



***Annual Report***  
***Academic Programme Quality***  
***2020 / 2021***

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# 1 Executive summary

## 1.1 Introduction to the Academic Programme Quality report

The Academic Programme Quality report is an annual report regarding BI's *programme quality* prepared by the Provost Academic Programmes for the Board of Trustees. The report is central in the assessment of the study quality at BI and contributes to highlighting the need for measures and priorities. It also enables the Board of Trustees to strategically influence the quality work.

The report has four main parts: First, the report presents central perspectives on teaching and learning environments during the academic year 2020-2021. Secondly, it highlights the main quality developments and priorities at BI this last academic year. The third part is an assessment/summary of the quality of the portfolios of the four programme areas at BI: Bachelor, MSc, Executive and Ph.D. Finally, the report has a development perspective, an agenda of strategic change and a future perspective for BI's programme areas. Where do we see BI with its core activities and its portfolios, in the future?

The report and the action points are a part of BI's systematic quality work for developing quality in BI's study offers and portfolios in a wholistic perspective.

## 1.2 Executive summary

In 2021, BI revised its Strategy 2025. For the Academic programme division, and BI in general, it is important to note that the revised strategy implies:

- Clear specification of what "attractiveness" and "leading" programmes imply in the eyes of different stakeholders
- A formalization of BI's ambitions and characteristics of a culture for programme quality
- A stronger emphasis on internationalization, with particular focus on implications across campuses

### Last year's priorities

The single most important task in the preceding year was the implementation of the new programme quality system (PQS), and the NOKUT audit of this system and BI's systematic quality work. NOKUT scrutinized BI at the institutional level, from course to board of trustees, with illustrations of our systematic quality work in five programmes ranging from bachelor to PhD-level. Approximately 3000 pages of documentation were submitted, and the expert-committee visit commenced in week 12 interviewing a diverse set of stakeholders. BI received preliminary approval in late June, and the NOKUT board gave the final, official approval in their meeting on October 27th. The expert committee's report contains several concrete recommendations for further improvement of BI's systematic programme quality work. These will become important tasks to complete by 2023 and are the reason why we have applied for the project "PQS 2.0". We emphasize that current and future systematic quality work requires engagement across BI's divisions.

The Wiseflow-project – replacing BI's digital exam system – challenges both our digital systems, and our organizational processes for running exams. It is crucial that it succeeds for several reasons, one being that the current DIGIEX-system will face hard shutdown in Q1, 2022. The project is moving

forward, and a significant number of exams were held successfully in Wiseflow in 2021. Still, there are considerable system-integrations challenges that remain. It is becoming increasingly clear that introducing a standard package software such as Wiseflow challenges BI's traditional way of organizing exam-processes within and across organizational units. BI has conducted most exams as digital-take-home exams during the pandemic, increasingly supported by Wiseflow. In fall 2021, major attention has been given to developing systems for process evaluations and bring-your-own-device solutions for school exams.

The work with revising BI's bachelor model structure is ongoing, and on track. Important decisions were made to allow for international exchange opportunities in two semesters and make room for internship. Both are crucial responses to the Government's white papers on international mobility and the work-life relevance of education. During fall 2021, the basis-modules will be defined, and all bachelor programmes will then be revised during spring 2022. This will not happen without frictions since courses will be removed and/or replaced. Consequently, this process has contributing members from across BI's divisions.

The academic programmes division is also expected to contribute to balance or align faculty resources and programme course demands. This challenge varies across programme portfolios. The deans for bachelor and executive programmes observe the need for more practice-based/work-life experienced instructors. The deans' portfolio-reports describe these issues. The recommendation is to further address and clarify these challenges in annual meetings/seminars where the Heads of departments (HoDs) present their respective departments' strategies for growth/research/recruitment and the Deans present the developmental needs from a programme portfolio-perspective. The ambition is to achieve better alignment when ample time is given to sharing and debating these two perspectives in an annual workshop/seminar format.

#### News this year

Alongside NOKUT/PQS, Wiseflow, Revised bachelor model, and in addition to Degree planning, Semester planning and alignment during the covid-pandemic, considerable attention and resources have been given to new-programme development. More specifically, we have one new bachelor programme and three new Master of Science programmes planned for launch in 2022.

An extra-ordinary process is the Master of Science in Law, where BI has applied to NOKUT for approval. As a direct consequence of the MSc in Law, the process of developing a Bachelor of law has also been initiated, as this will be needed for sufficient student recruitment to the master programme. Starting this programme will also require substantial investments in the faculty base and decisions on which campuses might run this programme. Finally, cannibalization on our current bachelor programme in law and business is to be expected.

For the MSc portfolio, we are concerned to see a growth in the number of programmes but not a parallel growth in the number of students. Each new programme raises the total number of courses, reducing the financial sustainability of our MSc-portfolio as a whole. Programme quality, investments in and recruitment for the bachelor and executive portfolios are crucial for the MSc programmes.

### Stackability and micro-credentials

The higher education sector is experiencing a growth in what is termed stackable programmes, short learning modules, or micro-credentials. Small/short means courses down to e.g., 2 ECTSs, and during the pandemic, BI has experimented with breaking up 7.5-ECTS courses in the executive portfolio into three x 2.5-ECTS equivalent non-credit units. These short, intensive courses (modules) have proven to be very attractive for executive students for many practical reasons. That these courses are *stackable* implies that students can build their own degrees by combining small(er) courses gathered from the same or different institutions.

In 2022 and onwards, BI needs to formalize study-models/study-plans and policies/requirements for stackable programmes. BI's Senate needs to approve such study-plans and policies. The Dean executive is asked to prepare this for the Bachelor of Management and Executive Master of Management portfolios.

