better fit for ranking criteria than BI's existing MSc programmes, with the possibility of enhancing visibility to all MSc programmes and to BI as an institution.

6.3 Development of the Executive portfolio

Executive consists of six programme areas: Executive Master of Management (EMM), Bachelor of Management, Executive MBA, BI-Fudan MBA, Executive Master of Management in Energy (EMME) and Executive Short Programmes. These areas comprise about 200 single courses. This number is down from last year due to revisions and improved management of the portfolio. Covid-19: We have opened new classes and there have been very few postponements of teaching due to strong teamwork and innovative delivery of digitized teaching.

Executive Master of Management (EMM) is the main source of revenues and student recruitment to BI Executive, contributing more than NOK 179 million and 2,900 students every year, including Corporate. BI is the leading provider of the degree in the Norwegian market, as 1/3 of the students never consider competitors before applying. Competition is increasing from many angles. Improvement of our digital products requires scaling down course sizes to allow more innovation with better prospects for re-use. Financial Times (FT) ranks our EMM programs on places 65 (open) and 80 (customized) with no clear trend.

The **Executive MBA** degree continues to be an important product to achieve Financial Times ranking and thereby quality-signal effect in the market. We are currently on a climbing trend in the rankings, achieving place 78 in 2020. Important adaptations have been made to the EMBA that seem to have paid off with more students recruited. The system with separate tracks has proven difficult to adapt to sudden market changes so that a system with electives has been approved by the Senate instead. Covid-19: A new all-digital class was opened in 2020 with strong team work and innovations in avatar technology.

The **BI-Fudan MBA programme** is still recruiting two classes per year with an average of 50 students. Last year we had an all-time high with a new class of 60 students. The FT rankings for 2019 and 2020 are both place 27, making this one of the best ranked part-time MBA programs in the world. The price of the program is high, and the program is profitable for BI despite its costs of production. Covid-19. Teaching has continued throughout the pandemic with strong teamwork from all involved.

The **Executive Master of Management in Energy (EMME)** is the single executive program with the best strategic fit – spanning sustainability, digitization and international topics. The class sizes are up and the students are remarkably international. A new AD has been appointed to overlap with the present AD who retires next year. Covid-19: A new all-digital class opened Spring 2020.

The **Bachelor of Management** portfolio is visited by around 2500 persons per year and gives BI about NOK 103 million in revenue. There have been some important upgrades that have lifted the quality and market reputation of this program. However there continues to exist a governance challenge in the BM portfolio due to a very large number of single courses and the flexible nature of the degree. See next point.

A new initiative has been launched named **Short Learning Modules**. It is important to understand that this is not a new programme area but a system of creating short, high-quality, re-usable digital learning modules that can be applied in many settings. The initiative attracted government funding to meet the Covid-19 situation as quick offers to people made redundant by the pandemic. We have attracted 3,000 students since April 2020 with almost 10 mkr in funding from various sources. A new Associate Dean for SLM has been appointed to help develop the modules and integrate them into the formal programme areas.

Executive Seminars, (previously Executive Short Programmes) had a promising start in 2020 but the products were badly hit by the pandemic as most of the pilot projects required international travel. The programme is put on hold until spring time when travel and physical meetings may be possible.

6.4 Development of the PhD portfolio

The PhD portfolio develops as research areas at BI change. The most recent development is the integration of innovation and entrepreneurship with the strategy PhD specialization. This happened as a consequence of establishing a strong research group in innovation and entrepreneurship at the Department of Strategy (later renamed to the Department of Strategy and Entrepreneurship).

BI has an ambition to strengthen our research group in Accounting and is actively hiring strong researchers in this area. At some point the Accounting research group will have the capacity to support a PhD specialization in Accounting. When a critical mass of strong Accounting faculty is reached, the PhD programme (Dean, Associate Deans, Students, PhD administration) and the Department of Accounting, Auditing and Business Analytics will engage in discussion on how to proceed to establish an Accounting specialization in the PhD program.

7 Appendices

- 7.1. Accreditation calendar 1999 – 2025
- 7.2. Summary of Quality Indicators and threshold values
- 7.3. External Periodic evaluations – guidelines and plan
- 7.4. Aggregated compliance lists for full-time programmes and Executive MBA

7.1 Accreditation calendar 1999-2025

- **1999: Initial EQUIS accreditation**
- **2004: First national audit of QA-system by the Norwegian accreditation agency NOKUT**
- **2005: Second visit by EQUIS**
- **2008: Institutional accreditation by NOKUT**
- **2010: Third visit by EQUIS**
- **2010: Second audit of QA-system by NOKUT**
- **2013: Initial AMBA accreditation**
- **2014: Initial AACSB accreditation**
- **2015: Fourth visit by EQUIS**
- **2018: AMBA re-accreditation**
- **2019: AACSB CiR**
- **2020: Fifth visit by EQUIS**
- ***2021: Audit of QA-system by NOKUT***
- ***2023: AMBA re-accreditation***
- ***2024: AACSB re-accreditation***
- ***2025: EQUIS re-accreditation***

7.2 Summary of Quality indicators, Indicators and threshold values

Background information

Workflow A is responsible for defining quality areas, quality indicators and threshold values. The quality areas follow the students' earning path from admission to graduation. The quality indicators are specific set standards used to measure the level of defined quality areas. The threshold values show the minimum level of an *approved* quality level.

Workflow A has had the following deliveries³:

- A1: Define quality areas
- A2: Define quality indicator at level: institutional, program area, program and courses
- A3: Define threshold values for each quality indicator
- A4: Order dashboard functionality

The purpose of workflow A is to correct discrepancies in the NOKUT supervisory report on Section 4-1(5) of the Supervision of Studies Regulations.

"Knowledge acquired through quality work shall be used to develop the quality of future study programmes and to discover quality failure. Quality failure should be corrected within a reasonable amount of time."

Feedback and recommendations from NOKUT: *Recommendations from the committee:*

1. *Define clear threshold values to make it easier to identify quality failure.*
2. *Clarify the system for rectifying minor deficiencies in education by describing where information about such problems comes from, who receives such information and how quickly they can adequate measures to rectify the problem.*

BI has defined quality areas and indicators with threshold values as a means to detect failing quality. The threshold values define the limit for when quality indicators should be re-assessed and action taken.

The indicators and threshold values are automatically updated and displayed on the Programme Quality Dashboard. The online dashboard has rationalized) and made working with with quality areas more accessible, and through this contributes to transparency as the dashboard is accessible to everyone in the organisation. All quality indicators have assigned owners who are responsible for evaluating and following up on unacceptable quality levels and making sure they are corrected (?).

The quality areas with indicators and threshold values are connected to the quality process for portfolio development that includes preparing programme reports (AD reports). The status of quality areas are reported there, forming the basis for further development of a programme (the process for

³ Please be aware that the threshold values were originally planned to be tripartite, but they were changed to a lower threshold value. This change in the project delivery is designated decision case for SG 26.5.2020.

reviewing programmes shall be reported). The task to identify unacceptable quality levels must therefore be seen in context of continuous improvement of quality of education as stated in the Supervision of Studies Regulations.⁴ In other words, the threshold values aids in controlling the level of quality in education and is used as a basis for decision-making to evaluate measures to improve quality.

Threshold values – purpose

The purpose of threshold values is to contribute to continuous quality development by being curious about programmes and courses that have a high level of quality indicators or implementing measures where quality indicators have threshold values that are explicitly below a defined quality level. Indicator values below a defined threshold will trigger an evaluation, a deviation report and action plans where necessary in BI's Study Quality System. Some quality indicators have several measuring points with associated threshold values that, together, show the indicator's *state of health*.

Threshold values

The threshold values were approved by the steering committee for the QA project on 26 May 2020 and are applicable starting in the academic year 2019/20. Threshold values are set based on experience, but it should be noted that the threshold values can be adjusted after they implemented. The experience from the first year will give BI a better idea of whether the project took the right actions and if adjustments will be required. The Department of Programme Quality manages all the threshold values and requests for changes to threshold values, which are reported to a senior adviser in BI's Study Quality System. In this case, this will be part of the continuous improvement to the QA system and is a part of standard operations outside of the project..

The threshold value is the lower limit for when the quality indicator should be assessed and necessary measures taken in order to raise quality and thereby the threshold value (to a higher level). Threshold values below set limits must be monitored and documented according to the previously adopted deviation process. Values above the limit are considered of acceptable quality.

⁴ *Section 2-1 of the Supervision of Studies Regulations states: "Universities and colleges are responsible for the quality of education through systematic quality work that ensures and contributes to the development of the quality of the study programmes. Furthermore, the institutions shall facilitate ongoing development of the quality of education, be able to identify failing quality of a study programme and ensure satisfactory documentation of quality work."*

Quality Indicators

Quality Indicators for Admission Quality The indicators are owned by the business units and should be monitored by them if the threshold values fall below the defined limit.

INDICATOR/ PROGRAMME	Bachelor's degree, in general	Msc	BM	EMM	EMME	EMBA	MBA Fudan
GPA:	3.6/4.4*	3,5	NA	NA	NA	NA	NA
Total number of admission points	40,5/49	NA	NA	NA	NA	NA	NA
Real competence and prior learning	5%	2%	40%**	NA	NA	NA	NA
Acceptance grade	60%	45%	80%	80%	80%	80%	80%
Gender	20/80	20/80	20/80	20/80	20/80	20/80	20/80
International share	Min. 65% ***	Min. 20% ***	Norwegian share within 10-90%	Norwegian share within 10-90%	Norwegian share within 10-90%	70% inter- national /30% Nor- wegian	Chinese share within 10-90%
Student number minimum limit for commencement	50 Electoral course:25	30 Electoral course: 20	25	25	20	30	45

Five-year for MSc in Business. **Age at admission for courses single courses and special courses is only 25 years. If you apply for the degree, five years of work experience is also required. * international studies at bachelor and MSc*

Quality Indicators for Academic Quality

. The Academic departments own the majority of indicators for Academic Quality. Programme-level indicators are marked in green and are owned by associate deans, with support from programme administration. The indicator owners shall follow up any threshold values that fall below the defined limit.

Those indicators marked with *Coming*, are not defined yet (delivery content delayed). Reasons being either the indicators are not fully developed (e.g. educational quality) or because they are being adjusted (e.g. academic vulnerability and publication).

INDICATOR/PROGRAMME	Bachelor's degree, in general	Msc	BM	EMM	EMME	EMBA	MBA Fudan
AACSB: Scholarly Academics (SA)	40%	40%	40%	40%	40%	40%	40%
AACSB: SA, PA and SP	60%	60%	60%	60%	60%	60%	60%
AACSB SA, PA, IA and SP	90%	90%	90%	90%	90%	90%	90%
AACSB Others	10%	10%	10%	10%	10%	10%	10%
NOKUT: Share of first competence	20%	50%	20%	50%	50%	50%	50%
NOKUT: Share of fixed academic	50%	50%	50%	50%	50%	50%	50%

Quality indicators for Academic Quality continue on next page.

INDICATOR/PROGRAMME	Bachelor's degree, in general	Msc	BM	EMM	EMME	EMBA	MBA Fudan
Number of hours from part-time teachers	20%	20%	20%	20%	20%	20%	20%
Number of responsible for courses per academic *	Coming	Coming	Coming	Coming	Coming	Coming	Coming
Share over 60 years*	30%	30%	30%	30%	30%	30%	30%
Share of academic high extra load*	Coming	Coming	Coming	Coming	Coming	Coming	Coming
Gender, minimum share of women	20%	20%	20%	20%	20%	20%	20%
International employee share	15%	20%	20%	20%	20%	20%	20%
DBH points per programme	Coming	Coming	Coming	Coming	Coming	Coming	Coming
ABS rating per programme	Coming	Coming	Coming	Coming	Coming	Coming	Coming
FT publications	Coming	Coming	Coming	Coming	Coming	Coming	Coming
Different teaching methods: Teaching on campus Webinar Feedback activity Case teaching Business visit/study trip Digital learning resources with automatic feedback Students' own work with learning resources	Each programme shall have at least 30% of the programmes in which 3 different forms of teaching are used. The purpose is to show variation in teaching methods that the programme delivers.						
Different forms of assessment: Activity vs. submission. Value: Minimum share of activity	20%	20%	15%	0%	50%	50%	50%
Examination: Individual vs group submission. Value: Share of individual	50%	50%	60%	60%	50%	50%	50%
Share of courses in English	15%	100% Norwegian studies 25%	10%	15%	100%	100%	100%

 Heltid executive
  Fag og forskning
  Studier og programmer

Quality Indicators for Learning Environment

The colour codes reflect different owners of learning outcome indicators, which are based on a scale of 1-5, where 5 is the top score. Blue is Full Time Executive, yellow is Research and Academic Resources and green is Academic Programmes.

