STRATEGY 2025

«Shaping people and business for an international, digital and sustainable future»

RESEARCH-BASED
LEARNING-ORIENTED
CONNECTED

Revised March 2022

BI

Strategic context

Shaping people and business for an international, digital and sustainable future

BI continue to strengthen its position as an international, leading European business school. Digital transformations, globalisation and the need for more sustainability are already redefining businesses and disrupting industries. As a result, we will need to create and develop new jobs and industries. BI will have a central position in this transformation through our research and education.

At BI, we pride ourselves on being research-based, learning-oriented and connected. Our cutting edge research and close connections to business practice is the foundation for developing relevant and attractive programme offerings. Combined with excellent teaching, we develop candidates who go on to have a positive impact on society.

We have innovated and launched new education programmes based on our mission to **shape people and business for an international, digital and sustainable future**.

Research and responsibility

Responsibility is one of our core values. We contribute to sustainability and corporate responsibility by integrating the UN Sustainable Development Goals (SDGs) and UN Principles for Responsible Management Education (PRME) into our research, education, operations, and collaboration with stakeholders.

BI is a research-based business school. That is a good position to contribute to the sustainability agenda through relevant research. Research plays a pivotal role in providing us with the knowledge we need to improve practice. That could be business models that allow for greater value creation and reduced waste, better health care management and collaborations, reduction of white-collar crime and corruption or macroeconomic modelling and forecasting to predict and prevent crises.

We continue our ambition to engage with society through our research.

Science-based knowledge in a society challenged by social media and fake news

The increased influence of social media filled with fake news entails a special responsibility for higher education and research institutions to ensure that science-based information can reach

society. Accordingly, BI encourages and will facilitate that faculty can participate in public debate responsibly.

Covid-19 pandemic and digital transformation

In March 2020, all higher education institutions in Norway were closed due to increasing Covid-19 infection in society. In a couple of days, all universities, including BI, moved from campus to home office and used digital tools for communication, meetings, teaching and exams. The use of digital tools has transformed skills and introduced new ways of working that will prevail after the pandemic. This implies a focus on new ways of working for all BI's employees, including teaching, exams, development of facilities or working environment and guidelines for working from the home office.

Lifelong learning reform

In April 2020, the parliament conferred the government's whitepaper on lifelong learning. The three main policy areas for change are:

1. stimulate demand for lifelong learning
2. increase supply from higher education institutions in Norway, and
3. connect supply and demand for lifelong learning.

The government's strengthened focus on lifelong learning means that BI will have a greater demand for lifelong learning and increased competition.

Student mobility and increased ambitions on student exchange

At the end of 2020, the parliament conferred the government's whitepaper on student mobility. The main implication from the whitepaper is the explicit ambition to have at least 50% of Norwegian students on exchange through the course of their study programme. This will imply significant measures for BI to accomplish, both in terms of outgoing students and incoming exchange students.

Government strategy for flexible and decentralised education

In January 2021, the government announced the development of a strategy for flexible and decentralised education. The increased need for updated competence and skills in the workforce across industries and regions in Norway is the main reason for developing the strategy. The government's goal is to use the strategy to channel funds for increased supply for

flexible education throughout the country. This means that BI need to strengthen our focus on flexible and online deliveries of programmes and education.

Work-life relevance

In March 2021, the government proposed a whitepaper on work-life relevance in higher education to the parliament. The whitepaper states high ambitions and raises the expectations of how higher education institutions in Norway will include work-life relevance in all study programmes.

This will challenge BI's position as "the research-based and practice-oriented business school in Norway". We need a more systematic approach on how to standardise our connection with business and practice.

Master's degree regulation on law removed

In May 2021, the parliament removed the master's degree regulation on law, psychology, and theology. The consequence is that higher education institutions with sufficient faculty resources and compliance with NOKUT regulations can offer master programmes in these disciplines. For BI, this will imply that launching a Master of Science programme in law focusing on business law will give the candidates the same rights as UiO, UiB and UiT to use the lawyer title. This is a strategic opportunity for BI.