### Priorities for 2022

Based on BI's revised strategy, and the particular responsibilities of the Academic programmes division, we have the following priorities for 2022:

1. Quality culture
  - The PQS, particularly related to course evaluations, quality indicators, and programme relevance
2. Attractive programmes and portfolios
  - The revised bachelor-model, structure, and content
  - Programme flexibility through stackability
  - International learning experiences at home and on exchange
  - Alignment between programme-portfolio and faculty development
3. Programme quality processes
  - Digitalization of the whole exam/evaluation process

## 2 Teaching and learning environment

For the study year 2020-2021 the pandemic remained a crucial factor that required different measures. The different perspectives shed light on this central issue in a quality perspective of the teaching and learning environment: From the faculty/administration perspective, from the student perspective, experiences and priorities from the Learning Environment Committee and the Ombud for Students.

With respect to 2021, work is currently underway to gather documentation from several different stakeholders regarding experiences of teaching during the pandemic, and its various degrees of fully digital, hybrid and campus-based teaching practices. Due to the nature of higher education, BI needs to outline the pedagogical strategies for learning within a short term, medium term, and long-term horizon.

### 2.1 Hybrid teaching at BI in 2020

The Skretting report was ordered by the Provost Research and Academic Resources autumn 2020, and its focus is on hybrid teaching at BI during COVID-19 from a faculty and administrative perspective. How did BI plan and conduct teaching during this period? The report is interesting in a PQS perspective as well as up against the SHoT<sup>1</sup> survey).

The Skretting report concludes that BI has shown a great ability to adapt and managed to switch to digital teaching within a few days of the lockdown in March 2020. The data-collection and report period covered from March 2020 to December 2020, and it does not include experiences in 2021.

Overall, the technical solutions through zoom and streaming worked well, but many struggled to achieve good interaction with the students and found it more difficult to deliver the teaching digitally.

The report encourages BI to define a clear and predictable framework as a part of the digital transformation: Define hybrid teaching (structure, definitions, roles), standardization of national course rooms and its learning, improve quality of digital teaching and free up capacity for other student activities.

### 2.2 The students' health and wellbeing

The SHoT survey 2021 was an extraordinary survey conducted in the spring of 2021 focusing on the students' health and well-being during the pandemic, in other words, the teaching and learning environment from a student perspective.

Findings at BI show that the students during the pandemic are lonelier (47 %), have more mental health issues (44% vs 27% in 2018), and are to a greater extent dissatisfied with the quality of digital teaching 75 % (85 % are still following normal study progression). These findings correspond with the findings at an overall national level. We also find that 47 % report a risky or harmful consumption of alcohol vs. 58 % in 2018. This is a positive development, but still higher than the national average of 33%.

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<sup>1</sup> Studentenes helse og trivsel, national survey conducted by the "studentsamskipnader" every 4 years.

Experience from Student Counselling corresponds with these findings. During the pandemic there has been a shortage of the usual arenas to meet both during the semester start and the year. The students have lost academic and social interaction with other students and their supervisors and mentors.

Student counselling has taken the following measures for meeting the students' needs in this challenging time:

- Free psychologist for students until the end of the academic year 2020/2021
- Class representatives are offered course in how to meet students in crisis
- The support services are open, inclusive, and low threshold on all campuses (Coffee Hour, Walk & Talk, counselling services, counsellors' presence on campus, drop in offers, mentoring for all new bachelor students)
- Social activities in close collaboration with BISO and class representatives
- The student welfare organizations offer many services for social and mental support
- Increased use of student helplines like *Hjelpetelefonen for studenter*

In addition, the Ministry of Education (KD) has initiated a research project to find out why students are struggling more than previously.

According to the Learning Environment Committee (LMU), a positive finding in the SHoT survey is that the students report that they thrive at BI. The efforts made, in addition to a gradual reopening of society, are expected to have a positive effect on the students' health and well-being.

### 2.3 Learning Environment Committee (LMU)

LMU's annual report (2020-2021) focuses on the effects from the pandemic both on the physical and the psychosocial learning environment. This year has been a demanding year for the students with the pandemics.

The Committee has two main priorities for the following year:

1. Work to strengthen and ensure the protection of students' psychosocial learning environment after the pandemic. Findings in the SHoT 2021 show that students at BI have had challenges during the pandemics, a finding that BI students share with other students in the sector. LMU stresses the importance of maintaining focus on this area.
2. Work for good quality on asynchronous teaching regardless of campus. During the pandemic BI has followed up action points on digital teaching and the pedagogical aspect of coursing students and employees in the use of digital tools. LMU is very happy with the digital lift that BI has made during the pandemics. Still, LMU will continue the focus on the asynchronous teaching.

### 2.4 The Ombud for Students

The Ombud for Students is an independent service whose main function is to safeguard the legal security of students at BI by providing advice and guidance in student related matters.

The Ombud sees three key topics of inquiry from the students during the last academic year: 1. Exams and evaluation which the Ombud describes as normal throughout the sector as it is the most

stressful period for the students, 2. facilitation for students with disabilities or special needs and, 3. not meeting the exam or midterm deadline. The Ombud sees the last two areas in the context of the pandemic situation: the number of requests has increased in these topics while facilitating during the pandemic has been difficult. Digital deliveries by the deadline have also been challenging for some.

The number of inquiries during the last year can be considered normal. Still, the pandemic has affected the work of the Ombud. There have, for example, been few chances of physical meeting or visits to other campuses than the Oslo campus. One main priority for the Ombud next year is marketing of the service and building trust (therefor spending more time physically at BI's four campuses is important).

### 3 Quality improvement projects and priorities

Throughout the year 2020/2021 BI has had many different quality improvements. In this chapter the focus is upon the quality improvements initiated by national and international re-accreditations, international rankings, improvement projects and finally the PQS committee.

#### 3.1 National and international accreditations and re-accreditations

In the period 2018 until the end of 2021, BI will have completed the various stages of all its national and international accreditations; NOKUT, AMBA, AACSB, EOCCS and EQUIS.