INDICATOR/PROGRAMME	Bachelor's degree, in general	Msc	BM	EMM	EMME	EMBA	MBA Fudan
Course evaluation/quality	3,5	3,5	4,0	4,0	4,5	4,25	4,25
Programme satisfaction	3,5	3,5	4,0	4,0	4,5	4,25	4,25
Academic and social environment	3,5	3,5	4,0	4,0	4,5	4,25	4,25
Physical learning environment and infrastructure	3,5	3,5	4,0	4,0	4,5	4,25	4,25
Psychosocial	3,5	3,5	4,0	4,0	4,5	4,25	4,25

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Quality Indicators for Learning Outcome

Listed below are the Learning outcome indicator owners ; see the colour codes.

INDICATOR/PROGRAMME	Bachelor's degree, in general	Msc	BM	EMM	EMME	EMBA	MBA Fudan
Completion rate, normal time	30%	65%	NA	NA	90%	90%	80%
Completion rate, deadline	50%	80%	NA	NA	95%	95%	85%
Drop-out	15%	3%	NA	NA	5%	5%	5%
GPA, passed	C	C	C	B	B	B	B
Failed percentage, first attempt	15%	15%	10%	5%	5%	5%	5%
AoL – below expectation	30%	30%	30%	30%	30%	30%	30%
Students' self-assessment of learning outcome	3,5	3,5	4	4	4,5	4,25	4,25

■ Heltid executive
 ■ Fag og forskning
 ■ Studier og programmer

Quality Indicators for Relevance

Recommendations for indicators level. The owner is AVDs ?/ Academic Programmes .

INDICATOR/PROGRAMME	Bachelor's degree, in general	Msc	BM	EMM	EMME	EMBA	MBA Fudan
Employment rate	75%	70%					
Internship share (Full-time)	30%	30%					
Relevant education	50%	50%					
Would choose again (Full-time)	50%	50%					
Applied learning			70%	70%	70%	70%	70%

Definitions of Quality Indicators

Below is a list of all definitions for all indicators in the dashboard. Please be aware that the indicators *Academic Vulnerability* and *Publishing* are under development, so new definitions will be updated as soon as they are ready.

Definitions

Admission Quality

GPA: GPA for students admitted to a study

Total number of admission points: Average of competition points for admitted (enrolled) applicants (test score HS01 report). Only relevant for Bachelors.

Real competence and prior learning

The right to apply for admission on the basis of real competence for basic studies is governed by the Admission to Higher Education Regulations. This allows an opportunity to assess applicants *who have reached 25 years of age or more in the year of admission who do not have a general university admissions certification*. It is up to the individual educational institution to assess the qualifications of the applicants against the programme they wish to study. Below is an overview of the real competence requirements for the different studies at BI.

Bachelor, full-time	Bachelor, executive	Special courses/ college courses	MM and EMME	EMBA
<p><u>General requirements:</u> Must reach 25 years of age during the year of admission and not have a general university admissions certification.</p> <p><u>Academic requirements:</u> There is a requirement for having taken Norwegian, English and Math corresponding to a high school (upper secondary) level. The math requirement varies depending on the study the applicant is applying for.</p> <p><u>Professional experience:</u> There is a requirement for 5 years of <i>relevant</i> professional experience</p>	<p><u>General requirements:</u> Must reach the age of 25 in the year of admission. Does not need general university admissions certification.</p> <p><u>Professional experience:</u> There is a requirement for 5 years of work experience (anything). 7.2.1.1</p>	<p>The only requirement is that the applicant must reach 25 years of age in the year of admission. Does not need general university admissions certification or work experience.</p>	<p>The educational requirement is having a minimum of 90 credits. There are also strict requirements for different kinds of relevant work experience (manager, volunteer work, more education than required etc.). There is a separate table for converting work experience to points, and applicants with more than 15 points are considered qualified for admission.</p>	<p>Applicants who do not satisfy the requirement for a Bachelor's degree (180 credits or similar) are called in for an interview with the admissions committee, and will receive admission based on this interview. 7.2.1.2</p>

Acceptance ratio: Number of applicants accepted / Number of offers sent

Student number: – i.e. the minimum number of students to start a course/programme

Share and spread, national/international: - Share of admitted (enrolled) applicants per citizenship. Share of admitted (enrolled) applicants per country using the address written on the application. Share of admitted (enrolled) applicants per municipality using the address written on the application.

Definitions of Academic Quality

NOKUT/AACSB – scientific competence: Set by NOKUT and AACSB.

Vitenskapelig kompetanse	Andel Scholarly Academics (SA)	(Sum FTEer med kategori SA)/(Sum FTEer med kategori SA+SP+PA+IP+Others). Basert kun på ansatte som bidrar til gjeldende kurs og som er registrert med AACSB-kvalifisering i Sedona.
Vitenskapelig kompetanse	Andel Scholarly Academics (SA) + Scholarly Practitioners (SP) + Practice Academics (PA)	(Sum FTEer med kategori SA+SP+PA)/(Sum FTEer med kategori SA+SP+PA+IP+Others). Basert kun på ansatte som bidrar til gjeldende kurs og som er registrert med AACSB-kvalifisering i Sedona.
Vitenskapelig kompetanse	Andel Scholarly Academics (SA) + Practice Academics (PA) + Scholarly Practitioners (SP) + Instructional Practitioners (IP)	(Sum antall SA+SP+PA+IP)/(Sum antall SA+SP+PA+IP+Others). Basert kun på ansatte som bidrar til gjeldende kurs og som er registrert med AACSB-kvalifisering i Sedona.
Vitenskapelig kompetanse	Andel Others	(Sum FTEer med kategori Others) / (Sum FTEer med kategori SA+SP+PA+IP+Others). Basert kun på ansatte som bidrar til gjeldende kurs og som er registrert med AACSB-kvalifisering i Sedona.

Number of hours from part-time teachers: Number of hours delivered by employees with an employment contract that is different from *permanent academic position* / Number of hours delivered. Only based on employees who contribute to the courses in question.

Number of course responsibilities per academic: Number of permanent employees with 0, 1-5, 6-10, more than 10 course responsibility (categorical). Only based on employees who contribute to the courses in question with a *Permanent Academic* contract.

Share over 60 years: Number of permanent employees 60 years and older / Number of permanent employees. Only based on employees who contribute to the courses in question with a *Permanent Academic* contract.

Share of academics with high extra load: (Number of academics with more than double the required load who contribute more than 10 hours to the course/programme in question)/(Number of academics). Only based on employees who contribute to the course in question who have *Permanent Academic* contracts, and the number from the previous year.

Gender, minimum share of women: Number of female permanent employees / Number of permanent employees. Only based on employees who contribute to the courses in question with a *Permanent Academic* contract.

Share of international employees: Number of permanent employees with a nationality other than Norwegian / Number of permanent employees. Only based on employees with a *Permanent Academic* contract.

Share of first competence: NOKUT requirement. (Total FTEs for permanent employees with positions 'Professor', 'Adjunct Professor', 'Professor Chair', 'Professor emeritus', 'Docent', 'Docent emeritus', 'Senior lecturer', 'Adjunct senior lecturer', 'Associate professor', 'Adjunct associate professor', 'Senior lecturer', 'Adjunct senior lecturer' or 'PhD fellow') / Total FTEs for all permanent employees. Only based on employees who contribute to the courses in question with a *Permanent Academic* contract.

Share of professors and docents: NOKUT requirement. (Total FTEs for permanent employees with positions 'Professor', 'Adjunct Professor', 'Professor Chair', 'Professor emeritus', 'Docent', 'Docent emeritus') / Total FTEs for all permanent employees. Only based on employees who contribute to the courses in question with a *Permanent Academic* contract.

Share of permanent academic: NOKUT requirement. Total FTEs for permanent employees with more than 50% position at BI / Total FTEs for all permanent employees. Only based on employees who contribute to the courses in question with a *Permanent Academic* contract.

DBH points per programme: Number of DBH points at levels 1 and 2. Only based on employees who contribute to the courses in question with a *Permanent Academic* contract.

ABS rating per programme: Number of publications at ABS levels 3, 4 and 4+. Only based on employees who contribute to the courses in question with a *Permanent Academic* contract.

FT publications: Number of publications on FT List and Top 10% List. Only based on employees who contribute to the courses in question with a *Permanent Academic* contract.

Different teaching methods – a variation in teaching methods is desirable: Number of a certain type of assessment methods / Total number for basis of assessment. 1) Teaching on campus 2) Webinar 3) Feedback activities 4) Case teaching 5) Business visits/study trips 6) Digital learning resources with automatic feedback 7) Students' own work with learning resources

Different forms of assessment – variation on submission vs activity*. Minimum share of activity should be set. **Submission:** Is a type of document which is to be submitted: 1) Blog 2) Multimedia package, 3) Written assignments 4) Co-worker response 5) Structured test/multiple choice. **Activity** is a 1) oral presentation 2) Class participation 3) oral game/simulations or lab experiment, 4) opponent in doctoral disputation 5) ordinary oral examination

Assessment forms individually vs group: submission/activity. Share of minimum individual

Share of courses in English: Number of courses offered in English / Total number of courses

Share of formal educational academic competence: Not set (indicators not ready)

Definitions of Learning Environment Quality

Course satisfaction: Average of responses, normalised between 1-5 (see the selection under *Survey Questions* in the dashboard)

Programme satisfaction: Average of responses, normalised between 1-5 (see the selection under *Survey Questions* in the dashboard)

Academic and social environment: Average of responses, normalised between 1-5 (see the selection under *Survey Questions* in the dashboard)

Physical learning environment and infrastructure: Average of responses, normalised between 1-5 (see the selection under *Survey Questions* in the dashboard)

Psychosocial: 3.5 (SHOT survey) Average of responses, normalised between 1-5 (see the selection under *Survey Questions* in the dashboard)

Definitions of Learning Outcome

Progression: Number of completed academic activities at normal time / Number of academic activities started (as of 1st semester)

Study progression – completion: Number of academic activities completed by deadline / Number of academic activities started (as of 1st semester)

Study progression – drop-out: Number of students that drop out during each academic year/number of students at the start of the current year

Grade – average: Average of all grades given in a course from A-E. Failed (F) is not included.

Grade – percent failed: Number of completed courses that were failed / Number of completed courses that were graded. Only the first completion counts.

AoL Average: Share Below anticipated, share Meets anticipated and share Above anticipated are entered as KPIs per study programme per academic year. Also indicated as text category ("below", "meets", "above") for the average. AOL-data is added to the first semester per year, which is the spring semester.

Definitions for Relevance

Full-time

Employment rate: The share of students who have been offered a job since they left BI Norwegian Business School. The numerator includes students who have received a job offer (regardless of whether they accepted or not) and students who have started their own business. The denominator includes all students who responded to the AMU.

Average salary: Does not want to use threshold value

Relevant employment: On a scale from 1-5, to what extent would you say your job is relevant in terms of your education? The numerator is the number of respondents who answered 4 or 5. The denominator is all respondents who answered the question (all employed respondents).

- I receive skills that are important for working life
- I receive good information about how my skills can be used in working life
- I receive good information about which professions/industries are relevant to me
- Good job at arranging for making contacts in working life

Employment Private Sector: The share of respondents who answered yes to the question: Do you work outside Norway?

