

NHH



ANNUAL REPORT 2020





Contents

Chapter I. Board of Directors' report	5
Chapter II. Introduction to NHH's activities and key figures	9
Chapter III. Results and activities during the year	12
EDUCATION	12
The bachelor's degree programme	12
Master's degree programmes	18
PhD programme	25
Executive education programmes	28
Quality of education	31
Educational theory and practice	34
Learning environment and universal design	35
Good access to education	36
The National Translator Accreditation Exam	37
RESEARCH	38
Quality	38
Relevance	40
Fringe activities	41
COOPERATION WITH THE BUSINESS COMMUNITY AND SOCIETY	43
Cooperation with the business community, the public administration and alumni	43
Research communication	45
Position	48
Meeting place	49
ORGANISATION AND RESOURCES	50
Human resources	50
Organisation	52
Finances	54
Funds for upgrading research and teaching premises	55
Funds for increased admission capacity and more recruitment positions in autumn 2020, and reduced allocation as a result of a temporary reduction in employer's National Insurance contributions	56
Funds allocated via other chapters	56
Infrastructure	56
Societal and impact goals for building projects	57
SUSTAINABILITY	59



Chapter IV. Management and control of NHH's activities.....	61
Overall assessment of management and control.....	61
Risk assessment.....	63
The Government's initiative to promote inclusion	68
Information security.....	68
Follow-up of the digitalisation strategy for the higher education sector	69
Temporary employment.....	70
Apprentices	70
Gender equality, diversity, discrimination and accessibility	71
Norwegian language	73
Campus development plans and major building projects.....	74
Chapter V. Assessment of outlook	76
Strategy for NHH 2018–2021.....	76
Development agreement.....	79
Collaboration with national and international partners	80
Budget for 2021.....	81
Chapter VI. Annual accounts 2020.....	84



Chapter I. Board of Directors' report

The year 2020 was affected by the coronavirus pandemic, which entailed extensive adaptations to NHH's activities. Nonetheless, we managed to keep up the pace of implementation of NHH's strategy for the period 2018–2021. This must largely be ascribed to considerable effort on the part of students and staff in all parts of the NHH organisation, and the Board would like to express its appreciation for their work.

Particular attention was devoted to the focus areas specified in the strategy:

- Renewal and relevance
- Outstanding learning environment and educational methods
- Top-level research
- A clear NHH imprint on society and revitalised alumni work
- Systematic digitalisation

NHH's ambition to be a leading international business school, reflected in its mission 'Together for sustainable value creation', warrants an understanding and the development of factors that define its distinctive characteristics. In 2020, this was addressed in particular through the implementation of extensive international accreditation processes that involved the whole organisation.

Education

Bachelor and master's degree programmes

Although the coronavirus pandemic gave rise to challenges in the form of a closed campus and reduced physical teaching activities, students being unable to meet their fellow students and changes to teaching plans at short notice, NHH succeeded in maintaining a high level of activity and quality in its full-time study programmes throughout 2020. This reflects how the school, already at the start of the year, had established online alternatives to all its courses. The number of credits awarded has been good, the throughput rate has been high and the drop-out rate is still low. It is pleasing to see that this applies to both new students starting their studies in autumn 2020 and students who were further into their studies when the pandemic hit. The school considers cooperation with the student association to be good and constructive, and we have worked together to find good ways of maintaining a good learning environment.

NHH increased the number of students admitted to the bachelor's and master's degree programmes in Economics and Business Administration (BSc EBA and MSc EBA). Despite this, the admission requirements for the bachelor's degree programme increased to a record level. At the master's degree level, the school compensated for the lack of international degree students by admitting more Norwegian students. NHH has a long-term goal of achieving an even gender balance in all its full-time programmes. The proportion of women on the bachelor's degree programme increased by as much as 4.4 percentage points to 41.3% in 2020. The school believes that, over time, efforts to communicate the breadth of the economics discipline, focusing on aspects such as sustainability and contributions to society, will ensure a more diverse student body in terms of gender, geographical distribution, ethnicity and other characteristics. NHH will also continue its initiatives to ensure a good, inclusive study environment.

The feedback from the course evaluations is solid, and the same is true for the perceived quality of studies in the Study Barometer survey. The school is concerned with delivering high-quality *digital*



studies as well, but acknowledges that 2020 has been demanding for both students and staff. As part of the decision to give priority to the learning environment and educational methods, NHH appointed its first merited lecturer in 2020. Going forward, new teaching premises and better infrastructure in the renovated buildings will create a good basis for intensifying student-centred teaching activities.

NHH graduates were in good demand in 2020, as before, despite pandemic-induced turbulence in the labour market. NHH's labour market survey shows that approximately 93% of graduates from the MSc EBA programme who completed their degree in spring 2020 were in employment six months later.

PhD programme

The number of public thesis defences in 2020 was 13, slightly below NHH's long-term target. As many as 82% of the PhD candidates completed the programme in less than six years.

Executive education programmes

Overall, recruitment was good and many highly qualified candidates applied for the master's level programmes in 2020. The number of applicants for some of the programmes has nonetheless decreased, partly due to the pandemic. The number of students taking non-credit-bearing programmes has remained stable. Some of the reason for this is the new focus on clusters and our in-house programmes, of which some are in partnership with AFF. In 2020, NHH was accredited by the Association of MBAs (AMBA). The work generated important impulses for the further development of NHH's portfolio of Executive MBA programmes.

Internationalisation

The pandemic had a dramatic effect on the internationalisation of education. In March 2020, more than 600 outgoing and incoming students had to interrupt their exchange stays and go home, while a swift transition to digital teaching and assessment made sure that most of them completed their exchange digitally. The pandemic affected mobility for the rest of the year, as most students had to cancel their internship periods abroad, and all exchanges were cancelled in autumn 2020. Although we are still in the midst of a global pandemic, it is NHH's clear ambition for student mobility to return to normal as soon as practically possible.

In July 2020, the school was awarded *European University* status as part of the *ENGAGE.EU* alliance. The alliance consists of seven leading research-intensive universities in Europe in the fields of economics, administration and social sciences. The award is the result of NHH's targeted, long-term efforts dedicated to development and innovation in internationalisation work, which will cement the school's position in the landscape going forward, despite the temporary physical restrictions on mobility caused by the pandemic.

Research

Preliminary figures show a solid increase in the number of publication points last year. The trend is especially pronounced for the quality indicators 'publication points, level 2', 'ABS publications (levels 4*, 4 and 3)', and 'bonuses on NHH's bonus list'.

NHH's new centre scheme is in place and is expected to contribute to increased activity in research, dissemination and applications. The emphasis on applications for both the Research Council of Norway and the EU led to a high number of applications and a normal acceptance rate in 2020. Income from activities financed by contributions from the Research Council for ongoing projects shows a decline



after several years of increases. The change is partly due to the completion of some large projects and partly to lower consumption in several projects due to the pandemic.

Cooperation with the business community and society at large

NHH engages in extensive collaborations with external partners – businesses, the public administration, clusters, startups, and public and private institutions.

New partnerships were initiated in 2020. The research centres *Brandinnova* and *Digital Innovation for Growth* (DIG) were established, both engaging in broad collaboration with ten-plus partners in the business sector, public administration, cluster organisations and academia. Bergen Entrepreneurship Academy (BEA) started as a partnership between NHH, Western Norway University of Applied Sciences (HVL) and the University of Bergen (UiB). The initiative will facilitate entrepreneurship as part of education, and put students in contact with startups and incubators.