##### 3.1.1 NOKUT

In 2021 BI successfully passed the national re-accreditation, the NOKUT audit. The audit was an external review of BI's quality system and BI's quality work. The quality system was documented at institutional level and the quality work by five reports of selected study offers, whereas the systematic quality work was documented by routines and practices. In total over 3000 pages of documentation were sent to NOKUT. In addition to the reports, part of the re-accreditation was an institutional visit conducted digitally from March 23<sup>rd</sup> to March 25<sup>th</sup>. The experiences were overall positive, both with the written documentation and the institutional visit. During the visit, the Expert Committee talked to 64 institutional key actors at BI organized into 14 different groups, and it all went like clockwork. The final approval was made by the Board of NOKUT on October 27<sup>th</sup>. The Programme Quality System principle is to evolve continuously. NOKUT's audit report pointed out 5 main areas for improvement and for further developing the PQS. Two of the recommendations will be solved by the respective departments responsible: 1) systematic enhancement of pedagogical competency among faculty (by provost Research and Academic Resources), and 2) further developing External Programme Evaluation (by Programme Administration). The other three recommendations are proposed as a new project because of the involvement across departments. The new project "PQS 2.0" is supported by all three provosts and the main deliveries are to improve:

1. Data analytics and management (Academic Programmes)
2. Relevance quality (Innovation and Outreach)
3. Course evaluations (Research and Academic Resources)

It is important to note that NOKUT has announced that they will follow BI up in 2-3 years, hence the time aspect for follow-ups is essential.

##### 3.1.2 EQUIS

In 2020/2021, BI went through one international re-accreditation, the EQUIS re-accreditation visit that took place from the 10<sup>th</sup> to the 13<sup>th</sup> of November 2020. The re-accreditation visit was held on a virtual platform which was a new experience for BI. Overall, the experience of doing a virtual visit was positive. The Peer Review Team (PRT) had access to the documentation in a digital base room over an extended period prior to the visit. We could also supplement the required documentation with video presentations. The visit itself ran smoothly, not least with our very competent Events Office organizing the schedule. The PRT concluded in its report to EFMD to recommend BI for a new 5-year EQUIS re-accreditation. On February 23<sup>rd</sup>, 2021, the EQUIS Accreditation Board gave its formal approval of the PRT's recommendation.

### 3.1.3 BI's Triple Crown partners and coming follow-ups for BI

After the successful re-accreditations by AMBA in the latter half of 2018, AACSB in the first half of 2019 and EQUIS in 2021, BI is now faced with a list of items to be followed up during the accreditation period. Regarding AMBA, the larger issue in addition to several more detailed items is that BI must formalize its MBA strategy, including an internationalization strategy, and clarify internally and externally where the MBA portfolio is going. Regarding AACSB, several of the recommendations are linked to improving alignment between mission/strategy and faculty composition on School and programme levels, creating career paths to enable faculty members currently labeled “other” to become classified within one of the four faculty qualification categories, and finally continue the already ongoing work to bolster the school’s intellectual contributions at a high international level. In addition, BI must start the work of adapting to the AACSB 2020 standards. This includes defining BI's disciplines, as this is the new measurement level regarding faculty sufficiency & qualification (std. 3), broadening the scope of measurement methods in the Assurance of Learning (AoL) system by including indirect measures (std. 5) and making sure we have a satisfactory system for documenting intended societal impact (std. 9). Regarding EQUIS, while BI was credited on several issues, the PRT noted a lack of visibility of ongoing co-creation in the presented materials and during discussions, questioning whether BI is fully aligned with its mission statement. Secondly, the PRT remarked that internationalization of the student body still seems to be at an early stage. Finally, the Peer Review Team also raised concerns with the school’s emphasis on serving the domestic market in Executive Education offerings and at the same time pointing to the opportunity for growth lying in the international market. In light of the growing international competition, this could prove challenging. These three issues call for focus by BI in the years leading up to the next EQUIS re-accreditation. Head of Accreditation and Rankings is in the process of preparing a plan for action points and progression of the coming follow-ups for BI.

The next audit is AMBA in 2023 (preparations for this audit are well under way) followed by AACSB in 2024 and EQUIS in 2025. EQUIS also has a mid-term evaluation coming up August 23<sup>rd</sup>, 2023.

## 3.2 Rankings

2020 proved to be a challenging year for rankings, both for BI and the ranking organizations. BI chose to withdraw from the Financial Times (FT) Master’s in Management ranking out of respect for the challenging situation many of our alumni were going through at the time. We did, however, participate in the FT Executive, FT Finance and FT EMBA rankings. Unfortunately, we did not manage to get on the finance ranking list due to low response numbers from alumni. On the other hand, the BI-Fudan MBA programme got an excellent ranking at number 27 out of 100 for the second year in a row. In addition, BI participated in the QS masters ranking with three programmes receiving a solid result.

In 2021 BI has participated in more rankings than ever before, returning to the FT Master’s in Management ranking, and adding the Economist masters ranking and one more programme in the QS ranking to the list. The results are overall slightly weaker than in the previous year, with a surprising fall from number 27 to 45 for the BI-Fudan MBA programme.

### 3.3 Improvement projects

#### 3.3.1 Revised Programme Quality System

The project kicked off autumn 2018 and finished spring 2020. The project was established to upgrade BI's quality system and support BI's systematic quality work. The project has especially focused on delivering 1) redefining quality areas including measurable indicators and establishing threshold values (new element), 2) reframed programme quality processes, and 3) clear role and responsibility descriptions regarding programme quality work. In addition, the project established a quality indicator dashboard and an online PQS portal<sup>2</sup> making the quality work and results transparent and easy to adapt. All revised and new components delivered from the PQS-project were established to strengthen structured, systematic, and transparent quality work. The project's outcome has been a success and a crucial part of the NOKUT re-accreditation. The project's main deliveries were highlighted as a central part of BI's quality system and the conclusion that "the experts have confidence that the institution's quality work ensures and further develops the quality of education" (the NOKUT-audit report 2021).

BI does a lot of exceptional quality work. However, there is still a potential for more standardized quality work in a systematic and documented manner. Quality work is a continuous process and the PQS committee established after the PQS project, is ensuring that BI continuously develop the PQS and supports the whole organization in good quality work, in which all important stakeholders, including students are represented.