International Employment: Does not want to use threshold value

Internship: Fraction of possible internships (as part of curriculum) actually taken by students.

Relevant education: Minimum 50% should have given a score 4 or 5

Would choose again (got job) If you could choose again. How likely is it that you would choose the same study programme

Would choose again (no job): If you could choose again. How likely is it that you would choose the same study programme

Executive

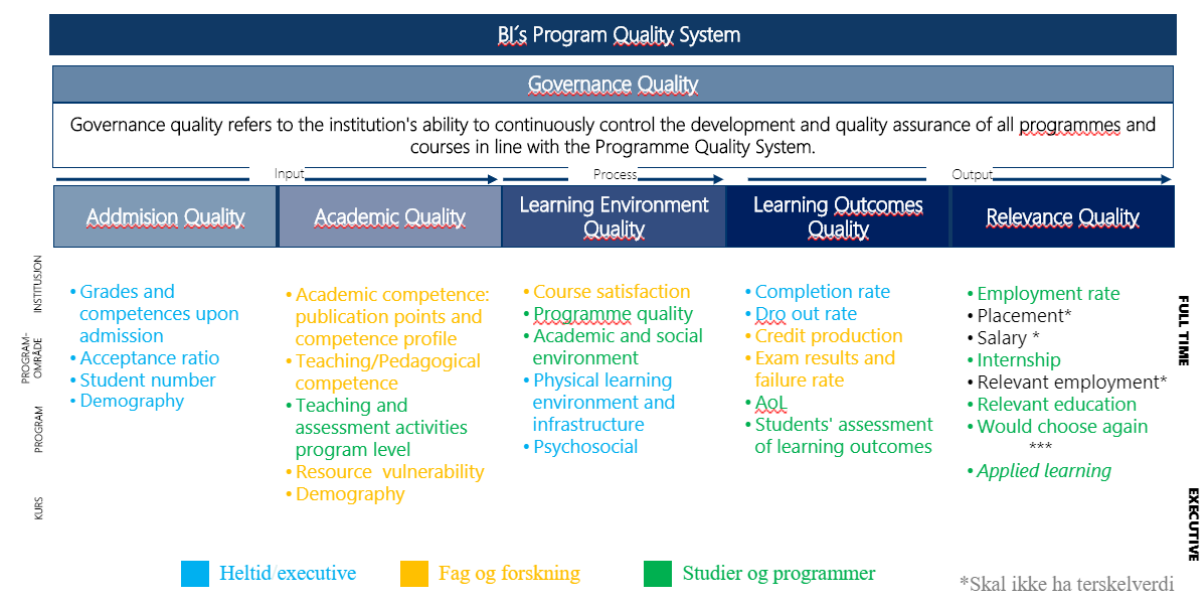
Applied learning

This is the share of respondents who answered 4 or 5 on the question: On a scale from 1-5 to what degree do you consider your career prospects to be, now or in the future, strengthened as a result of your completion of your executive education at BI?

Attachment Definition of Quality Areas

Quality indicator owners – responsibilities and tasks

Each quality indicator has an owner as shown in the model below. Each indicator owner is responsible for monitoring the quality indicators and if necessary implementing improvement measures so that quality is raised above the threshold level.



Deviation process

The general deviation process described here was developed by the steering group. However, the different quality indicators have different stakeholders who will be involved in and informed about deviations and the process to correct them. ? HUSKI tables, a responsibility assignment matrix, have been created to clarify and assign roles, including the Individual in Charge, who is performing and supporting the process, who should be involved/consulted and informed.



Roles and responsibilities for each deviation process are shown below in the HUSKI table for each indicator:

H = Individual in charge
 U = Performing
 S = Support
 K = Consulted
 I = Informed

	Process “follow up threshold values” – Indicators	Individual in charge	Performing	Support	Consulted	Informed
Admission quality Owners = Individual in charge	Demographics	BU	Recr	Market Admission	AD	Dean
	High school GPA	BU	Recr	Market Admission	AD	Dean
	Competitive points prior learning	BU	Recr	Market Admission	AD	Dean
	Acceptance ratio	BU	Recr	Market Admission	AD	Dean
	Students number	BU	Recr	Market Admission	AD	Dean

	Process "follow up threshold values" – Indicators	Individual in charge	Performing	Support	Consulted	Informed
Academic quality Owners = Individual in charge	International faculty staff	Provost F&R	HoD	HoDA	Dean	AD, Dean,
	Resource vulnerability (Faculty over 60, number of course responsible, faculty with high extra load)	Provost F&R	HoD	HoDA	Dean	AD, Dean,
	Educational/pedagogical competence	Provost F&R	HoD	HoDA	Dean	AD, Dean,
	Part-time teachers contribution	Provost F&R	HoD	HoDA	Dean AD/AC Students	AD, Dean,
	Teaching Activities	AD	Course C.	LL	Students	AD, Dean,
	Fraction of evaluation type	AD	Course C.	LL	Students	AD, Dean,
	Fraction of evaluation group type	AD	Course C.	LL	Students	AD, Dean,
	Requirements from NOKUT and AACSB (competence profile)	Provost F&R	HoD	HoDA	Dir Accred,	AD, Dean,
	Academic publication	Provost F&R	HoD	HoDA	-	AD

	Process "follow up threshold values" – Indicators	Individual in charge	Performing	Support	Consulted	Informed
Learning-environment quality Owners = Individual in charge	Course Satisfaction	HoD	Course C.	HoDA	AD, Students, Operation BU	Dean,
	Physical environment	BU	Facility	LL, LD,	AD, CC , Students	Dean
	Programme quality	AD	Course C	PA, HoD, BU, Facility,	Students	Dean
	Social and professional environment	AD	Course C	HoD, BU, Facility	Students	Dean
	Psychosocial environment	BU	Shared Services	-	Students	Dean

	Process "follow up threshold values" – Indicators	Individual in charge	Performing	Support	Consulted	Informed
Learning outcome quality Owner(s) = Accountable(s)	Norm completion	BU	FS	AD, LL Faculty S	AD	Dean
	Limit completion	BU	FS	AD, LL Faculty S	AD	Dean
	Drop-out rate	HoD	FS	AD, LL Faculty S	AD	Dean
	Mean grade and grade distribution	HoD	Course C	Internal and external Graders	AD	Dean
	Fail rate	HoD	Course C	HoDA	AD	Dean
	Student evaluation of learning outcome	Course C	AD	PA	BU	Dean
	Assurance of learning (AOL)	Course C	AD	PA	AD	Dean

	Process "follow up threshold values" – Indicators	Individual in charge	Performing	Support	Consulted	Informed
Quality Relevance Owners= Individual in charge	Employment rate	AD	Out R	Market	HoD, AB, Dean	–
	Relevant education	AD	AD	Market	HoD, AB, Dean	–
	Internship share	AD	BU	Operations	HoD, Dean	–
	Would choose again	AD	Course C	BU, HoD	Dean	–
	Applied learning*	AD	Course C	BU, HoD	Dean	–

**Applies to executive*

Abbreviations:

AD = Associate Dean
AC = Academic Coordinator
CC = Course coordinator
PL = Primary lecture
PA = Programme Administration
PC= Programme Committee
LL= Learning Resources
LD=Library director
LPA = Local Programme
HoD = Head of Department
HoDA = Head of department administration
Pro R&F = Provost Research and Academic Resources
Pro P = Provost Academic Programmes
Pro O = Provost Outreach
BU = Executive director Business Unit
Recr = Recruitment
AB = Advisory boards (external)
LR = Learning Recourses
HO = Head Outreach
TF=Task Force
SU=Student Union
CR=Class Representative
M = market department
IO = Idea owner
PM = Project manager
CD= Campus Director
FS= Faculty support

7.3 External Periodic evaluations – guidelines and plan

Studiekvalitetsforskriften: Regulations for Quality Assurance in Higher Education

Studietilsynsforskriften: Academic Supervision Regulations

Introduction

External Periodic evaluations are required by law in Regulations for Quality Assurance in Higher Education (studiekvalitetsforskriften), §2-1 (2): *Institutions shall carry out periodic evaluations of their study programmes. Representatives from employers or society at large, students and external experts, who are relevant to the study programme, shall contribute to the evaluations. The results of the evaluations shall be made public*". The evaluations are a part of the systematic quality control at BI.

This is the first edition of these guidelines. They will be assessed and adjusted after the first evaluation, dependent upon the feedback received from the evaluation committee, in addition to practical experience.

1.0 Goals and objectives

The purpose of external periodic evaluations is to determine whether the criteria in Regulations for Quality Assurance in Higher Education and Academic Supervision Regulations, plus any additional requirements set by BI, are met.

Unfortunately, the laws referred to above are only available in the Norwegian language version online. However, translated PDF-versions will be included in the documentation for the committee.

* [Forskrift om tilsyn med utdanningskvaliteten i høyere utdanning \(Studietilsynsforskriften\)](#)
Academic Supervision Regulations

* [Forskrift om kvalitetssikring og kvalitetsutvikling i høyere utdanning og fagskoleutdanning \(Studiekvalitetsforskriften\)](#)
Regulations for Quality Assurance in Higher Education

A periodic evaluation should assess the quality of a particular programme, from a strategic external perspective in contrast to BI's internal annual evaluations. The evaluation is a systematic review and discussion of different aspects of each study programme, in addition to an assessment of whether the programme is adapted to current and future requirements for competence in society and the workplace. The objective is to identify challenges and to design measures that will improve the quality of the programme. Periodic evaluations are also a tool for managing the programme portfolio and form a central basis for decision-making from an external perspective for creation, development and termination of BI programmes.

External periodic evaluation comes in addition to the annual internal reaccreditation of all programmes.

Explanation of terms that may be used in the documentation of the study programmes:

BI terms	Explanation
Dean	Responsible for a programme area. BI appoints one Dean each for the bachelor, master, PhD, and executive education programmes.
Associate Dean (AD)	Academically responsible for one programme.
Academic Coordinator (AC)	Academically responsible for one specialisation/defined part of a programme
Executive education	Continuing and further education, from individual courses at bachelor level to MBA
AD-report	Programme report prepared by Associate Dean. (Changed name from AD-report to Programme Report from fall 2020).
Advisory Board	Selected relevant people from the public and private sector who can give valuable advice regarding BI's programmes.
AACSB	Association to Advance Collegiate Schools of Business
AoL	Assurance of Learning. (the methodical process, evaluation, and analysis of information about a degree program and/or major to enhance the program and to improve student learning outcomes.)
Campus	Any of BI's schools in Nydalen, Bergen, Trondheim or Stavanger
FBM	Future Bachelor Model

2.0 Responsibility and implementation

BI's programmes will undergo periodic evaluations every 5 – 6 years. Programmes which overlap academically can be evaluated by the same committee. An overview of the planned cycle can be found in appendix 6.

Process

Task	Responsibility	Estimated completion time	Implementation
Start of process	Programme Administration		Aug/Sept
Propose members for the committee. (Form in appendix 3)	Department Head(s), Student Organisation (BISO)	3 – 4 weeks	Aug/Sept
Approve committee members	Dean(s)	2 weeks	September
Request and obtain acceptance from committee members.	Programme Administration	2 weeks	September
Clarify whether the Associate Dean wants to include any additional questions in the mandate	Programme Administration	2 weeks	October
Obtain documentation for the committee	Programme Administration	10 uker	Oct – Dec
Distribute documentation and instructions to the committee	Programme Administration	1 dag	Dec/Jan
Point of contact for the committee in case of questions.	Programme Administration	Time used will vary	The whole working period of the committee.
Evaluation of the programme(s) and preparation of report	Evaluation Committee	2 – 3 months	Jan – Mar
Receipt of the report from the evaluation committee. The report is sent to the Dean, who forwards it to the relevant AD. The report should also be sent to the relevant Department Head(s)	Programme Administration	1-2 days	Upon receipt of the report.
Presentation of the report to the Programme Committee (UUV)	Associate Dean	Presentation and preparation	The UUV-meeting following the

			receipt of the report.
Publication of the report.	Programme Administration		Shortly after the report is received and has been presented to the UUV.
Follow-up of the report's feedback and recommendations.	Department Head(s) Dean(s) Associate Dean(s)	Dependent on the recommendations	From the receipt of the report onwards. Should be commented on annually in the programme report.