Because of the coronavirus outbreak, alumni activities were transferred to digital platforms from March. A considerable number of webinars were hosted to establish dialogue and knowledge sharing between alumni. Despite a challenging year, the number of alumni members increased by about 750 in 2020, as the result of active recruitment.

NHH's researchers are encouraged to contribute to the public debate, and 2020 saw a substantial increase in research-related media coverage and the number of research-based opinion pieces. NHH's researchers have actively engaged in issues high on the agenda, such as the coronavirus pandemic, the grocery price war, restructuring of the airline industry and the tax system design. A good effort was also put in to achieve the ambition of raising the profile of NHH's own research in a wide range of topics.

Renovation, control and finances

The extensive renovation of NHH's oldest buildings was completed on schedule in December 2020, and new office and teaching facilities are ready to be taken into use at the start of 2021. NHH sees the project as a success considering how we managed to keep up the level of activity and maintain a good working environment although large parts of the student and staff group were temporarily moved to rented premises.

From and including 2021, NHH will be a tenant of the State and will pay rent on all its buildings. This includes a considerable increase in the school's fixed costs, but also a corresponding increase in the block grant. In the long term, the school's financial flexibility is considered to be good. Good cost control has been maintained for budget items relating to the renovation, but delays in the procurement of some user equipment and a slight postponement of the moving date meant that some of the renovation costs were carried forward to 2021. Moreover, the pandemic led to a lower level of activity than expected, and the school's total reserves are therefore higher than planned. Reserves from unused allocations make up 15.5% of the funding available this year, but there are plans to reduce the reserves to 5.5% by the end of 2021. Reserves from NHHE's accumulated profit come in addition. The total volume of reserves helps to ensure that NHH's level of activity and priorities are financially viable.

The school places great emphasis on compliance with requirements for information security and data protection, including follow-up of risk management and GDPR compliance. In addition, the school's systematic digitalisation work is given high priority, including the development and phasing in of joint sector solutions.



Priorities going forward

Activities will be affected by 2021 being the last year of the current strategy period (2018–2021) and by work to prepare a new strategy for the period 2022–2025. This includes gap analyses to evaluate the objectives and outcome of the outgoing strategy and of NHH's development agreement with the Ministry of Education and Research, analyses of expectations and requirements under guidelines for international accreditations, reputation analyses and the implementation of a strategy process that will involve all parts of NHH's organisation. An objective has been set in connection with the conclusion of the current strategy to develop a menu of possible focus areas for the new strategy.

As the current board and rector period will end on 31 July 2021, appointment processes for members of the rector's team and new department managers will be conducted in spring 2021. Already at the start of 2021, the Board decided to appoint Rector Øystein Thøgersen for a new four-year period.

The current year is also expected to be affected by the gradual fade-out of the coronavirus pandemic, and in that connection, NHH will actively devote attention to lessons learned from web-based activities and other adaptations made during the period. This will potentially have huge implications for the development of the future campus.

NHH's international cooperation will be further developed, and ambitions are linked in particular to our status as a *European University* and utilising the possibilities that follow from our participation in the *ENGAGE.EU* alliance.

The directors' report was approved by the board members by email and therefore contains 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 a leading 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 centre for research and education in economics and business administration. NHH has more than 3,400 registered students in its full-time programmes (bachelor, master and PhD level) and about 600 students at master's degree level in executive education programmes. The school employs 435 full-time equivalents in total, about 280 of whom in academic positions.

NHH has an extensive international network and research and education partnerships with leading institutions abroad. NHH cooperates with over 190 universities and business schools in more than 50 countries. Approximately half of NHH's students spend at least one semester abroad. The most visible pieces of evidence of NHH's international position are the EQUIS and AMBA accreditations and membership of CEMS – the Global Alliance in Management Education, as well as 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), 69 corporate partners and 8 non-profit organisations. ENGAGE.EU consists of seven leading research-intensive universities in Europe in the fields of economics, administration and social sciences.

As a state-owned specialised university institution, NHH received government funding of NOK 573.0 million from the Ministry of Education and Research for 2021. In addition, NHH receives funding through externally funded activities (BOA) of approximately NOK 141.9 million.

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

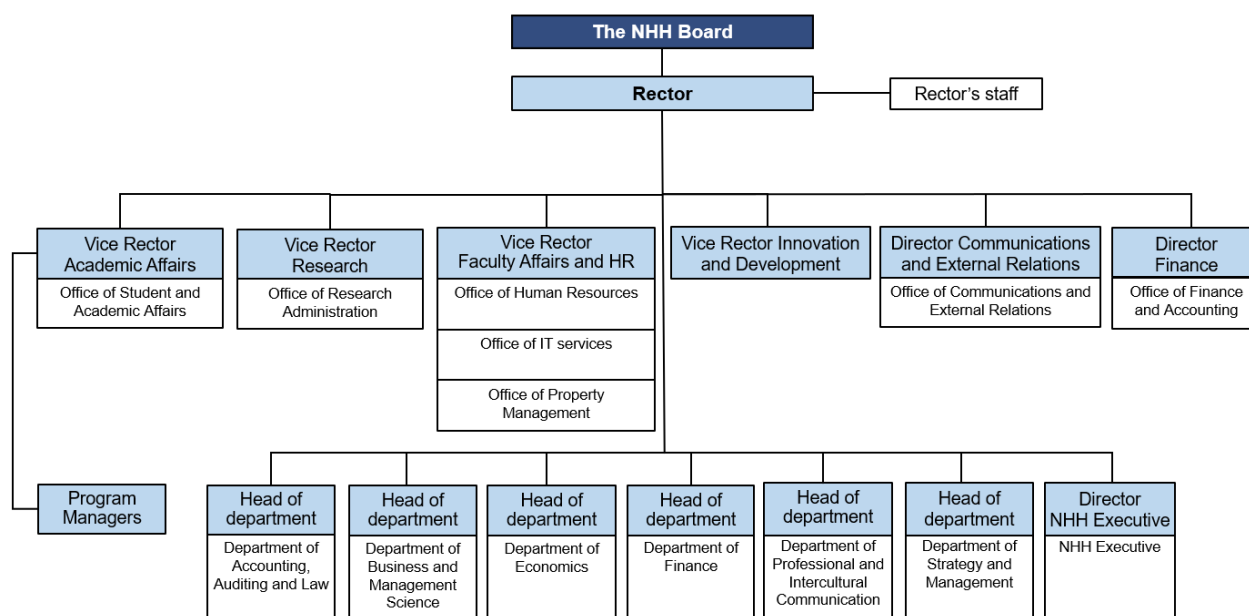
Executive programmes

- Executive MBA (EMBA)
- In-house programmes
- Other programmes



Organisation 2020

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. NHH's organisation chart for 2020 is presented below.