#### 3.3.2 New exam solution – Wiseflow

The Wiseflow project is a result of BI aiming to replace Digiex with a standardized exam system used by the higher education sector. Wiseflow is the exam system that was selected to replace Digiex, which had too high a risk of technical failure for an exam system, and too high a cost. The goal was to have Wiseflow up and running Autumn 2020, but due to Covid-19 and also a lack of digital resources, the project is still running until February 2022. However, the project is now following planned progression to be able to run all types of exams in Wiseflow from spring 2022 and as a result to be able to shut down Digiex. The planned main activities for autumn 2021 are to include continuous assessments as an exam type and have in place a solution for students bringing their own PC for school exams.

Going from a tailor-made system fitting BI's processes in an efficient way to a standard exam system resulting in more manual processes, has been a challenge, especially for the faculty's grading process which is now more complex and time consuming. In addition, the Wiseflow project scope has been to replace Digiex, not looking into new ways of conducting exams or to consider better and more efficient ways of streamlining administrative or faculty work processes.

Both the exam office and faculty administration department have initiated a new project "Exam excellence" with the aim to reap the benefits of the implementation of Wiseflow and provide more streamlining of administrative and faculty work processes, as well as further developing current assessment methods to increase the quality and attractiveness of our programmes. To explore and enable strategic development in the exam area, BI must take advantage of the capabilities the new system gives and increase the quality and flexibility in the choice of exam types. BI's competitive advantage does not lie in changing a system in itself (from Digiex to Wiseflow), but in how we

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<sup>2</sup> [PQS - main page | Portal \(bi.no\)](#)

manage to take advantage of the system's possibilities. There are many potential gains from implementing Wiseflow (several taken out of the current project scope) and therefore an application for an exam excellence project has been sent for approval.

### 3.3.3 Revised Bachelor Model

Keeping its primary goals to improve BI's capability to innovate, strengthen integration of business practice and improve international learning experience for the students, the project continues its work within the following framework decided by the President:

1. The work will be based on converting 15 ECTS from basis to elective courses. This creates a new course composition of 60 ECTS basis courses – 75 ECTS programme courses – 45 ECTS electives in all bachelor programmes.
2. The elective and exchange periods are set to the 4th and 5th semesters.
3. Duplicate course deliveries in the 4th and 5th semesters will allow students to switch courses between the semesters and thus only use elective ECTS in their potential exchange semester.

Based on this, the project group has established sub-groups involving both Associate Deans and course coordinators, to suggest a new portfolio of basis courses. Going forward, the plan and timeline is to present a solution in November/December, receive feedback from the organization and students in December-February, and a decision by the President in March 2022. Then all programmes will need revision and adaptation to the revised model, which is to be implemented from autumn 2023.

### 3.3.4 Degree Planning

The degree planning project, including purchasing the system Degree Works, started January 2020 and was initiated to be able to technically support more flexible programme structures such as the revised bachelor model and Executive stackable portfolios. In addition, an important aim is to give students a more flexible learning journey and increase quality by standardizing and streamlining processes for equivalent courses and academic recognition which ensures equal treatment and correct diplomas.

The project was accepted into the plan- and implementation phase June 2021, but due to lack of as-is and to-be analysis and functional needs the Steering Group stopped the project and TMT supported the decision to take the project back into the concept phase. A new business case will be delivered December 2021.

### 3.3.5 Semester Planning

The concept phase in the "Studieflyt" project has analysed the current semester planning process at BI because of project applications from both exam and timetable planning. The review identifies that BI has different work processes, uses several systems, and has manual work processes as a part of semester planning operations. In addition, semester planning is done in many places at BI, and is considered vulnerable and not very robustly organized. There is a need for developing a new, comprehensive work process with associated policies and expanded use of common system support. The project will start its work autumn 2021 with purchasing and implementing a new system for semester planning. In addition, it will consider organisational changes, grouping together

staff working with exam planning and scheduling across existing units and campuses. High quality in semester planning will benefit our students.

#### 3.3.6 Digitalization of Exchange

The project aims to standardise the exchange processes for the different mobility options, integrate the systems involved in the processes and automate where possible. The main drivers for the project are: New demands from Erasmus (to improve European cooperation), the White paper no. 7 (where the government's goal is that half of those who complete a higher educational degree in Norway will have had a study period abroad), and BI's strategies @international and @digital. The project Digitalization of Exchange will ensure efficient administration of the exchange processes with a high quality that will benefit our students, faculty, and the administration. The following overall quality dimensions/goals are identified for the project:

- Increase in data quality which enters BI systems via exchange process
- Decrease time-spent-to-process of incoming and outgoing application at @international
- Decrease time-spent-to-apply for students
- Keep high level of student satisfaction (as reported in the Erasmus evaluation rounds)

#### 3.4 PQS committee

At the formal launch of the Programme Quality System (PQS) in November 2020, BI simultaneously launched the PQS committee. The committee's objective is to identify areas for improvement and refine and further develop BI's Programme Quality System. The committee provides advice for the Provost Academic Programmes, who has been delegated authority from the President to manage BI's PQS. The committee is an agent of change in BI's future quality work. Through the composition of its members, the committee ensures that all stakeholders in the quality work are involved in further developing the PQS.

After the PQS was approved by the President in November 2020 and the documentation sent to NOKUT in January 2021, the PQS has been continually developed and improved. The most central item on the PQS committee's agenda so far has been the development and implementation of *the indicator review*: A systematic evaluation of all quality indicators, threshold values and measurement points involving the indicator owners. The process is annual which will lower the threshold for adjustments in the PQI dashboard, verify the relevance and correctness of indicators and data and finally put quality discussions on the agenda for the organization. An important finding in this year's process was inconsistency in use of threshold values (most values represent a minimum level of quality, but some represent ambition level). This inconsistency is not in line with NOKUTs requirements and the UHL and will be corrected.