Some portfolios will follow different schedules.

Composition of the external evaluation committee

The composition of the committee should secure an academic, pedagogic and business-relevant quality of evaluation. The committee should be composed of:

- A minimum of one Professor or Associate Professor within the discipline (competence and teaching experience within the field). This person will be appointed leader of the committee.
- Assessment of two or more programmes requires the committee to have a minimum of two academic representatives/members. Any additional academic representative members can be Professor, Associate Professors, Assistant Professors//Teaching Professors with teaching experience within the field. Assessment of the PhD programme requires that all academic committee members have PhD-degrees and are active researchers.
- A representative from the public or private sector with experience within the field
- A student from the same or similar programme at BI or at another institution. The student must be on the same level (preferably in the last part of the programme), or higher than the programme (or course) evaluated. For Executive it is appropriate to use an alumni as the student member in the committee.

The Department Head is responsible for nominating the academic committee members, in addition to a representative from the public or private sector. It is of primary interest to determine the candidate that is most able to provide a credible and fair evaluation while fulfilling the set criteria of impartiality and no conflict of interest. The Department Head is free to contact and discuss the particulars of evaluation with potential candidates. We ask you to provide us with the proposed committee members who will then be formally approved by the Dean(s).

Academic members of the committee must provide an extended CV to the Programme Administration. Candidates must have no connection to BI as an employee/lecturer/examiner or other position that could lead to conflict of interest.

The departments will determine whether the student committee member should be internal or external, however, they are **not** responsible for finding the actual student candidate. The student organization BISO will recruit an internal or an external student for the committee. The business unit, in cooperation with the Programme Administration, will be responsible for recruiting an alumni for Executive. The PhD representatives who are present in the PhD Programme Committee (UUV) will, in cooperation with the Programme Administration, be responsible for recruiting a PhD-candidate for the PhD programme.

There will be a new evaluation committee for each periodic evaluation.

The role of the committee leader

The leader of the committee is responsible for writing and submitting the evaluation report to the Programme Administration. He/she must ensure that all member opinions are reflected in the evaluation if there is disagreement within the committee. A template for the evaluation report is enclosed as appendix number 4.

Documentation provided to the committee

The documentation provided to the committee should be in PDF-format. In addition to PDF's, there will also be a list of links provided should the committee wish to view the relevant webpages. The documentation provided is listed below, with information about the quality aspects this particular documentation is relevant for (4.1. Quality aspects):

- Programme reports from the Associate Dean (some of the points listed below are also included in the programme report). *(Relevant for quality aspect 3 and 4)*
- Candidate profile and learning outcomes for the programme *(Relevant for quality aspect 1 and 2)*
- Study plan *(Relevant for quality aspect 1)*
- Course descriptions *(Relevant for quality aspect 1 and 2)*
- Admission numbers/throughput of students *(Relevant for quality aspect 4)*
- Information for applicants (bi.no/bi.edu) *(Relevant for quality aspect 4)*
- A list of academic staff and resource people in the programme: Name, title, %-position, role in the programme and teaching qualifications (Unfortunately, as of now, BI does not have a reporting tool for teaching qualifications) *(Relevant for quality aspect 3)*
- Role description of Dean, Associate Dean (+ Academic Coordinator) *(Relevant for quality aspect 3)*
- Mandate Programme Committee (UUV) *(Relevant for quality aspect 3)*
- Documentation from the International Office regarding exchange opportunities for a specific programme(s) *(Relevant for quality aspect 5) (Not relevant for Executive).*
- Performance reports for the programme from the Student Survey (Studiebarometeret) if relevant *(Relevant for quality aspect 2)*
- Course evaluations *(Relevant for quality aspect 2)*
- Grade distribution and failure rate *(Relevant for quality aspect 4)*
- Job Market Survey *(Relevant for quality aspect 5)*
- Regulations relating to Admission, Studies and Examinations at BI Norwegian Business School

- BIs strategy

In assessment of the PhD programme, the following additional documentation will be provided to the committee:

- Regulations for the Doctor of Philosophy degree (PhD) at BI Norwegian Business School.
- Programme satisfaction survey (*Relevant for quality aspect 2*)
- Work environment survey (*Relevant for quality aspect 2*)
- Supplementary Provisions related to Doctoral Dissertations (*Relevant for quality aspect 1*)
- Number of submitted dissertations, disputations and rejected dissertations (*Relevant for quality aspect 4*)
- Application numbers for PhD-positions (*Relevant for quality aspect 4*)
- Course overview and course descriptions (*Relevant for quality aspect 1 and 2*)
- Placements – information about employment for PhD-graduates (*Relevant for quality aspect 5*)
- Quality Report for the PhD Programme (some of the points listed here are also included in the Quality Report for PhD Programme). (*Relevant for quality aspect 3 and 4*)
- Information about the PhD candidates' stay abroad (*Relevant for quality aspect 5*)
- Routines for selection of members for pre-doctoral and final defence committees, with examples
- Information about the opportunities for the PhD- candidates to present their research (*Relevant for quality aspect 2*)
- Routines for job market preparation (*Relevant for quality aspect 5*)

3.0 Implementation and deadlines for the evaluation

Methodology and time perspective

The evaluation should be based on the provided written/digital documentation. The Programme Administration is responsible for providing further documentation, in addition to contact information for relevant people, should the committee ask for it. BI does not expect the committee to spend time at campus. However, should the committee (or just certain members) need to visit a campus in order to be able to complete the evaluation, BI will facilitate this.

The committee has approximately two months to complete the evaluation.

The report should be submitted digitally, as a text document.

Scope and remuneration of the committee

The workload for the committee is estimated to 2-3 workdays for the evaluation of one programme. The leader of the committee must take into account whatever extra time may be needed to write the evaluation report. Committee members receive a remuneration of NOK 10.000 (including the student representative), and the committee leader is normally remunerated with NOK 20.000. When evaluating more than one programme, the rates increase in accordance with the expected

workload. The Programme Administration will determine these rates in consultation with the Dean(s) and Leader of the Programme Administration.

4.0. Template for the evaluation report

The evaluation is based on a given mandate. The committee can also include quality aspects they find relevant, in addition to those included in the mandate. The report should include an assessment of whether the specified criteria have been met as well as recommendations for further development of the programme. The report will be published in its entirety, subject to reservation that it does not contain content that violates GDPR law.

The main recipient of the report is the Dean for the programme (course) in addition to the Department Head(s) to which the programme belongs.

All evaluation reports must be written in English.

Quality aspects which should be included in the evaluation report

The evaluation should address the legal requirements which are also reflected in BI's systematic quality work.

- 1) Programme content (study plan, candidate profile, programme learning outcomes and course descriptions)
- 2) Learning outcome and learning environment (course evaluations, throughput of students, progression/drop-out rates, grades, failure rates and AoL) (course evaluations, teaching and learning activities, programme satisfaction, academic, social and physical environment).
- 3) Academic group connected to the programme
- 4) Recruitment and throughput of students
- 5) Relevance and internationalisation
- 6) Special focus areas / additional questions from the Associate Dean
- 7) Comparison and summary

We encourage the committee to include the assessments, as well as recommendations for improvements, for each quality area (see template for the report).

1. Programme content (study plan, candidate profile, learning outcomes and course descriptions)

Relevant sections from Academic Supervision Regulations and Regulations for Quality Assurance in Higher Education:

§2-1 (2) Information provided about the programme must be correct and show the programme's content, structure and progression, as well as opportunities for student exchanges. (Academic Supervision Regulations).

§2-2 (1) The learning outcomes for the programme must be in accordance with the National Qualifications Framework for Lifelong Learning, and the programme must have an appropriate title. (Academic Supervision Regulations).

§2-2 (3) The total workload of the programme must be between 1,500 and 1,800 hours per year for full-time students. (Academic Supervision Regulations).

§3-2 (1) Master's degree programmes shall be defined, delimited and have sufficient academic breadth. (Regulations on Quality Assurance in Higher Education).

The evaluation committee shall assess whether the study plan is informative enough from a student perspective. Furthermore whether the learning outcome descriptions are in line with [The Norwegian qualifications framework for lifelong learning](#), are academically updated and relevant and whether the courses and composition of courses help the students achieve the learning outcomes for the programme.

The evaluation committee shall make an assessment of whether the programme has an appropriate descriptive title.

When assessing master programmes, we ask the committee to consider whether the programme is defined, delimited and with sufficient academic breadth.

2. Learning outcome and learning environment

Relevant sections from Academic Supervision Regulations:

§2-2 (4) The programme's content, structure and infrastructure must be adapted to the programme's learning outcomes.

§2-2 (5) The teaching, learning and assessment methods must be adapted to the programme's learning outcomes. The programme must facilitate students taking an active role in the learning process.

§2-2 (6) The programme must have relevant links to research and academic development work and/or artistic research.

We ask the committee to evaluate the students' view of the quality of teaching, feedback and assessment in the programme. Does the programme facilitate an active role for students in the learning process? Furthermore, are teaching, learning and assessment forms adapted to the learning outcomes of the study programme in addition to an appropriate variation and balance?

The Committee is also asked to assess whether the study program has a relevant link to research.

3. The academic environment connected to the programme

Relevant sections from Academic Supervision Regulations:

§2-3 (1) The academic environment for each programme must be of a size proportionate to the number of students and the programme's characteristics, be stable over time in terms of competence and have a composition that covers the programme's topics and subjects.

§2-3 (2) The academic environment must have relevant educational competence.

§2-3 (3) The programme must have clear academic leadership with defined responsibilities for quality assurance and the development of the study programme.

§2-3 (4) At least 50 per cent of the academic full-time equivalents affiliated with the programme must be staff with their primary employment at the institution. Of these, academic staff with at least associate professor qualifications must be represented among those who teach the core

elements of the programme. In addition, the following requirements apply to the academic environment's level of competence:

- a) For first-cycle programmes, at least 20 per cent of the members of the academic environment must have at least associate professor qualifications.*
- b) For second-cycle programmes, at least 50 per cent of the members of the academic environment must have at least associate professor qualifications. Within this 50 per cent, at least 10 per cent must have professor or docent qualifications.*
- c) For third-cycle programmes, the academic environment must consist of academic staff with at least associate professor qualifications. At least 50 per cent must have professor or docent qualifications.*

§2-3 (5) The academic environment must be actively engaged in research and academic development work and/or artistic research, and be able to demonstrate documented results with a satisfactory quality and scope in relation to the programme's content and level.

§2-3 (6) The academic environment for programmes that lead to a degree must actively participate in national and international partnerships and networks that are relevant for the programme.

The committee is asked to evaluate whether the programme's academic environment has a size that is proportionate to the number of students, as well as the right composition of competence. Similarly, whether the academic community has relevant educational competence. Where a programme is offered at several campuses, the overall academic environment must be assessed.

Is the requirement that the academic management of a programme consist of employees in teaching and research positions fulfilled? (These have formal responsibility for the study being conducted in accordance with the curriculum and for the curriculum being developed.)

4. Recruitment and throughput of students

Relevant sections from Academic Supervision Regulations:

§3-1 (4) The institution must have regular admission of students and a satisfactory number of candidates who graduate within the normal length of study.

We ask the committee to consider whether the information regarding the programme is sufficient and informative enough for potential students. (bi.no / bi.edu)

Further, whether the student numbers are satisfactory and the completion rate good enough after nominal length of study and within the completion deadline.

5. Relevance (for further study, and/or employment in the public or private sector) and internationalisation

Relevant sections from Academic Supervision Regulations:

§2-2 (2) The programme must be academically up-to-date and have clear academic relevance for further study and/or employment.