Mission

At BI, we engage with society to co-create an international, digital, and sustainable future. We fulfil our mission of shaping people and business for an international, digital, and sustainable future by

- pursuing academic excellence, and
- shaping future careers and businesses through internationally acclaimed research, high-quality education and close interaction with business and society.

Ambitions

BI aims to be an international and leading European business school. Being a leading business school implies having:

Programmes that:

- Develop attractive and responsible graduates who combine the knowledge and skills to work effectively and successfully in an international and digital workplace.
- Provide candidates with the best opportunities to maximise their talents and reach their personal goals and aspirations regardless of the starting point.
- Ensure relevance for students and employers in a life-long learning perspective.

Research that:

- Advances world-leading research and generates knowledge that is recognised by the international academic community.
- Has impact on practice in business and society.
- Professional ties between the school and society through a focus on alumni, external relations and the business community that is enriching research and programmes.
- Significant contributions to innovation and value creation through sustainable business practices.

A culture for quality

All quality-related activities in programme development and management will be characterised by transparency, engagement, inclusion, and documentation to heighten the quality standards and ensure real participation and co-production of quality.

Transparency

BI will be transparent to internal and external stakeholders concerning quality performance levels, roles and responsibilities, and quality processes related to courses and programmes.

Engagement and inclusion

BI will proactively engage stakeholders — including students, employers and regulatory authorities — in improving quality in our educational programmes.

Engagement and transparency are essential for both quality assurance and quality development.

Documentation

BI documents the systematic quality work to facilitate transparency and engagement and nurtures a culture where we document to learn and continuously improve.

Core values

We are unconditionally committed to our student's success

- We deliver excellence in education that prepares our students for an international, digital, and sustainable future.
- Education is centred around student learning.
- We use cutting edge technologies to deliver effective and appropriate pedagogy.
- We engage our students in developing our research, programmes, teaching and learning environment.

We honour and promote academic values

- We promote academic values, academic integrity and freedom, and responsible research assessment.
- We advance international research through international recruitment and research cooperation through publications in top international journals and excellent and relevant external research funding.
- We strive for societal impact by interacting with government, industry, and managers. The goal is to inspire evidence-based practices to advance towards a more sustainable

future and to encourage and facilitate science-based knowledge and information to reach society through all our activities.

We nurture an entrepreneurial mindset

- We collaborate for academic excellence and nurture a culture of innovation and improvement.
- We add value for students, businesses, and society.

We act with responsibility

- We act with responsibility, respect, and ethical awareness.
- We contribute to sustainable development and corporate responsibility by working in alignment with UN Sustainable Development Goals (SDG) and UN Principles for Responsible Management Education (PRME) and by integrating them into our research, teaching, operations, and collaboration with stakeholders.

We act with collegiality

- We demonstrate collegiality by contributing to an inclusive work environment where curiosity and interest in each other are valued.
- We are respectful of colleagues' time, contributions, and opinions.
- We collaborate while maintaining autonomy.
- We engage in constructive dialogue and contribute to an open, honest and friendly work environment.

STRATEGIC PRIORITY

Attractive programmes and candidates

Framework for developing BI's courses and programmes

At BI, we build attractiveness through the complete learning path, from admission to post-graduation. We are committed to building learning paths centred around the students, with the

flexibility needed to accommodate students' needs and ambitions at various stages in their lives and for life-long learning.

Our programmes contribute to the transformation and equalisation of society by giving everyone a fair chance to succeed. Our programmes aim to shape the students' development of a social, ethical, and sustainability concerned consciousness to become valuable citizens. Through our programme portfolio and learning activities, we aim to develop students' critical thinking.

Key characteristics of attractive programme portfolios

BI's programmes address attractiveness from different stakeholders' perspectives. This means attractiveness in the eyes of:

- Industry or employers concerned with relevance.
- Students concerned with admission, learning environment and outcomes.
- Faculty concerned with academic quality, and learning activities
- Society at large, concerned with relevance and students' learning environment.
- BI concerned with a business model that has long-term viability and sustainability.

Through varied and student-centred learning activities and flexible learning paths, we assure learning and study progression. In addition, BI will develop fully digital versions of our full-time study programmes.

