



NHH



# ANNUAL REPORT

## 2022

TOGETHER FOR SUSTAINABLE VALUE CREATION







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## Chapter I. Board of Directors' report

The Norwegian School of Economics (NHH) aspires to be an international leading European business school. In 2022, this was specified in the new strategy for NHH for the period 2022–2025. The strategy is based on NHH's aim of delivering high-quality education, research and knowledge dissemination and to actively engage with the business community and society in order to realise its mission statement: *Together for sustainable value creation*. The adopted strategy has been followed up in the form of action plans for NHH's central organisation as well as for the individual departments. The strategy's main objectives and priorities are also reflected in the new development agreement with the Ministry of Education and Research (KD).

NHH takes its social responsibility very seriously. NHH's study programmes, research and dissemination will help in achieving the authorities' sectoral goals, e.g. quality and access to education, expertise and research as well as achieving sustainable societal development, welfare and innovation. NHH's national and international ambitions will be harmonised and mutually reinforcing.

In 2022, NHH was awarded AACSB accreditation, which entails that the school is accredited by all the three leading accreditation institutions: AMBA, AACSB and EQUIS. This is often referred to as 'triple crown' accreditation for business schools and is a recognised international hallmark of excellence. The accreditations provide a comprehensive quality assessment of all aspects of NHH's study programmes and other core activities, as well as its strategy, resources and organisation. In addition to boosting NHH's international recognition, the accreditations make a useful contribution to the continuous improvement of our activities – academically, educationally and organisationally.

The Board is satisfied that NHH continues to attract talented students, which is reflected in the fact that our Economics and Business Administration programme was the most popular study programme in Norway last year, as it has been before. Among other things, this can be attributed to intensified, professionalised recruitment work aimed at attracting a diverse group of highly qualified, enthusiastic students.

The academic development in both our full-time and our executive programmes reflects our continued emphasis on technology literacy, (big) data analysis and sustainability. This takes place partly in the form of new specialisations and programmes, and partly by integrating these topics into traditional business and management subjects. The continued high attractiveness of NHH graduates in the labour market indicates that the content of the study programmes has been kept up to date with the needs of the labour market.

When the pandemic gradually faded out during the 2022 academic year, major efforts were invested in bringing back both students and staff and thereby re-establishing a vibrant campus. Campus presence is a prerequisite for the active student and learning environment at NHH, and in the second half of the year, we saw campus activity returning to pre-pandemic levels. Great emphasis has been placed on striking the right balance between digital content, recorded lectures and student-active forms of learning. The results of the Study Barometer survey indicate that we need to keep up this work to achieve our ambitious goals for student satisfaction.

NHH's highly active, diversified student community is one of the school's most unique features. The Board emphasises that there is still room for making the student environment even better and more inclusive and wishes to emphasise the good cooperation with NHH's student association (NHHS) throughout 2022 for the purpose of achieving this objective.

In autumn 2022, NHH welcomed a record number of incoming exchange students and is still the leading educational institution in Norway when it comes to student exchanges. Cooperation in the European



university alliance ENGAGE.EU is one of NHH's internationalisation instruments, and a lot of resources have been devoted to an application for a new funding period.

NHH has an active research community that produces high-quality research. Preliminary publication figures indicate a decline from the year before, with results for 2022 on a par with 2018 and 2019, both overall and for top publications. The last four-year period nonetheless shows that NHH has succeeded in maintaining a strong upward trend for top-level publications. The Board also places great emphasis on increasing the total number of publications.

The Board notes that NHH does well in the national and international competition for external research funding. Income from activities funded by the Research Council of Norway (RCN) and the EU for ongoing projects showed a significant increase in 2022. NHH's research centres and research projects involve participants from the business community, organisations and public agencies.

The school's work on impact cases underlines that NHH's research contributes to resolving challenges in the business sector and society at large. NHH's knowledge contribution promotes efficient, sustainable businesses and public institutions, well-functioning markets, good distribution mechanisms and input for policy development.

All of NHH's programmes are evaluated on a regular basis. The evaluation of the PhD programme in 2022 concluded that it maintains good quality, but also identified areas where increased efforts are needed. Important elements in the action plan are related to career support and job placement, in addition to continuous development of the programme.

NHH shall disseminate research-based knowledge and set the premise and direction of public debate. In 2022, the level of activity has been record-high in terms of the number of research-related media stories and research articles read on the NHH Bulletin website. At year-end, NHH had 70 partners in the business community, public sector, organisations and business clusters. This comes in addition to frequent, extensive contact through visits from guest lecturers, company presentations and careers fairs. Almost 300 businesses contributed to on-campus activities last year.

The alumni network is an important means of strengthening NHH's relationships with the business community and society. Newsletters and virtual events enabled us to maintain a good dialogue with alumni during the pandemic, and from autumn 2022, the level of activity was back to normal. This provides a good basis for giving further priority to alumni in 2023.

NHH's financial situation is considered robust. Striking a balance between annual allocations and long-term commitments, and ensuring cost-efficient utilisation of resources, are important principles underlying the school's financial management. Financial strength and stability are preconditions for creating the flexibility to implement strategic initiatives, which helps maintain the quality of research and teaching at a high level.

The school's oldest buildings have been renovated in recent years, and NHH now boasts a compact, modern campus with a good, efficient working and learning environment. A comprehensive, long-term campus development plan is currently being developed in close partnership with Statsbygg.

In 2023 and the years ahead, the school's priorities will follow from its vision of being a driving force for development in business and society, and producing graduates who contribute to sustainable value creation. The main goals for the school's core activities will be:

- Education: NHH shall produce excellent economists and managers with sound analytical skills, a good understanding of technology, broad social expertise and a strong commitment to society.



- Research: NHH shall be a business school that is heavily involved in research including at an international level.
- Cooperation with the business community and society at large: NHH shall disseminate research-based knowledge and set the premise and direction of public debate. NHH shall strengthen interaction and cooperation with the business community and public institutions, and the alumni network shall be further developed.

The Board would like to thank the school's management, academic staff, administration and students for their efforts in 2022 and for creating and renewing NHH together.

*The directors' report was electronically approved by the board members and therefore carries no hand-written signatures.*



## Chapter II. Introduction to NHH's activities and key figures

### About NHH

The Norwegian School of Economics (NHH) was established in 1936 and is located in Bergen. NHH is a state-owned specialised university institution, owned by the Ministry of Education and Research.

It is NHH's aim to be a driving force for development in business and society, and to educate people for the purposes of value creation and sustainable development. NHH's mission statement is 'Together for sustainable value creation'. NHH shall be an international leading European business school engaged in education, research and dissemination in the field of economics and business administration. A key characteristic is close, extensive interaction with businesses and public institutions. Substance and relevance shall characterise study programmes, research and dissemination activities.

Together with the Centre for Applied Research (SNF), NHH makes up Norway's most important environment for research and education in economics and business administration. NHH has nearly 3,900 registered students in its full-time programmes (bachelor, master and PhD level) and about 630 students at master's degree level in executive education programmes. The school employs 455 full-time equivalents in total, 281 of whom in academic positions.

NHH has an extensive international network and research and education partnerships with leading institutions abroad. NHH cooperates with over 200 universities and business schools in more than 50 countries. Approximately half of NHH's students spend at least one semester abroad. The most visible confirmation of NHH's international position are the EQUIS, AACSB and AMBA accreditations, membership of CEMS – the Global Alliance in Management Education, and the school's status as a European University and member of the ENGAGE.EU alliance. CEMS is an alliance of 34 business schools (only one from each represented country), 72 corporate partners and 7 non-profit organisations. ENGAGE.EU consists of nine leading research-intensive universities in Europe in the fields of economics, business administration and social sciences.

As a state-owned specialised university institution, NHH received government funding of NOK 583.3 million from the Ministry of Education and Research for 2022. In addition, NHH has recognised income of NOK 170.6 million from externally funded activities (BOA).

### Study programmes at NHH

#### *Full-time programmes*

- Five-year combined bachelor's and master's programme in economics and business administration (*siviløkonom*) divided into a three-year bachelor's degree programme (BSc EBA) and a two-year master's degree programme (MSc EBA) with nine specialisations
- Two-year master's degree programme in accounting and auditing (MSc AA)
- Three-year PhD programme with six specialisations

#### *Executive programmes*

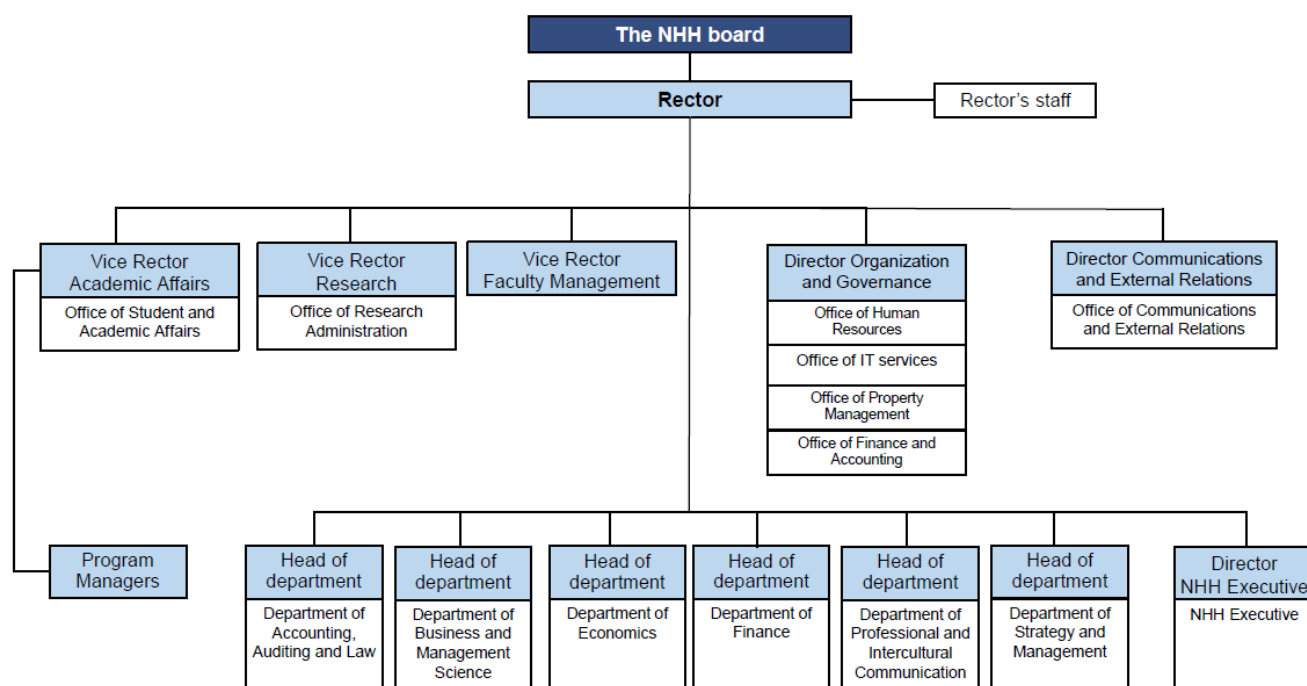
- Executive MBA (EMBA)
- Executive Master of Management
- Executive Master of Applied Finance
- Custom executive education programmes
- Open non-credit-bearing programmes





## Organisation 2022

In 2016, NHH decided to go from a two-part to a unitary management structure consisting of an appointed rector and an external chair of the board. The unitary management model was introduced on 1 August 2017. The school's organisational chart for 2022 is presented below.



### More details about the research organisation

NHH's research is organised under six departments, as shown in the organisational chart above.

Thematic research centres have also been established in recent years, with a view to strengthening collaboration and interdisciplinary research on topical issues:

- FAIR Centre for Experimental Research on Fairness, Inequality and Rationality (Centre of Excellence)
- BRANDINNOVA Centre for Brand Research
- CAM Centre for Asset Management
- CBE Centre for Business Economics
- CCF Centre for Corporate Finance
- Centre for Digital Business and Audit
- Centre for Shipping and Logistics
- CSB Centre for Sustainable Business
- DIG Digital Innovation for Growth
- ENE Energy, Natural Resources and the Environment
- Macro, Risk and Sustainability Centre
- NoCeT Norwegian Centre for Taxation



## Key figures for NHH<sup>1</sup>

|  | 2018    | 2019    | 2020    | 2021    | 2022                |
|--|---------|---------|---------|---------|---------------------|
| <b>Bachelor's and master's programmes:</b>                             |         |         |         |         |                     |
| Number of registered students  | 3,332   | 3,453   | 3,315   | 3,614   | 3,754               |
| International students on campus (%)                                   | 17%     | 19%     | 8%      | 15%     | 17%                 |
| Exchange students (incoming and outgoing)                              | 992     | 985     | 610     | 647     | 1,086               |
| Students per UFF <sup>2</sup>  | 13.3    | 13.5    | 11.9    | 12.6    | 13.4                |
| <b>Bachelor's degree:</b>  |         |         |         |         |                     |
| New students   | 451     | 485     | 540     | 510     | 526                 |
| Graduates  | 383     | 389     | 424     | 400     | 369                 |
| Completed within nominal length of study (%)                           | 58.2%   | 56.4%   | 63.0%   | 64.8%   | 61.4%               |
| <b>Master's degree:</b>  |         |         |         |         |                     |
| New students   | 816     | 841     | 866     | 883     | 808                 |
| Graduates  | 778     | 698     | 740     | 862     | 802                 |
| Completed within nominal length of study (%)                           | 79.5%   | 79.0%   | 77.0%   | 85.5%   | 86.3%               |
| <b>PhD programme:</b>  |         |         |         |         |                     |
| New PhD contracts  | 22      | 25      | 22      | 25      | 14                  |
| PhD positions  | 73      | 81      | 89      | 102     | 84                  |
| Completed PhDs   | 19      | 17      | 13      | 17      | 19                  |
| <b>Executive MBA (part-time):</b>                                      |         |         |         |         |                     |
| New students   | 108     | 47      | 67      | 59      | 59                  |
| Graduates, excl. EMBA in Finance                                       | 84      | 59      | 74      | 45      | 99                  |
| Completed within nominal length of study (%)                           | 97      | 98      | 97      | 90      | 97                  |
| <b>Master's degree level (part-time):</b>                              |         |         |         |         |                     |
| New students   | 231     | 253     | 349     | 307     | 415                 |
| Graduates  | 196     | 244     | 252     | 372     | 312                 |
| Completed within nominal length of study (%)                           | 92      | 89      | 90      | 92      | 91                  |
| <b>Research:</b>   |         |         |         |         |                     |
| Publication points   | 248.52  | 241.00  | 294.43  | 289.50  | 263.53 <sup>3</sup> |
| Proportion of publication points, level 2 (%)                          | 57.9%   | 50.0%   | 63.0%   | 58.2%   | 58.8% <sup>3</sup>  |
| Income from activities funded by the RCN per academic FTE <sup>4</sup> | 136.2   | 166.0   | 102.1   | 140.8   | 183.4               |
| <b>Staff:</b>  |         |         |         |         |                     |
| Total FTEs   | 397     | 399     | 435     | 460     | 455                 |
| FTEs – proportion of women (%)   | 42%     | 43%     | 43%     | 44%     | 45%                 |
| FTEs – teaching, research and dissemination positions (UFF)            | 250     | 256     | 279     | 286     | 281                 |
| <b>Finances: (NOK 1,000)</b>   |         |         |         |         |                     |
| Total revenues   | 594,848 | 629,185 | 616,500 | 695,465 | 737,230             |
| Total government funding   | 472,755 | 493,726 | 491,708 | 546,492 | 566,613             |

<sup>1</sup> The statistics are retrieved from the Database for Statistics on Higher Education (DBH)

<sup>2</sup> Positions in teaching, research and dissemination

<sup>3</sup> Preliminary figures for 2022

<sup>4</sup> Figures in NOK 1,000. Academic FTEs is a subset of UFF. Does not include full-time equivalents for specialist candidates, librarians, research assistants, and 'Other positions in teaching, research and dissemination'. Academic FTEs include PhD candidates.



## Chapter III. Results and activities during the year

This chapter contains result reporting in accordance with NHH's own objectives and performance indicators, as well as sector goals and national performance indicators set by the Ministry of Education and Research (KD), and goals and performance indicators set out in the development agreement between the Ministry and NHH. The school's objectives are set out in NHH's strategy for 2022–2025.

The results are assessed in light of developments over time, adopted targets and NHH's level of ambition. Ambitions have been set for the performance indicators for which NHH finds it expedient.

The national performance indicators adopted by the Ministry are labelled KD, while the performance indicators (quantitative and qualitative) set out in the development agreement are labelled UA.

### EDUCATION

The Ministry's sector goal 1: High quality in education and research

The Ministry's sector goal 2: Research and education for welfare, value creation and adaptation

Development agreement goal 1: Renewal and relevance

Development agreement goal 2: Increased diversity

NHH's aim:

NHH shall produce excellent economists and managers with sound analytical skills, a good understanding of technology, broad social expertise and a strong commitment to society.

### Bachelor's degree programme

#### NHH objective 1: Admission quality and diversity

NHH will attract students with strong academic results and a high motivation for learning.

We will offer the preferred economics programme in Norway and recruit from among the top students at home and abroad. We will promote diversity among students, with an emphasis on gender balance, geographical affiliation, ethnicity and background, and we will focus on realising the learning potential of uniting students and knowledge from different countries and cultures.

Table 1: Applicants and admission

|                                       | Results           |       |       |       |       | Ambition         |
|---------------------------------------|-------------------|-------|-------|-------|-------|------------------|
|                                       | 2018              | 2019  | 2020  | 2021  | 2022  |                  |
| First-choice applicants               | 1,801             | 1,716 | 2,112 | 2,221 | 2,073 | -                |
| Admission points, first diploma quota | 52.7 <sup>5</sup> | 52.7  | 54.1  | 54.5  | 55.4  | 55.0             |
| Admission points, ordinary quota      | 56.5 <sup>5</sup> | 56.4  | 57.4  | 58.3  | 58.9  | 58.5             |
| Enrolled                              | 451               | 485   | 540   | 510   | 526   | 500 <sup>6</sup> |

<sup>5</sup> Refers to admission points after supplementary admission.

<sup>6</sup> In response to the Government asking universities and university colleges for help to alleviate a situation of high unemployment and many furloughed workers, 70 additional places were added to the bachelor's programme in 2020 and 2021, which means that the target those two years was 570 students. In 2022, these places were moved from the bachelor's programme to the master's programme.



|   |       |       |       |       |       |        |
|---|-------|-------|-------|-------|-------|--------|
| Geographical distribution (enrolled) (UA):        |       |       |       |       |       |        |
| Eastern Norway,                                   | 44%   | 48%   | 55%   | 43%   | 49%   |        |
| - Oslo  | 7%    | 8%    | 11%   | 14%   | 17%   | -      |
| Western Norway                                    | 45%   | 44%   | 33%   | 45%   | 38%   |        |
| - Bergen <sup>7</sup>                             | 12%   | 11%   | 7%    | 28%   | 16%   | -      |
| - Stavanger                                       | 1%    | 1%    | 1%    | 2%    | 5%    | -      |
| Central Norway,                                   | 5%    | 5%    | 4%    | 5%    | 5%    |        |
| - Trondheim <sup>8</sup>                          | 2%    | 2%    | 1%    | 4%    | 3%    | -      |
| Southern Norway                                   | 2%    | 2%    | 4%    | 5%    | 5%    | -      |
| Northern Norway                                   | 3%    | 2%    | 3%    | 2%    | 3%    | -      |
| City districts Oslo (enrolled) (UA): <sup>9</sup> |       |       |       |       |       |        |
| - East Oslo                                       | -     | 1%    | 2%    | 3%    | 2%    | -      |
| Proportion of women (of number enrolled) (UA)     | 34.4% | 36.9% | 41.3% | 39.0% | 42.0% | 40–60% |

### Assessment of results and goal attainment

In 2020 and 2021, the pandemic contributed to a record number of applications for NHH, and for higher education in Norway in general. In 2022, the numbers dropped slightly, and the number of first-choice applicants ended at 2,073. NHH was still the most popular place to study in terms of the number of applicants per place.

The target figure (admission capacity) was 500 enrolled students in 2022. A high acceptance rate and high enrolment figures meant that the number of enrolled students ended at 526.

In 2022, the admission requirement was 55.4 points for applicants on the first-diploma quota, and 58.9 points for applicants on the ordinary quota – both exceeding the ambition. This represents an increase on the year before and the highest-ever admission requirement for NHH. However, this must be seen in light of the fact that, because of the pandemic, few of the applicants have sat exams, and exam grades tend to be lower than final assessment grades.

Most of the students on the bachelor's programme come from Eastern Norway or Western Norway. The two regions are home to about 70% of the Norwegian population, and almost 90% of the students. The figures vary slightly from year to year. In 2022, we saw a redistribution in this group, where the number of students from Western Norway decreased by seven percentage points, with a corresponding increase in the number of applicants from Eastern Norway. The decrease in the number of students from Western Norway is particularly prominent for Bergen, where the percentage has been almost halved compared with 2021. It is worth noting that the breakdown of students by city/region is based on the applicants' registered address at the time of enrolment, and that the figures may be somewhat inaccurate.

The proportion of women among new bachelor's students increased to 42% in 2022. This is above the school's ambition of at least 40% women. Work on recruiting more women has been given high priority over several years, but it is still important to keep up the recruitment efforts.

The recruitment measures in 2022 have followed the same strategy as previous years. Three main points have been emphasised: (1) The economics discipline is broader than many people think, (2) NHH educates economists who understand technology, business and people, and (3) NHH's study

<sup>7</sup> From 2021, the numbers for Bergen are based on students from the whole of the municipality, rather than just the postal district.

<sup>8</sup> From 2021, the numbers for Trondheim are based on students from the whole of the municipality, rather than just the postal district.

<sup>9</sup> The breakdown by districts in Oslo is based on postal codes in accordance with the east-west socio-economic divide. Postal codes are lacking for 19 of 75 of the students from Oslo who enrolled in autumn 2019.



programmes confer analytical skills with a focus on sustainability and contributions to society. The diversity of the student body has been highlighted through awareness of the use of photos, the choice of student stories and recruitment of student ambassadors.

## NHH objective 2: Quality of studies and teaching

NHH shall provide an excellent learning environment with an active campus and student-active learning.

*Table 2: Study effort, student satisfaction and job relevance*

|   | Results |      |      |      |      | Ambition |
|---|---------|------|------|------|------|----------|
|   | 2018    | 2019 | 2020 | 2021 | 2022 |          |
| Time spent on studies (hours) per week among full-time students (KD, the Study Barometer)             | 41.0    | 35.2 | 35.2 | 37.2 | 36.5 | 37–42    |
| Score for how students perceive the quality of studies (KD, the Study Barometer) <sup>10</sup>        | 4.5     | 4.4  | 4.3  | 4.0  | 3.9  | ≥ 4.5    |
| Score for how students perceive the programme's job relevance (UA, the Study Barometer) <sup>11</sup> | 4.1     | 4.0  | 3.8  | 3.5  | 3.4  | ≥ 4.4    |
| Course evaluation NHH; overall assessment <sup>12</sup>   | 3.9     | 3.9  | 4.0  | 3.7  | 3.8  | ≥ 4.0    |

*Table 3: Technology-related courses*

|  | Results |      |      |      |      | Ambition |
|--|---------|------|------|------|------|----------|
|  | 2018    | 2019 | 2020 | 2021 | 2022 |          |
| Proportion of diplomas that include courses in programming and/or big data analysis (%) (UA) <sup>13</sup> | -       | 50%  | 59%  | 37%  | 29%  | 50%      |

*Table 4: Credits and completion within nominal length of study*

|   | Results |       |       |       |       | Ambition |
|---|---------|-------|-------|-------|-------|----------|
|   | 2018    | 2019  | 2020  | 2021  | 2022  |          |
| Credits per student <sup>14</sup>                 | 49.1    | 47.3  | 50.2  | 52.7  | 48.7  | ≥ 50.0   |
| Completed within nominal length of study (%) (KD) | 58.2%   | 56.4% | 63.0% | 64.8% | 61.4% | ≥ 60.0%  |

<sup>10</sup> The figures reflect the respondents' agreement with the claim 'I am, overall, satisfied with the programme I am currently attending', where 1=Disagree and 5=Completely agree.

<sup>11</sup> The figures show scores on the index 'Working life', where 1=To a low degree and 5=To a high degree.

<sup>12</sup> Average of students' evaluations of all courses on the bachelor's programme. The question for each course is: 'On the whole, how satisfied are you with the course?', where 1=Very dissatisfied and 5=Very satisfied.

<sup>13</sup> Excluding compulsory courses.

<sup>14</sup> Average during the year. The figures only apply to students who follow the new curriculum for the bachelor's programme.



Table 5: Drop-out rate at nominal time of completion (start-up + 3 years)

|  | Results |      |      |      |      | Ambition |
|--|---------|------|------|------|------|----------|
|  | 2018    | 2019 | 2020 | 2021 | 2022 |          |
| Year group at start-up                             | A15     | A16  | A17  | A18  | A19  |          |
| Drop-out rate BSc EBA, nominal length of study (%) | 14%     | 13%  | 11%  | 12%  | 12%  | ≤ 10%    |

Table 6: Internationalisation

|  | Results |      |      |      |      | Ambition |
|--|---------|------|------|------|------|----------|
|  | 2018    | 2019 | 2020 | 2021 | 2022 |          |
| International internships (UA)   | 8       | 19   | 8    | 3    | 16   | -        |
| Exchanges:   |         |      |      |      |      |          |
| - Incoming students to NHH   | 161     | 142  | 67   | 195  | 227  | -        |
| - Outgoing students from NHH   | 246     | 258  | 231  | 39   | 265  | -        |
| - Ratio of incoming to outgoing students (%)                               | 65%     | 55%  | 29%  | 500% | 86%  | -        |
| - Proportion of diplomas that include an exchange abroad (%) <sup>15</sup> | 52%     | 58%  | 56%  | 63%  | 27%  | ≥ 50.0%  |
| Outgoing exchange students on Erasmus+ (Student and Traineeship Mobility)  | 76      | 96   | 82   | 37   | 154  | -        |

### Assessment of results and goal attainment

The students consider the quality of studies at NHH to be good. The Study Barometer survey for 2022 shows an overall score of 3.9 for the bachelor's programme at NHH. This is a decrease from 4.0 in 2021, and further from the ambition of 4.5. Two factors in particular have most likely contributed to the decrease: students' working conditions and negative attention relating to the issue of recording lectures.