The committee is asked to consider whether the study programme provides students with the

skills that are important for future employment, a sustainable society and possible further study. Does the programme contribute to the students' ability to identify ethical dilemmas and make ethical considerations?

§2-2 (7) The programme must have internationalisation arrangements adapted to the programme's level, scope and other characteristics.

§2-2 (8) Programmes that lead to a degree must have arrangements for international student exchanges. The content of the exchange programme must be academically relevant.

We ask the committee to consider whether the students are adequately prepared to work in an international context through exposure to international perspectives within the field of study. In addition, it should be considered whether the possibilities for exchange are sufficiently comprehensive and academically relevant (Exchange is not relevant for Executive).

6. Special focus areas / additional questions from the Associate Dean

If the Associate Deans wants a special focus on something in particular, this can be added to the mandate.

7. Comparison and summary

Finally we ask that the committee consider:

- To what extent is the study programme up to date compared with comparable leading international programs?
- What specific development trends should BI focus on for the next three to five years when it comes to the programme under evaluation?

The Committee's overall assessment of the study

5.0. Follow-up of the evaluation report

The Dean and the Department Head(s) for the programme will be the recipients of the report from the evaluation committee. They will assess the report and whatever recommendations that need to be followed up. The Associate Dean will prepare a schedule for follow-up and implementation of the actions, which is then discussed with the Head of Department and the Dean. The Associate Dean then presents the report and the planned actions to the Programme Committee (UUV). The Associate Dean is responsible for overseeing that the actions are followed-up. This will be done in cooperation with relevant departments. The evaluation report and actions should be followed up and commented on in subsequent programme reports.

The Programme Administration will make sure that the evaluation report and plan for follow-up are published. The evaluation report should be publicly available, while the follow-up plan should be published for our students. (The Programme Administration will assess the evaluation report regarding GDPR).

6.0 Selection cycle of programmes

All programmes have to undergo a periodic evaluation every five to six years. Some programmes within the same subject field can be evaluated by the same committee. Enclosed is a suggested schedule for evaluation of all BI's programmes. (Appendix 6).

7.0 Review of periodic evaluations at BI

All people involved in the first evaluation should review the guidelines after the first implementation of periodic evaluation in 2020. Has the evaluation gone as intended, or are there elements that need improvement or moderation? Was the evaluation report acceptable regarding scope and quality? Is it possible to translate the recommendations into practice? Was it possible for the members of the committee to familiarize themselves with the information in a satisfactory way in addition to writing a report in the estimated timeframe?

Attachments:

- 1) Academic Supervision Regulations (studietilsynsforskriften)
- 2) Regulations on Quality Assurance in Higher Education (studiekvalitetsforskriften)
- 3) Proposal for committee members – Form for Head of Department
- 4) Template for the evaluation report
- 5) Procedures for publishing the report
- 6) Progress plan for external periodic evaluations 2020 - 2025

Appendix 1 - Academic Supervision Regulations

[Forskrift og tilsyn med utdanningskvaliteten i høyere utdanning \(Studietilsynsforskriften\)](#)

Appendix 2 - Regulations on Quality Assurance in Higher Education

[Forskrift om kvalitetssikring og kvalitetsutvikling i høyere utdanning og fagskoleutdanning \(Studiekvalitetsforskriften\)](#)

Appendix 3 – Proposal for committee members – Form for Head of Department

[Link to form for nominating members](#)

Appendix 4 – Template for the evaluation report – English version

The recipients of the report are the Head(s) of Department and the Dean of the programme evaluated. This template is enclosed as a separate file.

Appendix 5 – Procedures for publishing the report

Unfinished

Appendix 6 – Progress plan/schedule for external periodic evaluation 2020 - 2025

A total of 13 bachelor programmes (+ the two foundation programmes), 10 MSc-programmes and 8 part time bachelor and master programmes (Executive) are scheduled to be evaluated in the time period 2020 – 2025. Grouping of programs within the same subject area or where the same subject expertise and work experience is required for the assessment is proposed. The progress plan is designed so that, if desired, the same committee may consider several studies in the same subject area. Scheduled grouping appears below. Foundation programmes are not considered separately, but are included in the assessment of the Bachelor of Marketing Management and the Bachelor of Economics and Administration.

The following programmes will carry out periodic evaluation in the period 2020 - 2025:

Bachelor level:

- Creative Industries Management
- Digital Communication and Marketing
- Real Estate
- Entrepreneurship
- Finance
- Law and Business
- International Management
- Marketing Management (including foundation year)
- Organisational Psychology, HR and Leadership
- Business and Economics
- Business Administration (Norwegian Programme) (Including foundation year)
- Business Administration (English Programme)
- Business Analytics (English Programme)

MSc level:

- Applied Economics
- Business Analytics
- Business

- Entrepreneurship and Innovation
- Finance
- Quantitative Finance
- Law and Business
- Leadership and Organisational Psychology
- Accounting and Auditing
- Strategic Marketing Management

PhD level:

- All specialisations

Executive level:

- Bachelor of Management
- Executive Master of Management – Generell
- Executive Master of Management - with specialisation in Security Management and Cultural Understanding
- Executive Master of Management – with specialisation in Tax
- Executive Master of Management – with specialisation in School Management
- Executive Master of Management in Energy (EMME)
- EMBA – 1 degree, two choices (Global og Digital) for EMBA 19/20. Number of choices can vary from year to year.
- MBA BI-Fudan

Number of evaluation committees

If several programmes within the same subject area are to be considered within the same year, it is possible that the committees may consider more than one programme. The number of programmes assessed must be reasonable. The suggested number of committees needed for each year must be assessed each year, depending on the programmes scheduled to be evaluated.

Plan for periodic evaluations 2020 – 2025

Level	Evaluation 2020	Evaluation 2021	Evaluation 2022	Evaluation 2023	Evaluation 2024	Evaluation 2025
Bachelor	Bachelor of Finance	Bachelor of Business Administration (Bachelor i økonomi og administrasjon, Norwegian programme)	Bachelor of Creative Industries Management	Bachelor of Entrepreneurship	Bachelor of Organisational Psychology, HR and Management	Bachelor of Business Analytics
Bachelor		Bachelor of Business Administration (English programme)			Bachelor of Law and Business	Bachelor of Digital Communication and Marketing
Bachelor		Bachelor of Science in Business and Economics	Bachelor of International Marketing			
Bachelor			Bachelor of Marketing Management			

Master	MSc in Finance	MSc in Business	MSc in Strategic Marketing Management	MSc in Entrepreneurship and Innovation	MSc in Leadership and Organisational Psychology	MSc in Business Analytics
Master	MSc in Quantitative Finance			MSc in Applied Economics	MSc in Law and Business	Master of Accounting and Auditing
PhD			PhD-programme: all specialisations			
Executive		EMBA	Executive Master of Management – General	Executive Master of Management in Energy (EMME)	Bachelor of Management	Executive Master of Management – with specialization in tax
Executive		MBA BI-Fudan	Executive Master of Management – with specialisation in Security Management and Cultural Understanding	Executive Master of Management - med specialisation in School Management		

7.4. Aggregated compliance lists for full-time programmes and Executive MBA

Bachelor full-time programmes

Compliance of quality criteria for programme re-accreditation 2020/2021														
Programme	Bachelor programmes	Bach i Øk.Adm	Bach i øk./led. (siv.øk.)	Bach i finans	Bach i eiend. megl.	Bach i entrepre- nørskap	Bach i forretn. jus og øk	Bach i mf. led.	Bach i Int Mgmt	Bach i Creative Ind.Mgmt	BBA	Bach of Business Analytics	Bach i Org.psyk, HR/led	Bach i Dig.komm & mf
Category and criteria	Explanation													
Programme name and profile														
Programme/degree title, candidate profile and learning	Consistency between programme title, overall learning outcomes and courses.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Overview: BI Quality assurance areas and threshold values														
Admission quality	Grades and other qualification criteria and requirements for admission	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Academic quality	Faculty composition and competence (NOKUT, AACSB), teaching format, examination form	Not clear	Not clear	Not clear	Not clear	Not clear	Not clear	Not clear	Yes	Yes	Not clear	Not clear	Yes	Yes
Learning Environment quality	Student satisfaction with course and programme quality	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Learning Outcomes quality	Student progression, dropout rate, fail rate, completion rate, Assurance of Learning	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No data yet	No data yet	No data yet
Relevance quality	Employability (percentage in work after graduation, type of job/salary), internships, feedback from employers and students	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No data yet	No data yet	No data yet
Overview: Legal requirements														
University Act (UHL)		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
"Tilsynsforskriften" NOKUT		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
"Studiekvalitetsforskriften" KD		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Other relevant regulations		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Bachelor full-time programmes

Programme	Bachelor programmes	Bach i Øk.Adm	Bach i øk./led. (siv.øk.)	Bach i finans	Bach i eiend. megl.	Bach i entreprenørskap	Bach i forretn. jus og øk	Bach i mf. led.	Bach i Int Mgmt	Bach i Creative Ind.Mgmt	BBA	Bach of Business Analytics	Bach i Org.psyk, HR/led	Bach i Dig.komm & mf
Details: BI Quality areas and indicators														
Admission quality	Grades and competences upon admission	Not clear	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Not clear	Not clear	Yes	Yes
	Acceptance rate	No	No	No	No	No	No	Yes	Yes	No	No	No	Yes	Yes
	Student number	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes
	Demography	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Academic quality	Academic competence	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Teaching/pedagogical competence	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Teaching and assessment activities	Not clear	Not clear	Not clear	Not clear	Yes	Not clear	Not clear	Yes	No	Not clear	Not clear	No	No
	Professional vulnerability	Not clear	Not clear	Not clear	Not clear	Yes	Not clear	Not clear	Yes	Yes	Not clear	Not clear	Yes	Yes
	Demography	Not clear	Not clear	Not clear	Not clear	Not clear	Not clear	Not clear	Yes	Not clear	Not clear	Not clear	Not clear	Yes
Learning Environment quality	Student satisfaction with course quality	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Student satisfaction with programme quality	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No data yet	No data yet	No data yet
	Student satisfaction with academic and social environment	Yes	Yes	No	Yes	Yes	No	Yes	Yes	Yes	Yes	No data yet	No data yet	No data yet
	Student satisfaction with physical learning environment and infrastructure	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No data yet	No data yet	No data yet
	Student satisfaction with psycho-social environment	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No data yet	No data yet	No data yet
	Student satisfaction with course quality	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No data yet	No data yet	No data yet
Learning Outcomes quality	Student progression (completion)	No	Yes	No	No	No	Yes	Yes	Yes	Yes	Yes	No data yet	No data yet	No data yet
	Student dropout rate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No data yet	No data yet
	Exam fail rate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Assurance of Learning (AACSB-requirement)	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No data yet	No data yet	No data yet
	Students' assessment of learning outcomes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No data yet	No data yet	No data yet
Relevance quality	Career (type of job) and salary	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No data yet	No data yet	No data yet
	Students' assessment of relevance	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No data yet	No data yet	No data yet
	Share of students on internship	No	No	No	No	No	No	No	N/A	No	No	No data yet	No data yet	No data yet
	Feedback from business and public sector	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No data yet	No data yet	No data yet
	Employment rate 6 months after graduation	Yes	Yes	Yes	Yes	Yes	Not clear	Yes	Yes	Yes	Yes	No data yet	No data yet	No data yet