## 4 Quality assessment of programme portfolio

One core value at BI is to be *unconditionally committed to student success* and the student's learning journey. The six quality areas are based on the students' learning path. Within each area, there is a set of quality indicators with threshold values to determine the level of accepted quality – versus not accepted quality where an evaluation/action is needed.



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

This chapter contains a brief overview of assessed quality of each programme area for the academic year 2020/2021 made by each Dean in his/her annual portfolio report. The portfolio report is based on programme reports from each Associate Dean. Comments will focus on areas and indicators assessed as below defined threshold values. For further explanation of quality areas, indicators and threshold values, see appendix H and G.

### 4.1 Bachelor

The matrix below is based on the assessment of quality for each programme reported in each Associate Dean's programme report for 2020/2021. Compared with 2020, there is much more yellow than green. This reflects the fact that since 2020, more specific threshold values have been set for many quality indicators, and some of these express ambition levels rather than minimum thresholds.

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

Comments related to each quality area:

**Admission quality:**

For many of the programmes, acceptance rate is below the threshold value of 60%. And for some programmes, such as Bachelor of Finance and Bachelor of Org. psychology, HR and management, gender balance is skewed, with too few women in the Finance programme and too few men in the Org. psychology, HR and management programme.

**Academic quality:**

The indicator that is mostly below threshold value, is 'activity-based assessment forms,' which is very demanding to carry out in large, distributed bachelor courses. Other typical indicators showing up below threshold are international faculty share, share of courses in English (in the Norwegian programmes), and AACSB faculty composition criteria. And for a few programmes, faculty vulnerability related to recruitment, age and workload is also an issue.

**Learning Environment quality:**

If yellow, this is typically due to lower scores on the programme satisfaction and academic/social environment questions reported in the Study barometer. See chapter 2 Teaching and learning environment for further information.

**Learning Outcome quality:**

If yellow, this is typically due to lower completion rates and/or higher dropout rates than the threshold values. This will be followed up by the respective associate deans.

**Relevance quality**

This quality area contains the indicator *employment rate* from BI's job market survey, which went down in 2020 due to the pandemic. Apart from this, an ambitious threshold value was set on *internship share* (30%), which none of the bachelor programmes fulfil as of today. Revised bachelor model is expected to boost internship share, as it will be more flexible and provide students with more than one semester to take internship in.

See chapter 5.1 for follow-up actions suggested and planned by Dean Bachelor.

## 4.2 Master of Science

The table below provides an overview of the overall quality of the MSc programmes, operationalized through identified threshold values per quality areas. In general, the quality indicators show that the quality of the programme portfolio is good.

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

Comments related to each quality area:

#### **Admission quality:**

Some of the programmes are indicated in green/yellow because of a low number of admitted students or lower acceptance rate. For MSc in Business, the share of international students is slightly below threshold value, and for MSc in Leadership and Organisational psychology, the gender distribution is slightly skewed compared with threshold value.

#### **Academic quality:**

Master of Accounting and Auditing is considered yellow because international staff share, faculty share involved in the programme over 60 years old and female faculty staff share are below threshold value. For several programmes, female faculty share is below threshold value and this quality area is therefore indicated green/yellow.

#### **Learning Environment quality:**

This quality area and all its indicators are above threshold values for all MSc programmes.

#### **Learning Outcome quality:**

MSc in Finance is indicated green/yellow because student completion within deadline is slightly below threshold value.

#### **Relevance quality**

As for bachelor programmes, an ambitious threshold value was set on *internship share* (30%), which some but not all of the MSc programmes fulfil. In addition, the indicator *relevant education* from the Student barometer is below threshold value for some programmes.

See chapter 5.2. for follow-up actions suggested and planned by Dean Master.

### 4.3 Executive

The table below provides an overview of the overall quality of the Executive and Corporate portfolios, operationalized through identified threshold values per quality area defined in BI's programme quality system. Green is only displayed if all indicators are measured above threshold

values. Green/yellow if some indicators are below threshold values, but not critical or urgent. If yellow, action must be considered, and if red, action is needed.

Quality Areas in BIs PQS	EMM	BM	SLM	EMBA	BI-FUDAN MBA	EMME	CORPORATE
Admission quality	GREEN	GREEN/ YELLOW	GREEN/ YELLOW	GREEN/ YELLOW	GREEN/ YELLOW	YELLOW	GREEN/ YELLOW
Academic quality	GREEN/ YELLOW	GREEN/ YELLOW	GREEN/ YELLOW	GREEN/ YELLOW	GREEN (only BI faculty)	YELLOW	YELLOW
Quality of learning environment	GREEN/ YELLOW	YELLOW	N/A	GREEN	GREEN	GREEN	GREEN/ YELLOW
Quality of learning outcome	GREEN	GREEN	N/A	GREEN	YELLOW/RED	GREEN	GREEN/ YELLOW
Relevance quality	GREEN	GREEN	N/A	GREEN/ YELLOW	N/A	GREEN/ YELLOW	N/A

**Abbreviations:**

EMM = Executive Master of Management  
 BM = Bachelor of Management  
 SLM = Short Learning Modules  
 EMBA = Executive Master of Business Administration  
 BI-Fudan MBA = BI-Fudan Master of Business Administration  
 EMME = Executive Master of Management in Energy  
 N/A = Not applicable

Comments related to each quality area:

**Admission quality:**

Some of the portfolios are indicated in green/yellow because of a low rate of international students. However, the relevance of this indicator needs to be revised/differentiated between international programmes and programmes/courses meant for the Norwegian market. Also, for Corporate some of these threshold values are difficult to achieve due to the nature of the programmes. For EMME, the acceptance rate (62% vs threshold 80%) and the number of admitted students (17) is below threshold value (20).