We will develop and revise programmes based on all quality dimensions along the learning path. We will:

- Seek collaboration with complementary partners in programme development and delivery.
- Integrate business practice into all programmes by involving lecturers from business and industry as an integrated part.
- Offer state-of-the-art, research-based knowledge in our programme and course design and delivery.
- Utilise educational technology to facilitate and support learning and create attractive physical and digital learning communities.
- Integrate sustainability and digitalisation into programmes based on their respective profiles.

Internationalisation in our programmes

We will develop a more international mindset in all BI graduates and enhance the overall international learning experience by expanding the programme and course portfolio taught in English at all levels. This will help attract more international degree students, increase inbound and outbound student mobility, and engage more international faculty.

We will:

- Commit to the long-term goal of 50% international student mobility within an expanded framework of mobility activities.
- Integrate an International (mobility) experience in all full-time programmes, in accordance with an expanded framework of mobility activities.
- Have two windows for semester mobility at the bachelor level and explore this for the master of science programmes.
- Utilise alliances and partnerships with international institutions for course and programme development (e.g., QTEM, FOME).
- Commit to improving the interaction with and integration of international students in courses and extracurricular activities across campuses.
- Participate in international programme rankings.

The way forward

The Bachelor portfolio

- Maintain the number of bachelor students at the 2020 level.
- Align programme offerings and local campus resources.

- Renew (innovate, revise, and discontinue) programmes in the Bachelor portfolio to secure continued attractiveness and programme relevance.
- Offer the students a flexible blend of physical and digital learning formats, enabling them to build their preferred learning path.
- Create an inclusive, supportive, and international learning environment.
- Expand our English programme portfolio at the bachelor level.
- Secure better use of faculty resources across campuses and utilise modern technology for teaching and learning.

The Master of Science portfolio

- Increase the number and diversity of MSc-students in terms of academic- and cultural backgrounds and nationalities.
- Renew (innovate, revise, and discontinue) programmes in the MSc portfolio to secure continued attractiveness and programme relevance.
- Introduce stackable MSc-programme options.
- Develop national and international joint programmes.
- Align programme offerings with local campus resources, and develop a sustainable multi-campus delivery model for MSc.
- Secure better use of faculty resources across campuses and utilise modern technology for teaching and learning.

The Executive / corporate portfolio

- Strengthen our position as the preferred partner in management education.
- Maintain BI's pioneering capability to define central management competencies.
- Renew (innovate, revise, and discontinue) activities in the Executive portfolio to secure continued attractiveness and programme relevance.
- Secure market relevance through stackable and flexible solutions building on digital EdTech innovations.
- Expand our English programme- and course portfolio at the executive level.
- Become the preferred provider of middle- and top management tailored-made organisational development programmes for large organisations.
- Secure better use of faculty resources across campuses and modern technology for teaching and learning.

The PhD programme

- Continue to develop the programme and the number of relevant specialisations based on academic strength.
- Continue the focus on the intake quality, training and support and strengthen the focus on employment.
- Use BI's PhD programme as a driving force in developing faculty.
- Seek to increase the number of funded PhD positions by, among other, externally funded research projects.
- Equip the candidates with research skills in transparent and reproducible research.

STRATEGIC PRIORITY

Research and teaching excellence

Framework for developing research and teaching excellence

- Develop cutting-edge research to be channelled into our programmes and to have an impact on society.
- Continue to recruit and retain excellent faculty to advance international research that addresses key societal challenges through high-quality publications and excellent and relevant external research funding.
- Implement teaching practices to enhance students' learning outcomes and provide inspiring learning experiences.
- Integrate digital technology, the support of learning designers and pedagogy in designing courses and programmes
- Strengthen faculty management with clear career paths and development opportunities,
- Further develop faculty and align BI's programme offerings with them.

The way forward

Research excellence

- Strive to have all our academic research disciplines placed among the best in Europe.
- Strengthen international recruitment into tenure track positions to increase capacity to produce excellent research and teaching
- Advance in top international publications.
- Further develop the BI Research Centres' representing excellence in research with academic partners, society, and the business community.