More details about the research organisation

NHH's research is organised as six departments covering NHH's general fields of research:

- Department of Accounting, Auditing and Law
- Department of Business and Management Science
- Department of Economics
- Department of Finance
- Department of Professional and Intercultural Communication
- Department of Strategy and Management

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 NHH¹

	2016	2017	2018	2019	2020
Bachelor's and master's programmes:					
Number of registered students	3,399	3,460	3,332	3,453	3,315
International students on campus (%)	15%	16%	17%	19%	8%
Exchange students (incoming/outgoing)	849	899	992	985	610
Students per UFF ²	13.4	13.5	13.3	13.5	11.9
Bachelor's degree:					
New students	489	459	451	485	540
Graduates	390	317	383	389	424
Completed within nominal length of study (%)	58.2%	63.8%	58.2%	56.4%	63.0%
Master's degree:					
New students	807	802	816	841	866
Graduates	771	733	778	698	740
Completed within nominal length of study (%)	77.4%	78.7%	79.5%	79.0%	77.0%
PhD programme:					
New PhD contracts	11	30	22	25	22
PhD positions	68	77	73	81	89
Completed PhDs	26	12	19	17	13
Research:					
Publication points	280.4	309.1	248.5	241.0	289.1 ³
Proportion of publication points, level 2 (%)	57.9%	57.0%	57.9%	50.0%	63.5% ³
Income from activities financed by NFR contributions, per academic FTE ⁴	79.1	103.2	136.2	166.0	102.1
Staff:					
FTEs at NHH	393	403	397	399	435
FTEs at NHH – proportion of women (%)	43%	43%	42%	43%	43%
Positions in teaching, research and dissemination (UFF)	254	257	250	256	279
Finances: (NOK 1,000)					
Total revenues	539,415	566,788	594,848	629,185	616,500
Total government funding	428,593	453,158	472,755	493,726	491,708

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

² Positions in teaching, research and dissemination

³ Preliminary figures for 2020

⁴ 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 2018–2021.

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 educate excellent economists and managers with sound analytical skills, a good understanding of technology and a strong commitment to society.

The bachelor's degree programme

NHH objective 1: Admission quality

NHH shall attract students with strong academic results and a high motivation for learning. NHH's study programmes shall be a clear first choice in the fields of economics and business administration among Norwegian students and also attract highly qualified international students.

Table 1: Applicants and admission

	Result					Ambition
	2016	2017	2018	2019	2020	
First-priority applicants	1,816	1,773	1,801	1,716	2,112	-
Admission points, first diploma quota	52.9	52.6 ⁵	52.7 ⁵	52.7	54.1	55.0
Admission points, ordinary quota	56.5	56.0 ⁵	56.5 ⁵	56.4	57.4	58.5
Enrolled	489	459	451	485	540	500
Geographical distribution (enrolled) (UA):						
- Eastern Norway, of which Oslo	50% 17%	45% 11%	44% 15%	48% 16%	55% 20%	-
- Western Norway, of which Bergen of which Stavanger	39% 22% 4%	46% 25% 4%	45% 26% 3%	44% 26% 2%	33% 22% 2%	- - -

⁵ After supplementary admission



- Central Norway, of which Trondheim	5% 3%	4% 2%	5% 2%	5% 2%	4% 12%	-
- Southern Norway	3%	4%	2%	2%	4%	-
- Northern Norway	3%	2%	3%	2%	3%	-
City districts Oslo (enrolled) (UA): ⁶						
- Proportion from the east of Oslo	-	-	-	18%	14% ⁷	-
Women (% of number enrolled) (UA)	36.0%	35.1%	34.4%	36.9%	41.3%	50%

Assessment of results and goal attainment

After several years of declining figures, with the exception of a slight increase in 2018, the number of first-priority applicants increased in 2020. The increase was 23.1% compared with 2019, and 16.3% from 2016. The same trend is found at the national level, where the number of first-priority applicants for EBA programmes has increased by 24.8% since 2019 and 22.6% since 2016. How much of this is due to the coronavirus pandemic, making it less tempting to take a bachelor's degree abroad, is open to speculation. Measured by the number of first-priority applications, NHH's bachelor's programme was Norway's most popular study programme in 2020. It has been ranked in first or second place for the past ten years.⁸

The target figure (admission capacity) for the number of enrolled students was increased from 470 to 570 in 2020. After an assessment of the drop-out rate, among other things, the school decided that the target for 2020 would be 500 enrolled students. In connection with the Government's efforts to increase the capacity of higher education programmes in autumn 2020, NHH increased the admission capacity by another 70 places.

In 2020, the admission requirement was 54.1 points for applicants on the first diploma quota, and 57.4 points for applicants on the ordinary quota. That is an increase compared with the last few years, even though the admission capacity was increased from 470 to 570.

Most of the students on the bachelor's programme come from Eastern or Western Norway. The two regions are home to about 75% of the Norwegian population, and about 90% of the enrolled students. The figure varies slightly from year to year. Recruitment from Southern Norway and Northern Norway has shown a decreasing trend for several years, but increased slightly in 2020.

The proportion of female students among new bachelor's students increased further in 2020, and is within the ambition for 2020 of 40–60%. The effort to recruit more women has been given high priority over several years, and it appears to have paid off. It is nonetheless important to keep up this effort to ensure NHH's ambition of 50% female students is achieved.

Recruitment measures in 2020 followed the strategy devised the year before. NHH has continued its marketing efforts, and three main messages 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 programmes confer analytical skills with a focus on sustainability and

⁶ 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, so the figures are somewhat uncertain.

⁷ East-west socio-economic divide.

⁸ Number of applicants from April.



contributions to society. The diversity of the student body has been highlighted through the use of photos, the choice of student stories and recruitment of student ambassadors.

About 237 upper secondary schools in all the counties, except Nordland, received a visit from NHH students in 2020. The rector's team visited three schools in Oslo. At the start of the tour, NHH made direct contact with local newspapers, resulting in 20 news stories. Most of the stories were printed in newspapers in Northern Norway, the northern part of Western Norway and rural Eastern Norway, areas from which NHH has traditionally recruited few students.

In February 2020, NHH organised a three-day Open Day event together with the other higher education institutions and the Study Bergen network (Utdanning i Bergen). A total of 335 young people attended mini lectures by academic staff, in addition to presentations by and a guided tour with both former and current students. Of those who attended, 87 people (including 52 girls) from outside the county received a travel grant to attend the event.

In addition to the school tour and press work, NHH also made active use of digital channels to get relevant information out to potential new students. This included websites, social media, student portals and programmatic advertising. In spring, NHH launched its new brand campaign *Vil noko meir* ('Want something more'), the content of which is aligned with the school's mission statement 'Together for sustainable value creation'. After the COVID-19 outbreak, the campaign received a lot of attention in social media, particularly the videos asking questions such as 'What happens if everybody lives until they are a hundred years old?' and 'How should assets be distributed in the future?'.

NHH objective 2: Quality of studies

NHH shall have a culture for quality in its education, where the administration, academic staff and students continuously strive to improve the quality of studies. Our teaching, study programmes and learning environment shall be on a par with the best international business schools.

Table 2: Study effort, student satisfaction and job relevance

	Result					Ambition
	2016	2017	2018	2019	2020	
Time (hours) spent on studies per week among full-time students (KD, the Study Barometer)	39.3	35.3	41.0	35.2	35.2	37–42
Score for how students perceive the quality of studies (KD, the Study Barometer) ⁹	4.5	4.3	4.5	4.4	4.3	≥ 4.5
Score for how students perceive job relevance (UA, the Study Barometer) ¹⁰	-	-	4.1	4.0	3.8	≥ 4.4
Course evaluation at NHH; overall assessment ¹¹	4.0	4.1	3.9	3.9	4.0	≥ 4.0

⁹ The score reflects the respondents' agreement with the claim 'I am, overall, satisfied with the programme I am currently attending', where 1=Do not agree and 5=Fully agree.

¹⁰ The figures show scores on the index 'Working life', where 1=To a low degree and 5=To a high degree.

¹¹ 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.