**Academic quality:**

For some of the portfolios indicated in green/yellow, the part-time teacher rate is above the maximum threshold value of 20% set in BI's PQS. However, the true ratio of internal/external is a matter of definition and Banner registrations: For example, some faculty hold part-time positions at BI and are considered "external" when exceeding teaching duty. Also, the share of international faculty is lower than threshold value for some portfolios. Since these are courses for the Norwegian market which require Norwegian-speaking faculty, this indicator is also in need of differentiation. For the two portfolios indicated yellow in the quality table; this means that EMME has vulnerability in terms of too many of the faculty over 60 years old (44% vs threshold 30%), and too low share of female faculty (11%) compared to threshold value (minimum 20%). Corporate is displayed yellow because of too low share of international faculty in programmes *Educational leadership* and *Security management*, and not meeting thresholds for part-time teachers and female faculty in the *Taxation* programme.

**Learning Environment quality:**

This quality area is above threshold values for both MBA programmes and EMME. Course satisfaction threshold value is set high for Executive, and EMM is slightly below for 1-2 courses and therefore

shown green/yellow, while BM is more below threshold value and therefore shown yellow. This threshold is considered in need for revision for the BM-portfolio. For Short Learning Modules (SLM) the response rate for evaluation surveys has been too low so far, and for this new portfolio of short digital courses there is still little data from other sources. Therefore, the SLM portfolio is marked N/A in this quality area.

#### **Learning Outcome quality:**

This area is above threshold values for EMM, BM, EMBA and EMME. For Corporate there is a lack of data for some indicators, and BI-Fudan MBA is marked yellow/red because of low completion rate. Due to the Covid-19 pandemic, many students did not complete the programme in normal time (1 ½ -2 years). However, a relatively large share of students complete within the 4-year limit.

#### **Relevance quality**

For Executive portfolio, the only threshold value set is *applied learning* (score on question in job market survey after taking the programme or course at BI). This indicator is green for EMM and BM, green/yellow for EMBA and EMME (slightly under threshold value), and set N/A for SLM, BI-Fudan MBA and Corporate due to lack of data available.

See chapter 5.3. for follow-up actions suggested and planned by Dean Executive.

#### **4.4 Ph.D.**

The table below shows the overall picture of programme quality for PhD in the main quality areas defined in BI's programme quality system. For details on quality indicators within each quality area, see appendix G where indicators and data sources are described. The quality indicators in the table below are only one part of the quality assurance system for the PhD Programme. Above all, the students develop as researchers through work on their doctoral thesis. Here, the cooperation with the supervisor and the ability of the institution to integrate the students in the academic environment is crucial to the quality of the PhD programme.

Quality areas	Quality indicators	Red/green	Comments
Admission quality/PhD students	Student number, demographics	Green	No threshold values defined for the PhD programme, except for gender. Indicator above threshold value.
Academic quality	International faculty, int. teaching language, female staff, staff above 60, part-time lecturers, varied assessment types, individual/group assessment, NOKUT and AACSB requirements	Yellow	All indicators, except female faculty staff, are above threshold value. The threshold value is 20%, the actual number is 9%. The indicator is only based on teaching on courses for specific semesters and doesn't give the full picture of the female faculty involved in the PhD programme, e.g., Supervisors, co-supervisors, committee members.
Learning Environment quality	Course satisfaction, programme satisfaction, physical environment, social and academic environment, psychosocial environment	Green	Course satisfaction cannot be evaluated before the end of the semester. The programme satisfaction value is 0,74, the threshold value is 0,75. All other indicators are above threshold value.
Learning outcome	Completion rate, drop-out rate, fail rate, Assurance of Learning, students' own assessment of learning outcome	Yellow	Students' own assessment is below threshold value. Threshold value is 3.5, the indicator value for this academic year is 3.27.
Relevance	Placement; academic share, Placement academic, international/national	Yellow	Indicator value for academic positions last 5 years is below threshold value. International share is above threshold value. A placement workshop will be held in 2021.

All major groups of quality indicators are green or yellow, showing no major problem areas. As indicated in the comments in the table above, there are subdimensions where the quality indicators fall below threshold values. The indicator "female faculty staff" as of now only includes course teaching, not supervision and assessment committees, and needs to be further developed to provide a better picture of gender balance in the PhD programme. This will be followed up in the next academic year. "Green" learning environment quality may be related to the fact that PhD students have been allowed to come to campus as soon as the national Covid restrictions were eased, and they have been included in the group of employees with an exception from mandatory home office. All PhD candidates at BI, except those in their 1<sup>st</sup> year, have been granted an extension due to Covid-19. Dean PhD continues to have a strong focus on progress and the active follow-up of candidates at department level. An effort has also been made to develop written clarification of what is expected of the candidate when taking a PhD at BI.

Many of the PhD quality indicators are new in 2020/2021, hence it is not possible to compare with earlier data. Whether the threshold values set for these are appropriate will be discussed when we have more data to compare.

## 5 Portfolio development

This chapter contains a 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 at BI. The most important processes defined in BI's programme quality system related to this, are portfolio management, new programme development, new course development, programme revision, programme distribution, and programme termination.

### 5.1 Development of the Bachelor portfolio

In 2020-2021, no new bachelor programmes were launched (three new programmes started in 2019-2020), and none were terminated.

In 2021, the Bachelor of Business Analytics has changed name to *Bachelor of Data Science for business*. This is considered a more appropriate name for the programme's content and curriculum, and it is also in line with BI's plan to launch a new MSc programme in Data Science for Business that these bachelor students can qualify for. They are considered "over-qualified" for the current MSc in Business Analytics.

The new bachelor programme *Bachelor of Digital Business* has been approved by TMT and will be launched in fall 2022. The programme is taught in English only.

Dean Bachelor recommends that all current bachelor programmes are continued in 2022-2023. However, due to few faculty members actively supporting the programme, *Bachelor of Real Estate* should be placed on a watch list. If the programme is not better staffed during 2022, the Dean will recommend adjusting admission to the programme to fit with available faculty resources.

In line with the project – revised bachelor models – all bachelor programmes at BI will be extensively revised in 2022 and re-launched with new basis models in 2023.