After several years of increased student admission, NHH's student workspace and reading room capacity has been stretched. Efforts have been made to increase the capacity, and from autumn 2022, rented premises are available in Bergen city centre with workspace for 200 students. Alterations to the first floor of the library were also completed, which helped further increase capacity, and more workspaces for groups have been established on campus.

As many other educational institutions, NHH has seen students not returning to campus after years of pandemic restrictions and web-based teaching. In 2022, we introduced measures to bring back the students. We have had an extra focus on student-active teaching and been restrictive with regard to recording/streaming lectures. Students clearly express their dissatisfaction with the latter in the free text section of the Study Barometer survey. At the same time, in the quantitative feedback, NHH students state that they are very satisfied with how well 'Teaching in digital format (e.g. podcasts, streaming, video recordings)' contribute to learning. They gave this a rating of 2.4 of 3, the highest among all the institutions surveyed and well above the average (1.9).

The amount of time students spend on their studies varies from year to year, and, following a slight increase in 2021, we are now back to where we were, just below the ambition level of 37–42 hours a week. The reported scope of organised learning activities is on a par with, or slightly above, the average

<sup>15</sup> Proportion of diplomas that include an exchange abroad relative to the total number of bachelor diplomas issued for the year in question.



of all EBA programmes. However, students at NHH spend considerably more time on self-study and less time on paid work than students on equivalent programmes at other institutions.

The courses in the bachelor's programme are evaluated by the students every year. The average rating of 3.8 is slightly better than the all-time low in 2021, but still below the ambition level of 4 or better. The pandemic led to extensive digital/hybrid teaching and little physical presence also in the spring semester of 2022.

In general, we see a decline in satisfaction scores in the Study Barometer. The students' free text answers clearly indicate that the decline is related to the circumstances described above. In addition, they would like more student-active teaching. Facilitating good working conditions for students and focusing on student-active forms of learning will continue to be very important going forward, combined with a good selection of digital teaching resources.

NHH's strategy underlines the importance of relevance and technology literacy. It is therefore NHH's ambition that at least 50% of bachelor's students choose at least one course in programming and/or big data analysis in addition to the compulsory courses. The goal was met in 2019 and 2020, but the number of students with these courses on their diploma declined in 2021 and 2022. In 2022, 29% of the students had technology-related elective courses on their diploma. The main reason for the decline is a temporary reorganisation of the courses. NHH has worked to increase the range of courses in programming and/or big data analysis in 2022, and will continue this work in 2023.

The proportion of students who completed the bachelor's programme within the nominal length of study decreased somewhat in 2022, but is still above the ambition level of 60% or more. Students who started their bachelor's degree in autumn 2019 were severely impacted by the pandemic already from the second semester onwards. It is reasonable to assume that their completion time was negatively affected by the pandemic. The level at NHH is still high compared with the rest of the sector. The drop-out rate at NHH was 12% in 2022, which is on a par with 2021.

Normally, a large proportion of bachelor's students at NHH go on an exchange in the spring semester. The curriculum from 2015 is adapted to accommodate this, and the number of outgoing students increased steadily from the curriculum was introduced and up until 2019. The exchange figures for 2020 and 2021 were strongly affected by the coronavirus situation, but in 2022, we were back at pre-pandemic levels. The number of outgoing exchange students ended at 265 – the highest since 2018.

The number of incoming exchange students also reached a new all-time-high in 2022, with 227 students. The high number is most likely due to an accumulated need after the pandemic, but also that Norway has been perceived as a well-organised, safe country to travel to. Nearly all incoming exchange students came to Bergen in person. The ratio of incoming to outgoing students was 86%. NHH will continue working to establish a satisfactory range of English-language courses for incoming exchange students. In addition to the incoming exchange students, 17 students took part in an online exchange at NHH in the form of ENGAGE Online Initiative courses.

Norwegian is the main language of tuition in the bachelor's programme, and all compulsory courses have been taught in Norwegian only.

Since 2017, NHH has given bachelor's students the option of taking an internship period abroad, either on completion of their degree through Erasmus+ or as part of the degree. Students can also choose the credit-bearing course *Inter Abroad* as part of the ordinary range of courses in the bachelor's programme.



The possibility of an internship abroad has been well received by students, and, following a decline in 2021 because of the pandemic, the number of internships increased to 16 in 2022. In 2022, we resumed work on a new Intern Abroad project with support from Diku, for the purpose of piloting a project semester in the BSc EBA programme with South-African partners. The work started in 2020, but was put on hold until 2022 because of the pandemic.

### **Programme evaluation**

As part of NHH's quality assurance work, the bachelor's programme was evaluated in 2021. The evaluation identified significant factors with a bearing on the quality of the bachelor education and challenges that the school should focus on. In autumn 2022, a new action plan was submitted that addressed these challenges, but also included new elements relating to NHH's strategy for the period 2022–2025 and input from the AACSB and EQUIS accreditations. The plan's focus areas include boosting sustainability, social responsibility and ethics, more emphasis on student-centred teaching, integration and cooperation across courses, more focus on oral communication and presentation techniques, and more English-language courses for incoming exchange students. The measures in the action plan will be followed up from 2023 and until the end of the strategy period.





## Master's degree programmes

### NHH objective 1: Admission quality and diversity

NHH will attract students with strong academic results and a high motivation for learning.

Table 7: Applicants MSc EBA<sup>16</sup>

|   | Results |       |       |       |       | Ambition |
|---|---------|-------|-------|-------|-------|----------|
|   | 2018    | 2019  | 2020  | 2021  | 2022  |          |
| External applicants with a Norwegian bachelor's degree      | 634     | 626   | 665   | 854   | 823   | -        |
| External applicants with an international bachelor's degree | 1,414   | 1,413 | 1,034 | 1,102 | 1,164 | -        |
| Applicants – internal transfer                              | 411     | 406   | 446   | 408   | 359   | -        |
| Total number of applicants                                  | 2,459   | 2,445 | 2,145 | 2,364 | 2,346 | -        |

Table 8: Admission MSc EBA

|  | Results |      |      |      |      | Ambition |
|--|---------|------|------|------|------|----------|
|  | 2018    | 2019 | 2020 | 2021 | 2022 |          |
| Admission requirement, external applicants (autumn) <sup>17</sup>                      | 4.0     | 3.9  | 3.8  | 3.9  | 3.9  | ≥ 4.1    |
| Average grade on admission, external applicants (autumn) <sup>18</sup>                 | 4.3     | 4.2  | 4.2  | 4.2  | 4.2  | ≥ 4.4    |
| Number enrolled, including internal transfer <sup>19</sup>                             | 682     | 706  | 725  | 737  | 670  | -        |
| Students with an international degree (enrolled) (UA)                                  | 117     | 111  | 75   | 121  | 88   | 120      |
| Students with an international degree (% of number enrolled) (UA)                      | 17%     | 16%  | 10%  | 16%  | 13%  | 17.5%    |
| Proportion of women (% of number enrolled) (UA)  | 43%     | 36%  | 37%  | 38%  | 33%  | 40–60%   |
| Proportion of women, students with an international degree (% of number enrolled) (UA) | 53%     | 44%  | 41%  | 43%  | 37%  | 40–60%   |

<sup>16</sup> Master's degree programme in Economics and Business Administration

<sup>17</sup> A=5, B=4 etc. Requirement after supplementary admission for applicants with a Norwegian bachelor's degree.

<sup>18</sup> The average does not include students with a bachelor's degree from abroad and students with both numerical and letter grades.

<sup>19</sup> Includes students with an international degree



Table 9: Admission MSc AA

|   | Results |      |      |      |      | Ambition |
|---|---------|------|------|------|------|----------|
|   | 2018    | 2019 | 2020 | 2021 | 2022 |          |
| Total number of applicants  | 368     | 335  | 322  | 380  | 336  | -        |
| Admission requirement, external applicants for two-year MSc AA      | 4.0     | 3.8  | 3.7  | 3.8  | 3.8  | ≥ 4.1    |
| Average grade on admission, external applicants for two-year MSc AA | 4.2     | 4.3  | 4.1  | 4.0  | 4.0  | ≥ 4.4    |
| Enrolled  | 134     | 135  | 141  | 146  | 138  | -        |
| Proportion of women (% of number enrolled) (UA)                     | 36%     | 47%  | 41%  | 47%  | 40%  | 40–60%   |

### Assessment of results and goal attainment

The total number of students enrolled on the master's degree programmes was 808. The admission requirement and the quality of admitted students were maintained. For the MSc EBA programme, there was a significant decline in the number of enrolled students from the year before, despite a high number of applicants with a bachelor's degree from other institutions in Norway or abroad. The biggest decline from 2021 is seen for internal transfers from the bachelor's to the master's programme. Possible reasons may be that the number of students who completed their bachelor's degree in autumn 2021 and spring 2022 was slightly lower than the year before, that more students opted to apply for a hiatus of up to two years between the bachelor's and master's degree, and that some students chose to do something else after the bachelor's degree.

As for external applicants with a Norwegian background, there was an increase in the number who were offered a place, while there was a slight decrease in the number who accepted the offer and actually enrolled on the programme. NHH wants to find out why the difference in numbers between those who are offered a place and those who actually enrol is increasing. Questionnaire surveys have shown that about a quarter of those who did not accept the offer of a place at NHH state that they work, while half chose to study similar subjects at another institution – most of them abroad.

While NHH achieved its target for international recruitment to the MSc EBA programme in 2021, 2022 saw a considerable decline, despite the fact that the number of applicants increased somewhat. It is difficult to pinpoint the reason for the decline, but it is conceivable that the pandemic is still affecting the numbers. The high admission figures for 2021 may reflect an accumulated need in the 2020 year group, many of whom were unable to come because of the restrictions in place at the time. At the same time, this year's admission figures are lower than the years before the pandemic. About 40 of the new international students in 2022 came from countries outside the EU and the EEA.

Students with an MSc AA degree possess expertise that is in high demand in both the auditing industry and the business sector in general, and even more so given increasing sustainability reporting requirements. In an attempt to raise the attractiveness of the field, MSc AA courses were made available as a specialisation on the MSc EBA programme from autumn 2022. It is therefore pleasing to see the number of applicants for and students enrolled on MSc AA on a par with previous years, at the same time as students with corresponding specialisation are starting on the MSc EBA programme. This change is only significant for students following a two-year course of study. The majority of MSc AA students are on a one-year course. For these students, the establishment of MSc AA in Oslo in 2017 has been a great success. About half of all applicants for MSc AA have the one-year course of study in Oslo



as their first choice of programme, and both the number of applicants and the admission requirement have remained high every year since the programme started.

The proportion of female students on MSc EBA showed a significant decline in 2022, and is far below the target of at least 40%. As many MSc EBA students transfer from the BSc EBA programme at NHH, a low proportion of female students on the bachelor's programme in 2018 and 2019 may be one of the reasons for the low number. Furthermore, the proportion of women among external applicants with a Norwegian bachelor's degree was lower than among internal transfer students, which may reflect a low proportion of female students on other bachelor's programmes in Norway. In the international admission round, the proportion of women fell below 40% for the first time. The proportion of female students on the MSc AA programme is acceptable, but the school would like to see it increase, especially given how few women there are among experienced accountants and auditors.

Although NHH managed to attract a high number of qualified new master's degree students in 2022, we need to look more closely at several aspects of the admission – especially how we can succeed in recruiting more women and international students for MSc EBA. Greater focus on the academic breadth of the programme and the many different career opportunities it can lead to can be an important part of this.

### NHH objective 2: Quality of studies and teaching

NHH shall provide an excellent learning environment with an active campus and student-active learning.

Table 10: Study effort, student satisfaction and job relevance – MSc EBA

|   | Results |      |      |      |      | Ambition |
|---|---------|------|------|------|------|----------|
|   | 2018    | 2019 | 2020 | 2021 | 2022 |          |
| Time spent on studies (hours) per week among full-time students (KD, the Study Barometer)             | 42.4    | 39.5 | 41.2 | 40.9 | 39.5 | 40–45    |
| Score for how students perceive the quality of studies (KD, the Study Barometer) <sup>20</sup>        | 4.3     | 4.5  | 4.2  | 4.3  | 4.1  | ≥ 4.5    |
| Score for how students perceive the programme's job relevance (UA, the Study Barometer) <sup>21</sup> | 3.7     | 3.9  | 3.6  | 3.6  | 3.5  | ≥ 4.5    |
| Course evaluation NHH; overall assessment <sup>22</sup>   | 3.9     | 4.1  | 4.0  | 3.9  | 3.9  | ≥ 4.0    |

<sup>20</sup> The figures reflect the respondents' agreement with the claim 'I am, overall, satisfied with the programme I am currently attending', where 1=Disagree and 5=Completely agree.

<sup>21</sup> The figures show scores on the index 'Working life', where 1=To a low degree and 5=To a high degree.

<sup>22</sup> Average of students' evaluation of all MSc EBA courses, where 1=Very dissatisfied and 5=Very satisfied



Table 11: Study effort, student satisfaction and job relevance – MSc AA

|   | Results |      |      |      |      | Ambition |
|---|---------|------|------|------|------|----------|
|   | 2018    | 2019 | 2020 | 2021 | 2022 |          |
| Time spent on studies (hours) per week among full-time students (KD, the Study Barometer)             | 43.6    | 39.7 | 39.7 | 38.7 | 38.0 | 40–45    |
| Score for how students perceive the quality of studies (KD, the Study Barometer) <sup>23</sup>        | 4.4     | 4.1  | 4.1  | 4.0  | 4.2  | ≥ 4.5    |
| Score for how students perceive the programme's job relevance (UA, the Study Barometer) <sup>24</sup> | 4.1     | 4.2  | 3.9  | 4.1  | 3.9  | ≥ 4.6    |
| Course evaluation NHH; overall assessment <sup>25</sup>   | 3.9     | 3.9  | 3.8  | 3.8  | 3.8  | ≥ 4.0    |

Table 12: Technology-related courses (MSc EBA and MSc AA)

|  | Results |      |      |      |      | Ambition |
|--|---------|------|------|------|------|----------|
|  | 2018    | 2019 | 2020 | 2021 | 2022 |          |
| Proportion of diplomas that include courses in programming and/or big data analysis (%) (UA) <sup>26</sup> | -       | 80%  | 91%  | 92%  | 93%  | 100%     |

Table 13: Credits and completion within nominal length of study (MSc EBA and MSc AA)

|   | Results |       |       |       |       | Ambition |
|---|---------|-------|-------|-------|-------|----------|
|   | 2018    | 2019  | 2020  | 2021  | 2022  |          |
| Completed within nominal length of study (%) (KD) | 79.5%   | 79.0% | 77.0% | 85.5% | 86.3% | ≥ 80%    |
| Credits per student, MSc EBA <sup>27</sup>        | 50.7    | 51.6  | 54.7  | 56.6  | 54.1  | -        |
| Credits per student, MSc AA <sup>27</sup>         | 45.7    | 48.6  | 52.2  | 52.5  | 50.0  | -        |

Table 14: Drop-out rate at nominal time of completion (start-up + 2 years)

|   | Results |         |         |         |         | Ambition |
|---|---------|---------|---------|---------|---------|----------|
|   | 2018    | 2019    | 2020    | 2021    | 2022    |          |
| Year group at start-up                    | A16+S17 | A17+S18 | A18+S19 | A19+S20 | A20+S21 |          |
| Drop-out rate MSc EBA after two years (%) | 5%      | 3%      | 3%      | 2%      | 1%      | ≤ 5%     |
| Drop-out rate MSc AA after two years (%)  | 5%      | 6%      | 9%      | 10%     | 11.4%   | ≤ 5%     |

<sup>23</sup> The figures reflect the respondents' agreement with the claim 'I am, overall, satisfied with the programme I am currently attending', where 1=Disagree and 5=Completely agree.

<sup>24</sup> The figures show scores on the index 'Working life', where 1=To a low degree and 5=To a high degree.

<sup>25</sup> Average of students' evaluation of all MSc AA courses, where 1=Very dissatisfied and 5=Very satisfied

<sup>26</sup> All courses

<sup>27</sup> Average for the whole year



Table 15: Internationalisation – master's degree level

|  | Results |      |      |      |      | Ambition |
|--|---------|------|------|------|------|----------|
|  | 2018    | 2019 | 2020 | 2021 | 2022 |          |
| International internships, CEMS, the Norwegian School of Entrepreneurship and the Innovation School (UA) | 104     | 98   | 45   | 66   | 61   | -        |
| Incoming and outgoing double degree students   | 32      | 40   | 31   | 40   | 40   | 50       |
| Exchanges:   |         |      |      |      |      |          |
| - Incoming students to NHH   | 295     | 305  | 101  | 277  | 324  | -        |
| - Outgoing students from NHH   | 290     | 280  | 211  | 136  | 270  | -        |
| - Ratio of incoming to outgoing students (%)   | 102%    | 109% | 48%  | 204% | 120% | -        |
| - Proportion of diplomas that include an exchange abroad, MSc EBA (%)                                    | 44%     | 43%  | 38%  | 15%  | 28%  | 40%      |
| - Proportion of diplomas that include an exchange abroad, MSc AA (%) <sup>28</sup>                       | 12%     | 23%  | 21%  | 8%   | 10%  | 40%      |
| Outgoing exchange students on Erasmus+ (Student and Traineeship Mobility)                                | 140     | 134  | 108  | 106  | 166  | -        |

### Assessment of results and goal attainment

The master's degree students generally perceive the quality of studies to be good, although ratings have fallen during the pandemic and, for MSc EBA, also in 2022. There may be several reasons for this: Hybrid teaching was still frequently used in spring 2022, and the transition to mainly in-person teaching modalities in autumn 2022 may have been difficult for some students after several years without this type of teaching.

NHH's master's degree students seemingly give the programmes a low score on job relevance, and the scores have declined during the pandemic. It should be noted that this is based on questions from the Study Barometer survey that do not necessarily reflect students' *perception* of job relevance, as the questions focus more on what information students receive about job relevance rather than their own assessment of this. There is little doubt that both MSc EBA and MSc AA students are relatively knowledgeable about the job relevance of their studies – which is reflected, not least, in the labour market results for the students.

The proportion who complete their studies within the nominal length of study increased significantly in 2021, and has increased further in 2022. The drop-out figures show a negative trend for MSc AA. We will analyse the figures further to find out the cause of this development.

Internationalisation, in particular international exchange, has picked up rapidly after the pandemic, and the figures are now back at pre-2020 levels. That is very positive. At the same time, it is worth noting that NHH now focuses on other more in-depth internationalisation options for students, such as double degrees, the CEMS degree and opportunities provided by NHH's membership of the European university alliance ENGAGE.EU. There has been a positive development in these opportunities during

<sup>28</sup> Only includes students in the two-year MSc AA course of study.



the pandemic, and they help ensure that we offer our master's degree students more international options than just student exchanges.

As regards international internships, the pandemic has clearly had an impact in 2021 and 2022 as well, although the figures show an upward trend from 2020. There are many specific examples of how the restrictions and the uncertainty that prevailed during the pandemic stood in the way of internships during this period, but we expect to return to pre-2020 levels.

### NHH objective 3: Graduate quality and relevance

NHH's graduates shall be preferred in the Norwegian and the international labour markets and be qualified for the best international master's degree and PhD programmes.

Table 16: Labour market (MSc EBA) (UA)<sup>29</sup>

|   | Results |       |       |       |       | Ambition |
|---|---------|-------|-------|-------|-------|----------|
|   | 2018    | 2019  | 2020  | 2021  | 2022  |          |
| The programme has given me a relevant theoretical basis               | 4.3     | 4.4   | 4.4   | 4.5   | 4.3   | ≥ 4.5    |
| The programme makes me competitive in the international labour market | 3.9     | 4.0   | 4.0   | 3.9   | 4.0   | ≥ 4.2    |
| I was generally satisfied with the quality of the study programme     | 4.2     | 4.3   | 4.2   | 4.2   | 4.1   | ≥ 4.5    |
| Proportion in employment within six months (%) <sup>30</sup>          | 92.1%   | 89.7% | 92.6% | 94.3% | 93.6% | -        |
| Starting salary, NHH graduates (NOK 1,000) <sup>31</sup>              | 485     | 498   | 503   | 538   | 572   | -        |
| Proportion of students taking a job abroad (%) <sup>32</sup>          | 11%     | 7%    | 6%    | 9%    | 3%    | ≥ 15%    |

Table 17: NIFU/graduate survey<sup>33</sup>

|   | Results |       |       |       |      | Ambition |
|---|---------|-------|-------|-------|------|----------|
|   | 2018    | 2019  | 2020  | 2021  | 2022 |          |
| Proportion of master's graduates employed in relevant work six months after graduation (%) (KD)(UA) | -       | 96.6% | 92.3% | 95.9% | -    | -        |

### Assessment of results and goal attainment

The labour market survey shows that NHH's master's degree students are very satisfied with their studies, also after they have graduated and started working. Of MSc EBA graduates, nearly 94% of the respondents are in employment six months after graduating, and nearly all of them (98%) believe the job is relevant to their degree. Only 2% of the respondents were job seekers six months after graduation, while 94% had received a job offer before completing their studies. The vast majority work in the

<sup>29</sup> Figures from NHH's labour market survey. Scale of 1–5 where 5 is the highest score. The table does not include MSc AA graduates because of the low response rate.

<sup>30</sup> Relevant and not relevant work.

<sup>31</sup> Average gross basic salary per year.

<sup>32</sup> The figure is based on students in both relevant and non-relevant work.

<sup>33</sup> The survey is conducted every two years.



private sector, increasing from 92% in 2021 to 96% in 2022. The starting salary for NHH graduates continued to rise in 2022.

The proportion of graduates who work abroad decreased markedly in 2022. There may be several reasons for this, but there is little doubt that the pandemic played an important role. NHH is concerned with encouraging more of our graduates to consider international job offers, and sees this in the context of our continuous development of international options for students. In addition to those mentioned above, the Innovation School, which includes international internships, is also an important means of raising interest in working abroad.

### **Programme evaluation**

In 2021–2022, a programme evaluation was carried out of the MSc EBA programme in which all aspects of the quality of studies were reviewed. The evaluation was presented to NHH's Board in April 2022 and will be followed up with an action plan for the next 3–4 years. The evaluation shows that most aspects of the MSc EBA programme work well and that both students and potential employers are satisfied with the programme. Some areas for change and improvement were identified, however, and the action plan focuses on four main areas: (1) even greater focus on sustainability, (2) assessment of the degree of flexibility and progress on the programme, (3) a review of all the internationalisation options to ensure that student internationalisation is well integrated in and contributes to the quality of the degree, and (4) potential means of strengthening student recruitment for the programme, especially international students. The action plan will be presented to the Board in spring 2023 and will form the basis for MSc EBA's development in the years ahead.



## PhD programme

### NHH objective 1: Admission quality and diversity

NHH will attract students with strong academic results and a high motivation for learning.

**NHH objective 3: Sound, sought-after researcher training programme** (from the research chapter in NHH's strategy)

NHH's PhD programme shall be of high international quality.

Table 18: Applicants and admission, PhD

|   | Results |      |      |      |      | Ambition |
|---|---------|------|------|------|------|----------|
|   | 2018    | 2019 | 2020 | 2021 | 2022 |          |
| Number of applications <sup>34</sup>                              | 576     | 780  | 684  | 828  | 494  | -        |
| Admission / new PhD contracts <sup>35</sup>                       | 22      | 25   | 22   | 25   | 14   | -        |
| Proportion of international PhD students (% of new PhD contracts) | 62%     | 58%  | 50%  | 72%  | 79%  | 40–60%   |
| Proportion of women (% of new PhD contracts) (UA)                 | 10%     | 42%  | 55%  | 52%  | 50%  | 40–60%   |

### Assessment of results and goal attainment

NHH aims to attract the best students from Norwegian educational institutions and highly qualified students from foreign universities and university colleges. In 2022, the PhD programme received 494 applications in the main admission round, a decline compared with the preceding years. The total number of new PhD students in 2022 was 14. Both the number of applicants and the total number admitted were lower than normal, partly because only four departments carried out admission rounds this year, and because some applicants received an offer but declined. The proportion of female applicants was 37.8%, but the proportion of women among new students was 50%, about the same level as the year before. As in previous years, the majority of applicants were foreign nationals (98.6%), while 79% of the new PhD students have non-Norwegian citizenship, nearly half (36%) of whom have a master's degree from Norway.

Following the admission in spring 2022, several adjustments were made to the marketing strategy in autumn 2022 to raise interest in pursuing a career as a researcher among students at Norwegian institutions. Among other things, the PhD programme was represented at NTNU Business School's careers fair, and a PhD Day was held at NHH for the first time. Students at other Nordic institutions were given an opportunity to apply for a grant to travel to Bergen. The event was promoted in social media, and invitations were sent to several student organisations at various Norwegian institutions. The PhD programme is still featured at NHH's careers fair, and efforts are made to draw attention to both dissertations and the PhD programme in social media.

<sup>34</sup> Project positions come in addition. For 2022, there were two admission rounds that resulted in a total of 46 applicants.