Table 3: Technology-related courses

	Result					Ambition
	2016	2017	2018	2019	2020	
Proportion of diplomas that include courses in programming and/or big data analysis (%) (UA) ¹²	-	-	-	50%	59%	50%

Table 4: Credits and completion within nominal length of study

	Result					Ambition
	2016	2017	2018	2019	2020	
Credits per student ¹³	49.0	49.2	49.1	47.3	50.2	≥ 50.0
Completed within nominal length of study (%) (KD)	58.2%	63.8%	58.2%	56.4%	63.0%	≥ 60.0%

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

	Result					Ambition
	2016	2017	2018	2019	2020	
Year group at start-up	A13	A14	A15	A16	A17	
Drop-out rate BSc EBA, nominal length of study (%)	13%	13%	14%	13%	11%	≤ 10%

Table 6: Internationalisation

	Result					Ambition
	2016	2017	2018	2019	2020	
International internships (UA)	2	6	8	19	8	-
Exchanges:						
- Incoming students to NHH	130	164	161	142	67	-
- Outgoing students from NHH	164	193	246	258	231	-
- Incoming relative to outgoing students (%)	79%	85%	65%	55%	29%	-
- Proportion of diplomas that include an exchange abroad (%) ¹⁴	50%	48%	52%	58%	56%	≥ 50.0%
Outgoing exchange students on Erasmus+ (Student and Traineeship Mobility)	46	56	76	96	82	-

Assessment of results and goal attainment

The students consider the quality of studies at NHH to be good. The Study Barometer for 2020 shows an overall assessment of 4.3 for the bachelor's programme at NHH. The figure has been fairly stable over time and is close to the ambition level of 4.5.

The amount of time students spend on their studies varies somewhat from year to year, and was slightly below the ambition level in 2020. There is no obvious reason why the amount of time spent after 2016

¹² Not compulsory courses.

¹³ Average during the year. The figures from and including 2018 only apply to students who follow the new curriculum for the bachelor's programme.

¹⁴ Proportion of diplomas that include an exchange abroad relative to the total number of bachelor diplomas issued for the year in question.



should vary from year to year. In general, the reported scope of organised learning activities is on a par with the average of all economics and business administration programmes, while 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 score of 4.0 is ever so slightly higher than in 2019. The result is on a par with the preceding years, and within the ambition set.

NHH's main building complex was renovated in 2019 and 2020, and several new classrooms will be taken into use in 2021. Among other things, NHH will be given both case auditoriums and project auditoriums, which will be more suited to student-active forms of teaching than traditional auditoriums. Student-active forms of teaching and discussions with and guidance from academic staff are among the areas where the bachelor's programme receives the lowest scores in the Study Barometer for 2020. Working to maximise the potential of the new classrooms will therefore be especially important.

In general, we see a decline in satisfaction scores in the Study Barometer. It will be important to verify that this is only related to the pandemic and not a lasting phenomenon. The decline is most pertinent in the categories Organisation, Student assessment and Inspiration, but also in Working life. Although nearly all bachelor students at NHH go on to take a master's degree rather than enter the labour market, NHH will continue to make active efforts to strengthen the programme's working life relevance.

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 a course in programming and/or big data analysis in addition to the compulsory courses. This ambition was achieved in 2020.

The number of students who complete the bachelor's programme within the nominal length of study increased in 2020 and is now just above the minimum target figure, although still high compared with the rest of the sector. The drop-out rate at NHH is low, and has decreased slightly compared with previous years. A drop-out rate of 11% is nonetheless above the target figure of 10%.

A large proportion of bachelor's students at NHH take an exchange semester abroad. The curriculum from 2015 is adapted to accommodate this, and the number of outgoing students has increased steadily since the curriculum was introduced. The number of outgoing students was 231 in 2020, although some students pulled out because of the pandemic.

The number of incoming exchange students has been more stable, but the number plummeted in 2020 because of COVID-19. This has created a greater imbalance between outgoing and incoming students, partly related to the coronavirus. There seems to be a persistent imbalance at the core of this trend, however. In order to attract incoming students, it is important to offer a wide range of relevant courses in English, and the vast majority of elective economics courses are therefore taught in English.

Norwegian is the main language of tuition in the bachelor's programme, and all compulsory courses except one 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. In 2020, it was decided to make the credit-bearing course Intern Abroad part of the ordinary range of courses in the bachelor's programme, following a pilot phase that was initiated with project support from the Norwegian Agency for International Cooperation and Quality Enhancement in Higher Education (Diku) in 2018. The



possibility of an internship abroad has been well received by the students, and 19 students took advantage of the offer in 2019. In 2020, the number of students fell to only eight, as many students had to cancel their planned stays due to COVID-19. In 2020, a new Intern Abroad project was initiated with support from Diku for the purpose of piloting a project semester in the BSc EBA programme with South-African partners. The project was put on hold due to COVID-19.

Programme evaluation

In accordance with NHH's quality assurance system, the bachelor's programme shall be evaluated every five years. The programme was last evaluated in 2014, and work on a new evaluation started in 2019 and will be completed in the first half of 2021.



Master's degree programmes

NHH objective 1: Admission quality

NHH shall attract students with strong academic results and a high motivation for learning. NHH's study programmes shall be a clear first choice in the fields of economics and business administration among Norwegian students and also attract highly qualified international students.

Table 7: Applicants, MSc EBA¹⁵

	Result					Ambition
	2016	2017	2018	2019	2020	
External applicants with a Norwegian bachelor's degree	786	589	634	626	665	-
External applicants with an international bachelor's degree	1,506	1,312	1,414	1,413	1,034	-
Applicants – internal transfer	442	385	411	406	446	-
Total number of applicants	2,734	2,286	2,459	2,445	2,145	-

Table 8: Admission MSc EBA

	Result					Ambition
	2016	2017	2018	2019	2020	
Admission requirement, external applicants (autumn) ¹⁶	4.1	4.0	4.0	3.9	3.8	≥ 4.1
Average grade on admission, external applicants (autumn) ¹⁷	4.3	4.3	4.3	4.2	4.2	≥ 4.4
Number enrolled, including internal transfer ¹⁸	642	632	682	706	725	-
Students with an international degree (enrolled) (UA)	74	90	117	111	75	120
Students with an international degree (% of number enrolled) (UA)	12%	14%	17%	16%	10%	17.5%
Women (% of number enrolled) (UA)	41%	40%	43%	36%	37%	50%
Women, students with an international degree (% of number enrolled) (UA)	46%	44%	53%	44%	41%	50%

¹⁵ Master's degree programme in Economics and Business Administration

¹⁶ A=5, B=4 etc. Requirement after supplementary admission for a Norwegian bachelor's degree.

¹⁷ The average does not include students with a bachelor's degree from abroad and students with both numerical and letter grades.

¹⁸ Includes students with an international degree

Table 9: Admission MSc AA¹⁹

	Result					Ambition
	2016	2017 ²⁰	2018	2019	2020	
Total number of applicants	299	447	368	335	322	-
Admission requirement, external applicants for two-year MSc AA	4.1	4.1	4.0	3.8	3.7	≥ 4.1
Average grade on admission, external applicants for two-year MSc AA	4.4	4.3	4.2	4.3	4.1	≥ 4.4
Enrolled	165	170	134	135	141	-
Women (% of number enrolled) (UA)	38%	49%	36%	47%	41%	50%

Assessment of results and goal attainment

The total number of enrolled master's degree students (MSc EBA and MSc AA) was 866, well above the target figure of 795. For the MSc EBA programme, this represents a continuation of the trend seen over the past years, while for MSc AA, it represents a slight increase on the year before.

There are no clear trends in the number of applicants for MSc EBA in Table 7, but we see from Table 8 that the admission requirement for external applicants (with a Norwegian BSc EBA degree) has decreased over several years. This suggests that the admission quality has declined in this part of the admissions.

In 2020, the number of students enrolled through the international admissions round was 75. That represents a clear decline in relation to 2019, and is far below the school's long-term ambition. Because of COVID-19 and the entry restrictions imposed, all international students were offered the choice of deferring their studies until the next academic year, and 62 students accepted the offer rather than enrolling in autumn 2020. If many of them choose to exercise their right to deferred enrolment, it may lead to an increase in the number of international students next autumn.