#### Action points

The revised bachelor models project aims to decide on the new models before summer 2022 and to be launched in 2023. All planned programme revisions in 2021 have been made, including discussions of changing language of the *BIM programme*. More changes must be made in some programmes, e.g., *Bachelor of Real Estate*, and these changes will be made during the last steps of the revised bachelor model project.

*Business analytics* – bachelor and master. Change language and discussions on progression: A joint project with Dean Master has been carried out. The bachelor programme has changed name and a new master programme will be developed.

Revise several bachelor programmes as part of the revised bachelor models: Bachelor of Real Estate, BBA - investigate 3<sup>rd</sup> year on local campuses.

Innovate the portfolio – new programmes. Current projects are *Bachelor of Service Management and Bachelor of Law*.

Bachelor of Law follows as a direct consequence of the planned MSc in Law. Since the current number of applicants admitted to the MSc programme is so low that BI's MSc can't be economically

sustainable, we need to build a pool of applicants ourselves. If this programme can start in fall 2022, the first students can hopefully apply to our MSc in Law in fall 2025. Launching this programme will require substantial investments in the faculty base and decisions on distribution. Finally, cannibalization of our current bachelor programme in law and business is to be expected.

Annual process for electives portfolio: Introduce a new annual process for revising the electives course portfolio.

Participate with Dean, Dean's advisor and AD resources in strategy projects: Several projects have been proposed in this report. If top management and/or other departments at BI decide to investigate these ideas further, Dean Bachelor is prepared to support and participate.

Digital versions of full-time programmes: Project will start in 2022 to identify how, when and in what manner the bachelor programmes can be delivered as fully digital versions.

Internationalization at home: Project will start in 2022 to identify opportunities in programmes and courses to create international learning experiences at home.

## 5.2 Development of the Master of Science portfolio

Several changes were made to the Master portfolio in 2020-2021:

- BI-LUISS Joint Master's in Marketing was launched
- Previously introduced Specializations were discontinued for MSc in Law and Business because of small student numbers
- The QTEM programme was expanded to include MSc in Finance
- Adjustments of programme learning outcomes were made for MSc in Finance
- Adjustments to admission requirements were made to MSc in Finance and QTEM
- Several programme courses, core courses and electives have been changed or added to the different programmes
- Two new summer courses were introduced at BI, and the Global Innovation Project with some of BI's Triple Crown partner institutions also started up this summer

Several new programme development processes have also taken place and TMT has approved four new programmes, one new major and distribution of two majors to BI-campus Bergen:

- MSc in Sustainable Finance and MSc in Business, major in Sustainable Finance was launched autumn 2021
- MSc in Business, major in Finance was distributed to BI – campus Bergen autumn 2021
- MSc in Leadership and Organizational Psychology will be distributed to BI-campus Bergen autumn 2022

The following new MSc programmes have been approved for launching autumn 2022:

- MSc Data Science for Business. New, highly specialized programme to supplement the current MSc in business analytics, and in line with BI's commitment to data/digital/tech as research and managerially (work-life) relevance orientation. The programme will also be a logical '+2 top' on the current bachelor programme in Data Science. BI will be the only business school with this profile in Norway, and probably in Scandinavia.

- MSc in Digital Communication Management. A unique mix of communication, management, and technology, with a potential to recruit broadly from both BI programmes and external programmes.
- MSc in Law. Currently submitted for external assessment and accreditation by NOKUT. The programme has a clear business-profile to fit with BI as a business school. However, it requires substantial strengthening of the faculty base. It will most likely also cannibalize the number of students on the MSc in Law & Business (a programme running with a critically low number of students already).

The MSc portfolio has seen a significant increase in the number of programmes in recent years, from 5 programmes in 2018 to a possible 15 in 2022. One new major has been added, and two programmes and two majors have been distributed to BI- Campus Bergen. At the same time, the number of students has increased – but not as much as hoped for to support the increase in the number of programmes. To support *BI Strategy 2025*, Dean MSc has recommended that the concept of growth is discussed thoroughly before operationalizing this further. Some of the programmes developed are meant to support faculty development as they have a reputational effect. Hence, it is important to find the best fit between quantity, quality, and resources. Rethinking how BI distributes MSc programmes to campuses outside Oslo is an important element in this, to secure a sustainable campus strategy.

A repositioning of MSc in Leadership and Organizational Psychology has taken place, to fit the programme to students graduating from BI's Bachelor of Organizational Psychology, HR and Leadership. BI is also about to initiate a process with the intention of ensuring that the graduates from this MSc programme can use the title *Organizational psychologist*.

A project to consider a possible repositioning of MSc in Business was established in 2021. Given the increase in specialized MSc programmes, such a project is deemed necessary, as the programmes to a certain extent seem to compete with one another. The MSc in Business programme is highly important in terms of ranking, and attracting international students, and there is untapped potential in the programme in this regard. One important task for the project is, therefore, an assessment of structure and admission criteria. The group, led by the Associate Dean, will deliver a final report early 2022.

A joint project between Associate Deans of Bachelor of Business Analytics (now Data Science for Business) and MSc in Business Analytics to look into the positioning of the two programmes, resulted in the new MSc in Data Science for Business and name change of the bachelor programme. A possible development of an “analytic track” for MSc in Strategic Marketing Management within the existing programme has also been explored but put on hold.

Dean MSc recommends that all MSc programmes are continued in 2022-2023, based on a quality assessment of the portfolio done in 2021. However, MSc in Economics, MSc in Law and Business and MSc in Entrepreneurship and Innovation continue to struggle with low student numbers, despite following up with relevant stakeholders to identify challenges and possible keys to increase student numbers. Based on market assessments, quality assessments and input from departments, Dean MSc recommends that TMT considers discontinuing/ repositioning these programmes based on **application numbers** for the intake in 2022. Dean MSc will facilitate the process across the

organization and provide relevant information for making a decision in a strategic context. Dean MSc also suggests more differentiation between the different Finance programmes, and re-structuring of the website to support the programmes better.