<sup>35</sup> The number in 2022 was lower than normal, partly because only four departments carried out admission rounds this year, and partly because the number of applicants (and thereby also the number of qualified applicants) was low.





## NHH objective 2: Quality of studies and teaching

NHH shall provide an excellent learning environment with an active campus and student-active learning.

Table 19: Quality of PhD programme

|  | Results |       |       |       |       | Ambition |
|--|---------|-------|-------|-------|-------|----------|
|  | 2018    | 2019  | 2020  | 2021  | 2022  |          |
| Number of public thesis defences each year   | 19      | 17    | 13    | 17    | 19    | -        |
| Proportion of PhD candidates who complete the programme within six years (%; KD) <sup>36</sup> | 76.2%   | 72.2% | 81.8% | 55.0% | 54.6% | 80%      |
| Drop-out rate (PhD contracts terminated during the year)                                       | 0       | 2     | 2     | 2     | 6     | -        |
| Research fellowships <sup>37</sup>   | 73      | 81    | 89    | 102   | 84    | -        |

### Assessment of results and goal attainment

The proportion who complete the programme within six years is about at the same level as in 2021. The data for 2022 are based on the 2016 year group, which consisted of 13 candidates, 9 of whom submitted their thesis within six years, adjusted for leaves of absence and extensions due to the pandemic. A further three have left, and one is on long-term leave. Small year groups mean that minor changes greatly impact the figures. The number of public thesis defences in 2022 was 19, a slight increase from the year before. Of the 23 theses submitted in 2022, 11 PhD candidates completed within four years, 4 candidates in just over four years and 5 between four and six years (not including leaves of absence).<sup>38</sup> Six candidates left the PhD programme in 2022 for various reasons. More than half landed attractive jobs in the business sector.

The school emphasises close follow-up of PhD students, both academically and administratively. As before, an important part of the quality work on the programme is individual follow-up of students. Following the submission of annual individual progress reports, dialogue meetings are held in each department, at which each student's progress is evaluated and individual measures implemented as needed.

In the wake of the pandemic, 45 extensions were granted to PhD candidates who had less than six months left of their fellowship period. As a rule, they were granted an extension of two months. The option of applying for an extension will be maintained until all year groups affected by the pandemic have graduated.

<sup>36</sup> DBH data: No leaves of absence deducted.

<sup>37</sup> DBH data as of 1 October the current year.

<sup>38</sup> Of the total 23, 11 (47.8%) submitted their thesis within four years (adjusted for leaves of absence), and an additional 4 submitted within 4.5 years, bringing the total number who completed their thesis within 4.5 years up to 15 of 23 (65%) (adjusted for leaves of absence). In total, therefore, 20 of 23 submitted their thesis within 6 years, adjusted for leaves of absence.

**NHH objective 3: Graduate quality and relevance**

NHH's graduates shall be preferred in the Norwegian and the international labour markets and be qualified for the best international master's degree and PhD programmes.

**NHH objective 3: Sound, sought-after researcher training programme** (from the research chapter in NHH's strategy)

NHH's PhD programme shall be of high international quality.

**Assessment of results and goal attainment**

NHH focuses on job placement and aims for a high proportion of graduates to go on to recognised research universities or a career in the business sector or in public administration. More than half (53%) of those who defended their doctoral thesis at NHH in 2022 landed their first job at a research institution, one-third of whom at an institution abroad. A total of 74% of the graduates remained in Norway.

**Programme evaluation**

In 2021–2022, a programme evaluation was carried out for the PhD programme in accordance with NHH's quality system. The review concluded that the programme maintains high quality. The evaluation was presented to and discussed by the Board of NHH in spring 2022 and was followed by an action plan that covers the following areas: increased cooperation across specialisations, strategy for career support and job placement, and general development of the programme.



## Executive education programmes

### NHH objective 1: Admission quality and diversity

NHH will attract students with strong academic results and a high motivation for learning.

Table 20: Applicants and admission, open credit-bearing master's level programmes<sup>39</sup>

|  | Results |      |      |      |      | Ambition |
|--|---------|------|------|------|------|----------|
|  | 2018    | 2019 | 2020 | 2021 | 2022 |          |
| Applicants   | 645     | 526  | 628  | 623  | 805  | 700      |
| Admitted   | 339     | 300  | 416  | 366  | 474  | 500      |
| Proportion of women<br>(% of number enrolled) (UA) | -       | 57%  | 52%  | 57%  | 61%  | 40–60%   |

Table 21: Admission, non-credit-bearing programmes<sup>40</sup>

|  | Results |      |      |      |      | Ambition |
|--|---------|------|------|------|------|----------|
|  | 2018    | 2019 | 2020 | 2021 | 2022 |          |
| Admitted   | 226     | 552  | 532  | 359  | 434  | 500      |
| Proportion of women<br>(% of number enrolled) (UA) | -       | 38%  | 58%  | 56%  | 47%  | 40–60%   |

### Assessment of results and goal attainment

Many highly qualified applicants applied for the master's level programmes in 2022, which constitute NHH Executive's (NHHE) main focus area. In 2021, the MBA in Management Control (MØST) became the first programme worth 90 credits launched under the new study programme structure. In 2022, the programme was full to capacity, and the same applied to the MBA in Strategic Management (MASTRA). Because of the pandemic, the MBA in Seafood Management was postponed until spring 2023.

The number of applicants for the programmes taught in cooperation with the Norwegian Society of Financial Analysts (FFN), i.e. the Certified Financial Analyst (AFA) programme and the specialised programme in finance, was relatively stable, but there were some vacant places on the AFA programme in 2022. This follows the negative trend from the year before. The number of applicants for Corporate Finance and Sustainable Finance Analytics was very good, and both programmes started with a full class of students, while Advanced Credit Analysis was postponed for the second time in a row because of too few applicants.

The new initiative Executive Master in Management, for which new modules were launched in autumn 2022, also contributed to the increase in the number of applicants and students admitted.

The number of participants on non-credit-bearing programmes has remained stable, while online programmes attracted fewer applicants than expected in 2022. It nonetheless contributes useful concept development and raises the profile of the programmes and expertise in the market. The Board of Directors Programme has been very successful and started with a full class of students in 2022 as well.

<sup>39</sup> MBA programmes and various master's level modules worth 30 and 15 credits.

<sup>40</sup> The Board of Directors Programme plus a number of in-house programmes and programmes in various cluster collaborations.



The proportion of women on executive programmes is generally high, but varies greatly between the different study programmes. The Executive Master in Management generally has a high share of female students, while the opposite is true for the MBA and the Executive Master in Applied Finance. Some of the in-house programmes also have a high proportion of women, especially the management programme for Lillestrøm municipality.

## NHH objective 2: Quality of studies and teaching

NHH shall provide an excellent learning environment with an active campus and student-active learning.

Table 22: Throughput rate, Executive MBA

|  | Results |      |      |      |      | Ambition |
|--|---------|------|------|------|------|----------|
|  | 2018    | 2019 | 2020 | 2021 | 2022 |          |
| Completed within nominal length of study (%) | 97%     | 98%  | 97%  | 90%  | 97%  | 100%     |

Table 23: Expectations met and academic quality – Executive MBA<sup>41</sup>

|                  | Results |      |      |      |      | Ambition |
|------------------|---------|------|------|------|------|----------|
|                  | 2018    | 2019 | 2020 | 2021 | 2022 |          |
| Expectations met | 4.7     | 4.7  | 4.4  | 4.6  | 4.4  | 4.6      |
| Academic quality | 4.7     | 4.8  | 4.4  | 4.8  | 4.6  | 4.6      |

## Assessment of results and goal attainment

The Executive MBA programmes hold a key place in NHHE's portfolio. There are four specialisations in the MBA programme (90 credits): the MBA in Strategic Management, the MBA in Management Control, the MBA in Seafood Management and the MBA in Technology and Innovation of Finance. The first two specialisations were launched in the mid-1990s, and the latter two were launched as part of NHHE's strategy to develop new programmes during the period 2015–2018. In 2022, only the MBA specialisations in Management Control and Strategic Management were taught, while the MBA in Seafood Management was postponed until January 2023.

The throughput rate for the MBA programmes is very high, and the figure for 2022 is now back to normal following a decline in 2021.

The candidates' assessment of the MBA programmes' academic quality and whether their expectations were met is high, but lower than in previous years. After an increase in the expectation and quality scores in 2021, we see a decline again in 2022, to the same level as during the first phase of the pandemic. This is due to the fact that the first module of the MBA in Strategic Management, which started in spring 2021, was held as four fully digital sessions. The programme was thereby hit hard by the pandemic in spring 2021, which among other things resulted in a study trip abroad being cancelled. Despite the school having gained greater digital teaching skills, the participants expected in-person sessions and networking, which they missed out on at the start of the programme.

<sup>41</sup> Scale of 1–5 where 5 is the highest score. Average figures.



### NHH objective 3: Graduate quality and relevance

NHH's graduates shall be preferred in the Norwegian and the international labour markets and be qualified for the best international master's degree and PhD programmes.

Table 24: Graduates<sup>42</sup>

|                                      | Results |      |      |      |      | Ambition |
|--------------------------------------|---------|------|------|------|------|----------|
|                                      | 2018    | 2019 | 2020 | 2021 | 2022 |          |
| Executive MBA, incl. EMBA in Finance | 109     | 70   | 89   | 84   | 138  | 90       |
| In-house programmes                  | 172     | 96   | 95   | 196  | 147  | 150      |
| Other programmes                     | -       | 122  | 100  | 204  | 168  | 120      |
| Total graduates                      | -       | 288  | 284  | 484  | 453  | 360      |

### Assessment of results and goal attainment

In 2022, the number of MBA graduates increased. The reason for this is that, because of the pandemic, one of the year groups on the MBA in Strategic Management, which started in January 2020, was postponed for six months after the first session and only graduated in spring 2022. Furthermore, the relatively high number can be explained by the fact that the EMBA in Finance will be phased out in December 2023, and many would thus like to take this degree while it is still available. In-house programmes and other programmes show a slight decline from 2021, when the number of participants was relatively high. A significant part of the increase in 2021 can be explained by the fact that, because of the pandemic, several of the programmes concluded in January 2021 rather than in November/December 2020. The relatively high figure compared with the preceding years is due to an increase in the number of in-house programmes, some of which had a high number of participants.

### Programme evaluation

Under the quality assurance system, an extensive programme evaluation is to be carried out every five years for all degree-conferring study programmes. This evaluation was initiated in 2020, and was completed for the Executive MBA programme in 2022 in connection with the AMBA reaccreditation in June 2022. The programme evaluation includes the MBA in Management Control (MØST), the MBA in Technology and Innovation of Finance (FINTECH), the MBA in Strategic Management (MASTRA) and the MBA in Seafood Management (SEAFOOD).

The programme evaluation shows that NHH's MBA programme is competitive and the specialisations in Management Control (MØST) and Strategic Management (MASTRA) have gained strong market positions. The established specialisations have been renewed and further developed in the last few years, while new opportunities have been grasped in the markets for seafood and finance. National and international market adaptation has been a crucial part of this process, where accreditations have been important as well as close and constructive strategic collaboration with the industry clusters for seafood (NCE Seafood Innovation) and fintech (NCE Fintech Innovation). NHH's important and trend-setting research groups have also been important, as well as their close ties with academic contributors. This has helped to ensure the programme's quality and relevance in general and more specifically in strategic priority areas such as digitalisation and sustainability. The increased focus on problem-based teaching and learning and the substantial experience gained of digital educational tools during the pandemic may help to strengthen the participants' learning outcomes and, moreover, be an important driver for the development of teaching going forward. The programme evaluation also clearly shows that national and

<sup>42</sup> Applies to credit-bearing programmes.



international competition is becoming tougher, and that it is crucial to offer programmes that are highly relevant and impart knowledge and skills that add practical value for both the participants and their employers. This is highly demanding in terms of academic quality and continuous educational development. NHHE must adopt a long-term, systematic and overall approach in its work to maintain and develop the specialisations' academic and educational strengths and protect NHH's distinctive characteristics. This work must be supported by high-quality processes and systems. National and international accreditations are very important in this context, in combination with close collaboration with enterprises, institutions and industry clusters.

### Other income from externally funded activities

Table 25: Other income from externally funded activities<sup>43</sup>

|   | Results |      |      |       |       | Ambition |
|---|---------|------|------|-------|-------|----------|
|   | 2018    | 2019 | 2020 | 2021  | 2022  |          |
| Other income from externally funded activities (KD) (NOK 1,000) <sup>44</sup> | 120.1   | 81.8 | 94.4 | 123.5 | 158.1 | -        |

### Assessment of results and goal attainment

Up to and including 2020, NHH's income from externally funded activities has been in the range between NOK 25 and 30 million. Every year, the ratio of income from custom programmes at NHHE to income from other externally funded activities has been 80/20. In 2021 and 2022, income from custom programmes at NHHE showed a strong increase, and in 2022, income from other externally funded activities also increased. Combined, this income amounted to NOK 43.8 million in 2022, of which income from custom programmes accounted for approximately 71%. In addition, there has been a slight decrease in the number of academic FTEs. Taken together, these two factors have contributed to the ratio in the table above increasing from 123.5 to 158.1 – an increase of 28%.

<sup>43</sup> Includes other income from externally funded activities outside the EU, the Research Council and Regional Research Funds. In line with guidelines issued by the Office of the Auditor General, all NHHE's in-house programmes are classified as contract assignment activities from 2015. Other activities are classified as sales and entered against the settlement account for the Ministry of Education and Research.

<sup>44</sup> Academic FTEs is a subset of UFF. Does not include full-time equivalents for specialist candidates, librarians, research assistants, and 'Other positions in teaching, research and dissemination'. Academic FTEs include PhD candidates.



## Quality of education

NHH works systematically on the quality of education along two axes: quality assurance and quality development – the latter being the most comprehensive one. Along the first axis, work has taken place in 2022 to further develop the system description and documentation relating to the quality system for education, in light of experience gained during the first five years of a unitary management structure. The new system description will be considered by the Board in spring 2023.

Quality of education is a multi-faceted concept, and quality development work therefore includes many different dimensions. In 2022, the primary focus has been to bring teaching back to campus after the pandemic. In this transition from online teaching to in-person attendance, the school has focused on utilising digital tools where they generate added value, at the same time as student-active forms of learning that exploit the positive aspects of a physical learning environment have been encouraged. The latter has been given high priority during this initial phase of re-establishing the physical learning environment on campus. Endeavours have thus been made to combine the lessons learned from using educational technology during the pandemic and good, general teaching methods used in the higher education sector.

### *Educational theory and practice*

In order to increase the educational support for lecturers and help ensure greater consistency and a long-term perspective, one adjunct professor and one adjunct associate professor in university pedagogy have been hired in 2022. They will be responsible for most of NHH's in-house teaching courses and services. Because the 200-hour programme for basic educational theory and practice is module-based, it is easy for both new employees and more experienced lecturers to make use of the school's pedagogical provision. However, as the number of new employees at NHH is relatively low, it is not expedient for the school to offer all the modules ourselves, and staff are therefore encouraged to take courses at institutions both in Norway and abroad, and then have them recognised in NHH's programme. Among other things, a group of three to four staff members attend a summer course in case teaching under the auspices of Harvard, while others participate in programmes organised by the university alliance ENGAGE.EU.

NHH's pedagogical academy consists of the school's eight merited lecturers. Two more members were added in 2022, and the academy contributes to the school's educational development work.

### *Learning outcomes*

Over time, we have worked systematically to strengthen the link between NHH's strategy on the one hand, and the programme-level learning outcome descriptions on the other. This has a bearing on the content and the forms of teaching and assessment that students encounter in their education. An important tool in this context is the Assurance of Learning (AoL) process, which has been included in NHH's management tool through the AACSB accreditation. This methodology is well suited to underpin the programme-level learning outcome descriptions, and in recent years, we have focused on developing academic relevance, communication skills and sustainability in all our programmes. The effect of implemented changes is measured by analysing the skills level among a sample of students at the same stage of their study programme, before and after the changes were made to the programme.



## Internationalisation

Table 26: International students and diversity (bachelor and master)

|   | Results |      |      |      |      | Ambition |
|---|---------|------|------|------|------|----------|
|   | 2018    | 2019 | 2020 | 2021 | 2022 |          |
| International students on campus (citizenship) (%) <sup>45</sup>  | 17%     | 19%  | 8%   | 15%  | 17%  | 20%      |
| Students who are immigrants or Norwegian-born to immigrant parents from countries in group 1 <sup>46</sup> (UA) | 86      | 94   | 87   | 80   | N/A  | -        |
| Students who are immigrants or Norwegian-born to immigrant parents from countries in group 2 <sup>47</sup> (UA) | 255     | 242  | 256  | 222  | N/A  | -        |

Table 27: Erasmus+ (bachelor and master)

|  | Results |      |      |      |      | Ambition |
|--|---------|------|------|------|------|----------|
|  | 2018    | 2019 | 2020 | 2021 | 2022 |          |
| Outgoing exchange students in Erasmus+ of total number of students (%), (KD) | 6.5%    | 6.7% | 5.8% | 4.3% | 8.8% | 8.0%     |

Table 28: Exchange students (bachelor and master)

|   | Results |      |      |      |       | Ambition |
|---|---------|------|------|------|-------|----------|
|   | 2018    | 2019 | 2020 | 2021 | 2022  |          |
| Incoming students as % of outgoing              | 85%     | 83%  | 38%  | 270% | 103%  | 90%      |
| Total number of incoming and outgoing students  | 992     | 985  | 610  | 647  | 1,086 | -        |
| Graduates who have been on exchanges (DIKU) (%) | 59%     | 60%  | 58%  | 52%  | N/A   | 60%      |
| Diplomas that include an exchange abroad (%)    | 41%     | 44%  | 41%  | 27%  | 25%   | 50%      |

Table 29: Partnerships with international institutions

|  | Results |      |      |      |      | Ambition |
|--|---------|------|------|------|------|----------|
|  | 2018    | 2019 | 2020 | 2021 | 2022 |          |
| Number of international educational institutions NHH is in partnership with (UA) | -       | 191  | 192  | 197  | 203  | -        |
| Number of countries with which NHH has an educational partnership (UA)           | -       | 48   | 48   | 49   | 52   | -        |
| Number of double degree agreements (UA)  | 8       | 8    | 8    | 7    | 9    | -        |

<sup>45</sup> Proportion of international students (degree and exchange) of the total number of full-time students at NHH (outgoing exchange students excluded).

<sup>46</sup> EU/EEA countries, the USA, Canada, Australia and New Zealand.

<sup>47</sup> Asia incl. Turkey, Africa, the Americas except the USA and Canada, Oceania except Australia and New Zealand, and Europe except the EU/EEA.





### Assessment of results and goal attainment

The year 2022 was the first year after the pandemic when international student mobility was almost back to normal. The school emphasised helping as many as possible to go on an exchange and implemented additional measures to communicate and inform students about the possibility of exchanges. Students' interest in exchanges has not diminished, but in 2022, the trend was towards going to Europe, partly because some countries outside Europe still had entry restrictions in place and because students perceived it as safer and more predictable. For the first time in a normal year, NHH had more incoming than outgoing exchange students. Whether this is the start of a lasting trend or a coincidence after the pandemic is difficult to say.

NHH has made determined efforts to make use of a range of the possibilities available under policy instruments such as Erasmus+, EEA Grants and national partnership programmes, with the aim of developing the quality of study programmes. Since 2020, the school has been part of the European university alliance ENGAGE.EU and has made good headway on establishing a partnership on the development of an ENGAGE campus with new courses, modules, joint programmes and virtual mobility. The partnership is far-reaching and structural and also includes cooperation in a number of other areas to create closer links between research, education and innovation. Further initiatives and participation in ENGAGE.EU will be important to NHH in the current strategy period, and the school's participation in Erasmus+ will be closely linked to this partnership so as to support and enable attainment of the school's objectives for the internationalisation of education.

See also the section *Collaborations with national and international institutions* in Chapter V.

### Learning environment and universal design

A key element in NHH's development agreement with the Ministry and a priority in the school's strategy is a good, inclusive learning environment that appeals to a diverse group of students.

In the 2022 academic year, the learning environment was characterised by two different situations. Pandemic rules were still in place in spring, although less stringent than in 2021, while in autumn, the school's main concern was to bring students back to campus. A vibrant campus is a very important part of the learning environment at NHH, and before the autumn semester started, a plan was devised to kick-start the campus-based learning environment after the pandemic. The plan introduced guidelines that covered the use of filmed teaching sessions, especially live streaming. Moreover, it was envisaged that increased use of student-active learning would create added value in a way that made in-person attendance more attractive. The plans were discussed with and backed by the Education Committee and the Learning Environment Committee (LEC), and the goals were endorsed by both staff and students. It is too early to conclude what effect more activity-based teaching had, but there is no doubt that students returned to campus and that the level of activity was high.

NHH generally received good scores in the students' health and satisfaction survey (SHoT 2022), compared with the average. Among the results that were particularly positive, we saw that NHH students report a higher quality of life and significantly higher participation in student activities (sports/student associations etc.) than the national average. NHH students also report less mental health issues than the national average, but the proportion of self-reported mental health problems is increasing at NHH as well. The Learning Environment Committee will have a special focus on the psychosocial learning environment in 2023.



NHH students report a markedly higher alcohol consumption than the national average, however. In the category ‘satisfaction with the study programme’, NHH scores below the national average for academic supervision and feedback on learning. Both the positive and the negative results are in line with previous SHoT and Study Barometer surveys. To do something about the low score, the action plan for the bachelor’s programme (2022) sets out several points intended to improve supervision and feedback. Focus on student-active learning and new arenas for interaction between students and staff are some of the areas that will receive further attention.

NHH has upgraded several of the common areas and teaching premises during 2021–2022. More teaching venues have been adapted to student-active teaching (circular auditoriums, project rooms etc.), and, in addition, NHH rents premises in Bergen city centre that feature reading rooms and group workspaces. Universal design is standard throughout the project. Early observations suggest that the new resources are popular and frequently used by students.

Going forward, the focus will be on the universal design of digital channels.

## Good access to education

The Ministry’s sector goal 3: Good access to education

NHH places great emphasis on producing graduates who are relevant in the labour market and who not only have the required skills when they leave, but also the ability to acquire new knowledge over the rest of their lives. NHH’s strategy therefore emphasises lifelong learning, and all the school’s study programmes seek to foster critical thinking, develop technology literacy and produce graduates who are capable of updating their own skills and knowledge in line with the changing needs of society.

The full-time bachelor’s and master’s programmes require students to be present on campus for much of the time, and to take part in various activities intended to result in increased learning and a good learning environment. As mentioned in previous chapters, re-establishing an active campus with a vibrant student and learning environment has been a high priority in 2022. New educational technologies offer new opportunities. The full-time programmes primarily focus on combining technology with a good physical learning environment that will result in increased learning and even more qualified graduates.

NHH still offers an auditing and accounting programme in Oslo. The MSc Programme in Auditing and Accounting has traditionally appealed to students taking the programme with the support of their employer, and many of them live in Oslo. Making the programme available also in Oslo enables a greater number of students to study at NHH.

All of NHHE’s study programmes and courses are adapted so that it is possible to combine studies with a full-time job, including demanding managerial positions. When developing new courses and programmes, NHHE seeks to make use of new technology and innovative teaching methods to ensure flexibility and reduce time barriers for attractive candidates. This is in line with political guidelines and the focus on increased access to flexible, decentralised high-quality education adapted to the needs of the labour market and individuals. NHHE offers session-based programmes with a duration of two or three days per session, and most also include digital teaching. The format of the programmes will help ensure that NHH reaches as many students as possible, also in rural areas. The in-person sessions are held at NHH, on NHH’s premises at Drammensveien in Oslo, in hotels, or on the premises of clients or partners.



## The National Translator Accreditation Exam

The National Translator Accreditation Exam consists of a home exam taken in the autumn semester and a school-based exam in the spring semester. Passing the home exam is a condition for being able to sit the school exam, and both exams must be passed in order to obtain the authorisation. The school exam entails translation either from Norwegian into a foreign language (test 1) or from a foreign language into Norwegian (test 2).

### *School exam in April 2022*

Test 1: Translation from Norwegian. Because of the pandemic, only Romanian and Vietnamese were represented. Five candidates in Romanian passed the exam. No candidates in Vietnamese passed.

Test 2: Translation into Norwegian. Because of the pandemic, only Romanian and Vietnamese were represented. Three candidates in Romanian passed the exam. One candidate who passed the Vietnamese home exam did not attend the school exam.

### *Home exam in October 2022*

Test 1: Translation from Norwegian. The following ten languages were represented: Chinese, Dutch, English, French, German, Italian, Polish, Russian, Spanish and Ukrainian. The total number of candidates was 82, and 32% passed the exam.

Test 2: Translation into Norwegian. The following ten languages were represented: Chinese, Dutch, English, French, German, Italian, Polish, Russian, Spanish and Ukrainian. The total number of candidates was 87, and 31% passed the exam.

Every year, NHH represented by the Department of Professional and Intercultural Communication runs a course for all candidates registered for the home exam. In addition, a seminar has been held for examiners, and candidates qualified for the school exam have been offered guidance in specialised translation. These services are well received by students.



## RESEARCH

The Ministry's sector goal 1: High quality in education and research

The Ministry's sector goal 2: Research and education for welfare, value creation and adaptation

Development agreement goal 3: Top-level research

NHH's aim:

NHH shall be a business school that is heavily involved in research including at an international level.

### High quality

#### NHH objective 1: High quality

NHH will provide an active research community that produces high-quality research and has cutting-edge expertise at a top international level.