The number of applicants for and students on the MSc AA programme has been fairly stable the last few years. The admission figures have been affected by increased competition from other MSc AA programmes in Norway, but the one at NHH is still considered a very good programme that does well in the competition. In 2020, the Storting adopted a new Auditing Act that states that an MSc AA degree is still required in order to be granted the title *state authorised public accountant*, and the school expects the number of applicants to remain high.

The proportion of female students admitted to the MSc EBA programme is on the same low level as in 2019. Since more than half of the students admitted to the programme are transferring from NHH's bachelor's programme, the proportion of women on the MSc EBA programme is largely dependent on the proportion of women on the BSc EBA programme, and the best way of recruiting more women to the former is to recruit more women to the latter. It is therefore pleasing that the proportion of women on the BSc EBA programme has increased the past two years.

NHH is also working to revise the different MSc EBA specialisations, among other things by describing the benefit for both society and the students in clear terms. Sustainability and global

¹⁹ Master's degree programme in Accounting and Auditing

²⁰ The MSc AA programme in Oslo started in 2017 and is included in the figures from and including 2017 for *number of applicants, number enrolled and women*.



challenges are examples of new specialisation topics. This will hopefully make the programme more attractive to students who would perhaps not have considered an MSc EBA degree, and NHH also hopes that it will attract more women to the programme. The structure of the specialisations in Business Analysis and Performance Management (BUS), Strategy and Management (STR) and Economics (ECN) was revised from and including autumn 2020, and corresponding plans are under way for several of the other specialisations. The specialisation that struggles the most to recruit women is Financial Economics (FIE), with a proportion of female students of around 20%. Although the proportion has not yet increased, there are some developments in this area as well. The Sustainable Finance course was introduced in autumn 2019 and has become popular, especially among female students (the proportion of women in autumn 2020 was 46%).

Many of the students on the MSc AA programme either have or will get a job in auditing, an industry struggling to recruit women for top positions. It is thus pleasing to see that more than 40% of the students are women. Considering the drop-out rate in the industry, a higher proportion of women on the programme is nonetheless desirable.

NHH objective 2: Quality of studies

NHH shall have a culture for quality in its education, where the administration, academic staff and students continuously strive to improve the quality of studies. Our teaching, study programmes and learning environment shall be on a par with the best international business schools.

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

	Result					Ambition
	2016	2017	2018	2019	2020	
Time spent on studies (hours) per week among full-time students (KD, the Study Barometer)	43.1	43.7	42.4	39.5	41.2	40–45
Score for how students perceive the quality of studies (KD, the Study Barometer) ²¹	4.4	4.5	4.3	4.5	4.2	≥ 4.5
Score for how students perceive job relevance (KD, the Study Barometer) ²²	-	-	3.7	3.9	3.6	≥ 4.5
Course evaluation at NHH; overall assessment ²³	4	4.1	3.9	4.1	4.0	≥ 4.0

²¹ The score reflects the respondents' agreement with the claim 'I am, overall, satisfied with the programme I am currently attending', where 1=Do not agree and 5=Fully agree.

²² The figures show scores on the index 'Working life', where 1=To a low degree and 5=To a high degree.

²³ Average of students' evaluation of all courses on the MSc EBA programme, where 1=Very dissatisfied and 5=Very satisfied



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

	Result					Ambition
	2016	2017	2018	2019	2020	
Time spent on studies (hours) per week among full-time students (KD, the Study Barometer)	44.4	53.2	43.6	39.7	39.7	40–45
Score for how students perceive the quality of studies (KD, the Study Barometer) ²⁴	4.2	4.5	4.4	4.1	4.1	≥ 4.5
Score for how students perceive job relevance (UA, the Study Barometer) ²⁵	-	-	4.1	4.2	3.9	≥ 4.6
Course evaluation at NHH; overall assessment ²⁶	3.8	3.8	3.9	3.9	3.8	≥ 4.0

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

	Result					Ambition
	2016	2017	2018	2019	2020	
Proportion of diplomas that include courses in programming and/or big data analysis (%) (UA) ²⁷	-	-	-	80%	91%	100%

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

	Result					Ambition
	2016	2017	2018	2019	2020	
Completed within nominal length of study (%) (KD)	77.4%	78.7%	79.5%	79.0%	77.0%	≥ 80%
Credits per student, MSc EBA ²⁸	49.5	47.7	50.7	51.6	54.7	-
Credits per student, MSc AA ²⁸	50.1	47.5	45.7	48.6	52.2	-

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

	Result					Ambition
	2016	2017	2018	2019	2020	
Year group at start-up	A14+S15	A15+S16	A16+S17	A17+S18	H18+V19	
Drop-out rate MSc EBA after two years (%)	5%	5%	5%	3%	3%	≤ 5%
Drop-out rate MSc AA after two years (%)	7%	1%	5%	6%	9%	≤ 5%

²⁴ The score reflects the respondents' agreement with the claim 'I am, overall, satisfied with the programme I am currently attending', where 1=Not agree and 5=Fully agree.

²⁵ The figures show scores on the index 'Working life', where 1=To a low degree and 5=To a high degree.

²⁶ Average of students' evaluation of all courses on the MSc AA programme, where 1=Very dissatisfied and 5=Very satisfied.

²⁷ All courses

²⁸ Average for the whole year.



Table 15: Internationalisation – master’s degree level

	Result					Ambition
	2016	2017	2018	2019	2020	
International internships, CEMS, the Norwegian School of Entrepreneurship and the Innovation School (UA)	64	100	104	98	45	-
Incoming and outgoing double degree students	28	26	32	40	31	50
Exchanges:						
- Incoming students to NHH	238	252	295	305	101	-
- Outgoing students from NHH	317	290	290	280	211	-
- Incoming relative to outgoing students (%)	75%	87%	102%	109%	48%	-
- Proportion of diplomas that include an exchange abroad, MSc EBA (%)	54%	39%	44%	43%	38%	40%
- Proportion of diplomas that include an exchange abroad, MSc AA (%) ²⁹	15%	8%	12%	23%	21%	40%
Outgoing exchange students on Erasmus+ (Student and Traineeship Mobility)	137	155	140	134	108	-

Assessment of results and goal attainment

The students perceive the quality of the MSc EBA programme to be good. We nonetheless see a clear decline from 2019 to 2020, distinguishing NHH’s MSc EBA programme from other master’s degree programmes in economics and business administration. One reason may be the lack of exchange possibilities and other international activities due to the coronavirus pandemic. This hits NHH students particularly hard, since the proportion who go on exchange stays is normally higher here than at other Norwegian university colleges. The results of NHH’s own course evaluations also confirm that the quality of the MSc EBA programme is generally high, despite the need to switch to digital teaching and assessment because of the coronavirus situation. The job relevance score has also clearly declined, but this is also true for the other economics and business administration programmes in the Study Barometer. NHH’s MSc EBA programme achieves a higher relevance score than other corresponding programmes. The Study Barometer shows that the students are satisfied with the fact that representatives of the business sector contribute to teaching and that there is ample opportunity to cooperate with business representatives on master’s degree theses. Almost all students on the MSc EBA programme take courses in programming and/or big data analysis.