Programme	Bachelor programmes	Bach i Øk.Adm	Bach i øk./led. (siv.øk.)	Bach i finans	Bach i eiend. megl.	Bach i entrepre- nørskap	Bach i forretn. jus og øk	Bach i mf. led.	Bach i Int Mgmt	Bach i Creative Ind.Mgmt	BBA	Bach of Business Analytics	Bach i Org.psyk, HR/led	Bach i Dig.komm & mf
Specific criteria "Studietilsynsforskriften": https://lovdata.no/dokument/SF/forskrift/2017-02-07-137														
§ 2-2 (1) The learning outcomes for the programme must be in accordance with the National Qualifications Framework for Lifelong Learning, and the programme must have an appropriate title.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
§ 2-2 (2) The programme must be academically up-to-date and have clear academic relevance for further studies and/or employment.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
§ 2-2 (3) The total workload of the programme must be between 1,500 and 1,800 hours per year for full-time students.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
§ 2-2 (4) The programme's content, structure and infrastructure must be adapted to the programme's learning outcomes.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
§ 2-2 (5) The teaching, learning and assessment methods must be adapted to the programme's learning outcomes. The programme must facilitate students	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
§ 2-2 (6) The programme must have relevant links to research and academic development work and/or artistic research.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
§ 2-2 (7) The programme must have internationalisation arrangements adapted to the programme's level, scope and other characteristics.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
§ 2-2 (8) Programmes that lead to a degree must have arrangements for international student exchanges. The content of the exchange programme	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
§ 2-3 (1) The academic environment for each programme must be of a size proportionate to the number of students and the programme's characteristics,	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
§ 2-3 (2) The academic staff must have relevant educational competence.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
§ 2-3 (3) The programme must have a clear academic leadership with defined responsibilities for quality assurance and the development of the study	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
§ 2-3 (4) At least 50 per cent of the academic full-time equivalents affiliated to the programme must be staff with their primary employment at the institution.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
a) For bachelor-level programmes, at least 20 percent of the members of the academic staff affiliated with the programme must have at least associate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
§ 2-3 (5) The academic environment must be actively engaged in research and academic development work and/or artistic research, and be able to demonstrate documented results with a satisfactory quality and scope in relation to the programme's content and level.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
§ 2-3 (6) The academic environment for programmes that lead to a degree must actively participate in national and international partnerships and networks that are relevant for the programme.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
§ 4-1 (4) Institutions must systematically collect information from relevant sources in order to assess the quality of all study programmes.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Bachelor full-time programmes

Programme	Bachelor programmes	Bach i Øk.Adm	Bach i øk./led. (siv.øk.)	Bach i finans	Bach i eiend. megl.	Bach i entreprenørskap	Bach i forretn. jus og øk	Bach i mf. led.	Bach i Int Mgmt	Bach i Creative Ind.Mgmt	BBA	Bach of Business Analytics	Bach i Org.psyk, HR/led	Bach i Dig.komm & mf
Specific criteria "Studiekvalitetsforskriften": https://lovdata.no/dokument/SF/forskrift/2010-02-01-96?q=studiekvalitet														
§ 3.2 (1) Master's degree programmes shall be defined, delimited and have sufficient academic breadth.		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
§ 3-2 (2) Master's degree programmes shall have a broad, stable academic environment comprising a sufficient number of staff with high academic expertise in education, research or artistic research and academic development work within the field of study. The academic environment shall cover the subjects and courses that the study programme comprises. Staff members in the academic environment in question must have relevant expertise.		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
§ 3-2 (3) The academic environment must be able to demonstrate documented results at a high level, and results from collaborations with other academic environments, nationally and internationally. The institution's assessments shall be documented so that NOKUT can use them in its work.		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Specific criteria faculty composition "AACSB": https://www.aacsb.edu/-/media/aacsb/docs/accreditation/business/standards-and-tables/2018-business-standards.ashx?la=en&hash=B9AF18F3FA0DF19B352B605CBCE17959														
Simplified overview/explanation of categories here: https://cob.sfsu.edu/faculty/aacsb-2013-faculty-classifications														
Scholarly Academics (SA): Minimum 40 %		Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Practice Academics (PA), Scholarly Practitionals (SP) and SA: Minimum 60 %		Yes	Yes	Yes	Yes	No	Yes	No	No	No	Yes	Yes	No	No
Instructional Practitioners (IP): Together with SA, PA and SP: Minimum 90 %		Yes	Yes	Yes	Yes	No	Yes	Yes	No	Yes	Yes	Yes	No	Yes
This means that faculty defined under Other, should not exceed 10%.		Yes	Yes	Yes	Yes	No	Yes	Yes	No	Yes	Yes	Yes	No	Yes

Master of Science full-time programmes

Compliance of quality criteria for programme re-accreditation 2020/2021											
Programme	Master of Science programmes	MSc in Business	Master in Accounting and Auditing	MSc in Finance	MSc in Quant. Finance	MSc in Strategic Marketing Mgmt	MSc in Leadership and Org.psych.	MSc in Business Analytics	MSc in Applied Economics	MSc in Entrepreneurship	MSc in Law and Business
Category and criteria	Explanation										
Programme name and profile											
Programme/degree title, candidate profile and learning	Consistency between programme title, overall learning outcomes and courses.	Yes	Not clear	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Overview: BI Quality assurance areas and threshold values											
Admission quality	Grades and other qualification criteria and requirements for admission	Yes	Yes	Yes	Yes / No	Yes	Yes	Yes	Yes / No	No	Yes / No
Academic quality	Faculty composition and competence (NOKUT, AACSB), teaching format, examination form	Yes / Not clear	No	Yes / Not clear	Yes / Not clear	Yes	Yes	Yes	Yes	Yes	Yes / No
Learning Environment quality	Student satisfaction with course and programme quality	Yes	No	Yes / No	Yes / Not clear	Yes	No	No	Not clear	Yes	No
Learning Outcomes quality	Student progression, dropout rate, fail rate, completion rate, Assurance of Learning	Yes	Yes	Yes	Yes / Not clear	Yes	Yes	Yes	Not clear	Yes	Yes
Relevance quality	Employability (percentage in work after graduation, type of job/salary), internships, feedback from employers and students	Yes	Yes	Yes	No data yet	Yes	Yes	No data yet	No data yet	No data yet	No data yet
Overview: Legal requirements											
University Act (UHL)		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
"Tilsynsforskriften" NOKUT		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
"Studiekvalitetsforskriften" KD		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Other relevant regulations	The "Masterforskrift" regulation	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Master of Science full-time programmes

Programme	Master of Science programmes	MSc in Business	Master in Accounting and Auditing	MSc in Finance	MSc in Quant. Finance	MSc in Strategic Marketing Mgmt	MSc in Leadership and Org.psych.	MSc in Business Analytics	MSc in Applied Economics	MSc in Entrepreneurship	MSc in Law and Business
Details: BI Quality areas and indicators											
Admission quality	Grades and competences upon admission	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Acceptance rate	Yes	Yes	No	No	No	Yes	Yes	No	Yes	Yes
	Student number	Yes	Yes	Yes	No	Yes	Yes	Yes	No	No	No
	Demography	Yes / No	Yes	Yes	Yes	Yes	No	Yes	Yes / No	Yes	Yes
Academic quality	Academic competence	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Teaching/pedagogical competence	No data	No data	No data	No data	No data	Yes	No data	Yes	No data	No data
	Teaching and assessment activities	Yes	No	No	No	Yes	Yes	No	Yes	Yes	No
	Professional vulnerability	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Demography	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes / No	Yes	No
Learning Environment quality	Student satisfaction with course quality	Yes	Yes	Yes	No data	Yes	Yes	Yes	Not clear	Yes	No
	Student satisfaction with programme quality	Yes	No	Yes	No data	Yes	No	No	No data	No data	No data
	Student satisfaction with academic and social environment	Yes	No	No	No data	Yes	Yes	Yes	No data	No data	No data
	Student satisfaction with physical learning environment and infrastructure	Yes	Yes	Yes	No data	Yes	Yes	Yes	No data	No data	No data
	Student satisfaction with psycho-social environment	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data
Learning Outcomes quality	Student progression (completion)	Yes	Yes	Yes	No data	Yes	Yes	No data	No data yet	No data yet	No data yet
	Student dropout rate	Yes	Yes	Yes	No data	No data	Yes	Yes	No data yet	No data yet	No data yet
	Exam fail rate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes
	Assurance of Learning (AACSB-requirement)	Yes	No data	Yes	No data	Yes	Yes	No data yet	No data yet	No data yet	No data yet
	Students' assessment of learning outcomes	Yes	Yes	Yes	No data	Yes	Yes	Yes	No data yet	No data yet	No data yet
Relevance quality	Career (type of job) and salary	No data	No data	No data	No data	No data	No data	No data	No data yet	No data yet	No data yet
	Students' assessment of relevance	Yes	Yes	Yes	No data	Yes	Yes	Yes	No data yet	No data yet	No data yet
	Share of students on internship	No	N/A	No	Not clear	Yes	Yes	Yes	No data yet	No data yet	Yes
	Feedback from business and public sector	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Employment rate 6 months after graduation	Yes	Yes	Yes	No data yet	Yes	Yes	No data yet	No data yet	No data yet	No data yet

Programme	Master of Science programmes	MSc in Business	Master in Accounting and Auditing	MSc in Finance	MSc in Quant. Finance	MSc in Strategic Marketing Mgmt	MSc in Leadership and Org.psych.	MSc in Business Analytics	MSc in Applied Economics	MSc in Entrepreneurship	MSc in Law and Business
Specific criteria "Studietilsynsforskriften": https://lovdata.no/dokument/SF/forskrift/2017-02-07-137											
§ 2-2 (1) The learning outcomes for the programme must be in accordance with the National Qualifications Framework for Lifelong Learning, and the programme must have an appropriate title.		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
§ 2-2 (2) The programme must be academically up-to-date and have clear academic relevance for further studies and/or employment.		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
§ 2-2 (3) The total workload of the programme must be between 1,500 and 1,800 hours per year for full-time students.		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
§ 2-2 (4) The programme's content, structure and infrastructure must be adapted to the programme's learning outcomes.		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
§ 2-2 (5) The teaching, learning and assessment methods must be adapted to the programme's learning outcomes. The programme must facilitate students		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
§ 2-2 (6) The programme must have relevant links to research and academic development work and/or artistic research.		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
§ 2-2 (7) The programme must have internationalisation arrangements adapted to the programme's level, scope and other characteristics.		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Not clear	Yes	Yes
§ 2-2 (8) Programmes that lead to a degree must have arrangements for international student exchanges. The content of the exchange programme		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
§ 2-3 (1) The academic environment for each programme must be of a size proportionate to the number of students and the programme's characteristics,		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
§ 2-3 (2) The academic staff must have relevant educational competence.		No data	No data	No data	No data	No data	No data	No data	No data	No data	No data
§ 2-3 (3) The programme must have a clear academic leadership with defined responsibilities for quality assurance and the development of the study		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
§ 2-3 (4) At least 50 per cent of the academic full-time equivalents affiliated to the programme must be staff with their primary employment at the institution.		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
a) For bachelor-level programmes, at least 20 percent of the members of the academic staff affiliated with the programme must have at least associate		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
b) For second-cycle programmes, at least 50 per cent of the members of the academic environment must have at least associate professor qualifications.		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
c) For PhD programmes, the academic staff affiliated with the programme must have at least associate professor qualifications. Out of these, 50 percent		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
§ 2-3 (5) The academic environment must be actively engaged in research and academic development work and/or artistic research, and be able to demonstrate documented results with a satisfactory quality and scope in relation to the programme's content and level.		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
§ 2-3 (6) The academic environment for programmes that lead to a degree must actively participate in national and international partnerships and networks that are relevant for the programme.		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
§ 4-1 (4) Institutions must systematically collect information from relevant sources in order to assess the quality of all study programmes.		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Programme	Master of Science programmes	MSc in Business	Master in Accounting and Auditing	MSc in Finance	MSc in Quant. Finance	MSc in Strategic Marketing Mgmt	MSc in Leadership and Org.psych.	MSc in Business Analytics	MSc in Applied Economics	MSc in Entrepreneurship	MSc in Law and Business
Specific criteria "Studie kvalitetsforskriften": https://lovdata.no/dokument/SF/forskrift/2010-02-01-96?q=studiekvalitet											
§ 2-1 (2) Institutions must carry out periodic evaluations of their study programmes. Representatives from worklife and society, students and external academics (sakkyndige) relevant for the study programme, shall take part in the evaluations. Evaluation results shall be public.		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
§ 3.2 (1) Master's degree programmes shall be defined, delimited and have sufficient academic breadth.		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
§ 3-2 (2) Master's degree programmes shall have a broad, stable academic environment comprising a sufficient number of staff with high academic expertise in education, research or artistic research and academic development work within the field of study. The academic environment shall cover the subjects and courses that the study programme comprises. Staff members in the academic environment in question must have relevant expertise.		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
§ 3-2 (3) The academic environment must be able to demonstrate documented results at a high level, and results from collaborations with other academic environments, nationally and internationally. The institution's assessments shall be documented so that NOKUT can use them in its work.		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Specific criteria "Masterforskriften": https://lovdata.no/dokument/SF/forskrift/2005-12-01-1392											
§3 Requirements for master's degrees 120 ECTS The degree is achieved by completing exams of 120 ECTS (2 years), including independent work according to § 6. The degree builds upon one of the following completed educations: - bachelor degree - cand.mag.-degree - other degree or vocational education of minimum 3 years duration - education that according to § 3-5 of UHL is approved as equivalent to the above mentioned degrees or educations. One of the mentioned educations must include:- specialisation in course, subject or topic group of minimum 80 ECTS within the academic field of the master's degree, or - integrated vocational education of minimum 120 ECTS within the the academic field of the master's degree. Institutions can in special cases approve other documented qualifications as wholly or partially equivalent to the educations mentioned above.		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
§6. Requirement of independent work In master's degree according to § 3 and § 5 independent work of minimum 30 ECTS must be included. The scope of independent work must not exceed 60 ECTS. The independent work should display understanding, reflection and maturity. The institution sets further rules for the independent work, including scope, assessment type and if the work should be carried out individually or by more students.		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Master of Science full-time programmes