Table 30: Publication points

|   | Results |        |        |        |                    | Ambition |
|---|---------|--------|--------|--------|--------------------|----------|
|   | 2018    | 2019   | 2020   | 2021   | 2022 <sup>48</sup> |          |
| Publication points  | 248.52  | 241.00 | 294.43 | 289.50 | 263.53             | -        |
| Number of publication points per academic FTE, excl. research fellows (NHH) <sup>49</sup> | 1.42    | 1.40   | 1.57   | 1.58   | 1.36               | 1.80     |
| Number of publication points per academic FTE (KD)  | 1.00    | 0.95   | 1.07   | 1.02   | 0.95               | 1.24     |

Table 31: Publication level

|   | Results |        |        |        |                    | Ambition |
|---|---------|--------|--------|--------|--------------------|----------|
|   | 2018    | 2019   | 2020   | 2021   | 2022 <sup>50</sup> |          |
| Publication points, level 2 (UA)                                    | 143.79  | 120.60 | 185.40 | 168.49 | 154.93             | -        |
| Publication points, level 2, per academic FTE, excl. PhD candidates | 0.82    | 0.70   | 0.99   | 0.92   | 0.80               | 1.00     |
| ABS publications <sup>51</sup> levels 3, 4 and 4*                   | 91      | 66     | 84     | 98     | 81                 | 100      |
| ABS publications levels 4 and 4* (UA)                               | 32      | 26     | 35     | 37     | 31                 | 40       |
| Bonuses on NHH's bonus list <sup>52</sup>                           | 19      | 23     | 26     | 26     | 22                 | -        |

#### Assessment of results and goal attainment

The final publication figures for 2022 will be available in early April. Preliminary figures indicate a decrease in the publication level for 2022, but on a par with 2018 and 2019 for both Level 1 and Level 2. This reflects normal variations from year to year. NHH nonetheless continuously focuses on increasing publication activity, including through department-wise action plans and board agenda items centred on research, but significant annual variations seem difficult to avoid.

<sup>48</sup> The figures for 2022 are preliminary.

<sup>49</sup> Academic FTEs is a subset of UFF. Does not include full-time equivalents for specialist candidates, librarians, research assistants, and 'Other positions in teaching, research and dissemination'.

<sup>50</sup> The figures for 2022 are preliminary.

<sup>51</sup> Number of articles on the Association of Business Schools' (ABS) publication list at levels 3, 4 and 4\*.

<sup>52</sup> Number of personal bonuses on NHH's bonus list.



### *Open access research*

As before, scholarly articles and chapters that are published are uploaded to NHH's institutional archive Brage to consider the possibility of parallel publishing. A publication fund has also been established to support the work on open access to research publications, and all publications on NHH's bonus list automatically receive Open Access publication funding. NHH makes continuous efforts to increase the number of publications under the Creative Commons licence, and work is ongoing to meet the requirements that follow from Plan S, the Research Council's requirements and expected EU requirements. Work is ongoing to further develop the policy for open access research, including in partnership with the ENGAGE.EU alliance.

### *Departmental evaluations*

As part of NHH's procedures to quality assure the academic environments, the evaluation of the Department of Economics was completed in 2022, showing very good results and useful suggestions for further development. This concludes NHH's evaluation (incl. self-evaluation and external committees) of all the school's departments. The scheme will be evaluated in 2023, and the results will have implications for its future.

### *NHH's centre scheme*

NHH's centre structure is unchanged from 2021, and the centres and centre structure will be evaluated in 2023, among other things on the basis of criteria linked to publication activities and external funding.

### *Contributions from research to resolve societal challenges – impact cases (UA)*

NHH places significant emphasis on the relevance of research and contributions to society with regard to resolving societal challenges (impact). This is reflected in NHH's strategy and has also this year been a topic of discussion in NHH's Board, at strategy seminars, in meetings of heads of department and in the research committee. Work is also ongoing to highlight the contributions research makes to society.

### *Sustainability*

NHH's research contributes both directly and indirectly to sustainable value creation. The research covers social science aspects across the whole spectrum of the UN Sustainable Development Goals.

## Relevance for the business community and society

### **NHH objective 2: Relevance for the business community and society**

Through relevant and independent research, NHH shall contribute to decisions that promote innovation, sustainable value creation and development in companies and public institutions.

*Table 32: Income from activities funded by contributions from the RCN*

| (Figures in NOK 1,000)  | Results |        |        |        |        | Ambition |
|---|---------|--------|--------|--------|--------|----------|
|   | 2018    | 2019   | 2020   | 2021   | 2022   |          |
| Income from activities funded by RCN contributions (UA)   | 33,729  | 42,100 | 28,224 | 40,135 | 50,753 | -        |
| Income from activities funded by RCN contributions, per academic FTE, excl. PhD candidates (NHH) (UA) | 192.98  | 243.76 | 150.75 | 219.65 | 262.67 | -        |
| Income from activities funded by RCN contributions, per academic FTE (KD) (UA)                        | 136.15  | 165.97 | 102.12 | 140.81 | 183.35 | -        |



Table 33: Income from activities funded by contributions from the EU/Horizon 2020

| (Figures in NOK 1,000)   | Results   |       |          |          |        | Ambition |
|--|-----------|-------|----------|----------|--------|----------|
|  | 2018      | 2019  | 2020     | 2021     | 2022   |          |
| Income from activities funded by EU contributions (affecting result-based redistribution) (UA) | 4,595     | 6,288 | 7,005    | 11,234   | 13,332 | -        |
| Income from EU contracts per academic FTE, excl. PhD candidates (NHH) (UA)                     | 26.29     | 36.41 | 37.41    | 61.48    | 69.00  | -        |
| Value of Horizon 2020 contracts per R&D FTE (KD)   | 27,828.34 | -     | 1,497.61 | 2,408.66 | -      | -        |

Table 34: Income from activities funded by contributions from the RCN, for the NHH group as a whole

| (Figures in NOK 1,000) | Results |        |        |        |                      | Ambition |
|------------------------|---------|--------|--------|--------|----------------------|----------|
|                        | 2018    | 2019   | 2020   | 2021   | 2022                 |          |
| NHH                    | 33,729  | 42,100 | 28,224 | 40,135 | 50,753               | -        |
| SNF                    | 28,391  | 33,285 | 27,858 | 38,199 | 43,192 <sup>53</sup> | -        |
| Total                  | 62,120  | 75,385 | 56,082 | 78,334 | 93,945               | -        |

### Assessment of results and goal attainment

A measurement of relevance in research is demand for research conducted by the NHH group, and that NHH succeeds in the national and international competition for external research funding. NHH's research centres and research projects involve participants from the business community, organisations and public agencies. NHH also collaborates with the business community through conferences, endowed professorships and in a number of small and large research projects. Income from activities funded by the Research Council and the EU for ongoing projects showed a significant increase in 2022.

#### *Number of applications to the RCN and the EU (scope and quality of applications) (UA)*

NHH places great emphasis on increasing the number of applications and the amount of external funding, and this is followed up by department-wise action plans, administrative support in the application process and the use of project funding under the PES scheme. To maintain and increase the number of project awards from both the Research Council and the EU, NHH needs to maintain a high number of applications. High emphasis on applications to both the Research Council and the EU resulted in a high number of applications also this year, and the school was awarded an ERC Starting Grant, an MSCA Postdoctoral Fellowship and a Researcher Project for Young Talents (FRIPRO), all of which will be starting in 2023.

### Fringe activities

The collaboration between NHH and SNF is an important part of both institutions' strategies, and the overarching goal is to conduct high-quality research along the whole spectrum from basic research to applied research. Over many years, priority has been given to coordinating research efforts to achieve greater impact in these areas.

<sup>53</sup> The figure for 2022 is preliminary.



SNF's performance targets are as follows:

1. SNF shall contribute to an increase in externally funded activities in the NHH group, both in general and in NHH's special areas of expertise in particular.
2. SNF shall contribute to supporting areas of expertise in NHH's strategic priority areas.
3. SNF shall contribute to increased research production in the NHH group.
4. SNF shall contribute to a higher degree of involvement by the business community and the public sector in research conducted by the NHH group.
5. SNF shall contribute to increased recruitment to the PhD programme and the recruitment of researchers at NHH.

SNF enables both temporary and permanent development of research communities that would otherwise be difficult at NHH, and helps to retain researcher talents in the NHH group. Through externally funded research projects, SNF provides externally funded PhD and postdoctoral positions, which contributes to a bigger research community seen as a whole and increases the recruitment pool of new talents for NHH as well. SNF had four PhD candidates and five postdoctoral research fellows on its staff in 2022, and one public thesis defence was held. SNF achieved the highest-ever number of publication points in 2022, and articles by SNF's researchers were published in journals such as Management Science, Energy Economics, Journal of Theoretical Politics and Environmental and Resource Economics. Preliminary figures show 61.4 publication points in 2022, 51.9% of which at level 2.

Many master's degree theses are also affiliated to SNF projects, and some of the best are published in SNF's series of reports. Through externally funded activities, SNF contributes to increasing the overall research production at NHH and creates closer ties with the business community and the public sector. SNF makes an effort to involve these in research and as funding partners, and apart from the Research Council and the EU, its clients and partners have included the Norwegian Labour and Welfare Administration (NAV), the Ministry of Labour and Inclusion, the Ministry of Education and Research, the Directorate of Education and Training, the Directorate of Taxes, the Norwegian Competition Authority, FAO, Telenor, DNB, Equinor, Lærdal Medical, Deloitte, BIR and Western Bulk.

The SNF Foundation (Fund for Applied Research) also distributes up to NOK 1 million a year for stays abroad, events (workshops/conferences), funding of guest researchers, researcher recruitment, strategic initiatives and research infrastructure. Most of the funds support activities conducted by NHH staff. Because of the pandemic and its after-effects, there were fewer applications and allocations than usual in 2022.

NHH's researchers contribute to many research projects together with SNF's researchers. Some important ongoing projects in 2022 included:

- CASINO – Winners and losers in the climate casino: Arctic and marine resources under climate change (RCN)
- BESTEMT – Biological and Economic Strategies for Sustainable Ecosystem-services and Management (RCN)
- Cartel policy in the Nordic countries (Norwegian Competition Authority)
- HyValue – Norwegian Centre for Hydrogen Research (RCN et al., project owner NORCE)
- Climate Futures (RCN et al., project owner NORCE)
- SHIPTRACK – Improving ship and cargo tracking with multisource spatial data (RCN et al.)
- RaCE – Managing Radical Technology-Driven Change in Established Firms (RCN et al.)
- Dropout from higher education (Ministry of Labour and Inclusion)
- Well-schooled for work? School-work and work-school transitions, and the labor market returns to vocational education and training (RCN)
- Hi-Drive – Deployment of Higher Automation (EU, project owner VW)



SNF has seen positive development in many areas in recent years: The number of researcher FTEs has increased, publication in scientific journals has clearly improved and international funding has increased markedly. In 2022, SNF was awarded a new EU project, three big new projects for the Research Council and three projects for the Norwegian Competition Authority, among other things.

*Table 35: SNF – Externally funded activities (BOA)*

| (Figures in NOK 1,000)                       | Results |        |        |        |                    | Ambition |
|--|---------|--------|--------|--------|--------------------|----------|
|  | 2018    | 2019   | 2020   | 2021   | 2022 <sup>54</sup> |          |
| Income from national contribution activities |         |        |        |        |                    |          |
| - Research Council of Norway                 | 28,391  | 33,285 | 27,858 | 38,199 | 43,192             | -        |
| Income from national contract-based work     |         |        |        |        |                    |          |
| - Ministries and subordinate agencies        | 9,572   | 11,245 | 11,442 | 7,611  | 5,128              | -        |
| - Business and industry                      | 10,689  | 7,670  | 4,689  | 2,090  | 3,760              | -        |
| Income from international activities         | 1,957   | 4,164  | 5,679  | 6,741  | 2,805              | -        |

<sup>54</sup> The figures for 2022 are preliminary.





## COOPERATION WITH THE BUSINESS COMMUNITY AND SOCIETY

The Ministry's sector goal 1: High quality in education and research

The Ministry's sector goal 2: Research and education for welfare, value creation and adaptation

Development agreement goal 3: Top-level research

NHH's aim:

NHH shall disseminate research-based knowledge and set the premise and direction of public debate.

NHH shall strengthen interaction and cooperation with the business community and public institutions, and the alumni network shall be further developed.

### Cooperation for the common good

#### NHH objective 1: Cooperation for the common good

As a driver of innovation, change and sustainable development, NHH shall be a preferred partner for the business community and public institutions.

Cooperation with relevant external parties and a vigorous alumni network will play a key role in NHH's further development and provide our partners with relevant, high-quality insights.

Table 36: Cooperation for the common good

|                                      | Results |       |        |        |        | Ambition |
|--------------------------------------|---------|-------|--------|--------|--------|----------|
|                                      | 2018    | 2019  | 2020   | 2021   | 2022   |          |
| NOU committees with NHH participants | 10      | 8     | 8      | 16     | 10     | 10       |
| Alumni members                       | 8,746   | 9,856 | 10,600 | 11,390 | 12,230 | 12,000   |
| Alumni events                        | 16      | 26    | 6      | 10     | 17     | 25       |
| Alumni participants                  | 1,350   | 1,600 | 1,140  | 823    | 1,892  | 2,000    |

#### Assessment of results and goal attainment

NHH has agreements with 70 partners in the business community, public sector, organisations and business clusters, and 57 of them are involved in one or more research projects. The DIG research centre has the highest number of external relations, with a total of 23 affiliated partners. In addition, NHH takes part in research projects that also involve partners representing the social and business sectors, for example SFI Climate Future with 36 partners, FME HyValue with 44 partners and NTRANS with 41 partners.

#### Guest lecturers and company visits

Good contact with the business community, public administration and organisations is also important to give students practical insight into strategic and operational challenges they will encounter in the workplace. Guest lecturers make important contributions to teaching at both bachelor's and master's degree level. Senior executives from around 100 private and public enterprises participated as guest lecturers at NHH in 2022, and about the same number of businesses take part in careers fairs and other arenas for interaction with students. In total, 280 enterprises have visited NHH to give presentations at one of the on-campus activities.



### *Government-appointed expert committees*

NHH's researchers are in demand as members of a number of expert committees. Below is an overview of NOU committees in 2022 that included NHH staff:

- 'Et helhetlig skattesystem' (NOU 2022: 20). Professor Jarle Møen, Associate Professor Elin Sarai, Adjunct Professor Ola Kvaløy and Adjunct Professor Linda Nøstbakken were members of the expert committee.
- 'Inntektsmåling i jordbruket' (NOU 2022: 14). Professor Ola H Grytten chaired the committee.
- 'Fondet i en brytningstid' (NOU 2022: 12). Professor Karin S Thorburn and Professor Inger G Stensaker were members of the committee.
- 'Ny minerallov' (NOU 2022: 8). Associate Professor Jøril Mæland was a member of the committee.
- 'Et forbedret pensjonssystem' (NOU 2022: 7). Professor Ola H Grytten was a member of the committee.
- 'Nett i tide – om utviklingen av strømmettet' (NOU 2022: 6). Professor Mette H Bjørndal was a member of the committee.
- Professor Lars Sørgard was appointed chair of the Norwegian Energy Commission in 2022 ('Mer av alt – raskere' NOU 2023: 3).
- Professor Kurt R Brekke was appointed member of the official committee tasked with reviewing the public dental health service (*Tannhelseutvalget*) in 2022. The committee will be presenting its report in 2024 (NOU 2024).
- Associate Professor Malin Arve was appointed member of the official commission tasked with looking at the regulations for public procurements (NOU 2023).
- Associate Professor Aksel Mjøs was appointed chair of Norway's Nature Risk Commission in 2022 (NOU 2023).

### *Alumni*

NHH Alumni is an academic and social network for all former NHH students that helps strengthen the school's relations with the business community and society. This contact and the seminars and events organised by the network give alumni access to updated research conducted at NHH, at the same time as meeting places, competence sharing in networks and exchange of experience benefit the members both academically and socially. The alumni act as ambassadors for NHH and the network is an important resource in the school's development work.

From autumn 2022, the level of activity had returned to normal after the pandemic. Overall, the number of events was slightly lower than before the pandemic, but the participation of alumni was the highest ever, suggesting that the content of the alumni programme was good.

There were two alumni groups in 2022, where alumni acted as mentors for master's degree students. The 21/22 group concluded with 30 participants in spring, and then a record large group started up in autumn. For the first time, the mentoring programme will be held in English, and 64 participants will be following the programme over the course of a year. The intention is to enable international students to participate in the same way as Norwegian students, at the same time as we can use international alumni as mentors.

This provides a good basis for giving further priority to alumni in 2023. A survey conducted in 2022 included responses from about 550 alumni and will be used as guidance in the planning of activities going forward.



## Knowledge-based communication

### NHH objective 2: Knowledge-based communication

NHH's academic staff shall disseminate research findings and specialist expertise in order to provide insight, and strengthen public debate by challenging and influencing opinions.

Communication, dissemination and social responsibility will be an integral part of the academic communities and the staff's activities. The school's academic relevance is highlighted and enhanced by members of the academic staff participating in expert committees, boards and councils.

Table 37: Visibility in the media

|                               | Results |         |                       |                         |           | Ambition |
|-------------------------------|---------|---------|-----------------------|-------------------------|-----------|----------|
|                               | 2018    | 2019    | 2020                  | 2021                    | 2022      |          |
| Media stories                 | 4,917   | 4,372   | 6,612                 | 5,856                   | 6,309     | 5,600    |
| Research-related news stories | 2,499   | 2,956   | 3,712                 | 3,714                   | 3,859     | 3,500    |
| Opinion pieces                | 80      | 109     | 141                   | 113                     | 149       | 120      |
| Followers on social media     | 75,711  | 84,775  | 85,049                | 92,000                  | 96,200    | 100,000  |
| Unique users nhh.no           | 600,169 | 697,624 | 916,959 <sup>55</sup> | 1,098,898 <sup>56</sup> | 1,147,400 | 800,000  |
| Unique users NHH Bulletin     | 73,000  | 103,075 | 228,524               | 216,400                 | 250,041   | 150,000  |

### Assessment of results and goal attainment

#### Media stories

Media coverage of education, research and NHH's interaction with the business community and society is crucial in order to influence public debate. Participation in public debate is an important social mission, and sharing knowledge strengthens the school's reputation.

The number of media stories in 2022 was higher than the year before, but slightly lower than the peak year two years ago, which was dominated by stories on COVID-19 cases at NHH.

In terms of research-related stories and the number of opinion pieces, 2022 was the year with the highest activity ever. Increased impact among our most active researchers is one of the explanations for this, at the same time as media training courses and courses in writing opinion pieces have helped increase the breadth. NHH's researchers have been especially active on the topics of inflation, the grocery trade, petrol, electricity, energy, power shortages, taxes and the airline industry.

#### Social media

NHH's social media activities are intended to help achieve the school's goals and strategy objectives. The choice of channels and form of communication is based on the desired target groups and the channels' distinctive characteristics and culture of publication.

In 2022, NHH started using TikTok, primarily for the purpose of recruiting upper secondary school pupils to our study programmes. NHH now actively uses LinkedIn, Facebook, Instagram, Snapchat, Twitter, YouTube and TikTok and has almost 100,000 followers on social media. Almost one thousand posts in 2022 generated more than 41 million views in total.

<sup>55</sup> In 2020, NHH registered unusually high traffic on the website nhh.no from an automated service of unknown origin. All traffic from this service has been deducted from the figures presented in the annual report. The total traffic for the entire website would be 6.7% higher if these figures were included.

<sup>56</sup> Figures from automated services are not included. See the footnote above.



### *Website*

Traffic on NHH's website continued to increase in 2022. The website is structured to enable users to quickly find the information they are looking for, and most of the traffic is generated by searches for study programmes or information for students. Of the total of more than six million page views, nearly half were related to study programmes and students.

In addition, the research and news channel NHH Bulletin is widely read. The number of unique visitors increased by around 15% in 2022. Combined with social media posts, stories on research communication, study programmes and partnerships with the business community and social institutions receive frequent mention.

### *Podcasts*

NHH has three podcasts. The *Lederskap* ('Leadership') podcast released 12 new episodes that were played nearly 100,000 times in 2022, and is on Spotify's list of the hundred most popular podcasts in Norway. *Bærekraftseventyret* ('The sustainability adventure') released 37 new episodes that were played just over 40,000 times, and, in addition, six episodes were released of NHH Executive's podcast *Hvor skal du?* ('Where are you headed?').

### *Research communication to the public*

NHH participates in activities where researchers disseminate their research directly to an audience. Examples include the 2022 National Science Week in Bergen, which was back in full swing after the pandemic. The event targets children and young people in particular, and NHH made contributions in all the different arenas: Three NHH researchers gave tailored talks to approximately 300 lower secondary school pupils and two NHH students from the financial advisory service *Økonomiformidlingen* were hired to give lectures on personal finance. Furthermore, representatives from NHH attended several school visits, organised a two-day stand with experiments at the Science Fair, and one researcher took part in the Forsker Grand Prix competition. In addition, one of our researchers took part in the *Forskernatten* event at Bergen Aquarium.

## **An attractive meeting place**

### **NHH objective 3: An attractive meeting place**

NHH shall be an open and accessible institution that emphasises dialogue with its surroundings at the regional, national and international level.

NHH will offer a variety of academic meeting places that accommodate the needs of our network and various groups of stakeholders.

In 2022, NHH organised 19 events where we invited private and public sector employees for discussions, competence sharing and knowledge exchange. The events attracted more than 3,000 participants in total. With 500 attendees, the alumni conference was the biggest in terms of participation.

These will be high-quality meeting places and extend across the school's specialist areas. They will encourage creativity, discussion and knowledge exchange between researchers, representatives of businesses and society, students, alumni and other stakeholders.



### *Advisory committees*

In the same way as the University of Bergen and Western Norway University of Applied Sciences, NHH uses the Competence Forum for Vestland county as its Council for Cooperation with Working Life (RSA). The Rector attends the regular meetings of the forum. The Competence Forum is a forum for cooperation in Vestland county that devotes attention to developments in skills needs in the labour market and how the educational institutions respond to this. As a business school, NHH places strong, explicit emphasis on relevance. This is expressed through ongoing renewal and development of courses and programmes that meet the needs of the labour market. In recent years, particular focus has been given to the need for competence linked to sustainable value creation, digitalisation, technology literacy and (big) data analysis, both in the form of entirely new courses and programmes and as an integral part of existing ones. This development is well aligned with the development in skills needs communicated by both private and public sector enterprises in the Competence Forum. In that connection, NHH has noticed that the development in skills needs in the region largely coincides with the development at the national and international level.

NHH also has an Advisory Board consisting of national and international top executives from the business sector, public administration and leading business schools abroad. Its remit is to contribute external perspectives on NHH and to advise the Board of Directors and the senior management group on strategic issues with a view to developing NHH as an international leading European business school. NHH's Advisory Board normally convenes once or twice a year. In 2022, it contributed to the ongoing strategy process that resulted in the school's new strategy for 2022–2025. In addition, the Advisory Board discussed key aspects of NHH's international cooperation, emphasising NHH Innovation School, a partnership with German companies and educational institutions, and the school's participation in the European university alliance ENGAGE.EU – an important strategic initiative throughout the NHH organisation.



## ORGANISATION AND RESOURCES

The Ministry's sector goal 4: An efficient, diverse and robust higher education sector and research system  
Development agreement goal 2: Increased diversity

NHH's aim:

NHH shall have an efficient, flexible and adaptable organisation that facilitates high quality and excellent performance in education and research and in its cooperation with the business community and society.

### Human resources at the centre

#### NHH objective 1: Human resources at the centre

NHH will recruit, develop and retain highly qualified and motivated employees who possess sound and relevant expertise. NHH will promote diversity in all areas, with a particular emphasis on an improved gender balance in academic positions.

Table 38: Permanent and temporary FTEs<sup>57</sup>

|  | Results |       |       |       |       | Ambition |
|--|---------|-------|-------|-------|-------|----------|
|  | 2018    | 2019  | 2020  | 2021  | 2022  |          |
| Teaching, research and dissemination (UFF) <sup>58</sup>             | 250.2   | 256.2 | 278.9 | 286.0 | 280.8 | -        |
| Administrative FTEs <sup>59</sup>                                    | 127.4   | 124.6 | 135.3 | 154.2 | 151.3 | -        |
| Support staff for teaching, research and dissemination <sup>60</sup> | 12.0    | 10.0  | 12.0  | 13.0  | 14.0  | -        |
| Operations and maintenance <sup>61</sup>                             | 6.0     | 6.6   | 5.6   | 5.0   | 5.0   | -        |
| Other positions (apprentices)  | 1.7     | 2.1   | 2.9   | 2.0   | 3.7   | -        |
| Total  | 397.3   | 399.5 | 434.7 | 460.2 | 454.8 | -        |

Table 39: Proportion of temporary employees

|  | Results |      |      |      |       | Ambition |
|--|---------|------|------|------|-------|----------|
|  | 2018    | 2019 | 2020 | 2021 | 2022  |          |
| Temporary support staff for teaching, research and dissemination (%) | 0%      | 0%   | 0%   | 7.7% | 0%    | -        |
| Temporary employees in executive officer and analyst positions (%)   | 12.7%   | 9.3% | 6.7% | 9.9% | 9.0%  | -        |
| Temporary teaching and research positions (%) <sup>62</sup> (KD)     | 8.0%    | 6.8% | 6.9% | 8.7% | 11.1% | -        |

<sup>57</sup> As of 1 October.

<sup>58</sup> All academic positions, including PhD candidates, postdoctoral fellows, student assistants, adjunct positions and university librarians.

<sup>59</sup> Office positions, managerial positions, executive officers/advisers in the central administration and in the departments.

<sup>60</sup> Library positions, engineers.