The students are generally satisfied with the MSc AA programme. Fewer physical lectures and a sudden switch to digital teaching during the pandemic may nonetheless have affected the students’ assessment of 2020. The MSc AA programme is still considered highly relevant. The Study Barometer’s relevance score only includes students in the two-year course of study, while the majority of MSc AA students are enrolled in the one-year course of study, precisely because the programme is highly relevant and necessary for their further career in auditing. In the course evaluations, the students give most of the courses on the programme a relevance score of more than 4.5, and no courses score lower than 4.3.

²⁹ Only includes students in the two-year MSc AA course of study.



The proportion of students who complete the MSc EBA and MSc AA programmes within the nominal length of study is relatively high, and the drop-out rate is relatively low. The proportion who complete the programme within the nominal length of study has decreased by 2 percentage points from the year before. If we break down the figures by the students' background, we see that the throughput rate for international students dropped sharply from the year before, while it remained more or less unchanged for Norwegian students. It is natural to assume that international students at NHH have suffered greater disadvantages because of COVID-19 than their Norwegian peers. All master's degree courses have been required to offer digital teaching and assessment alternatives since spring 2020. The plan at present is to continue this practice in spring and autumn 2021.

Both incoming and ongoing exchanges on the MSc EBA programme fell sharply in 2020, which of course has to do with COVID-19. Incoming exchange students were hardest hit. Nevertheless, we see that many students managed to complete their exchange stays, despite the pandemic. When the COVID-19 situation is under control, exchange programme activities will hopefully resume. The temporary closure of the Innovation School in 2020 also had a negative impact on international student activities, which will improve with the launch of the new version of Innovation School in 2021.

The number of exchange students on the MSc AA programme has historically been low, and NHH has encouraged students to go on exchanges. The number has improved over the last few years, and more than 20% of the students have now been on exchanges, which is still below the ambition.

The number of master's degree students taking an internship period abroad as part of their degree has increased in recent years. This is related to the launch of several new initiatives, for example the credit-bearing course Intern Abroad, which was made part of the ordinary range of courses in the master's degree programme in 2020, following a pilot phase that was initiated with project support from Diku in 2018. The marked decline in 2020 is partly due to COVID-19, but also to the Innovation School being put on hold for a year. In 2020, NHH started a new Diku project under the Partnership Program with North America, the goal of which is to establish a double degree combining the ENE specialisation at NHH and an MSc in Data Science at HEC Montreal. A compulsory internship period will be integrated in the course description for the degree.



NHH objective 3: Graduate quality

NHH graduates shall be preferred in the national market for economists and managers, attractive in the international labour market and qualified for the best international master's degree and PhD programmes.

Table 16: Labour market (MSc EBA) (UA)³⁰

	Result					Ambition
	2016	2017	2018	2019	2020	
The programme has given me a relevant theoretical basis	4.5	4.3	4.3	4.4	4.4	≥ 4.5
The programme makes me competitive in the international labour market	4.1	3.8	3.9	4.0	4.0	≥ 4.2
I was generally satisfied with the quality of the study programme	4.2	4.2	4.2	4.3	4.2	≥ 4.5
Proportion in employment within six months (%) ³¹	86.7%	88.1%	92.1%	89.7%	92.6%	-
Starting salary, NHH graduates (NOK 1,000) ³²	451	463	485	498	503	-
Proportion of students taking a job abroad (%) ³³	8%	5%	11%	7%	6%	≥ 15%

Table 17: NIFU/the graduate survey³⁴

	Result					Ambition
	2016	2017	2018	2019	2020	
Master's degree graduates employed in relevant work six months after graduation (%) (KD)(UA)	-	88.9%	-	96.6%	-	-

Assessment of results and goal attainment

The labour market survey shows that MSc EBA graduates are satisfied with the quality of the programme, also after they have started working. Both NHH's own labour market survey in 2020 and NIFU's graduate survey in 2019 show that the proportion of graduates who have landed a (relevant) job six months after graduation is high. It is particularly pleasing to see that so many of the students who graduated in spring 2020, in the midst of a pandemic, have secured a job.

Relatively few MSc EBA graduates start working abroad, despite NHH's extensive range of exchange programmes and other international activities for master's degree students. The new Innovation School, focusing on internships in a nearby country (Germany), will hopefully get more students to look for a job abroad after graduating from NHH.

Programme evaluation

NHH conducts programme evaluations at five-year intervals. The most recent evaluation of the MSc AA programme was completed in 2019. The next evaluation of the MSc EBA programme will be conducted in spring 2021.

³⁰ 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.

³¹ Relevant and not relevant work.

³² Average gross basic salary per year.

³³ The figure is based on students in both relevant and non-relevant work.

³⁴ The survey is conducted every other year.



PhD programme

NHH objective 1: Admission quality

NHH shall attract students with strong academic results and a high motivation for learning. NHH's study programmes shall be a clear first choice in the fields of economics and business administration among Norwegian students and also attract highly qualified international students.

NHH objective 3: The PhD programme (from the chapter on research in NHH's strategy)

NHH's PhD programme shall attract the best Norwegian and strong international students. NHH shall produce more graduates who succeed in the competition for scholarly positions at recognised international institutions.

Table 18: Applicants and admission, PhD

	Result					Ambition
	2016	2017	2018	2019	2020	
Number of applications	217	597	576	780	684	-
Admission / new PhD contracts	11	30	22	25	22	-
Proportion of international PhD students (% of new PhD contracts)	46%	63%	62%	58%	50%	40–60%
Proportion of women (% of new PhD contracts) (UA)	38%	44%	10%	42%	55%	50%

Assessment of results and goal attainment

NHH aims to attract the best students from Norwegian educational institutions and highly qualified students from foreign universities. In 2020, NHH received a relatively high number of applications, in total 684, for PhD positions with the four departments that advertised vacancies in the main application round in 2020. The proportion of female applicants was 30.4%, on a par with the year before. As in previous years, the majority of applicants were foreign nationals (97%). Around 51% of the top-ranking applicants had a master's degree from a recognised school, while the same is true for only 13% of the remaining applicants.³⁵ Marketing and the admission process followed more or less the same pattern as previously, where the proportion of female applicants was satisfactory, and the quality of applicants was good. Special attention has also been devoted to the recruitment of female students in 2020.

The number of new PhD contracts varies from year to year. Some of the specialisations with a low number of applicants only admit new candidates every other year in order to create larger student groups and a better student community, but that also contributes to fluctuations in the number of applicants and students admitted. For example, the Department of Finance carried out an admission round in 2019 and the next one will be carried out in 2021. There were plans for 24 PhD students to start their degree in 2020, but two women from China were unable to start due to COVID-19. This meant that only 22 new students started on their PhD. The proportion of women awarded new PhD contracts was 55%. That is a good increase, but NHH will continue focusing on the recruitment of women nonetheless.

³⁵ The figures are taken from a survey conducted in connection with admission.



Half of the new PhD students are foreign nationals, and over one-third of them have taken a master's degree in Norway. NHH has conducted a thorough assessment of the proportion of foreign PhD students. The conclusion is that NHH values quality above all else and wishes to recruit the best candidates. At the same time, endeavours must be made to meet the target set by the Board of a proportion of 40–60% foreign PhD students. That being said, NHH also places great emphasis on marketing and efforts to recruit candidates with a master's degree from Norway, and finds that, in the last few years, just over 45% of PhD candidates with foreign citizenship have started their first job in Norway.

NHH objective 2: Quality of studies

NHH shall have a culture for quality in its education, where the administration, academic staff and students continuously strive to improve the quality of studies. Our teaching, study programmes and learning environment shall be on a par with the best international business schools.