Commitment to investment in research excellence

Prioritise investments in excellent research and researchers and research-related support infrastructure, supplemented by:

- Externally funded research projects aimed at expanding research capacity and research excellence.
- Increased administrative support and expertise on external funding by strengthening research administration and support for faculty seeking external funding.
- Enhanced innovation by promoting reproducible and transparent research through open access to publications and research data.
- Cultivate inter-disciplinary research to tackle complex societal challenges.

- Participation of BI faculty in boards, networks, committees, and councils, both nationally and internationally.

Teaching excellence

- Improve future teaching and enhance pedagogical competence through systematic pedagogical training, support, and guidance.
- Exploring new ways of delivering teaching, including hybrid teaching.
- Supporting faculty by increasing the number of learning- and teaching assistants.
- Utilise insight from research and practice to improve student learning.

Commitment to investment in teaching excellence

- Redesign the teaching and remuneration model framework by increasing flexibility for faculty and students and secure teaching in different scenarios of physical presence.
- Strengthen students' learning outcomes by developing research-based pedagogical knowledge
- Invest in modern technology for teaching and learning
- Map pedagogical competency and provide formal courses, guidance, and support for faculty

Faculty management and development

- Engage supporting faculty to secure a faculty composition reflecting strategic goals and engagement with society

STRATEGIC PRIORITY

Connectedness

Framework for developing connectedness

- Acknowledge how academic, business and public organisations play in research, education, and value creation.
- Involve academics, students, investors, public authorities, and businesses in supporting and developing entrepreneurial initiatives across all sectors of the economy and its governance.
- Co-create customised programmes and deliver executive education to advance access to contemporary business insights and two-sided learning — connecting people from diverse backgrounds and enabling them to learn with and from one another.

The way forward

Standardise connectedness

- Increase the use of Executive in Residence and practitioners and integrate them into BI's offerings.
- Work towards aligning faculty investment with BI's strategic pillar of connectedness and create connectedness incentives and indicators for documenting status and progression.
- Establish an industrial co-creation arena at BI where students, business practitioners, investors, public authorities, and academics can work on and support the development of entrepreneurial initiatives from start-ups to scale-ups (incl. internships, case competitions, case studies, entrepreneurial programmes)

Standardise partnerships

- Establish, maintain and institutionalise the relations between BI and partners from the private, public, and academic sectors such that we reach our research goals, continuously improve our programmes, secure student mobility, and perform our societal role to contribute to value creation in practice
- Establish mutually beneficial, long-term strategic partnerships with businesses, interest organisations, the public sector, and other academic institutions.
- Increase external funding through scholarships, chaired professors, and donations.

Strengthen alumni relations

- Strengthen the engagement of alumni, and specifically of young alumni, in BI's processes.
- Digitalise the alumni-BI interface to gain better insights, personalise communication and increase identification with BI.

Operational excellence

Framework for developing operational excellence.

- Promote a culture of innovation and excellence in performance by focusing on diversity, inclusiveness, collaboration, and supportive leadership practices.
- Offer high-quality support services and increase operational efficiency through digitalisation, enhanced interaction, and shared practices.
- Develop our campuses and operations to support our ambitions on adhering to international climate and environmental goals.

The way forward

Excellent student services

- Develop shared, user-friendly, and efficient student services that combine self-service and automated solutions, with personal guidance and attention
- Develop customer/student journeys where necessary to improve overall student satisfaction

Digital platforms and business analytics

- Continue to build a robust digital infrastructure and develop business insights and analytics to strengthen student learning, student recruitment, faculty management and corporate governance.

Eight decades of changing lives, and we keep adding to it!

BI Norwegian Business School has a proud history of changing lives. Through almost eight decades, we have given thousands of graduates the possibility to pursue attractive careers.

Over the last years, BI has prioritised the development of our faculty resources to be among the best business schools in Europe. We work hard to give our students the best possible education and impact international research and business practice in the public and private sectors.

Digital technology has changed the way we work, how we teach, and how students learn. The Covid-19 pandemic sped up the transformation in digital infrastructure and increased our skills in using digital technology in teaching and operations.

What started as evening classes in 1943 has become one of Europe's leading business schools. The revised strategy towards 2025 is our roadmap for developing BI as the business school for the future.

Inge Jan Henjesand
President