<sup>61</sup> Maintenance managers, maintenance technicians, skilled workers.

<sup>62</sup> Excluding PhD candidates, postdoctoral fellows and adjunct professors (but including all other adjunct positions, i.e. adjunct associate professors and assistant professors).



Table 40: Academic staff – FTEs

|   | Results |      |       |       |      | Ambition |
|---|---------|------|-------|-------|------|----------|
|   | 2018    | 2019 | 2020  | 2021  | 2022 |          |
| Associate professors (including adjunct associate professors) <sup>63</sup>                       | 51.3    | 48.9 | 58.2  | 54.3  | 54.9 | -        |
| Professors (excl. adjunct professors) <sup>63</sup>   | 77.5    | 79.0 | 78.3  | 74.7  | 75.8 | -        |
| New employees in academic positions with a PhD from institutions outside Norway (%) <sup>64</sup> | 80%     | 60%  | 87.5% | 64.7% | 60%  | ≥ 50%    |
| Professor qualification   | 3       | 4    | 1     | 4     | 4    | -        |

Table 41: Proportion of international academic staff – FTEs (UA)<sup>65</sup>

|                                       | Results |       |       |       |       | Ambition |
|---------------------------------------|---------|-------|-------|-------|-------|----------|
|                                       | 2018    | 2019  | 2020  | 2021  | 2022  |          |
| Permanent employees (%) <sup>66</sup> | 27.3%   | 29.7% | 29.7% | 29.8% | 30.8% | ≥ 35%    |
| PhD candidates (%)                    | 55.4%   | 60.6% | 59.9% | 63.5% | 71.6% | ≥ 50%    |
| Postdoctoral fellows (%)              | 77.8%   | 75.0% | 88.2% | 83.7% | 78.4% | ≥ 50%    |
| Adjunct professors (%)                | 65.5%   | 69.7% | 71.1% | 62.0% | 65.2% | ≥ 50%    |

Table 42: Number of credits per academic FTE (KD)

|   | Results |       |       |       |       | Ambition |
|---|---------|-------|-------|-------|-------|----------|
|   | 2018    | 2019  | 2020  | 2021  | 2022  |          |
| Number of credits per academic FTE (KD) <sup>67</sup> | 648.4   | 636.6 | 600.8 | 646.8 | 629.6 | -        |

## Assessment of results and goal attainment

### Academic staff

NHH still succeeds in recruiting candidates for all vacant academic positions. The quality of the candidates is generally very good. Foreign nationals (international applicants) make up a substantial portion of the applicants, and the proportion of internationally recruited candidates for postdoctoral and tenure track positions is still well above NHH's ambition level.

Applicants for permanent positions are mainly recruited from among internal postdoctoral research fellows and employees in tenure track positions. This is a recruitment and career strategy that has been successful over many years. The advantage of internal applicants for permanent positions is that, through the tenure track, they have had the opportunity to qualify for permanent positions by focusing their research on NHH's priority research and teaching areas. All appointments to permanent positions are made following a public, international advertising process. This ensures that NHH hires the best qualified candidate, in accordance with the qualification principle (Section 3-1 of the University and University Colleges Act).

<sup>63</sup> The rector and vice rectors are reported as managers and are not included in the categories 'Associate professors (including adjunct associate professors)' and 'Professors (excl. adjunct professors)'

<sup>64</sup> Student assistants and adjunct positions are not included.

<sup>65</sup> Foreign nationals

<sup>66</sup> Professors, associate professors and assistant professors.

<sup>67</sup> Academic FTEs is a subset of UFF. Does not include full-time equivalents for specialist candidates, librarians, research assistants, and 'Other positions in teaching, research and dissemination'. Academic FTEs include PhD candidates.



The main rule at NHH is international recruitment. In addition to recruiting a high proportion of international candidates for research fellowships, NHH has also in 2022 succeeded in recruiting international candidates for tenure track positions (both postdoctoral fellows and associate professors). In addition, NHH is attractive to national and international candidates applying for ordinary postdoctoral positions. Associate professors in tenure track positions are included in the number of temporary employees in teaching and research positions. Tenure track positions are mainly used in the fields of finance and economics, and experience of the arrangement so far is very good.

NHH hired its first postdoctoral researcher in a tenure track position in 2016 and made its first permanent appointment under this arrangement following an early evaluation in 2021. From and including 2023, NHH will have candidates who have completed their period of employment in tenure tracks every year. NHH has been granted permission to fill up to 25 tenure track positions and currently has 14 staff members in tenure tracks (5 associate professors and 9 postdoctoral researchers).

NHH hired one female professor following an ordinary advertisement process in 2022, and four associate professors (one woman and three men) were promoted to professors after an internal round of applications. In addition, two staff members were awarded the status of merited lecturer under the internal merit scheme. NHH currently has eight merited lecturers.

The pandemic has not prevented internationally recruited staff from entering the country or given rise to other challenges for this group in 2022.

#### *Credits per academic full-time equivalent*

The number of credits earned per academic full-time equivalent remains relatively high, following a slight decline in 2020. The level is considerably higher than the average for state-owned institutions in the sector.

#### *Administrative staff*

The number of administrative full-time equivalents was more or less on a par with 2021. NHH has a good reputation in the labour market and largely succeeds in recruiting highly qualified members of staff for technical/administrative positions. In the same way as the labour market in general and other institutions in the sector, NHH faces recruitment challenges in some disciplines. This applies to finance and IT in particular, but also other disciplines find that the labour market is getting tighter.

#### *Temporary employment*

The proportion of temporary employees in teaching, research and dissemination positions has increased slightly since 2021. About half of those included in this figure are employees in adjunct positions under Section 6-6 of the Universities and University Colleges Act (with the exception of adjunct professors). The other half includes temporary replacements, student assistants and post-PhD short-term contracts.

Temporary employment in administrative positions is linked to temporary replacements, project positions or temporary operational tasks due to permanent staff being relieved of their duties for a period to attend to project duties. The proportion of temporary employees is more or less on the same level as in 2021.

A new system for case processing, archiving and process management will be implemented in 2023. Other administrative areas also need to start testing new digital solutions. This may entail a moderate increase in temporary staffing to ensure progress and continuity in both project tasks and operational tasks.





## Development of the organisation

### NHH objective 2: Development of the organisation

The culture at NHH shall promote a good working environment and active citizenship, where all parts at NHH are working together. NHH's organisation shall be characterised by professionalism, flexibility and efficient work processes and the ability to cooperate across departments and functions to achieve its goals.

#### *Organisational development*

NHH is increasing its attention on the development and implementation of more appropriate services to support the school's core activities, and on improving digital support systems. This takes place through structural changes to ensure better interaction with and utilisation of administrative resources and by increasingly digitalising work processes. The school's partnership with ENGAGE.EU is important with regard to developing shared principles for improvement and development in a number of areas relating to administrative management and support functions, including research collaborations, study partnerships and cooperation on important HR processes.

#### *Management and competence-raising*

In accordance with NHH's strategy, systematic managerial development at all levels will enhance personnel, research and strategic management. The school will invest in a broader management development platform to be able to adapt training and development to different organisational levels and areas of responsibility. At the same time, managers are offered training through the 'Everyday Management' programme, where the topics include practical information and the administrative aspect of management.

The school has developed a Norwegian language tuition course that is run by the Department of Professional and Intercultural Communication. The course is intended for non-Norwegian staff who are required to master the Norwegian language within two years of permanent employment. The participants develop the teaching schedule in cooperation with the course coordinator, and the course has been well received.

The staff develop competence through their participation in projects and working groups, by further developing their primary role and by taking on new responsibilities, in addition to more formal further education. In 2022, several members of the administrative staff were offered further education funded by central funds. The initiative has been well received in the organisation. Arrangements have also been made to facilitate sharing of knowledge and information.

NHH has been 'task lead' in the development of the ENGAGE.EU alliance's talent development plan. The plan is founded on the pillars of networking, mentoring and leadership.

#### *External work*

Over several years, NHH has used a system where all staff register external work activities in a digital system. Every six months, the school prepares an overview of all the external work our staff are involved in, and publishes it on the NHH website. The purpose is to give the general public an overview of the staff's external work and thereby contribute to transparency and trust in NHH's impartiality in public debate and academia.



### *Health, safety and the environment*

NHH makes continuous efforts to ensure systematic health and safety work and has engaged in several activities in 2022 in line with the school's strategy for 2022–2025 and the HSE action plan for 2021–2022.

In autumn 2022, all the school's staff were offered a fire safety course. Fire safety officers were also elected for each department/section, and those elected were offered an additional fire safety course.

In winter 2022, the school offered its PhD candidates a stress management courses in partnership with the occupational health service. An assessment was also initiated to look at what the school can offer its employees in terms of improved mental health.

NHH makes continuous efforts to ensure that all workspaces adhere to the universal design principle. Individual differences and needs for facilitation are addressed through workplace assessments carried out by the school's occupational health service. Recommended measures are followed up by testing and purchasing technical aids and ergonomically designed office furniture.

NHH has started work on revising the school's HSE handbook. The school has also revised its whistleblowing procedures and started looking at the possibility of offering health and safety courses adapted to the school's needs.

## **Robust financial flexibility**

### **NHH objective 3: Robust financial flexibility**

NHH shall increase its financial flexibility to ensure financial strength and stability and to create a basis for strategic initiatives. Financial flexibility shall be enhanced through increased income from externally funded research projects and the school's executive education programmes.

Financial strength and stability are preconditions for creating the flexibility to implement strategic initiatives. Striking a balance between annual allocations and long-term commitments and ensuring cost-efficient utilisation of resources are important principles in this context. The school's flexibility is also increased through a greater share of externally funded research activity and a transfer of excess funds from NHHE. This will enable financial resources to be channelled to initiatives that contribute to maintaining a high quality of research and teaching.

In terms of activities financed by government funding, considerable sums have been invested over the past three years in upgrading teaching and office premises, fixtures, fittings and AV equipment. As a result, NHH has laid a good foundation for adapting to requirements of research and teaching that may arise in future. In order to maintain and preferably raise the current standard of premises and equipment, future investment plans must take sufficient account of future reinvestments.

The school therefore keeps a strong focus on maintaining a cost structure that does not tie up an excessive share of the allocation in fixed costs. Payroll expenses for permanent employees constitute the largest share of fixed costs, and it is a long-term goal for NHH to keep this cost within 70% of the annual allocation, excluding rent to Statsbygg. Uncertainty about the long-term development of fixed costs such as electricity, IT equipment and software can challenge the ambition of maintaining fixed costs well within annual allocations in future. A new funding model in the sector is also expected to affect NHH's long-term cash flow.



The scope of externally financed research projects has increased in line with the adopted strategy. The budgeted income based on contracts entered into as of the end of the year was approx. NOK 106 million, while accrued income amounted to approx. NOK 84 million. This is an increase of NOK 16 million from 2021. Although the discrepancy between budgeted and accrued income is still relatively large, the level of activity is increasing. There is still a backlog of travel and seminar activity, as well as some delays relating to experiments.

The level of activity in executive programmes under the auspices of NHH Executive (NHHE) has increased steadily in recent years. After a slight decrease in 2020, turnover picked up again in 2021, and the trend continued in 2022. A considerable increase in externally funded activities accounts for more than half of the increase in income and represents an increasing share of total income. At the same time, costs have also increased in step with the return of more in-person teaching and because an increased number of credits in the EMBA programmes has led to higher teaching expenses. The contribution and profit margins have nonetheless been maintained at approximately the same level as in previous years. In this context, we must disregard 2021, when a high degree of online teaching contributed to net savings at the same time as income increased.

#### *Development in provisions for government funded activities*

The school's total reserves at the end of 2022 had been reduced to NOK 143.1 million. This includes an accumulated profit of NOK 44.5 million generated by NHHE. The school's reserves from unused allocations have been reduced by NOK 12.1 million in 2022 and amounted to NOK 98.5 million at year-end.

The budget for 2022 was based on an expectation that the level of activity would return to the same level as before the pandemic. At the end of the year, activities had still not returned to the level assumed in the budget, and accounting figures show that the costs incurred were significantly below budget.

One of the two main causes of this is delays in some of the planned investment activities, as some rebuilding projects that could potentially affect students were not completed during the summer and therefore postponed until summer 2023. In addition, not enough time was available after teaching in the autumn semester concluded to upgrade AV infrastructure for all study group rooms and auditoriums.

The other cause is an increase in externally funded projects, which has led to more academic activities being financed by external funds, at the same as the net contribution from externally funded activities to the academic groups exceeded the budget.

Goal attainment relating to the above-mentioned reserves will not be realised for some time, among other things in the form of upgrades of buildings that will facilitate new forms of teaching and contribute to a more forward-looking learning environment for students. It will also take some time to achieve the goals set for externally funded research project, among other things because new recruitment is needed to carry out the projects. Over and above this, goal attainment is not significantly affected.

An unused allocation of NOK 98.5 million at year-end represents 17% of the government funding for the year. Of this amount, 5% has been allocated to various research initiatives in the departments. As described above, it is important to ensure that both physical and digital infrastructure is equipped to meet future requirements of flexible, modern teaching venues. Although large parts of the building complex have recently undergone extensive renovation, there is still a need to upgrade both physical and digital infrastructure. Of the total of NOK 116.4 available under the revised investment plan for the



period 2023–2033, NOK 79 million has been allocated to upgrade rented premises, with fixtures and fittings, and NOK 45 million to upgrade IT infrastructure, equipment and AV equipment.

At year-end, the financial situation is deemed to be good.

### Funds to maintain progress of study

NHH was awarded NOK 1,299,000 to implement measures that will ensure academic and social follow-up of students. The school spent NOK 1,107,633 of these funds in 2022. It was especially important for NHH to spend the funds on projects and measures that benefited the entire student body. The school's management and the student association NHHS have engaged in extensive dialogue about how the funds should be spent. Large grants were made to the project 'Avbrekk i eksamensperiodene' (through NHHS) and activities during Welcome Week. One of the biggest individual grants was made to the initiative 'Vennelunsj', the purpose of which is to prevent loneliness among students. Furthermore, grants were awarded to extended academic follow-up in various courses on the bachelor's programme and for organisational development of the student counselling services.

### Funds allocated via other chapters

NHH has not received funds via other chapters in 2022.

### Modern infrastructure and campus development

#### NHH objective 4: Modern infrastructure and campus development

The buildings, property and infrastructure at NHH shall be of a high standard and support our ambitions of creating an excellent working and learning environment.

#### IT infrastructure

The main focus in the work on NHH's IT infrastructure is the architecture and running of IT services, as well as user support for academic staff, administrative staff and students. NHH runs its own core services itself, with the exception of some centralised business applications (including FS, P360, Crislin and Canvas).

During the period, NHH has carried out a significant upgrade of AV installations in auditoriums and meeting rooms in all the school's buildings. The school now has very modern, up-to-date digital AV infrastructure.

Targeted efforts will ensure that NHH maintains digital infrastructure that is perceived as efficient, appropriate and of a high standard at all times, so as to support research, teaching, digitalisation and administrative units. This entails deliveries of up-to-date, modern and stable IT services supported by a high service level. IT services shall help the users to achieve their goals and have the ability to create added value.

NHH recognises the importance of having a competent IT organisation that, together with sufficient capacity in the infrastructure, ensures high availability of services. IT infrastructure and services are important elements in the school's work on campus development.



### Management of buildings and premises

Buildings and infrastructure are important strategic tools to achieve education and research of higher quality. The school's buildings shall be cost-effective with an efficient layout and environmentally friendly, forward-looking solutions that facilitate modern forms of working and teaching.

The vision for NHH's premises is to create a modern, vibrant campus that enables students and staff to deliver research and education at a high international level. Keywords to describe the desired premises are: flexible, forward-looking, user friendly and unifying. Good facilities will contribute to increased cooperation, interaction and satisfaction. In 2022, NHH has adapted new areas for student-active learning, established new activity-based work stations and a new shared staff canteen, which facilitate multipurpose use and flexibility in that the space also includes workplaces for students. In addition, NHH rents premises in Bergen city centre with workspace for 200 students.

### Societal and impact goals for building projects

#### *Building projects still in the construction phase*

NHH currently has no building projects in the construction phase. In 2022, NHH has carried out several minor structural alterations to adapt premises to new needs and expectations.

The societal and impact goals of completed building projects and renovated premises have been thoroughly described in previous annual reports.



## SUSTAINABILITY

Sustainability holds a central place in the strategy for 2022–2025 and NHH’s mission statement *‘Together for sustainable value creation’*. NHH as a *driving force for sustainable value creation* is also at the core of one of the three strategic priority areas that span the entire organisation. These priority areas will ensure that NHH lives up to its mission statement and help achieve NHH’s goal of being an international leading European business school that takes social responsibility very seriously: *Through research, education and cooperation with its surroundings, NHH shall contribute to sustainable value creation in business and society as a whole.*

Sustainability is also reflected in the school’s international partnerships. It is *CEMS*’s vision to educate responsible leaders who can contribute to a more open, inclusive and sustainable society, while *ENGAGE.EU* emphasises active social commitment. Through knowledge and international cooperation, the alliance aims to equip new generations to deal with important societal challenges. *PRME* is a United Nations-supported initiative that aims to raise the profile of sustainability in educational institutions around the world.

The school’s clear emphasis on sustainability is also illustrated internally in the organisation through the *Mission Award* prize launched in 2022. The prize will be awarded to individuals or groups that have helped achieve NHH’s mission statement *Together for sustainable value creation*. In 2022, the prize went to research and dissemination in sustainable business models and to international cooperation in connection with *ENGAGE.EU*. In 2022, NHH’s annual *Lehmkuhl lecture* addressed climate change under the title *Hot or Not in a Time of Urgency*.

### *Sustainability in education, research and cooperation with society and business*

Sustainability issues and topics are included in a number of the courses offered in NHH’s study programmes, and are integrated in many of the traditional business courses.

In 2022, a survey was conducted that indicates that about 10% of the compulsory credits in NHH’s bachelor’s programme are directly related to sustainability. In addition to compulsory courses, NHH has a well-developed portfolio of specialised sustainability courses. The school makes continuous efforts to develop its sustainability activities and highlight them in both existing courses and new initiatives under its own auspices and in international partnerships. After the previous strategy (2018–2021) was adopted, a plan was devised for how this increased focus on sustainability was to be reflected in the study programmes. Part of this action plan entailed incorporating sustainability into the learning outcome descriptions for the different study programmes. To ensure that sustainability is adequately represented in all study programmes, the school now uses the Assurance of Learning (AoL) process linked to the AACSB accreditation.

In the PhD programme, research on sustainability is highlighted in all the specialisations. A series of seminars on sustainability was launched in 2022. It is in two parts, consisting of a common introduction seminar followed by a series of seminars exemplifying sustainability in each of the specialisations. The topic of several of this year’s PhD dissertations was directly linked to sustainability, including sustainable business models, attitudes to inequality, tax and aspects of distribution.

NHH’s executive education portfolio also increasingly incorporates sustainability issues. Circular economy is a very popular topic of study, at the same time as sustainable finance and similar issues are on the rise.



NHH has developed an online course called ‘*Business Models for Sustainability*’ in what is known as a MOOC together with a number of European business schools. The course was launched in 2022 and is free of charge and available to anyone who is interested. Over the first three months, 1,200 people completed the course.

Research conducted at NHH contributes to sustainable societal development and helps resolve the challenges facing society. This is highlighted through, among other things, NHH’s work on *impact cases*: NHH’s knowledge contribution promotes efficient, sustainable businesses and public institutions, well-functioning markets, good distribution mechanisms and input for policy development. NHH’s research thus contributes both directly and indirectly to sustainable value creation.

The research covers social science aspects across the whole spectrum of the UN Sustainable Development Goals. Much of the research conducted at NHH’s research centres and in research publications is centred on contributions linked to the following SDGs: *Good health and well-being* (3), *Gender equality* (5), *Affordable and clean energy* (7), *Decent work and economic growth* (8), *Industry, innovation and infrastructure* (9), *Sustainable cities and communities* (11), *Responsible consumption and production* (12) and *Peace, justice and strong institutions* (16).

NHH coordinates and takes part in several externally funded centres and research projects in which sustainability holds a central place, for example:

- *SFF FAIR (Centre for Experimental Research on Fairness, Inequality, and Rationality)*
- *FME NTRANS (Norwegian Centre for Energy Transition Strategies)*
- *FME HyValue (Norwegian Centre for Hydrogen Research)*
- *SFI Climate Futures*
- *Distributional Effect of Environmental Policy*
- *#SustainX (Sustainable by Design: Experimentation for Sustainable Business)*
- *Fairness and the Moral Mind*
- *Understanding the global effect of corporate tax reforms*
- *Childhood gap, Parenting Styles and Life Time Inequality*
- *Reducing Inequality Through Complementarities in Investments in Education and Health*
- *Redesigning the Dividend Withholding Tax & Closing the Loopholes*
- *The Freedom to Choose*
- *Intra-Household Resource Allocation and Targeted Transfers*
- *Norwegian Center for Taxation*
- *Freight Logistics in Smart Cities*
- *Work skills for life: A work readiness programme to prepare the transition from secondary school*
- *Education for Sustainable Job Creation*
- *When macro meets micro: Global challenges and heterogeneous responses in Norway*

NHH’s researchers are members of a number of expert committees in which sustainability makes up an important part of the remit, including *Naturrisikoutvalget* (Norway’s Nature Risk Commission), *Skatteutvalget* (the Tax Commission), *Minerallovutvalget* (the Mineral Act Committee), *Pensjonsutvalget* (the Pension Committee), *Strømnettutvalget* (Committee on the Electricity Network), *Energikommisjonen* (the Energy Commission) and *Anskaffelsesutvalget* (the Procurement Commitment). NHH also makes contributions in several clusters where sustainability plays a key role, including *Energiomstilling Vest*, *NCE Maritime Clean Tech*, *Connect Vest* and other partnerships with the business community, such as the climate initiative *SKIFT* and *the Norwegian Climate Foundation*.



### *Sustainable operations and Eco-Lighthouse certification*

NHH has emphasised sustainability in operations for a long time, and plans have been developed and measures implemented to meet the challenges we are facing. This includes procedures for waste management, energy consumption and procurements. NHH was certified as an Eco-Lighthouse on 10 November 2020, and is up for recertification in 2023. A new assessment will be made of measures taken in connection with recertification, potentially resulting in adjustments and new investments in targeted measures. The school's Eco-Lighthouse certification is well aligned with the organisation and provides a good basis for further incorporating sustainability in all the school's areas of activity, including a development path towards a climate neutral NHH.

In the efforts to reduce NHH's climate footprint, it is vital to strike a good a balance between the goals we endeavour to achieve and the measures implemented to that end. The following basic principles are therefore decisive to assessing the expediency of potential measures:

- Clarity in context
- Accuracy
- Vital importance
- Proportionality (reasonable balance between goals and means/measures)

Most of the current elements included in the school's environmental work satisfy these principles and are perceived as reasonable and uncontroversial. The criteria listed above will form the basis for all further work on sustainability and inform new action plans and initiatives at NHH.





## DEVELOPMENT AGREEMENT 2019–2022

NHH entered into a development agreement with the Ministry of Education and Research from and including 2019, following a process that involved input from the school and dialogue with the Ministry. One of the main intentions underlying the agreement was that it would be used to boost areas that the Board and management believe require special attention and efforts to ensure implementation. The goals of the development agreement have consistently been closely aligned with key goals and sub-goals in NHH's strategy.

Goals and performance indicators in the development agreement:

### 1. Renewal and relevance

- Development of course/programme content related to analytics skills, business models and management challenges in a digital economy with rapid innovation (quantitative and qualitative development goals for all study programmes during the period, based on e.g. learning outcome descriptions)
- Relevance (quantitative and qualitative development goals during the period, incl. the scope of internships, labour market surveys, study quality targets in the Study Barometer)
- Development of collaborations with national and international institutions (quantitative and qualitative goals)

### 2. Increased diversity

- Increase the number and proportion of internationally recruited full-time master's degree students
- Gender balance in all NHH's study programmes, cf. that NHH's strategy specifies a goal of at least 40% men and women on all study programmes
- More even distribution of students with regard to geographical and other socio-economic characteristics
- Increase the proportion of women in tenure track positions and the proportion of international employees appointed to permanent academic positions

### 3. Top-level research

- Increase the number of publications in top journals
- Increase the amount of funds awarded by the RCN and the EU
- Increase the number of applications for the RCN and the EU (scope and quality of applications)
- Qualitative assessment in the form of impact cases that show how research contributes to societal challenges

## Assessment of goal attainment

### 1. Renewal and relevance

*Renewal and development relating to analytical skills, business models and management challenges in a digital economy with a high pace of innovation.*

The content of NHH's study programmes is constantly changing. Development takes place by making changes to existing courses, introducing new topics and using new tools, in addition to offering new compulsory or elective courses. Finally, the establishment of new programmes will provide opportunities for reorientation.



*Table: Technology-related courses*

| Diplomas that include courses in programming and/or big data analysis (%) | Results |      |      |      |      | Ambition |
|---|---------|------|------|------|------|----------|
|   | 2018    | 2019 | 2020 | 2021 | 2022 |          |
| Bachelor's degree (over and above compulsory course)                      | -       | 50%  | 59%  | 37%  | 29%  | 50%      |
| Master's degree (MSc EBA and MSc AA)                                      | -       | 80%  | 91%  | 92%  | 93%  | 100%     |

The development agreement that will now be replaced has focused on analytical skills and courses in programming and big data. At bachelor's degree level, these topics have been strengthened within the framework of the programme's compulsory courses. The proportion of students who chose further specialisation in the topic declined in 2022, however, due to the unexpected loss of a key elective course. The proportion is expected to pick up again when the number of courses on offer increases.