Table 19: Quality of PhD studies

	Result					Ambition
	2016	2017	2018	2019	2020	
Number of thesis defences per year	26	12	19	17	13	-
Proportion of PhD candidates completing the programme within six years (% KD) ³⁶	61.5%	77.3%	76.2%	72.2%	81.8%	80%
Drop-out rate (PhD contracts terminated during the year)	0	2	0	2	2	-
PhD positions ³⁷	68	77	74	81	89	-

Assessment of results and goal attainment

The number of thesis defences in 2020 was 13, a decline that may very well be due to both natural variations and the coronavirus pandemic, and has yet to be fully analysed. The proportion of PhD candidates who complete the programme within six years is approximately 82%. NHH continues to focus on a better throughput rate.

As in previous years, the school emphasises close follow-up of PhD students, both academically and administratively. As before, quality work in the PhD programme is primarily related to follow-up of individual students. Following the submission of annual individual progress reports, the Vice Rector for Research, the Research Administration and the Office of Human Resources hold dialogue meetings with the departments. At these meetings, each student's progress is evaluated and individual measures implemented as needed.

In connection with the application for AACSB accreditation, work has continued on the Assurance of Learning (AoL) process on the PhD programme. Courses aimed at supervisors on the PhD programme have been introduced.

The PhD programme is evaluated by an external committee every five years in accordance with the quality assurance system. The most recent evaluation was concluded in 2016, and the next is scheduled for 2021.

³⁶ DBH data: No leaves of absence deducted.

³⁷ DBH data as of 1 October the current year.

**NHH objective 3: Graduate quality**

NHH graduates shall be preferred in the national market for economists and managers, attractive in the international labour market and qualified for the best international master's degree and PhD programmes.

NHH objective 3: The PhD programme (from the chapter on research in NHH's strategy)

NHH's PhD programme shall attract the best Norwegian and strong international students. NHH shall produce more graduates who succeed in the competition for scholarly positions at recognised international institutions.

Assessment of results and goal attainment

NHH focuses on placements and aims for many of the candidates to go on to recognised research universities or to choose a career in the business sector or in public administration. Seven of this year's 13 conferred doctoral candidates have continued their careers at reputable Norwegian and foreign research institutions. NHH works to actively promote suitable graduates in the international labour market. This mainly consists of initiatives aimed at individual students, while also considering possible forms of collaboration.



Executive education programmes

NHH objective 1: Admission quality

NHH shall attract students with strong academic results and a high motivation for learning. NHH's study programmes shall be a clear first choice in the fields of economics and business administration among Norwegian students and also attract highly qualified international students.

Table 20: Applicants and admission, open credit-bearing master's degree programmes

	Result					Ambition
	2016	2017	2018	2019	2020	
Number of applicants	-	648	645	526	628	700
Admitted	396	390	339	300	416	500
Proportion of women (% of number enrolled) (UA)	-	-	-	57%	52%	50%

Table 21: Admission, non-credit-bearing programmes

	Result					Ambition
	2016	2017	2018	2019	2020	
Admitted	-	-	226	552	532	500
Proportion of women (% of number enrolled) (UA)	-	-	-	38%	58%	50%

Assessment of results and goal attainment

Recruitment was good, and highly qualified candidates applied for the master's level programmes in 2020. There was nonetheless a decline in the number of applicants for the MBA programme in Seafood Management, while the programmes in Strategic Management (MASTRA) and Management Control (MØST) were full. The number of applicants for the programmes taught in cooperation with the Norwegian Society of Financial Analysts (NFF) – the Certified Financial Analyst programme and the specialised programmes in finance – is relatively stable, with a slight increase in the specialisation portfolio. In addition, some of the programmes were postponed until 2021, namely the Corporate Finance specialisation and the MBA in Seafood Management, partly because of the coronavirus pandemic.

The number of students in non-credit-bearing programmes is stable. NHH Executive collaborates closely with the Administrative Research Institute (AFF) on a number of in-house programmes, which has affected the results. An industry cluster programme also contributed to a stable number of students. The large increase in the number of women in non-credit-bearing programmes is due to the very high proportion of female participants in one particular programme.

NHH objective 2: Quality of studies

NHH shall have a culture for quality in its education, where the administration, academic staff and students continuously strive to improve the quality of studies. Our teaching, study programmes and learning environment shall be on a par with the best international business schools.

Table 22: Completed Executive MBA (open degree-conferring programme)

	Result					Ambition
	2016	2017	2018	2019	2020	
Completed within nominal length of study (%)	100%	96%	97%	98%	97%	100%



Table 23: Expectations met and academic quality – Executive MBA³⁸

	Result					Ambition
	2016	2017	2018	2019	2020	
Expectations met	4.5	4.5	4.7	4.7	4.4	4.6
Academic quality	4.6	4.7	4.7	4.8	4.4	4.6

NHH objective 3: Graduate quality

NHH graduates shall be preferred in the national market for economists and managers, attractive in the international labour market and qualified for the best international master's degree and PhD programmes.

Table 24: Graduates

	Result					Ambition
	2016	2017	2018	2019	2020	
Executive MBA (EMBA)	106	134	109	70	89	100
In-house programmes	194	107	172	96	95	150
Other programmes	-	-	-	122	100	120
Total	-	-	-	288	284	370

Assessment of results and goal attainment

The Executive MBA degree is a central programme at NHH Executive, where candidates commit to one of the following specialisations over two years: Strategic Management, Financial Management and Leadership, Seafood Management and Technology, or Innovation of Finance. The first two specialisations were launched in the mid-1990s (completed by more than 40 year groups of students), and the latter two were launched as part of the strategy to develop new programmes during the period 2015–2018. It is also possible to take an MBA in Finance through the NFF partnership programmes, but this will be phased out at the end of 2023.

The throughput rate is very high, and the participants' assessment of whether their expectations are met and of the programme's academic quality is high. In 2020, we nonetheless saw a decline in both these ratings. The final evaluation on completion of the programme suggests that some of the EMBA programmes were more affected by the coronavirus situation than others. The educational model used in the programme, the level of progress when the situation arose, cancellation of study trips to foreign partner institutions and the number of digital sessions all impact the participants' experience of the programmes and their academic benefit.

Programme evaluation

Every five years, an extensive programme evaluation shall be carried out for degree-conferring programmes (in accordance with the quality assurance system). One such evaluation was initiated in 2020, and is scheduled to be completed for the Executive MBA programmes in 2021.

³⁸ Scale of 1–5 where 5 is the highest score. Average figures.



Other income from externally funded activities

Table 25: Other income from externally funded activities³⁹

	Result					Ambition
	2016	2017	2018	2019	2020	
Other income from externally funded activities per academic FTE (KD) (NOK 1,000) ⁴⁰	133.6	104.3	120.1	81.8	94.4	-

Assessment of results and goal attainment

In the period 2016–2018, about 80% of NHH’s income in the category ‘Total contribution from externally funded activities’ came from in-house courses at NHHE. This income has amounted to around NOK 22 million per year. The remaining annual income has therefore amounted to about NOK 5.8 million per year. In 2019, total income from externally funded activities amounted to NOK 22.6 million – i.e. on a par with the year before. As a result of the reclassification and accrual of income in a project in the category ‘Various income from externally funded activities’, the net income in 2019 was negative. This meant that the income per academic FTE was lower in 2019. In 2020, ‘Various income from externally funded activities’ was back at the same level as the years before 2019, while income from contract-based work was reduced to NOK 19.4 million. The reason for this is that several in-house programmes at NHHE have been cancelled or postponed because of COVID-19. Growth in other income from externally funded activities in recent years has come from projects under the auspices of the Research Council of Norway and the EU. Since the increase in the number of academic FTEs is mainly due to an increase in income from the Research Council and the EU, this will lead to a decreasing trend for the ratio in the table above during the period. In 2020, the ratio increased compared with 2019, but because income from contract-based work has been reduced compared with 2019, it is still lower than we would expect during a normal year. The development in 2020 will also be affected by the fact that the number of research fellow FTEs has increased on previous years.