An external periodic evaluation for the MSc in Finance and MSc in Quantitative Finance was conducted spring 2021. The overall assessment of the programmes was very good. Some comments were directed at international opportunities and the rigour of MSc in Quantitative Finance, the use of grading scale and marketing of the programmes. These issues are being followed up and reported upon in the programme report.

Exchange numbers and other activities to enhance internationalization are decreasing and an important issue for next year is to assess how existing network and partnerships can support increased internationalization at student level, programme level, and institutional level. Dean MSc will support activity to identify alternative ways to organize BI's strategic goals regarding internationalization.

The MSc programmes attract high quality students and are delivered by high quality research faculty. The fact that a record high 40% of our MSc students did a BI Internship last academic year, and 86,1% of our graduates were employed within 6 months after graduation indicate that graduates meet employer's expectations. To secure BI's competitive advantage, Covid 19 has shown that a model to deliver programmes online is needed, and this should be explored further in 2022.

### 5.3 Development of the Executive portfolio

The Executive Portfolio is in good shape by increasing innovation and being compliant with our PQS and formal accreditations. There are a few exceptions that seem related to the pandemic. Dean Executive highlights three major challenges in need of attention for the coming year:

1. The increase in stackable and/or digital courses and modules requires a specialized competence, quality standard and administrative resources to be delivered effectively. Our market success and leading edge on our competitors must be consolidated and structured in the Bachelor of Management (BM) programme portfolio.
2. The Executive Master of Management (EMM) programme portfolio needs to follow the trend towards more stackable, shorter and digitized courses. This development requires that BI attends to the value and status of Master's degree programmes across the whole school's portfolio with regards to similarities and differences between MSc and EMM, both degrees on level 7 in our National Quality Framework. According to NQF, there cannot be two levels of master's degrees. The distinction between these two types of programmes seems to elicit very different reactions from the school's management in terms of attention and resource allocation. More commitment from the departments is invited, with emphasis on a discussion of what defines a high-quality, "life-long" master's degree study offer.
3. The current faculty composition makes the Executive/Corporate portfolio vulnerable. Of BI's total number of faculty, 22% teach almost 70% of the teaching hours. Key faculty are short in some of our specialized programmes. We have succeeded in bringing down the mean age of the involved faculty to some degree, but this portfolio is vulnerable towards attrition due to an aging work force.

Dean Executive wants the Executive portfolio to be a profitable source of revenues to fund and disseminate research-based knowledge as integral parts of flexible, but degree-awarding programs in the field of management. Through the development of the Short Learning Modules (SLMs) and the increased use of digital educational technology (EdTech) in other programs, BI has attracted more than 4,000 new students in the preceding year. At the same time, BI Executive has largely managed to keep its international operations running during the pandemic. The student intake in 2020 was a record high for the Executive Master of Management in Energy (EMME), the BI EMBA programme and the BI-Fudan MBA. Operations managed to keep all these students satisfied, even though the pandemic seemed to cause a decrease in applications for EMME for 2021.

The Executive programmes are at the forefront of the school's experimenting with digital formats of teaching and programme distribution. The BI Executive portfolio is therefore the school's most important arena for developing cutting edge products in flexible life-long learning. It is the second most important source of revenues, passing 510 million NOK in 2020/21. The Executive portfolio is also the school's biggest provider of master's degree programs and obtains the highest price for deployed faculty hours. BI Executive and Corporate are therefore important contributors to funding research and less self-sustaining programme areas in the school.

### Conclusion and future focus

The Executive portfolio is serving as a major source of revenues for the school. The Executive-portfolio is richly connected with domestic and international businesses in ways that inform innovations. Courses on the topic of sustainability are among the most popular innovations. Due to the Covid-19 pandemic, the international developments of the portfolio have not been as dynamic as one might have wished, even if BI has managed to keep the international programmes running. Executive wants to increase the international aspects of the Bachelor of Management and Executive Master of Management course portfolios. If the pandemic continues, the digital developments through the FOME alliance represent a promising channel for further international exposure. Dean Executive wants to emphasize that the action points and recommendations are directed at building organizational capabilities. BI has a competitive edge and is on a path towards the school's envisioned future. Executive seeks to attain the strategic goal of making BI a leading European business school. The key to arrive there is to secure a competent flexibility with low transaction costs, whole-hearted faculty support and capabilities to respond to our learning partners in business and academia.

For the Executive programme area in total, we suggest the following action points for 2022:

1. Develop a strategy compliant with EQUIS Standard 6, balancing the school's objectives in business, innovation, teaching and research.
2. Consolidate "stackable" products already developed and extend such models to courses in the Executive Master of Management portfolio.
3. Continue to nurture a pipeline of faculty who can develop and deliver high-quality Executive products.
4. Increase the research relevance in our life-long learning products to better involve the whole school.

5. Continue to develop course products that address the needs in the market established by the Covid-19 pandemic, specifically pushing all our competitor schools into digital modes of distribution.
6. BI will take over the chair of the FOME alliance in the spring of 2022 and proactively engage in course and content sharing to be on par with global benchmarks in EdTech.
7. Improve classroom infrastructure with focus on the intersection of physical and digital facilities as students are coming back to campus.

#### 5.4 Development of the PhD programme

The PhD programme will continue to focus on PhD student progress. The candidates' progression was one of the topics in the meetings between the Dean and the Associate Deans this year. Over the next year each specialization will establish a set of expectations, in the form of PhD student progression milestones, that will help students to get a clearer picture of what deliverables are required at different points in the journey towards the PhD dissertation defence.

The PhD program will follow up on course and programme satisfaction measurements and make changes based on what has been learned during this first year for the programme satisfaction evaluation. In December 2021 the PhD program will organize a workshop on "best practice" in preparing our students for the academic job market. What is learned from this workshop and to what degree it helps our students to be more competitive on the job market will be followed up over the next few years.

# Appendices

From BI's programme quality system:

- [Appendix H - Quality Areas with Corresponding Indicators and Measurements Methods, Data Sources and Measurement Frequency\)](#)
- [Appendix G - Quality Indicators and Threshold Values Ph.D](#)