At master's degree level, the proportion of students who have taken courses in programming and/or big data analysis has steadily increased, and the range of such courses has stabilised in most specialisations. NHH's course catalogue in digital business development and transformation has been expanded through the addition of new courses developed in-house and courses developed and offered by ENGAGE.EU.

In addition to efforts at course level, a new, specialised bachelor's degree programme focusing on the relationship between business and information technology is currently being developed. The programme will be considered by the Board in spring 2023 and tentatively start up in autumn 2024.

#### *Relevance and job relevance*

NHH has carried out programme evaluations of all its three full-time programmes in the period 2018–2022, and the programme descriptions have subsequently been updated and renewed. NHH has succeeded in producing graduates who possess expertise and skills that are highly relevant in the labour market. This is supported by strong results in the Study Barometer survey and in terms of perceived relevance, but not least in how graduates are received in the workplace.

*Table: Labour market*

| Labour market for new graduates (master's degree)   | Results |       |       |       |       | Ambition |
|---|---------|-------|-------|-------|-------|----------|
|   | 2018    | 2019  | 2020  | 2021  | 2022  |          |
| Master's graduates employed in relevant work six months after graduation (%)                                  | -       | 96.6% | 92.3% | 95.9% | -     | -        |
| Graduates in employment within 6 months (%). NHH's own labour market survey                                   | 92.1%   | 89.7% | 92.6% | 94.3% | 93.6% | -        |
| 'The programme makes me competitive in the international labour market'. NHH's own labour market survey (1–5) | 3.9     | 4.0   | 4.0   | 3.9   | 4.0   | ≥ 4.2    |
| 'The programme has given me a relevant theoretical basis'. NHH's own labour market survey (1–5)               | 4.3     | 4.4   | 4.4   | 4.5   | 4.3   | ≥ 4.5    |

Students who are admitted to NHH through the Norwegian Universities and Colleges Admission Service (Samordna Opptak) will start on a course of study that involves both a bachelor's and a master's degree programme. This means that relatively few students leave the school after completing their



bachelor's degree, and most of those who do start on a master's degree programme abroad. NHH's annual labour market survey is therefore only distributed to master's degree students, who consistently and over time report that they manage to land good, relevant jobs.

#### *Internships and international collaboration*

NHH has made systematic efforts to increase the number of students who take an internship abroad as part of their education at the school. This work was strongly affected by the pandemic, however.

*Table: Internships*

| International internships as part of a study programme at NHH | Results |      |      |      |      | Ambition |
|---|---------|------|------|------|------|----------|
|   | 2018    | 2019 | 2020 | 2021 | 2022 |          |
| Bachelor's level  | 8       | 19   | 8    | 3    | 16   | -        |
| Master's level  | 104     | 98   | 45   | 66   | 61   |          |

From 2023, the school will also be offering an internship in Asset Management in Norway, as part of the MSc EBA programme. The offer came about as a result of a collaboration between Finance Norway and NHH, with Norges Bank Investment Management as a key initiator. In addition, a high percentage of NHH students take internships during their holidays or while working, but no complete overview or figures are available as this takes place at their own initiative.

NHH continues to develop its partnerships with international institutions, and has, for example, increased the number of double degree programmes to nine during the period. The most important measure taken, however, is the school's membership of the European university alliance ENGAGE.EU. The alliance gives NHH a unique opportunity to work with excellent foreign institutions that can help us improve in terms of both teaching and research. Moreover, the partnership is an important strategic initiative that helps us fulfil our social mission and provides new opportunities for our students. Together with other business/economics and social science institutions – including three other CEMS schools – the school develops both full-time and executive courses and programmes, emphasising expertise and restructuring needs linked to major societal challenges. Examples of such challenges are digital transformation, demographic changes and climate change.

## **2. Increased diversity**

- Increase the number and proportion of internationally recruited full-time master's degree students
- Gender balance in all NHH's study programmes, cf. that NHH's strategy specifies a goal of at least 40% men and women on all study programmes
- More even distribution of students with regard to geographical and other socio-economic characteristics
- Increase the proportion of women in tenure track positions and the proportion of international employees appointed to permanent academic positions

#### *Number and proportion of internationally recruited full-time master's degree students*

NHH's goal of increasing the proportion of internationally recruited full-time master's degree students was affected by the pandemic. Extensive efforts have been put into the marketing and recruitment strategy for this group, however, which is assumed to make us better equipped to meet our ambitions going forward.



Table: International recruitment

|  | Results |      |      |      |      | Ambition |
|--|---------|------|------|------|------|----------|
|  | 2018    | 2019 | 2020 | 2021 | 2022 |          |
| Students with an international degree (number enrolled)      | 117     | 111  | 75   | 121  | 88   | 120      |
| Students with an international degree (% of number enrolled) | 17%     | 16%  | 10%  | 16%  | 13%  | 17.5%    |

### Gender balance

Work on achieving greater gender balance in NHH's study programmes has taken place along several axes, and long-term efforts have been dedicated to how NHH and business programmes are presented to potential applicants in upper secondary school.

Table: Proportion of female students

| Female students (% of number enrolled)                 | Results |      |      |      |      | Ambition |
|--|---------|------|------|------|------|----------|
|  | 2018    | 2019 | 2020 | 2021 | 2022 |          |
| BSc Programme in Economics and Business Administration | 34%     | 37%  | 41%  | 39%  | 42%  | 40–60%   |
| MSc Programme in Economics and Business Administration | 43%     | 36%  | 37%  | 38%  | 33%  | 40–60%   |
| MSc Programme in Auditing and Accounting               | 36%     | 47%  | 41%  | 47%  | 40%  | 40–60%   |
| PhD programme (new PhD contracts)                      | 10%     | 42%  | 55%  | 52%  | 50%  | 40–60%   |
| NHHE Open programmes                                   | -       | 57%  | 52%  | 57%  | 61%  | 40–60%   |
| NHHE Non-credit-bearing programmes                     | -       | 38%  | 58%  | 56%  | 47%  | 40–60%   |

Five of the six study programmes have seen positive development in the period as a whole, and have achieved the ambition set for 2022 to have at least 40% of each gender enrolled. The exception is MSc EBA, however, which has seen negative development overall during the period, and where the figures for 2022 were below the ambition. Targeted efforts are still devoted to increasing this share.

### Geographical and socio-economic diversity

NHH seeks to recruit students from across the country and makes targeted efforts to identify appropriate tools for achieving this. The results in the period are mixed, but there are indications that the number of students from some of the areas that have previously been under-represented is increasing. The development over time is nonetheless not clear enough to identify a certain trend.

Table: Geographical and socio-economic distribution

| Geographical and socio-economic distribution (enrolled)           | Results          |                  |                 |                  |                  | Ambition    |
|---|------------------|------------------|-----------------|------------------|------------------|-------------|
|   | 2018             | 2019             | 2020            | 2021             | 2022             |             |
| Eastern Norway,<br>- Oslo   | 44%<br>7%        | 48%<br>8%        | 55%<br>11%      | 43%<br>14%       | 49%<br>17%       | -           |
| Western Norway<br>- Bergen <sup>68</sup><br>- Stavanger           | 45%<br>12%<br>1% | 44%<br>11%<br>1% | 33%<br>7%<br>1% | 45%<br>28%<br>2% | 38%<br>16%<br>5% | -<br>-<br>- |
| Central Norway,<br>- Trondheim <sup>69</sup>                      | 5%<br>2%         | 5%<br>2%         | 4%<br>1%        | 5%<br>4%         | 5%<br>3%         | -           |
| Southern Norway   | 2%               | 2%               | 4%              | 5%               | 5%               | -           |
| Northern Norway   | 3%               | 2%               | 3%              | 2%               | 3%               | -           |
| City districts Oslo (enrolled) (UA): <sup>70</sup><br>- East Oslo | -                | 1%               | 2%              | 3%               | 2%               | -           |

<sup>68</sup> From 2021, the numbers for Bergen are based on students from the whole of the municipality, rather than just the postal district.

<sup>69</sup> From 2021, the numbers for Trondheim are based on students from the whole of the municipality, rather than just the postal district.

<sup>70</sup> The breakdown by districts in Oslo is based on postal codes in accordance with the east-west socio-economic divide. Postal codes are lacking for 19 of 75 of the students from Oslo who enrolled in autumn 2019.



*Increase the proportion of women in tenure track positions and the proportion of international employees appointed to permanent academic positions*

The proportion of female professors (1013) and associate professors in 2022 was 17% and 34%, respectively. These are mainly permanent positions characterised by stability, low turnover and few new appointments. Combined with strong competition for highly capable women in the field, both nationally and internationally, these factors are important in explaining the relatively constant trend. For the category professor, this means a decline after several stable years of around 20% women. The number in each category is low, and minor changes therefore make a big difference. A total of four staff members were promoted to professor in 2022, one of whom was a woman.

NHH places great emphasis on recruiting women for tenure track positions. The long-term aim is that a higher proportion of women in this category will contribute to increased recruitment of female associate professors and professors. In 2019, 2020, 2021 and 2022 alike, a larger proportion of women than men were called in for interviews and *flyouts*. Nonetheless, only one in five tenure track positions was filled by women in 2019, while all five tenure track positions in 2020 were filled by men. In 2021 and 2022, two out of three tenure-track positions (66.7%) were filled by women.

### 3. Top-level research

*Increase the number of publications in top journals*

Top-level research means that NHH strives to ensure that research conducted at the school is of high international quality. Indications of this are publications with ABS 4 and 4\* rating, NHH's publication bonus list and level 2 publication points.<sup>71</sup> In light of the long-term nature of research, major variations are to be expected from one year to the next.

Top-level publication holds a central place in NHH's strategy. It is addressed in the departments and research centres' action plans, as well as in performance appraisal interviews, and is reflected in recruitment and incentive schemes.

The table below shows the number of ABS 4 and 4\* publications, the number of level 2 publications and the number of bonuses granted per year.

|                                |      |      |      |      |      |      |      |      | Annual average |           |
|--------------------------------|------|------|------|------|------|------|------|------|----------------|-----------|
|                                | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2015–2018      | 2019–2022 |
| ABS 4 and 4*                   | 21   | 19   | 32   | 32   | 26   | 35   | 37   | 31   | 26.0           | 32.3      |
| Number of level 2 publications | 61   | 69   | 91   | 65   | 59   | 90   | 81   | 72   | 71.5           | 75.5      |
| Number of bonuses              | 13   | 13   | 22   | 19   | 23   | 26   | 26   | 22   | 16.8           | 24.3      |

NHH has seen a considerable increase in the number of top-level publications during the period covered by the development agreement. The annual average for ABS 4 and 4\* has increased from 26.0 to 32.3 publications per year, and the average for the number of level 2 publications has increased from 71.5 to 75.5. The number of publications granted a bonus has increased from 16.8 to 24.3.

<sup>71</sup> The ABS list (Academic Journal Guide 2021 – Chartered Association of Business Schools, [charteredabs.org](http://charteredabs.org)) rates 1,582 academic journals in business and management field. Journals rated 4 constitute the top journals in their field, and publication is subject to very stringent quality requirements. Journals rated 4\* are characterised as 'Journals of Distinction' and are considered world leading in their fields. Publications at national level 2 cover journals that are considered leading in their field and cover around the top 20% of academic journals. NHH's bonus list is also made up of top journals in their field, especially ABS 4\*, and journals on the FT ranking.



*Increase the number of applications for the RCN and the EU (scope and results)*

NHH shall succeed in the competition for externally funded top-level research projects. This constitutes an important confirmation that research conducted at NHH maintains high international quality. In the EU system, this applies to Pillar I Excellent Science (ERC, MSCA), and in the RCN system, Groundbreaking Research (including FRIPRO, Young Research Talents). The competition in these arenas is fierce, which is reflected in the low acceptance rate for applications submitted to both the EU and the Research Council,<sup>72</sup> and thereby great variation from year to year for the individual institution.

Externally funded research holds a central place in NHH's strategy. In the same way as for publications, the objective is addressed in action plans and performance appraisal interviews and reflected in recruitment and incentive systems.

The table below shows the number of applications submitted and granted for the period covered by the development agreement, and for the previous four-year period.

|           | EU Excellent Science   |                      | RCN Excellence         |                      |
|-----------|------------------------|----------------------|------------------------|----------------------|
|           | Applications submitted | Applications granted | Applications submitted | Applications granted |
| 2015–2018 | 11                     | 2                    | 15                     | 6                    |
| 2019-2022 | 23*                    | 3                    | 28                     | 4                    |

\*Three of the applications submitted in 2022 are still pending

NHH has seen a considerable increase in the number of applications during the period covered by the development agreement. The acceptance rate for NHH's applications under EU Excellent Science was 15% during the period, i.e. above the average for the funding arena in both periods, even with double the number of applications.<sup>73</sup> The acceptance rate for Groundbreaking Research (RCN) was 14% during the period, which is also above the average, but lower than the record rate achieved in the previous four-year period.

*Qualitative assessment in the form of impact cases that show how research contributes to societal challenges*

Through relevant and independent research, NHH shall contribute to decisions that promote efficiency, innovation and sustainable value creation in businesses and public institutions. The knowledge base gained from research contributes to changes in society by impacting public debate, resulting in better decisions in society and business and giving rise to changes in legislation and regulations. The process from research is conducted in collaboration with stakeholders until its contribution to society is realised is normally long. When documenting contributions to society, it is therefore also important to highlight how research impacts public debate during the process.

NHH has always given high priority to the relevance of research and contributions to society. An important contribution during the development agreement period has been emphasis on the societal contributions of research in all arenas, including NHH's board and strategy meetings, in meetings of heads of department, in the research committee and in the research groups. Furthermore, systematic efforts are devoted to dissemination, cooperation with society and the business community, and to raising awareness of and highlighting NHH's contributions to society. An annual collection of impact cases from the departments and research centres has also been initiated, with a view to highlighting these in the media and on websites.

<sup>72</sup> For the Research Council, the acceptance rate has normally varied between 5% and 12%, and in the EU between 8% and 15%, with variations from one call to the next.

<sup>73</sup> The acceptance rate for 2019–2022 was 15% (preliminary figure), and for 2015–2018 18%. Three of the applications submitted in 2022 are still pending and have thus not been included in the calculation.



NHH's research contributes to social development in the short and long term, which is reflected in a number of areas:

- **Efficient, sustainable businesses and public institutions:** Research aimed at governance and management of organisations contributes to efficient, sustainable businesses and public institutions. Impact cases in this area are linked to e.g.:
  - sustainable business models
  - better global integration and strategies that foster competition
  - efficient, sustainable public procurements
  - service innovation
  - good governance, including process and digitalisation management
  - language and management in multicultural organisations
  - production processes in forestry and shipping
  
- **Well-functioning markets:** Markets hold a central place in economic research, where well-functioning markets are an important premise for a sustainable society. Impact cases in this area are linked to e.g.:
  - competition policy and dealing with market failures, including in retail, finance and media
  - market design, regulation and pricing in electricity markets
  - measures to achieve better risk management, including pricing and valuation models
  
- **Distribution and fairness:** Research on distribution mechanisms is important for the development of society. Impact cases in this area include:
  - the tax system
  - policy to reduce tax planning in multinational enterprises
  - measures to raise tax morale and achieve better tax collection
  - adaptation of the 'fiscal rule', including with regard to fiscal policy development and implications for intergenerational distributions
  - research in a completely different area has contributed to a more efficient, fair organisation of football tournaments in South America
  
- **Equal opportunities and diversity:** Research may also have direct implications for diversity in society and opportunities for the individual. Impact cases in this area include:
  - effects of gender quotas on boards
  - measures to improve the living conditions of young women in Tanzania
  - measures aimed at early life stages (pregnancy leave, kindergarten and measures to combat poverty) in order to strengthen the opportunities of individuals
  
- **Legislation and policy development:** A common denominator for many of the above-mentioned contributions to society is their impact on the development of legislation and policy. Examples include competition policy, language policy, tax policy, energy policy, fiscal policy, equality and diversity policy and welfare policy.



## Chapter IV. Management and control of NHH's activities

### *The Board of NHH*

NHH's Board is the school's supreme governing body, with overall responsibility for all the institution's activities. The Board is responsible for strategy development, resource management and result reporting, and for ensuring that the organisation is run efficiently within the framework set by the superior authorities. The Board shall ensure sound financial management based on a long-term strategic assessment, and ensure that laws and regulations, guidelines and requirements adopted by the Ministry are complied with.

### *Governance model*

In 2017, NHH went from a two-part to a unitary management structure consisting of an appointed rector and an external chair of the board. In 2021, NHH went from elected to appointed heads of department, and a consistent management model has thereby been established throughout the organisation.

The Rector has chief academic and administrative responsibility and is appointed for a fixed term. At the start of 2021, NHH's Board decided to appoint Rector Øystein Thøgersen for a new four-year period (2021–2025). In spring 2021, appointment processes were carried out for the vice rectors and heads of department for the same period, and Karen Helene Ulltveit-Moe was appointed the new Chair of the Board by the Ministry of Education and Research.

## Overall assessment of management and control

Management and control of NHH's activities is generally good. The school makes continuous efforts to improve and further develop procedures and systems for reporting and quality control.

### *Follow-up of goals and performance requirements*

In addition to the month-end close, accounts and budgets are reviewed at the end of each four-month period. Through close dialogue between the respective entities and the Office of Finance and Accounting, any discrepancies are identified and explained, and projections developed for the year. Salary projections are prepared at the end of each four-month period, and otherwise as necessary. Reports containing explanations of discrepancies and projections are presented to the Board at the end of each four-month period, together with the external accounts.

### *Compliance with laws and regulations*

Expedient procedures have been established to ensure compliance with laws and regulations in the area of finance. The school endeavours to maintain high awareness of the fact that economic crime is becoming increasingly sophisticated and taking on new forms. As a consequence, emphasis is placed on a continuous critical evaluation of different procedures with regard to measures that may reduce the likelihood of being targeted for fraud.

See also the sections *System for risk assessment and internal control* and *Information security and data protection*.

### *Relevant and reliable performance and accounting information*

The school has good procedures in place to ensure that the accounts are submitted in accordance with the Provisions on Financial Management in Central Government and the central government accounting standards. Through information meetings with staff with budget responsibilities, and in connection with the preparation of internal guidelines and procedures, the Office of Finance and Accounting endeavours





to ensure uniform practice by all the entities. Areas that are often in focus include hospitality, reverse charge, capitalisation, using existing agreements in connection with procurements, and accrual of income and expenses. At the same time, work continues on improving internal procedures and expertise relating to the TDI model in the research projects. Among other things, the part of the project module in UNIT4 ERP that concerns electronic time capture and absence registration was taken into use from and including 2022. Work has been carried out throughout 2022 to start using additional functions to ensure that the correct number of hours spent on externally funded projects is registered, and this work will continue in 2023.

#### *Efficient use of resources*

NHH's ambitious goals give rise to requirements for increased activity and higher quality in prioritised areas. Examples include an increased need for administrative competence in applying for and managing EU projects, the need for advanced technical expertise linked to e.g. data management, and expertise relating to NHH's participation in the European university alliance ENGAGE.EU. This requires efficient utilisation of available resources. Routine tasks must be made more efficient, and resources that are freed up must be made available for new priority tasks. Digitalisation and competence development are therefore essential. It is equally important to develop the organisation to ensure necessary management and change capacity, at the same time as satisfactory organisational support is ensured.

Organisational adjustments and restructuring must be combined with changes in individual positions. In connection with new recruitments, detailed assessments are carried out of the needs and qualification requirements in an overall perspective taking the entire NHH organisation into account. A systematic competence-raising plan for technical-administrative staff has taken form. The plan involves making resources available for competence development in individual entities as the need arises, while also making central resources available for more extensive further education programmes where expedient. NHH's new strategy for 2022–2025 devotes attention to management development and improved onboarding of new staff members.

The school's unitary management model has taken form and has gradually resulted in an appropriate organisational structure. The overarching aim has been to contribute to higher quality and greater efficiency in development and decision-making processes at all levels. This, in turn, implies that faster decision-making processes with fewer people and committees directly involved shall not negatively impact necessary quality assurance and support among the academic staff. This makes requirements of the design and function of committees, meeting places and strategic decision-making processes. On this basis, great emphasis was placed on alignment and participation throughout the organisation when NHH's new strategy for 2022–2025 was devised.

The ambition of rationalisation through digitalisation is still significant. Overarching responsibility for digitalising administrative processes has now been assigned to the Director of Organisation and Governance (new position established in autumn 2021). An important task in 2022 that will be continued in 2023 is to ensure the digitalisation work is based on a targeted and professional approach.

#### *Material factors relating to management and control*

Nothing material to remark. NHH has consistently good quality and control systems in place and exercises prudent use of resources.

#### *The Office of the Auditor General*

NHH has not received material remarks from the Office of the Auditor General in 2022.



## Risk assessment

### *System for risk assessment and internal control*

Based on Sections 4 and 14 of the Regulations on Financial Management in Central Government and Section 2.4 of the Provisions (on internal control), NHH has devised an internal control system. This includes risk assessments in the main areas of the school's strategy (see the next section *Overarching risk assessment*) and the implementation of internal controls. The internal control system is designed to provide reasonable assurance of goal attainment in relation to targeted and efficient operations, reliable reporting and compliance with laws and regulations. An internal control framework has been devised for NHH, and templates have been prepared for the implementation and documentation of internal controls.

Internal controls are self-imposed checks of selected administrative processes. A final report is drawn up for all completed controls and submitted to the Board and the Office of the Auditor General. The internal control system is regularly evaluated to ensure it works as intended, i.e. that internal control processes are of an expedient scope and benefit the organisation.

NHH has a well-established quality assurance system for education that is intended to ensure that the study programmes are of a high standard. The quality assurance system has been evaluated and approved by NOKUT in several rounds. See also the section 'Quality of education' in Chapter III.

NHH carries out self-initiated departmental evaluations, with emphasis on research.

In line with NHH's strategy, the school emphasises international accreditations in the field of business administration and considers them an important contribution to achieving a development consistent with the ambition of being an international leading European business school. Accreditations are important as a hallmark of quality in connection with the recruitment of international students and staff, and provide thorough, important assessments and benchmarks for NHH's strategic development. The school has been awarded EQUIS accreditation several times, and in 2021, following a successful reaccreditation process, NHH was awarded full EQUIS accreditation for the fifth year in a row, as one of only a handful of international business schools. NHH was also awarded AMBA accreditation for its Executive MBA programmes, and in 2022, the school also achieved AACSB accreditation. Combined, these three accreditations, often referred to as the 'triple crown' among international business schools, cover the breadth of NHH's activities, including core activities and organisational and resource-related considerations. As such, they constitute an extensive international quality system.

### *Overarching risk assessment*

Below is an overarching risk assessment of the main focus areas in the school's strategy: education, research, cooperation with the business community and society at large, and organisation and resources. The risk assessments are based on the aims and objectives and strategic priority areas in NHH's strategy for 2022-2025, and the development agreement between the Ministry and NHH.



## EDUCATION

### *Bachelor and master's programmes*

NHH shall produce excellent economists and managers with sound analytical skills, a good understanding of technology, broad social expertise and a strong commitment to society. This is conditional on our ability to attract students who are keen to achieve strong academic results and are highly motivated for learning. That means we need to offer study programmes that are relevant and of high quality, at the same time as the physical and psychosocial learning environment must appeal to a diversity of students from different backgrounds.

NHH's reputation is closely linked to the students we attract, and their learning outcomes. Both reduced admission quality and a poorer learning environment will have negative consequences. Based on robust application and admission figures for 2022 and the preceding years, there is limited risk of a significant drop in admission quality.

### *PhD programme*

For the PhD programme, the most important risk factors are still related to admission quality and throughput. NHH continues to emphasise measures such as individual follow-up and systematic efforts to raise the admission quality, which are expected to result in good throughput.

Following the 2022 programme evaluation report, an action plan has been developed to continue developing and evaluating existing and new procedures.

### *Executive education programmes*

Being able to offer study programmes that are relevant and attractive at all times is a continuous challenge in executive education. Changes in competition, customer preferences and other development trends, especially relating to technology and digitalisation, give rise to new challenges but also new opportunities. This type of risk has been exacerbated during and after the pandemic. In response to this, efforts are focused on developing new programmes and concepts, and on updating established programmes; thematically, technologically, in terms of teaching methods and in terms of marketing. The development in NHHE's programme portfolio is important to create relevance, maintain quality, achieve a higher degree of internationalisation in the programmes and maintain a position in lifelong learning. That way, the measures will also help mitigate the risks facing NHHE in a demanding executive education market characterised by strong competition.

## RESEARCH

NHH shall increase the number of publications at the highest international level. NHH shall succeed more often in the competition for national and international research funds.

The key risk factors are reflected in measures and strategies: a) the risk that the proportion of academic staff who publish and the number of publications in high-quality journals are too low, with occasionally large variations from year to year, b) the risk that NHH researchers do not succeed in the competition for funds from the EU and the Research Council, and c) the risk of NHH not developing to produce relevant, innovative and independent research.

In 2023, NHH will continue its efforts to achieve increased publication and external funding, in the form of department-wise action plans, follow up of results and incentive schemes. NHH complies with the national Guidelines for Research Ethics in the Social Sciences and the Humanities and has adopted clear standards of academic conduct (known as 'Redelighetsreglementet').



## COOPERATION WITH THE BUSINESS COMMUNITY AND SOCIETY

NHH shall set the agenda for and influence public debate on topics that are relevant for a leading European business school. NHH shall actively disseminate research-based knowledge to the business community and society and strengthen dialogue and interaction with businesses and the public administration.

NHH has a broad, extensive contact network with the business sector and public institutions. The contact takes many forms and includes participation in official expert committees (NOU committees etc.), participation in public debate, partnerships in small and large research projects, guest lectures, reference groups and an Advisory Board with representatives of the business sector, as well as a large number of conferences and seminars. The number of individual researchers and research groups involved in this type of activity is high, and the risk of deterioration in the scope and quality of the contact network is therefore considered to be low.