Programme	Master of Science programmes	MSc in Business	Master in Accounting and Auditing	MSc in Finance	MSc in Quant. Finance	MSc in Strategic Marketing Mgmt	MSc in Leadership and Org.psych.	MSc in Business Analytics	MSc in Applied Economics	MSc in Entrepreneurship	MSc in Law and Business
Specific criteria faculty composition "AACSB": https://www.aacsb.edu/-/media/aacsb/docs/accreditation/business/standards-and-tables/2018-business-standards.ashx?la=en&hash=B9AF18F3FA0DF19B352											
Simplified overview/explanation of categories here: https://cob.sfsu.edu/faculty/aacsb-2013-faculty-classifications											
Scholarly Academics (SA): Minimum 40 %		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Practice Academics (PA), Scholarly Practitioners (SP) and SA: Minimum 60 %		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Instructional Practitioners (IP): Together with SA, PA and SP: Minimum 90 %		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
This means that faculty defined under Other, should not exceed 10%.		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Compliance list for Executive MBA – re-accredited April 1st, 2020

Name of programme:	<i>Executive Master of Business Administration (EMBA)</i>
Date Programme Committee:	<i>April 1st, 2020</i>

<i>Overview page – details next pages</i>	Explanation of category and criteria	Is the criteria fulfilled? Yes / No / Not Clear / Not relevant	Comment from Dean / Programme committee	Presentation of additional or revised elements
Programme name and profile				
Programme/degree title, candidate profile and learning goals	Consistency between programme title, overall learning outcomes and courses.	Yes	<i>See more info below</i>	
Overview: BI Quality assurance areas and threshold values				
Admission quality	Grades and other qualification criteria and requirements for admission	Yes	<i>See more info below</i>	
Academic quality	Faculty composition and competence (NOKUT, AACSB), teaching format, examination form	Yes	<i>See more info below</i>	
Learning Environment Quality	Student satisfaction with course and programme quality	Yes	<i>See more info below</i>	
Learning Outcomes Quality	Student progression, dropout rate, fail rate, credit production, Assurance of Learning	Yes	<i>See more info below</i>	
Relevance Quality	Employability (percentage in work, type of job, salary), internships, feedback from employers and students	Yes	<i>See more info below</i>	
Overview: Legal requirements				
UHL		Yes	<i>See more info below</i>	
“Tilsynsforskriften”		Yes	<i>See more info below</i>	
“Studiekvalitetsforskriften”		Yes	<i>See more info below</i>	
“Masterforskriften”		Yes	<i>See more info below</i>	
Other relevant regulations		Yes	<i>See more info below</i>	

Name of programme:	<i>Executive Master of Business Administration (EMBA)</i>			
Date Programme Committee:	<i>April 1st, 2020</i>			
		Criteria fulfilled? Yes / No / Not clear / Not relevant	Comments from Dean / Programme Committee	Additional / revised elements?
BI Quality areas and indicators (ref Studietilsynsforskrift § 4-1 (3) (4))				
Admission quality	Grades and competences upon admission	Yes		Data from AD report 2019
	Acceptance ratio	Yes		"
	Student number	Yes	39 (commercial ambition/ threshold value = 40, ranking threshold value = 30)	"
	Demography	Yes	33,3 % female 43,6 % Norwegians	"
Academic quality	Academic competence	Yes		"
	Teaching/pedagogical competence	n/a		"
	Teaching and assessment activities	Yes	44 % activities and class participation 54 % written assignments	"
	Faculty vulnerability	Yes	19,4 % faculty staff above 60	"
	Demography	No	19,4 % female faculty 22,2 % international faculty	"
Learning Environment Quality	Student satisfaction with course quality	Yes	Above 4	Data from course evaluations
	Student satisfaction with programme quality	Yes	Above 4	"
	Student satisfaction with academic and social environment	n/a		"
	Student satisfaction with physical learning environment and infrastructure	Yes	Above 4	"
	Psycho-social environment	n/a		

Name of programme:	<i>Executive Master of Business Administration (EMBA)</i>			
Date Programme Committee:	<i>April 1st, 2020</i>			
		Criteria fulfilled? Yes / No / Not clear / Not relevant	Comments from Dean / Programme Committee	Additional / revised elements?
BI Quality areas and indicators (ref Studietilsynsforskrift § 4-1 (3) (4))				
Admission quality	Grades and competences upon admission	Yes		Data from AD report 2019
	Acceptance ratio	Yes		"
	Student number	Yes	39 (commercial ambition/ threshold value = 40, ranking threshold value = 30)	"
	Demography	Yes	33,3 % female 43,6 % Norwegians	"
Academic quality	Academic competence	Yes		"
	Teaching/pedagogical competence	n/a		"
	Teaching and assessment activities	Yes	44 % activities and class participation 54 % written assignments	"
	Faculty vulnerability	Yes	19,4 % faculty staff above 60	"
	Demography	No	19,4 % female faculty 22,2 % international faculty	"
Learning Environment Quality	Student satisfaction with course quality	Yes	Above 4	Data from course evaluations
	Student satisfaction with programme quality	Yes	Above 4	"
	Student satisfaction with academic and social environment	n/a		"
	Student satisfaction with physical learning environment and infrastructure	Yes	Above 4	"
	Psycho-social environment	n/a		

Learning Outcomes Quality	Student progression (completion)	Yes		"
	Student dropout rate	Yes		"
	Student credit production	Yes		"
	Exam fail percent	Yes		"
	Assurance of Learning (AACSB-requirement)	Yes		"
	Students' assessment of learning outcomes	Yes		"
Relevance Quality	Career (type of job) and salary	Yes		Data from AMU
	Student's assessment of relevance	Yes		Data from course evaluations
	Internship	n/a		Data from AMU
	Feedback from business and public sector	Yes		Data from AMU
	Percentage in work after programme	Yes		

Name of programme:	Executive Master of Business Administration (EMBA)			
Date Programme Committee:	April 1st, 2020			
		Criteria fulfilled? Yes / No / Not clear / Not relevant	Comments from Dean / Programme Committee	Additional / revised elements?
Specific criteria – Lov om universiteter og høyskoler (UHL): https://lovdata.no/dokument/NL/lov/2005-04-01-15				
<p>§3-3 (2) Institusjoner som er akkreditert som vitenskapelig høyskole eller høyskole, har fullmakt til selv å akkreditere studietilbud de skal tilby på lavere grads nivå. Innenfor fagområder der de kan tildele doktorgrad eller tilsvarende, kan institusjonene selv akkreditere studietilbud de skal tilby på lavere og høyere grads nivå. For fagområder der institusjonene ikke kan tildele doktorgrad, må de søke NOKUT om akkreditering av studietilbud på høyere grads nivå.</p> <p><i>(2) Institutions accredited as specialized university institutions or university colleges have the authority to accredit study programmes and courses provided at first-degree level. In fields where institutions have the right to award doctorates or corresponding degrees, they may themselves accredit study programmes and courses provided at first and second-degree level. In the case of fields in which the institutions do not have the right to award doctorates, they must apply to NOKUT for accreditation of study programmes at second-degree level.</i></p>		Yes	BI is accredited as specialized university institutions	
Specific criteria – “Studietilsynsforskriften”: https://lovdata.no/dokument/SF/forskrift/2017-02-07-137				
<p>§ 2-2 (1) Læringsutbyttet for studietilbudet skal beskrives i samsvar med Nasjonalt kvalifikasjonsrammeverk for livslang læring, og studietilbudet skal ha et dekkende navn.</p> <p><i>(1) The learning outcomes for the programme must be in accordance with the National Qualifications Framework for Lifelong Learning, and the programme must have an appropriate title.</i></p>		Yes	According to learning outcome as described in AD report	
<p>§ 2-2 (2) Studietilbudet skal være faglig oppdatert og ha tydelig relevans for videre studier og/eller arbeidsliv.</p> <p><i>(2) The programme must be academically up-to-date and have clear academic relevance for further studies and/or employment.</i></p>		Yes	According to study plan	
<p>§ 2-2 (3) Studietilbudets samlede arbeidsomfang skal være på 1500–1800 timer per år for heltidsstudier.</p> <p><i>(3) The total workload of the programme must be between 1,500 and 1,800 hours per year for full-time students.</i></p>		Yes	EMBA - part time study: 90 ects within 18 months = 60 ects pr year. Workload =800*2= 1600 hours	

§ 2-2 (4) Studietilbudets innhold, oppbygging og infrastruktur skal være tilpasset læringsutbyttet for studietilbudet. <i>(4) The programme's content, structure and infrastructure must be adapted to the programme's learning outcomes.</i>	Yes		
§ 2-2 (5) Undervisnings-, lærings- og vurderingsformer skal være tilpasset læringsutbyttet for studietilbudet. Det skal legges til rette for at studenten kan ta en aktiv rolle i læringsprosessen. <i>(5) The teaching, learning and assessment methods must be adapted to the programme's learning outcomes. The programme must facilitate students taking an active role in the learning process.</i>	Yes		
§ 2-2 (6) Studietilbudet skal ha relevant kobling til forskning og/eller kunstnerisk utviklingsarbeid og faglig utviklingsarbeid. <i>(6) The programme must have relevant links to research and academic development work and/or artistic research.</i>	Yes		
§ 2-2 (7) Studietilbudet skal ha ordninger for internasjonalisering som er tilpasset studietilbudets nivå, omfang og egenart. <i>(7) The programme must have internationalisation arrangements adapted to the programme's level, scope and other characteristics.</i>	Yes		
§ 2-2 (8) Studietilbud som fører fram til en grad, skal ha ordninger for internasjonal studentutveksling. Innholdet i utvekslingen skal være faglig relevant. <i>(8) Programmes that lead to a degree must have arrangements for international student exchanges. The content of the exchange programme must be academically relevant.</i>	Yes	The EMBA programme has a global structure and the students are exposed to several international venues.	
§ 2-3 (1) Fagmiljøet tilknyttet studietilbudet skal ha en størrelse som står i forhold til antall studenter og studiets egenart, være kompetansemessig stabilt over tid og ha en sammensetning som dekker de fag og emner som inngår i studietilbudet. <i>(1) The academic environment for each programme must be of a size proportionate to the number of students and the programme's characteristics, be stable over time in terms of competence and have a composition that covers the programme's topics and subjects.</i>	Yes	Work in progress; a)Pedagogical development of faculty in alignment with expectations and requirements from the executive market. b)The study plan has been revised in alignment with	