NHH's ambitions for dissemination and participation in public debate indicate a high focus on development in the number of researchers actively involved in fields that fall under the scope of an international business school. The risk of a significant drop in NHH's dissemination activities is perceived as low. The scope of dissemination in key disciplines is unequally distributed, however. The strategy follow-up therefore devotes increased attention to getting more active disseminators of knowledge across the breadth of relevant disciplines.

## ORGANISATION AND RESOURCES

### *Human resources*

It is NHH's goal to recruit and retain highly qualified, motivated employees. Extensive resources are devoted to ensure successful recruitment of academic staff in the international job market. The competition for the best candidates is fierce, however, and the risk of not fully succeeding is always imminent. At the same time, we see that the competition for the best candidates has intensified in some administrative disciplines.

NHH devotes special attention to improving the gender balance in academic positions and revised the Action Plan for Improved Gender Equality in Academic Positions in 2022. It is the school's long-term ambition to have at least 40% women in all job categories, and this is reflected in how recruitment processes are carried out at the school. Women are offered employment relatively often, but the competition for qualified women is tough. Experience shows that female candidates who are offered academic positions often turn down the offer, among other things because of competing offers. There is thus a high risk that achieving a more equal gender balance among permanent academic staff will take some time.

### *Finances*

The financial situation is deemed to be good. The long-term budget helps draw attention to striking a healthy balance between annual allocations over the national budget and long-term commitments, to ensure that the activities are financially robust over time. Underspending largely resulting from the coronavirus situation contributes to more flexibility in the new budgets.



### *Infrastructure*

The renovation of the school's oldest buildings has given NHH a compact, modern campus. The modernisation has gone a long way in achieving a more efficient, healthy working and learning environment. There are nonetheless challenges associated with some of the facilities that mean that they cannot be fully utilised as intended. The risk that the physical conditions will give rise to challenges for staff working in these areas is moderate.

We are in the process of developing a comprehensive, long-term campus development plan and are liaising closely with Statsbygg in this work. Limited expansion opportunities currently make it challenging to develop a forward-looking physical learning environment and find room for increased recruitment.

### *Systematic digitalisation*

NHH has dedicated targeted efforts to digitalisation over time. Among the main elements in this work has been to build digital expertise in the organisation, digitalise work processes and develop digital services for students and staff in several areas. More focus will be devoted to digitalisation going forward, and project work has been carried out in connection with the Strategy for Digital Transformation in the Higher Education Sector 2021–2025. Focus areas in the Ministry of Education and Research's digitalisation strategy correspond well with the school's strategic priorities, and digitalisation is defined as a strategic priority area in NHH's strategy for 2022–2025. The development of IT services will probably be characterised by a number of joint sector solutions. Risk factors relating to digitalisation include a scarcity of resources and skills, that the solutions developed fail to cover user needs, and failure to realise expected gains.

## Rationalise use of consultants

In 2021, NHH spent NOK 7.1 million on consultancy services, corresponding to 1.6% of its total payroll expenses. In 2022, the figure had increased to NOK 7.8 million, or 1.7%. For both years, it is worth mentioning that about NOK 1 million of the total consultancy costs is related to copy editing and translations. NHH has consciously tried to maintain keep the use of consultants at a low level for a long time.

## Apprentices

Table 43: Apprentices

|  | Results |      |      |      |      | Ambition |
|--|---------|------|------|------|------|----------|
|  | 2018    | 2019 | 2020 | 2021 | 2022 |          |
| Number of apprentices at 1 October <sup>74</sup> | 5       | 5    | 4    | 6    | 9    | 6        |

NHH has an agreement with Vestland County Authority on offering apprenticeship places in ICT and Office and Administrative Skills. The goal is for NHH to accept as many apprentices as we have the capacity and work for. NHH advertises available apprenticeships via the Finn.no and Jobbnorge websites. NHH also recruits apprentices directly from upper secondary school after they have completed upper secondary level 2.

<sup>74</sup> The apprentices are regarded as part-time employees working 30–80% of a full-time position. The table shows the number of apprentices, not FTEs.



NHH has set high qualification requirements for administrative positions. In exceptional cases, however, we can offer a job to candidates with a craft certificate, but only temporary positions for a shorter period. When recruiting for permanent positions, candidates with a craft certificate must compete with university and university college graduates, which is why we are rarely able to offer permanent positions to skilled workers.

Three apprentices completed their trade exam in spring 2022: two in Office and Administrative Skills and one in ICT. The school will consider the possibility of offering apprenticeships in other technical/administrative disciplines than today.

## Research ethics

Research ethics is an integral part of research conducted at NHH, supported by several institutional schemes. The Centre for Ethics and Economics (established in 2001) coordinates the school's research, teaching and dissemination activities relating to ethics, corporate social responsibility and sustainability. The Centre advises the development of teaching in ethics in NHH's study programmes (bachelor, master and PhD), and training programmes for researchers. It also helps promote ethics-related activities both internally and externally and advertises seed funds for this purpose. The Centre's board includes representatives of all the departments at NHH, as well as a student representative. It reports to the Rector.

In addition, an Institutional Review Board (NHH IRB) was established in 2017 with the aim of strengthening support for research ethics and meeting external requirements. By reporting research to NHH IRB, researchers will receive an assessment and follow-up of proposed and ongoing research projects, to see whether they comply with applicable national ethical standards.

NHH has a Research Ethics Committee that considers possible breaches of recognised ethical research standards. The guidelines were last revised in 2019. The committee is chaired by the Vice Rector for Research and is tasked with helping to put research ethics on the agenda. The committee is working on a plan for the further development and coordination of courses and training in research ethics at NHH, which is expected to be concluded in summer 2023.

## Public safety and emergency planning and security under the Security Act

### *Risk and vulnerability analyses*

The school most recently revised its risk and vulnerability analyses in 2021, and will revise them again in 2023. The areas defined as representing the highest risk are:

- Major accident abroad that affects students and staff
- Serious physical or mental injury or death
- Harassment of students or staff
- Sexualised violence or sexual assault

### *Crisis and emergency response plans*

Over the course of 2022, NHH has revised its crisis and emergency response plans, including the organisation of a strategic and an operative crisis management team. In addition, the school has established an emergency preparedness committee tasked with driving preventive work in accordance with official requirements in the sector and guidelines from the school's strategic crisis management team.



The plans include a preventive section that describes how emergency preparedness work is organised and an operative part that concerns the handling of individual crisis situations.

#### *Crisis exercises*

NHH completed one crisis exercise in autumn 2022 in the area information security and data protection. Practising this type of scenario was useful and a lot of the crisis work worked very well. Important learning points include a need for further practising cooperation between the crisis management team and NHH's response team for IT-related incidents (IRT) and that the crisis management team needs practice to become more confident in their role. Communication is also an important area, as the need will arise in these situations to translate technical terms into more general ones to ensure a good understanding of the situation. More exercises will be conducted in 2023.

#### *Information security and data protection*

NHH makes continuous efforts to improve the school's information security and data protection. NHH follows up and reports on information security and data protection work in line with the sector's governance model and in accordance with NHH's management system for information security and data protection.

In 2022, the school has conducted a number of activities to improve its work on information security and data protection. The information security management system has undergone revision and will be reimplemented in the organisation in 2023. Furthermore, the school has acquired a new quality system aimed at making work on information security and data protection even more systematic and transparent. In 2023, NHH will work to complete continuity plans for the system portfolio.

In 2022, the school conducted a Security Month event and a crisis exercise relating to information security and data protection. The exercise was organised by SIKT, and NHH will incorporate the list of learning points into the work ahead in 2023.

NHH has had an appointed data protection officer since 2017.

#### *Handling of the COVID-19 pandemic*

The learning points from the evaluation of how NHH handled the COVID-19 pandemic have been followed up and are part of a complete review and revision of the emergency response plan and pertaining support plans that was carried out in 2022. The new emergency response plan entails a comprehensive organisation of NHH's crisis management and preventive emergency preparedness work, through a new crisis management structure and the establishment of an emergency preparedness committee with responsibility for preventive work, including ROS analyses, exercises, nonconformity management, governing documents and plans. The plans and the management structure will be continuously evaluated through exercises and, if relevant, crisis handling.

## **Equality and diversity**

The Ministry's sector goal 4: An efficient, diverse and robust higher education sector and research system  
Development agreement goal 2: Increased diversity

NHH's aim:

NHH shall have an efficient, flexible and adaptable organisation that facilitates high quality and excellent performance within education and research and in its cooperation with the business community and society.



### NHH objective 1: Human resources at the centre

NHH will recruit, develop and retain highly qualified and motivated employees who possess sound and relevant expertise. NHH will promote diversity in all areas, with a particular emphasis on an improved gender balance in academic positions.

Table 44: Proportion of female members of the academic staff and proportion of women of the total number of FTEs

|   | Results |      |      |      |      | Ambition |
|---|---------|------|------|------|------|----------|
|   | 2018    | 2019 | 2020 | 2021 | 2022 |          |
| PhD candidates (%)  | 35%     | 34%  | 40%  | 40%  | 46%  | 40–60%   |
| Postdoctoral fellows (%)  | 19%     | 30%  | 33%  | 48%  | 38%  | 40–60%   |
| Associate professors (%)  | 32%     | 33%  | 29%  | 32%  | 34%  | 40–60%   |
| Professors (%)  | 20%     | 20%  | 19%  | 20%  | 17%  | 40–60%   |
| Adjunct professors (%)  | 26%     | 27%  | 25%  | 27%  | 26%  | 40–60%   |
| Women in teaching, research and dissemination positions (UFF) (%)       | 28%     | 29%  | 30%  | 33%  | 33%  | 40–60%   |
| Women in dosent professor and professor positions (%) (KD)              | 20%     | 20%  | 18%  | 19%  | 16%  | 40–60%   |
| Proportion of women of the total number of FTEs (UFF and T/A staff) (%) | 42%     | 43%  | 43%  | 44%  | 45%  | -        |

Table 45: Proportion of women among new members of the academic staff

|  | Results |      |      |      |      | Ambition |
|--|---------|------|------|------|------|----------|
|  | 2018    | 2019 | 2020 | 2021 | 2022 |          |
| PhD candidates (%)                       | 5%      | 44%  | 52%  | 54%  | 50%  | ≥ 50%    |
| Postdoctoral fellows (%)                 | 25%     | 55%  | 9%   | 56%  | 14%  | ≥ 50%    |
| Associate professors (%)                 | 43%     | 40%  | 11%  | 33%  | 40%  | ≥ 50%    |
| Professors (%) (not including promotion) | -       | 0%   | -    | -    | 100% | ≥ 50%    |

### Assessment of results and goal attainment

The proportion of female staff at NHH was 45% in 2022. The rector's management team consists of six people (the rector, three vice rectors and two directors), and two of them are women. Of the six heads of department, one is a woman. As the year before, there was a preponderance of female managers among the administrative staff in 2022.

The total proportion of women in teaching, research and dissemination positions is 33%, which is on a par with 2021. The level remains relatively constant at around 30%, and is still far below the long-term ambition of at least 40%. The goal defined in the Action Plan for Improved Gender Equality in Academic Positions is that 50% or more of all new academic staff members shall be women. The proportion of newly employed women varies between the different position categories, from 14% to 100%. The school considers the target figure to be ambitious but realistic in a long-term perspective.

The proportion of female professors (1013) and associate professors in 2022 was 17% and 34%, respectively. These are mainly permanent positions characterised by stability, low turnover and few new appointments. Combined with strong competition for highly capable women in the field, both nationally and internationally, these factors are important in explaining the relatively constant trend. For the category professor, this means a decline after several stable years of around 20% women. The number in





each category is low, and minor changes therefore make a big difference. A total of four staff members were promoted to professor in 2022, one of whom was a woman.

The other categories – PhD candidates, postdoctoral fellows and adjunct professors – are fixed-term positions. This provides greater flexibility in the short term, which is reflected in greater variation in the long term. NHH devotes particular attention to the proportion of women in the categories PhD candidates, postdoctoral fellows and professors. A number of measures have been initiated to recruit more women to these categories, at the same time as access to female applicants and strong competition are a challenge.

The proportion of new female PhD candidates in 2022 was 50%, which means that the proportion has been 50% or more for the third year in a row. The proportion of female PhD candidates was 46% in 2022, which is a marked improvement from previous years.

NHH focuses strongly on recruiting women for tenure track positions. The idea is that a higher proportion of women in this category will contribute to increased recruitment of female associate professors and professors. In 2019, 2020, 2021 and 2022 alike, a larger proportion of women than men were called in for interviews and flyouts. Nonetheless, only one in five tenure track positions was filled by women in 2019, while all five tenure track positions in 2020 were filled by men. In 2021 and 2022, two out of three tenure-track positions (66.7%) were filled by women.

The proportion of new female postdoctoral fellows was 14.3% in 2022, compared with 56% in 2021, 9% in 2020 and 55% in 2019.

A total of four new adjunct professors were appointed in 2022, one of whom (25%) a woman.

NHH recognises that active, targeted, long-term efforts are required to succeed in the tough international competition for well-qualified women. In October 2022, NHH adopted the new Action Plan for Improved Gender Equality in Academic Positions. The plan is effective from 1 January 2023. The main objectives of the previous action plan are carried over to the new plan. They are:

- recruitment work and facilitating qualification for higher positions
- a more inclusive workplace and organisational culture
- a continuous focus on gender equality at all levels of the organisation

A new element in the action plan is that the heads of department will be gender equality coordinators for their own departments and that they, as a group and together with NHH's gender equality adviser and the vice rector for faculty affairs, make up NHH's equality team. The equality team must be a driving force and an inspiration by contributing to strategic discussions and objectives, as well as coordinating NHH's gender equality work.

The 2022 status report on gender equality in academic positions contains a more detailed assessment of measures, results and goal attainment in 2022 and the plans for 2023. The report endeavours to meet NHH's reporting obligation under the Equality and Anti-Discrimination Act and the EU and the Research Council's requirements for gender equality reporting.

It is NHH's objective to promote diversity and equality. The school's job advertisements clearly state that applicants from immigrant backgrounds, with disabilities and/or gaps in their CVs are encouraged to apply. Special attention is devoted to these groups in recruitment processes, and they are also given special mention when nominating candidates for a vacancy. Diversity has been highlighted in the new



revision of the personnel handbook. NHH has had a good cooperation with the Norwegian Labour and Welfare Administration (NAV) and have recruited candidates from the target groups for temporary positions. During the period, NHH has appointed candidates with gaps in their CVs to temporary positions and persons from immigrant backgrounds to permanent positions. We endeavour to raise managers' awareness of the value of having a diverse workforce.

NHH works to achieve an inclusive and good physical and psychological learning environment that appeals to a diversity of students. A main tool for increasing diversity, including the proportion of women at NHH, has been to change how the school and the economics discipline are presented. Emphasis has been placed on the breadth of the discipline, including everything that goes on at the school, and that the economics discipline plays an important role in resolving the major societal challenges the world is facing.

It is NHH's aim to ensure that students and staff are not harassed on the basis of ethnicity, functional impairment, gender, sexual orientation or in other ways. Action plans have been prepared in which this topic is addressed, describing how violations shall be handled and who is responsible for following them up.

NHH works to meet its obligations relating to the universal design of teaching material, in connection with both teaching and assessment. The school has taken important steps to improve knowledge about and support for the universal design of teaching material, and this has been and will continue to be one of the priorities of the Learning Environment Committee.

Reference is also made to the sections *Learning environment and universal design* and *Health, safety and the environment (HSE)* in Chapter III.

### Follow-up of the Strategy for Digital Transformation in the Higher Education Sector 2021–2025

NHH has dedicated targeted efforts to digitalisation over time. In addition to incorporating digital technology into study programmes, teaching methods and research, an internal team has been appointed to work on process optimisation, robotic process automation (RPA), digital forms etc. Work on digitalisation and RPA is ongoing and has so far freed up time, raised the quality of services and improved the service level of selected services.

In 2022, NHH carried out project work linked to the Strategy for Digital Transformation in the Higher Education Sector 2021–2025. One of the guiding principles for the project was the implications of the new digitalisation strategy for the higher education sector, and a draft action plan was prepared to outline how NHH will continue working on measures and increase the focus on digitalisation in light of the new digitalisation strategy. Digitalisation is defined as a strategic priority area in NHH's strategy for 2022–2025. In addition to ongoing digitalisation projects at the school, work is currently taking place with a view to further strengthening NHH's work on digital transformation. The Norwegian Directorate for Higher Education and Skills (HK-dir) and SIKT are important as agenda-setters and suppliers of joint solutions and collaborations in the sector, and NHH endeavours to use joint solutions where appropriate. The school incorporates recommendations from the Norwegian Agency for Quality Assurance in Education (NOKUT) into its work on achieving the strategy for digital transformation. The Research Council works on recommendations and development measures that the school monitors and considers implementing in its own organisation on a running basis.



## Work on the Norwegian language

In 2022, we continued working on language and the use of language forms at NHH. NHH's language policy guidelines form the basis for this work and are intended to effectively balance the school's social mission in Norway with its international ambitions. The guidelines are aligned with both NHH's strategy for 2022–2025 and the development agreement with the Ministry of Education and Research for 2023–2026.

NHH has a national responsibility for Norwegian as a professional language in the field of economics and business administration. In autumn 2022, we launched a terminology database with 8,000 business and economics terms in English and Norwegian. The database is a publicly available digital encyclopaedia. Researchers, students, media outlets, businesses and others in search of good translations of technical terms can search the new database. It contains recommended terms, synonyms, definitions, examples of terminology in use, references to technical literature and comments on terminology in English as well as the two variants of the Norwegian language (*bokmål* and *nynorsk*). NHH has a relatively large share of foreign staff. To ensure the staff have a sufficient command of the Norwegian language, NHH has further strengthened language tuition in the form of a pilot project that offers permanent members of the academic staff an in-house Norwegian language courses. We have ambitions to continue this project in 2023.

Norwegian is the primary language of tuition for NHH's bachelor's programme, and compulsory subjects at bachelor's degree level should, as a rule, be taught in Norwegian. Norwegian and English are both important teaching languages in NHH's master's programmes, and the choice of language should reflect both technical and pedagogical considerations. English is the primary teaching language for the PhD programme. All PhD theses produced at NHH contain both Norwegian and English abstracts.

NHH is required to comply with the Language Act, which dictates, among other things, that both Norwegian language forms (*bokmål* and *nynorsk*) shall have at least 25% representation in all written material. To ensure increased exposure to *nynorsk* on our website, we will continue using this language form actively on the front page and on other frequently visited pages. We also make continuous efforts to increase the use of *nynorsk* on social media, and have increased its use on Facebook and Instagram markedly in the past year. The new social media strategy emphasises the use of language based on strategic channels and language forms.

## Campus development plans and major building projects

### *Major building projects*

NHH is not planning any major building projects. Once completed, the campus development plan will govern the initiation of these types of projects.

### *Campus development plans*

NHH's strategy for the period 2022–2025 states the following about infrastructure (Objective 4):

*The buildings, property and infrastructure at NHH shall be of a high standard and support our ambitions of creating an excellent working and learning environment.*



*NHH's campus will be adapted to meet the needs of students and staff in relation to space and opportunities for interaction. Premises used for teaching and learning will be flexible and accommodate varying forms of teaching and learning. NHH will draw up a campus development plan that supports the institution's strategic goals. Development of the buildings and accessible outdoor areas will have top priority in the plan.*

Planning work started in spring 2020, but was delayed by the pandemic and other unforeseen events. The work is led by the Director of Organisation and Governance and is scheduled to be completed in spring 2023. A sound knowledge base for describing development needs has been developed through 2022. The work was carried out with extensive user involvement. Work remains on implementing feasibility studies and ranking the priority of focus areas, with the subsequent establishment of a plan.



## Chapter V. Assessment of outlook

This chapter contains the forward-looking part of the annual report. It includes a description of the school's current strategy and development agreement. It also describes forms of collaboration with national and international partners, the outlook for campus development and use of space, and a presentation of the 2023 budget.

In order to provide an overall, comprehensive description of the school's activities, the level of ambition for relevant performance indicators is presented together with the results for the year in Chapter III.

### Strategy for NHH 2022–2025

The year 2021 marked the end of a board and strategy period. Since the new Board of Directors took over on 1 August 2021, a strategy process was carried out in the organisation that culminated in the adoption of NHH's strategy for the period 2022–2025 in the first quarter of 2022.

The aims and objectives set out in the strategy are divided into four main areas: education, research, cooperation with the business community and society at large, and organisation and resources. All the objectives of the new strategy are presented in Chapter III *Results and activities during the year*.

For the 2022–2025 strategy period, NHH will prioritise three areas that span the entire organisation. These focus areas will ensure that NHH lives up to its 'Together for sustainable value creation' mission statement, and they will help to achieve NHH's goals of being an international leading European business school that takes its social responsibility very seriously. The three priority areas are:

1. Driving sustainable value creation
2. Widespread internationalisation
3. Commitment and cooperation in achieving common objectives

### Development agreement 2023–2026

#### Goal 1

Sought-after candidates for the domestic and international labour markets, who will possess expertise and attitudes that contribute to and stake the course for sustainable value creation.

NHH wishes to recruit a diverse, strongly committed group of outstanding Norwegian and international students. Both full-time and executive education programmes will be developed to reflect NHH's mission statement, 'Together for sustainable value creation', and further investments in digitalisation and technology. The development will draw on NHH's participation in the ENGAGE.EU alliance. The scope of student exchanges and study-related stays abroad will be high. The investment in more student-active forms of learning will be continued and enhanced. Across industries and sectors, NHH seeks to produce graduates who are highly sought after in the national and international labour market. Education at NHH will contribute to the three objectives of the long-term plan (LTP).

#### Performance indicators:

1. Increased diversity and engagement among students
2. Academic development that contributes to sustainable value creation
3. Excellent learning environment and educational methods that emphasise student-active forms of teaching
4. High labour market relevance



## Goal 2

Business school that is heavily involved in research including at an international level.

NHH will increase overall publication activity and maintain a high level of top-level publications in all areas of relevance to an international business school. NHH aims to increase the scope of externally funded research projects from the EU and the Research Council and for the PhD programme to maintain high international quality. NHH would like to be an attractive place to work for outstanding researchers and will pursue a recruitment policy that contributes to achieving a more equal gender balance among academic staff. Research conducted at NHH seeks to contribute directly to the objective of ‘high quality and accessibility in research and higher education’ set out in the long-term plan (LTP), and indirectly to the other two objectives.

Performance indicators:

5. Increased publication activity and sound scope of international top-level publications
6. Increased income from external funding
7. International quality of course of study and job placement for PhD students
8. A more even gender balance among academic staff

## Goal 3

Strengthen the dissemination of research-based knowledge and the interaction with the business sector and public institutions.

It is NHH’s ambition to disseminate research-based knowledge and thereby set the premise and direction of public debate. Partnerships with relevant stakeholders in business and society will be strengthened, which includes further developing academic meeting places to encourage knowledge sharing. The alumni network, which is an important link between NHH and business and society, will be further developed and strengthened. Across the disciplines taught at international business schools, NHH will maintain a high level of dissemination activities to contribute knowledge-based insight to public debate and for developments in business and society. NHH aims for high participation in relevant public expert committees and councils. NHH’s activities relating to cooperation with the business community and society seek to contribute to all three objectives of the long-term plan (LTP).

Performance indicators:

9. Strengthen and further develop cooperation agreements, partnerships and meeting places
10. Strengthen and further develop activity in the alumni network
11. Maintain a high level of dissemination activity and participation in relevant expert committees, boards and councils

## Collaboration with national and international partners

NHH has an extensive international network and research and education partnerships with leading institutions abroad. NHH cooperates with over 200 universities and business schools in more than 50 countries. Around half of NHH’s students spend at least one semester on an exchange abroad. The most visible confirmation of NHH’s international position are the EQUIS, AACSB and AMBA accreditations, the membership of CEMS the Global Alliance in Management Education, and the school’s status as a European University and member of the ENGAGE.EU alliance. CEMS is an alliance of 34 business schools (only one from each represented country), 72 corporate partners and 7



non-profit organisations. ENGAGE.EU consists of nine leading research-intensive universities in Europe in the fields of economics, business administration and social sciences.

NHH has a good working relationship with other national institutions in the sector and collaborates particularly closely with the other major educational institutions in Bergen. Among other things, NHH participates in the Competence Forum for Vestland County, which serves as our Council for Cooperation with Working Life (RSA). The school also collaborates with UiB and HVL, including in the Bergen Entrepreneurship Academy (BEA), a joint platform for developing and promoting student entrepreneurship activities across institutional borders and fields. NHH collaborates with careers services at other Norwegian educational institutions through the Career Forum for Higher Education, with a view to ensuring the quality of its own careers services and spreading knowledge of its own activities to the members of the network.

The future presents broad challenges that require interdisciplinary cooperation. That is the reason why both national and international collaboration is important to NHH. NHH would like to continue its collaborations in the Bergen region through BEA and the Study Bergen network. Cooperation on career services and job relevance is something the school devotes active efforts to and further develops, including through the Career Centre, which collaborates with representatives of the business community, public administration and non-profit organisations in Norway and abroad. At the international level, the ENGAGE.EU alliance plays a key role. NHH will further develop and cultivate collaboration with its partner institutions. The project includes cooperation on education as well as cooperation between students, researchers, and the private and public sectors. Also in other projects, such as the Innovation School in Germany, the school works together with other educational institutions on teaching and with a number of companies and organisations on work placements.

A large share of PhD students go on shorter or longer stays abroad, and many of them complete parts of the instruction component abroad. Through ENGAGE.EU, work is also taking place to further international cooperation at PhD level and for young researchers in general.

NHHE collaborates with a number of national and international partners in our courses and study programmes. All EMBA specialisations include stays abroad at recognised business schools and research institutions, such as Bocconi Milano, HEC Paris and NUS Singapore, and we also conduct other types of programmes at these institutions. NHHE also engages in extensive cooperation with several national clusters (NCE) on competence-conferring programmes at different levels, both industry and business-specific and open programmes. NHHE seeks to develop these partnerships by further continuing existing courses and programmes and developing new ones. This includes programmes conducted in cooperation with research centres at NHH and their associated partners.

Extensive research collaborations take place at the national and international level, partly between individual researchers, through research projects and through networks and participation in national and international conferences. NHH provides incentives to further develop research collaborations, including by funding conference participation and stays abroad and by establishing new research projects and initiatives.

Reference is also made to the sections *Internationalisation* and *Cooperation for the common good* in Chapter III.



## Outlook for campus development and use of space

NHH will finalise the campus development plan in cooperation with Statsbygg in 2023. The goal of this work is to define a direction for future use of premises, focusing on areas of importance to the school, such as good workspaces for students and staff and teaching premises adapted to the desired teaching methods. There is a scarcity of available space at NHH. Optimum use of premises is therefore decisive to be able to achieve the objectives of the development agreement for 2023–2026, among other things when it comes to increasing the share of student-active forms of teaching and the volume of externally funded research. These objectives contribute to further pressure on premises, and long-term planning of use of space is therefore important.

Reference is also made to the section *Campus development plans and major building projects* in Chapter IV.

## Budget for 2023

In both 2022 and 2023, the size of NHH's basic allocation was reduced more than expected, and the accumulated de facto decrease for these two years is estimated to NOK 8.4 million. The two changes that have had the greatest impact is the restructuring of the premium model for calculating pensions and the phasing-out of the 70 student places added during the pandemic. This will also gradually reduce the basic allocation over the next three budget years.

Uncertainty is also attached to the expected phasing-in of a new financing system for the higher education sector. In 2023, moreover, inflation is expected to increase more than the price adjustment in the allocation. This means the school's long-term financial development path is more uncertain than in previous years.

The size of NHH's accumulated reserves and high achievement under the performance-based component of the allocation indicate that, despite the reduced funding, there is room for budgeting with a deficit also in 2023. An increase in academic and administrative positions corresponding to 10 full-time equivalents has therefore been included in the budget. The increase in staffing must be seen in relation to the growth in students in recent years, and NHH's high ambitions for educational development and more student-centred teaching. In addition, an increase in externally funded activity requires an increase in both academic and administrative resources.

In the long term, NHH must have a cost structure that is sustainable and provides sufficient room for manoeuvre to realise the Board's strategic priorities. Two guiding principles form the basis for allocations in future budgets:

- Over time, fixed expenses including annual investments must not deviate significantly from 95% of the total allocation for the year.
- The size of strategic investments including the long-term investment plan must be big enough to ensure reserves from unused allocations do not exceed 5%.

In the strategy for the period 2022–2025, priority will be given to three focus areas that span the entire organisation. They are:

- Driving sustainable value creation
- Widespread internationalisation
- Commitment and cooperation in achieving common objectives





In addition, main goals and sub-goals have been defined in the following fields:

- Education
- Research
- Cooperation with the business community and society
- Organisation and resources

The annual budget processes relating to activities financed by government funding (BFV) focus on creating financial flexibility and on making priorities that will help to achieve the goals in the adopted strategy. Strategic objectives and priority areas pervade the organisation, and, through their respective action plans, all units must help ensure that NHH's overall strategy is implemented. The budget adopted for 2023 is therefore not directly aimed at specific focus areas, but based on the principle of creating the financial flexibility to be able to make strategic priorities.

The allocation from the Ministry of Education and Research in 2023 amounts to NOK 618.8 million. The amount of unused funding at year-end 2022 was higher than planned, which is largely due to delays in investment projects and postponements in planned research activities. A large part of the unused funds will be spent on investment measures. Moreover, the school has planned for a higher activity level in 2023 than in 2022, and for some of the activities that were postponed from 2022 to be carried out in 2023. The assumption is reflected in the budget, which shows total operating expenses of NOK 695.8 million in addition to planned investments of NOK 56.6 million. This entails a budgeted BFV deficit of NOK 108 million.

Of the total cost framework for BFV, NOK 593.4 million is tied up in fixed obligations relating to payroll expenses and operations. This makes up 96% of the allocation for the year. It is also a goal for the maintenance ratio (investment in relation to write-downs and depreciation) to be at least 100%. For 2023, this indicates an investment level of approximately NOK 30 million. The cost structure of the budget is therefore incompatible with the ambition of a level of activity and costs that are financially sustainable in the long term. The school's accumulated reserves mean that a budgeted deficit is nonetheless considered justifiable in 2023. In the long term, however, fixed costs must be at a level that is sustainable, while at the same time balancing the requirement for unused funds not to exceed 5%.

A certain decrease in income from externally funded activities (BOA) is expected in relation to 2022. NHHE expects a continued increase in revenues, while other BOA income is expected to decrease somewhat, primarily for projects under the Research Council. The budget for other BOA income is only based on signed contracts, and new contracts in 2023 will therefore contribute to increased income. Total budgeted income from externally funded activities for 2023 is NOK 174 million, with a surplus of NOK 7.4 million.

The table below shows the school's total budget for 2023:



|  | Government funded activities | Externally funded activities | Total NHH                   |
|--|------------------------------|------------------------------|-----------------------------|
| <i>(figures in NOK 1,000)</i>  |                              |                              |                             |
| <b><u>Operating revenues</u></b>                                     |                              |                              |                             |
| Allocation   | 618 764                      |                              | <b>618 764</b>              |
| Allocation used for investment purposes                              | -56 614                      |                              | <b>-56 614</b>              |
| Allocation for depreciation  | 30 000                       |                              | <b>30 000</b>               |
| Grants and transfers   | 0                            | 94 474                       | <b>94 474</b>               |
| Sales and rental income  | 4 693                        | 79 595                       | <b>84 288</b>               |
| Other operating revenues   | 1 858                        | 0                            | <b>1 858</b>                |
| <b><i>Total operating revenues</i></b>                               | <b><i>598 701</i></b>        | <b><i>174 069</i></b>        | <b><i>772 770</i></b>       |
| <b><u>Operating expenses</u></b>                                     |                              |                              |                             |
| Payroll expenses   | 392 357                      | 100 147                      | <b>492 504</b>              |
| Depreciation and write-downs   | 30 000                       |                              | <b>30 000</b>               |
| Other operating expenses   | 273 409                      | 77 481                       | <b>350 890</b>              |
| <b><i>Total operating expenses</i></b>                               | <b><i>695 766</i></b>        | <b><i>177 628</i></b>        | <b><i>873 393</i></b>       |
| <b>Operating profit/loss</b>   | <b>-97 065</b>               | <b>-3 559</b>                | <b>-100 624</b>             |
| Financial income   | 0                            |                              | <b>0</b>                    |
| Financial expenses   | 0                            |                              | <b>0</b>                    |
| <b><i>Total financial items</i></b>                                  | <b><i>0</i></b>              | <b><i>0</i></b>              | <b><i>0</i></b>             |
| Internal transfers, salary   | -42 364                      | 42 364                       | <b>0</b>                    |
| Internal transfers, operations                                       | -1 000                       | 1 000                        | <b>0</b>                    |
| Indirect expenses  | 32 445                       | -32 445                      | <b>-0</b>                   |
| <b><i>Total internal transfers</i></b>                               | <b><i>-10 919</i></b>        | <b><i>10 919</i></b>         | <b><i>-0</i></b>            |
| <b>Profit/loss from the period's activities</b>                      | <b>-107 983</b>              | <b>7 360</b>                 | <b>-100 624</b>             |
|  |                              |                              | <b>Closing balance 2023</b> |
| <b><u>Provisions for government funded activities at 31 Dec.</u></b> |                              |                              | <b>0</b>                    |
| Other purposes   |                              |                              | <b>12 777</b>               |
| Investments  |                              |                              | <b>6 508</b>                |
| Surplus received from NHHE – central organisation                    |                              |                              | <b>12 483</b>               |
| Surplus received from NHHE – departments                             |                              |                              | <b>3 352</b>                |
| Earned surplus at NHHE – unallocated                                 |                              |                              | <b>35 120</b>               |
| <b>Total provisions for government funded activities</b>             |                              |                              |                             |
| <b><u>Capital reserves at 31 Dec.</u></b>                            |                              |                              | <b>50 873</b>               |
| Capital reserves, central organisation                               |                              |                              | <b>23 124</b>               |
| Capital reserves, departments  |                              |                              | <b>73 997</b>               |
| <b>Total capital reserves</b>  |                              |                              | <b>109 117</b>              |
| <b>Total reserves</b>  |                              |                              |                             |

At year-end 2023, provisions from activities financed by government funding are expected to amount to NOK 12.8 million, corresponding to 2% of the allocation, if activities outlined in the budget for the year are carried out. The adjusted budget for 2023 assumes that the level of activities will increase in relation to 2022, and that some of the activities that were postponed from 2022 will be carried out. There is some uncertainty attached to whether this is doable, and if it turns out not to be, the total reserves at the end of 2023 will be higher than shown in the table above.

As the table shows, the school will still have reserves as a result of accumulated excess funds transferred from NHH Executive (NHHE) in previous years. It is NHH's goal to increase income from externally funded projects. Some financial risk is associated with unforeseen incidents during the project implementation phase. The school's total reserves of NOK 109.1 million at year-end 2023 will make up 18% of this year's government funding, and is considered satisfying considering the aim of a sustainable financial situation for NHH in the long term.



## Chapter VI. Annual accounts 2022

Norway currently has ten universities, six specialised university institutions and five university colleges owned by the state. The Norwegian school of Economics (NHH) is one of the six specialised university institutions, owned and funded by the state.

NHH receives approximately 80 % of total operating income from The Ministry of Education and Research. NHH also generates income from its activities related to executive education offered by NHH Executive, in addition to research grants and endowments.

In 2017 a new funding system for higher education in Norway was introduced. The basic concept of the previous system was retained, with both a block grant and performance related incentives.

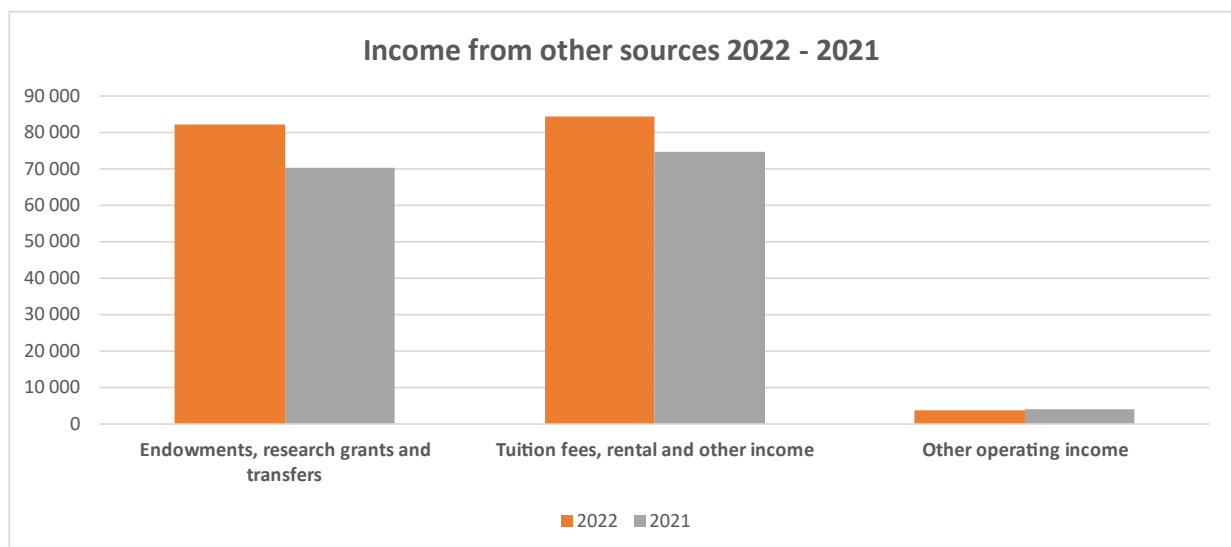
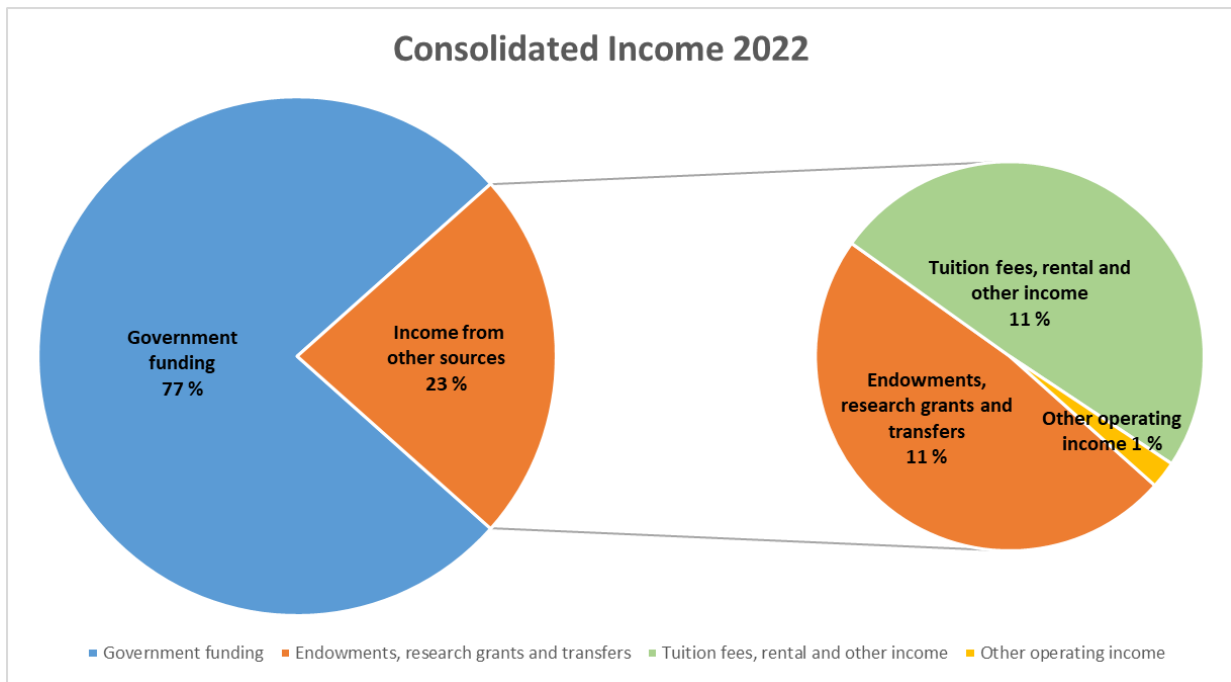
The main differences in the new system are in the composition of the incentives components. These are grouped into two categories: an open category that rewards institutions based on their own performance and a closed category that rewards institutions based on their relative performance against others. Two new incentives have been introduced. The first of these is based on the number of students finishing their degree on time and is included in the open category. The other is based on the level of income generated from external sources and is included in the closed category. In addition to these two new incentives, the incentive for successfully completed PhDs has been moved from the closed to the open category.

Adjustments have also been made to the calculation of two other incentives. The income from EU projects category has been expanded to include EU income for educational and other purposes, in addition to research (as previously measured). In addition, the mechanism for rewarding research publications has been fine-tuned, with a new method introduced for measuring publication points.

An overview of the incentives components by category is as follows:

- Open
  - Production of credits at bachelor- and master level
  - Number of students finishing their degree on time
  - Number of successfully completed PhDs
  - Number of exchange students
  
- Closed
  - Income from EU projects
  - Income from the Research Council of Norway (RCN)
  - Income from other sources and contract funded work
  - Production of publication points

A further change to state funding that has been introduced in parallel to those described above; this is a new focus on reducing bureaucracy in the public sector. The primary mechanism to achieve this in the higher education sector has been a reduction of 0,5 % to 0,8 % in the block grant each year in the period 2017-2022 to encourage greater efficiencies in administration.





## Income Statement

| <i>All figures in NOK 1.000</i>              | <b>2022</b>    | <b>2021</b>    |
|--|----------------|----------------|
| <b>Operating income</b>                      |                |                |
| Government funding                           | 566 613        | 546 492        |
| Endowments, research grants and transfers    | 82 375         | 70 291         |
| Tuition fees, rental and other income        | 84 403         | 74 641         |
| Other operating income                       | 3 839          | 4 042          |
| <b>Total operating income</b>                | <b>737 230</b> | <b>695 465</b> |
| <b>Operating expenses</b>                    |                |                |
| Staff costs                                  | 461 482        | 438 760        |
| Other operating expenses                     | 250 021        | 206 745        |
| Depreciation                                 | 31 789         | 19 848         |
| <b>Total operating expenses</b>              | <b>743 292</b> | <b>665 353</b> |
| <b>Operating profit</b>                      | <b>-6 062</b>  | <b>30 112</b>  |
| Net Financial Items                          | -125           | 161            |
| <b>Net profit</b>                            | <b>-6 187</b>  | <b>30 273</b>  |
| Net change government subsidies              | 13 108         | -21 576        |
| Transferred to other earned capital reserves | -6 921         | -8 698         |
| <b>Total allocated and transferred</b>       | <b>6 187</b>   | <b>-30 273</b> |



## Balance Sheet

| <i>All figures in NOK 1.000</i> | <b>31.12.2022</b> | <b>31.12.2021</b> |
|---------------------------------|-------------------|-------------------|
| <b>ASSETS</b>                   |                   |                   |
| <b>Fixed assets</b>             |                   |                   |
| Intangible assets               | 662               | 6 010             |
| Tangible fixed assets           | 125 006           | 100 473           |
| Financial fixed assets          | 457               | 595               |
| <b>Total fixed assets</b>       | <b>126 125</b>    | <b>107 078</b>    |
| <b>Current assets</b>           |                   |                   |
| Inventories                     | 0                 | 0                 |
| Trade and other receivables     | 23 255            | 46 534            |
| Cash and bank deposits          | 426 470           | 399 848           |
| <b>Total current assets</b>     | <b>449 725</b>    | <b>446 382</b>    |
| <b>Total assets</b>             | <b>575 850</b>    | <b>553 460</b>    |



## Balance Sheet

| <i>All figures in NOK 1.000</i>                                | <b>31.12.2022</b> | <b>31.12.2021</b> |
|--|-------------------|-------------------|
| <b>CAPITAL RESERVES AND LIABILITIES</b>                        |                   |                   |
| <b>State capital</b>   |                   |                   |
| Paid-in capital reserves                                       | 0                 | 0                 |
| Earned capital reserves  | 74 592            | 67 810            |
| Provisions for government funded activities                    | 143 103           | 156 073           |
| State financing of intangible assets and tangible fixed assets | 125 669           | 106 483           |
| Allocations not recognised as income                           | 0                 | 2 500             |
| <b>Total state capital</b>                                     | <b>343 364</b>    | <b>332 866</b>    |
| <br>   |                   |                   |
| <b>Liabilities</b>   |                   |                   |
| <br>   |                   |                   |
| <i>Provisions for non-current liabilities</i>                  | <i>11 834</i>     | <i>10 384</i>     |
| <i>Other non-current liabilities</i>                           | <i>0</i>          | <i>0</i>          |
| <br>   |                   |                   |
| Trade and other payables                                       | 36 840            | 43 334            |
| Current tax payables and obligations                           | 82 013            | 76 224            |
| Subsidies, grants and endowments not recognised as income      | 50 232            | 49 269            |
| Other current liabilities                                      | 51 566            | 41 384            |
| <b>Total current liabilities</b>                               | <b>220 652</b>    | <b>210 210</b>    |
| <b>Total liabilities</b>                                       | <b>232 486</b>    | <b>220 594</b>    |
| <br>   |                   |                   |
| <b>Total capital reserves and liabilities</b>                  | <b>575 850</b>    | <b>553 460</b>    |



## Cash Flow Statement

| <i>All figures in NOK 1.000</i>   | <b>2022</b>    | <b>2021</b>    |
|---|----------------|----------------|
| <b><i>Cash flows from operating activities</i></b>                          |                |                |
| <b>Receipts</b>   |                |                |
| Receipts of allocations   | 583 299        | 573 345        |
| Receipts from sale of goods and services                                    | 96 767         | 56 820         |
| Receipts of grants and transfers from other governmental entities           | 61 022         | 44 531         |
| Receipts of reimbursements  | 0              | 0              |
| Other receipts  | 23 766         | 35 215         |
| <b>Total receipts</b>   | <b>764 854</b> | <b>709 912</b> |
| <b>Payments</b>   |                |                |
| Payments - salaries and national insurance contributions                    | 451 092        | 429 402        |
| Payments for goods and services   | 236 796        | 187 421        |
| Payments of taxes and public dues   | 569            | -1 291         |
| Other payments  | -940           | -297           |
| <b>Total payments</b>   | <b>687 518</b> | <b>615 236</b> |
| <b>Net cash flow from operating activities</b>                              | <b>77 337</b>  | <b>94 676</b>  |
| <b><i>Cash flows from investment activities</i></b>                         |                |                |
| Receipts from sale of intangible assets and tangible fixed assets           | -18            | 37             |
| - Receipts from purchase of intangible assets and tangible fixed assets (+) | -50 975        | -46 701        |
| Receipts from sale of equity in other enterprises                           | 0              | 0              |
| - Payments upon purchase of equity in other enterprises (+)                 | 139            | 0              |
| Receipts from sale of bonds and other receivables                           | 0              | 0              |
| - Payments upon purchase of bonds and other receivables (+)                 | 0              | 0              |
| Receipts of dividends   | 0              | 0              |
| Receipts of interest  | 101            | 18             |
| - Payments of interest (+)  | -25            | -18            |
| <b>Net cash flow from investment activities</b>                             | <b>-50 777</b> | <b>-46 664</b> |
| <b><i>Cash flows from financial activities (net budgeted)</i></b>           |                |                |
| Receipts of capital reserves  | 0              | 0              |
| - Repayments of capital reserves (+)  | 0              | 0              |
| - Payments of dividends to the Treasury (+)                                 | 0              | 0              |
| <b>Net cash flow from financial activities</b>                              | <b>0</b>       | <b>0</b>       |
| Effect of exchange rate fluctuations on cash and cash equivalents (+/-)     | 63             | -161           |
| Net change in cash and cash equivalents (+/-)                               | 26 622         | 47 852         |
| Balance of cash and cash equivalents at start of period                     | 399 848        | 351 996        |
| <b>Balance of cash and cash equivalents at end of period</b>                | <b>426 470</b> | <b>399 848</b> |





**\* Reconciliation**

|  |               |               |
|--|---------------|---------------|
| Settlements with allocation funded activities                          | -13 108       | 21 576        |
| Transferred to other earned capital reserves                           | 6 921         | 8 698         |
| Book value of disposed of fixed assets                                 | 0             | 0             |
| Ordinary depreciation  | 31 789        | 19 848        |
| Impairment of fixed assets   | 0             | 0             |
| Provisions for deferred income (supply of fixed assets)                | -50 975       | -46 701       |
| Change in State funding of intangible assets and tangible fixed assets | 19 186        | 26 854        |
| Change in inventories  | 0             | 0             |
| Change in accounts receivable  | 10 261        | -8 144        |
| Change in allocations and contributions not recognised as income       | 2 413         | 9 456         |
| Change in endowments and endowment increases not recognised as income  | 0             | 0             |
| Change in accounts payable   | -6 494        | 19 769        |
| Effect of exchange rate fluctuations                                   | -63           | 161           |
| Items classified as investment or financial activities                 | 50 916        | 46 664        |
| Change in other accrual items  | 26 490        | -3 503        |
| <b>Net cash flow from operating activities</b>                         | <b>77 337</b> | <b>94 676</b> |



## Operating income summary

| <i>All figures in NOK 1.000</i>  | 2022           | 2021           |
|--|----------------|----------------|
| Allocations from the Ministry of Education and Research                        | 566 613        | 546 492        |
| <b>Government funding</b>  | <b>566 613</b> | <b>546 492</b> |
| Grants from other governmental administrative bodies                           | 2 134          | 8 520          |
| Grants/transfers from the Research Council of Norway (RCN)                     | 50 753         | 40 135         |
| Grants/transfers from the EU for Research                                      | 13 332         | 11 234         |
| Grants/transfers from county and municipal agencies                            | -24            | 0              |
| Grants/transfers from organisations and foundations                            | 709            | 421            |
| Grants/transfers from the business and individuals                             | 9 559          | -6 782         |
| Grants/transfers from other contributors                                       | 362            | 5 483          |
| Endowed professorships   | 5 550          | 11 279         |
| <b>Endowments, research grants and transfers</b>                               | <b>82 375</b>  | <b>70 291</b>  |
| Contract funded work NHH Executive   | 31 015         | 27 547         |
| Tuition fees NHH Executive   | 46 647         | 41 683         |
| Rental income  | 3 417          | 3 409          |
| Other income   | 3 325          | 2 001          |
| <b>Tuition fees, rental and other income</b>                                   | <b>84 403</b>  | <b>74 641</b>  |
| Research projects in cooperation with Center for Applied Research at NHH (SNF) |                |                |
| Conference fees and other transfers  | 3 839          | 4 041          |
| <b>Other operating income</b>  | <b>3 839</b>   | <b>4 041</b>   |
| <b>Total operating income</b>  | <b>737 230</b> | <b>695 465</b> |

# TOGETHER FOR SUSTAINABLE VALUE CREATION



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