<p>§ 2-3 (1) Fagmiljøet tilknyttet studietilbudet skal ha en størrelse som står i forhold til antall studenter og studiets egenart, være kompetansemessig stabilt over tid og ha en sammensetning som dekker de fag og emner som inngår i studietilbudet.</p> <p><i>(1) The academic environment for each programme must be of a size proportionate to the number of students and the programme's characteristics, be stable over time in terms of competence and have a composition that covers the programme's topics and subjects.</i></p>	Yes	<p>Work in progress;</p> <p>a)Pedagogical development of faculty in alignment with expectations and requirements from the executive market.</p> <p>b)The study plan has been revised in alignment with the programme's topics and subjects.</p> <p>c)BI is in process of updating all faculty staff in terms of pedagogic competence (long term perspective). Per time, the academic environment is excellent, but 19,4 % of faculty teaching at EMBA is above 60 years</p>	
<p>§ 2-3 (2) Fagmiljøet tilknyttet studietilbudet skal ha relevant utdanningsfaglig kompetanse.</p> <p><i>(2) The academic environment must have relevant educational competence.</i></p>	Yes	See comment above	
<p>§ 2-3 (3) Studietilbudet skal ha en tydelig faglig ledelse med et definert ansvar for kvalitetssikring og -utvikling av studiet.</p> <p><i>(3) The programme must have a clear academic leadership with defined responsibilities for quality assurance and the development of the study programme.</i></p>	Yes	<p>Academic Coordinators:</p> <p>Associate Dean EMBA,</p> <p>Professor Anders Dysvik reports to Dean Executive</p> <p>Professor Jan Ketil Arnulf – according to role descriptions in BIs quality assurance system</p>	
<p>§ 2-3 (4) Minst 50 prosent av årsverkene tilknyttet studietilbudet skal utgjøres av ansatte i hovedstilling ved institusjonen. Av disse skal det være ansatte med førstestillingskompetanse i de sentrale delene av studietilbudet.</p>	Yes	<p>Førstekompetanse = 80,6 %</p> <p>Professor/Teaching</p> <p>Professor = 61 %</p>	Data from AD Report 2019

<p>§ 2-3 (4) Minst 50 prosent av årsverkene tilknyttet studietilbudet skal utgjøres av ansatte i hovedstilling ved institusjonen. Av disse skal det være ansatte med førstestillingskompetanse i de sentrale delene av studietilbudet.</p> <ul style="list-style-type: none"> a) For studietilbud på bachelorgradsnivå skal fagmiljøet tilknyttet studiet bestå av minst 20 prosent ansatte med førstestillingskompetanse b) For studietilbud på mastergradsnivå skal 50 prosent av fagmiljøet tilknyttet studiet bestå av ansatte med førstestillingskompetanse, hvorav minst 10 prosent med professor- eller dosentkompetanse. c) For studietilbud på doktorgradsnivå skal fagmiljøet tilknyttet studiet bestå av ansatte med førstestillingskompetanse, hvorav minst 50 prosent med professor- eller dosentkompetanse. <p><i>(4) At least 50 per cent of the academic full-time equivalents affiliated to the programme must be staff with their primary employment at the institution. Of these, academic staff with at least associate professor qualifications must be represented among those who teach the core elements of the programme.</i></p> <p><i>a) For bachelor-level programmes, at least 20 percent of the members of the academic staff affiliated with the programme must have at least associate professor qualifications.</i></p> <p><i>b) For second-cycle programmes, at least 50 per cent of the members of the academic environment must have at least associate professor qualifications. Within this 50 per cent, at least 10 per cent must have professor or docent qualifications.</i></p> <p><i>c) For PhD programmes, the academic staff affiliated with the programme must have at least associate professor qualifications. Out of these, 50 percent must have professor or docent qualifications.</i></p>	Yes	<p>Førstekompetanse = 80,6 % Professor/Teaching Professor = 61 % Main employer = 72 %</p>	<p>Data from AD Report 2019</p>
<p>§ 2-3 (5) Fagmiljøet tilknyttet studietilbudet skal drive forskning og/eller kunstnerisk utviklingsarbeid og faglig utviklingsarbeid og skal kunne vise til dokumenterte resultater med en kvalitet og et omfang som er tilfredsstillende for studietilbudets innhold og nivå.</p> <p><i>(5) The academic environment must be actively engaged in research and academic development work and/or artistic research, and be able to demonstrate documented results with a satisfactory quality and scope in relation to the programme's content and level.</i></p>	Yes		
<p>§ 2-3 (6) Fagmiljøet tilknyttet studietilbud som fører fram til en grad, skal delta aktivt i nasjonale og internasjonale samarbeid og nettverk som er relevante for studietilbudet.</p> <p><i>(6) The academic environment for programmes that lead to a degree must actively participate in national and international partnerships and networks that are relevant for the programme.</i></p>	Yes		

§3-2(1) (1) Mastergradsstudiet skal være definert og avgrenset og ha tilstrekkelig faglig bredde <i>(1) Master's degree programmes shall be defined, delimited and have sufficient academic breadth.</i>	Yes	According to study plan and defined learning outcomes	
§3-2 (2) Mastergradsstudiet skal ha et bredt og stabilt fagmiljø som består av tilstrekkelig antall ansatte med høy faglig kompetanse innenfor utdanning, forskning eller kunstnerisk utviklingsarbeid og faglig utviklingsarbeid innenfor studietilbudet. Fagmiljøet skal dekke fag og emner som studietilbudet består av. De ansatte i fagmiljøet skal ha relevant kompetanse. <i>(2) Master's degree programmes shall have a broad, stable academic environment comprising a sufficient number of staff with high academic expertise in education, research or artistic research and academic development work within the field of study. The academic environment shall cover the subjects and courses that the study programme comprises. Staff members in the academic environment in question must have relevant expertise.</i>	Yes	19,4 % of faculty staff above 60 years	
§3-2 (3) Fagmiljøet skal kunne vise til dokumenterte resultater på høyt nivå og resultater fra samarbeid med andre fagmiljøer nasjonalt og internasjonalt. Institusjonens vurderinger skal dokumenteres slik at NOKUT kan bruke dem i arbeidet sitt. <i>(3) The academic environment must be able to demonstrate documented results at a high level, and results from collaborations with other academic environments, nationally and internationally. The institution's assessments shall be documented so that NOKUT can use them in its work.</i>	Yes		

Specific criteria – “Masterforskriften”: https://lovdata.no/dokument/SF/forskrift/2005-12-01-1392			
<p>§5 Krav til erfaringsbasert mastergrad av 90 eller 120 studiepoengs omfang Graden master oppnås på grunnlag av mastergradseksamen av 90 eller 120 studiepoengs omfang, inkludert selvstendig arbeid i henhold til § 6, og ett av følgende fullførte utdanningsløp:</p> <ul style="list-style-type: none"> - bachelorgrad - cand.mag.-grad - annen grad eller yrkesutdanning av minimum 3 års omfang - utdanning som i henhold til § 3-5 i lov om universiteter og høyskoler er godkjent som jevngrad med ovennevnte grader eller utdanningsløp. <p>I tillegg kreves minst 2 års relevant yrkespraksis. Institusjonen vurderer hva som er relevant yrkespraksis, og kan for det enkelte studium fastsette krav om lengre yrkespraksis.</p>	Yes		
<p>§6. Krav til selvstendig arbeid</p> <p>I mastergrad etter § 3 og § 5 skal det inngå selvstendig arbeid av et omfang på minimum 30 studiepoeng.</p> <p>I mastergrad etter § 4 skal det inngå selvstendig arbeid av et omfang på minimum 20 studiepoeng.</p> <p>Omfanget av det selvstendige arbeidet skal ikke overstige 60 studiepoeng.</p> <p>Det selvstendige arbeidet skal vise forståelse, refleksjon og modning.</p> <p>Institusjonen fastsetter nærmere regler om det selvstendige arbeidet, herunder omfang, vurderingsform og om arbeidet skal utføres individuelt eller av flere studenter.</p>	Yes		

Compliance list for Executive MBA

Specific criteria faculty composition – “AACSB”: https://www.aacsb.edu/-/media/aacsb/docs/accreditation/business/standards-and-tables/2018-business-standards.ashx?la=en&hash=B9AF18F3FA0DF19B352B605CBCE17959E32445D9 Simplified overview/explanation of categories here: https://cob.sfsu.edu/faculty/aacsb-2013-faculty-classifications			
Scholarly Academics (SA): Minimum 40 %	81%		<i>Data from AD Report 2019</i>
Practice Academics (PA), Scholarly Practitioners (SP) and SA: Minimum 60 %	88 %		
Instructional Practitioners (IP): Together with SA, PA and SP: Minimum 90 %	94 %		
This means that faculty defined under Other, should not exceed 10%.	6 %		

Appendices:

1. Qualification framework for lifelong learning: https://www.nokut.no/siteassets/nkr/20140606_norwegian_qualifications_framework.pdf
2. AACSB faculty composition requirements – simplified overview

1. B. Norwegian Qualification framework for lifelong learning – Master

<p>Level 7: Master (2. cycle)</p> <p>A candidate who has completed his or her qualification should have the following learning outcomes defined in terms of knowledge, skills and general competence:</p>	<p><i>The candidate...</i></p> <ul style="list-style-type: none"> • has advanced knowledge within the academic field and specialized insight in a limited area • has thorough knowledge of the scholarly or artistic theories and methods in the field • can apply knowledge to new areas within the academic field • can analyze academic problems on the basis of the history, traditions, distinctive character and place in society of the academic field 	<p><i>The candidate...</i></p> <ul style="list-style-type: none"> • can analyze and deal critically with various sources of information and use them to structure and formulate scholarly arguments • can analyze existing theories, methods and interpretations in the field and work independently on practical and theoretical problems • can use relevant methods for research and scholarly and /or artistic development work in an independent manner • can carry out an independent, limited research or development project under supervision and in accordance with applicable norms for research ethics 	<p><i>The candidate...</i></p> <ul style="list-style-type: none"> • can analyze relevant academic, professional and research ethical problems • can apply his/her knowledge and skills in new areas in order to carry out advanced assignments and projects • can communicate extensive independent work and masters language and terminology of the academic field • can communicate about academic issues, analyses and conclusions in the field, both with specialists and the general public • can contribute to new thinking and innovation processes
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1. AACSB faculty composition and deployment requirements – simplified overview

	Sustained engagement activities	
	Academic (Research/Scholarly)	Applied/Practice
Professional experience, substantial in duration and level of responsibility	Scholarly Practitioners (SP)	Instructional Practitioners (IP)
Doctoral degree	Scholarly Academics (SA)	Practice Academics (PA)

SA+PA+SP+IP > 90%

SA+PA+SP > 60%

SA > 40%

Scholarly Academics (SA) sustain currency and relevance through scholarship and related activities. Normally, SA status is granted to newly hired faculty members who earned their research doctorates within the last five years prior to the review dates. Subsequent to hiring, SA status is sustained as outlined below.

Practice Academics (PA) sustain currency and relevance through professional engagement, interaction, and relevant activities. Normally, PA status applies to faculty members who augment their initial preparation as academic scholars with development and engagement activities that involve substantive linkages to practice, consulting, other forms of professional engagement, etc., based on the faculty members' earlier work as an SA faculty member. PA status is sustained as outlined below.

Scholarly Practitioners (SP) sustain currency and relevance through continued professional experience, engagement, or interaction and scholarship related to their professional background and experience. Normally, SP status applies to practitioner faculty members who augment their experience with development and engagement activities involving substantive scholarly activities in their fields of teaching. SP status is sustained as outlined below.

Instructional Practitioners (IP) sustain currency and relevance through continued professional experience and engagement related to their professional backgrounds and experience. Normally, IP status is granted to newly hired faculty members who join the faculty with significant and substantive professional experience as outlined below. IP status is sustained as outlined below.