³⁹ 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.

⁴⁰ 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.

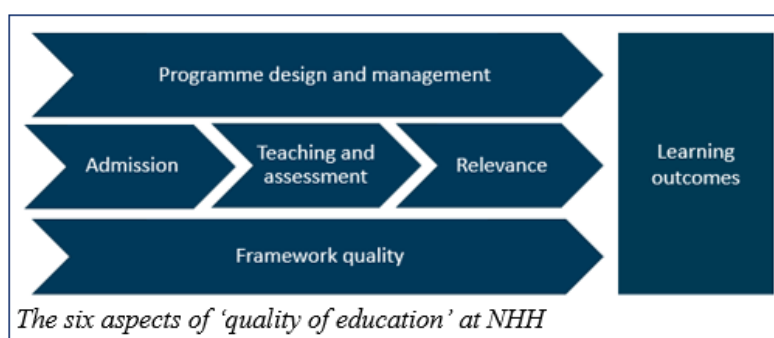
Quality of education

Culture for quality in education

At NHH, a quality culture is about creating awareness among all staff that quality shall be paramount in the work on programmes and courses at all levels. The management nonetheless has special responsibility for developing a culture for quality – both directly and indirectly: directly through what is measured, what is rewarded, what resources are allocated to, and what measures are implemented, and indirectly through the stories told and messages communicated, and through the guidelines and systems established and followed.

In connection with the introduction of a new governance model in 2017, NHH conducted a comprehensive review of its systematic quality assurance work. The work was based on NHH's strategy for the period, Report to the Storting No 16, and the new Academic Supervision Regulations and the Regulations on Quality Assurance in Higher Education. The quality assurance system was most recently evaluated and approved by NOKUT in October 2018. After gathering a few years' experience of the new governance model and quality assurance system, work has now been initiated to revise and adjust the system in 2021.

NHH's strategy for the period 2018–2021 sets out three objectives under the main objective 'education'. The school has chosen a slightly more detailed structure in its quality assurance system, with six dimensions that cover all areas with an impact on the quality of the students' learning outcome.



NHH makes systematic efforts to monitor and follow up the different quality aspects. Regular surveys, reports and dialogue meetings follow up elements that are relevant to assessing whether the goals of the strategy have been achieved. This includes regular user surveys such as course evaluations (all bachelor's and master's degree courses are evaluated every time they are held), the annual labour market survey, admission and recruitment reports, and a number of other activities that take place at different intervals.

In 2020, the Board received a newly developed quality report intended to make it easier for the Board to follow developments in the study programmes. It was well received and will be developed further in 2021. The report will form an integral part of the revised quality system for education.

Educational theory and practice

An important part of the work to ensure quality in education in 2020 was to provide the best possible teaching in the demanding circumstances brought about by the coronavirus pandemic. Educational methods adapted to digital teaching and expedient educational technology were key elements in this process. Educational methods is one of the school's focus areas in the strategy period and will therefore be discussed in a separate section.



Learning outcomes

NHH makes systematic efforts to strengthen and further develop the link between the school's strategy documents, including its vision and purpose, the learning outcome descriptions for the study programmes, and how this shall be communicated to the students through the content of the programmes and the forms of teaching and assessment used. The goal is to ensure that the learning outcome descriptions set clear guidelines for the content of the study programmes and the choice of teaching and assessment methods.

In 2020, most of the work relating to learning outcome descriptions and assessment forms focused on how to provide the best learning and assessment in the special situation the school found itself in, with alternating digital and hybrid teaching and digital assessment even in courses where these methods are not well suited.

The school continues working to achieve AACSB accreditation. The final evaluation report to form the basis for the accreditation application is due in December 2021. The AACSB's Assurance of Learning (AoL) process is well suited to underpin and support learning outcome descriptions at programme level. During this period, NHH has chosen to focus on academic relevance, communication skills and sustainability. Through the AoL process, the school documents where in the study programmes the students' knowledge and skills in these topics are achieved, and we measure the students' skill level directly. The tests are used to further develop the programme design and content to ensure that the experience gained contributes to the continued development of the programmes' quality. By selecting learning goals that underpin and support the learning outcome descriptions at programme level, AACSB also helps to improve the programmes.

Internationalisation

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

	Result					Ambition
	2016	2017	2018	2019	2020	
Proportion of international students on campus (citizenship) (%) ⁴¹	15%	16%	17%	19%	8%	20%
Students who are immigrants or Norwegian-born to immigrant parents from countries in group 1 ⁴² (UA)	95	73	86	94	N/A	-
Students who are immigrants or Norwegian-born to immigrant parents from countries in group 2 ⁴³ (UA)	195	205	255	242	N/A	-

⁴¹ Proportion of international students (degree and exchange) of the total number of full-time students at NHH (excluding outgoing exchange students).

⁴² EU/EEA countries, the USA, Canada, Australia and New Zealand.

⁴³ Asia incl. Turkey, Africa, the Americas except the USA and Canada, Oceania except Australia and New Zealand, and Europe except the EU/EEA.



Table 27: Erasmus+ (bachelor and master)

	Result					Ambition
	2016	2017	2018	2019	2020	
Proportion of outgoing exchange students in Erasmus+ of total number of students (%), (KD)	5.4%	5.8%	6.5%	6.7%	5.8%	8.0%

Table 28: Exchange students (bachelor and master)

	Result					Ambition
	2016	2017	2018	2019	2020	
Incoming students as % of outgoing	77%	86%	85%	83%	38%	90%
Total number of incoming and outgoing students	849	899	992	985	610	-
Proportion of graduates who have been on exchanges (DIKU) (%)	61.4%	57.0%	59.1%	60%	N/A	60.0%
Proportion of diplomas that include an exchange abroad (%)	48%	36%	41%	44%	41%	50.0%

Table 29: Partnerships with international institutions

	Result					Ambition
	2016	2017	2018	2019	2020	
Number of international educational institutions NHH is in partnership with (UA)	-	-	-	191	192	-
Number of countries with which NHH has an educational partnership (UA)	-	-	-	48	48	-
Number of double degree agreements (UA)	9	8	8	8	8	-

In the current strategy period (2018–2021), internationalisation is integrated in all parts of the organisation, without being an express strategic focus area. This requires the organisation to work on assessing how internationalisation can be used actively to develop quality and ensure that the school achieves the ambitious goals and objectives set within its strategic focus areas.

Because of the coronavirus pandemic, 2020 was an exceptionally unusual year for internationalisation of education. In March 2020, when Norway went into lockdown and the government strongly encouraged all Norwegian nationals without a permanent residence abroad to return home, more than 450 outgoing students interrupted their exchange stays, but most of them completed the programme digitally. The same happened to incoming students at NHH: most of them returned home, but completed the semester digitally. The pandemic affected mobility for the rest of the year, as most students had to cancel their planned internships abroad, and all incoming and outgoing exchanges were cancelled in autumn 2020.

There is therefore no point in comparing and analysing the mobility figures for 2020. NHH sends the majority of its students on exchanges in the spring semester, which means that the cancellation in autumn 2020 had less of an impact and will not be visible until the figures for the current year are ready,



since considerably fewer students went on exchanges in spring 2021. The opposite is true for incoming mobility; in a normal autumn semester, NHH receives about 300 students. Although the world is still in the midst of a global pandemic, it is NHH's clear ambition for student and traineeship mobility to return to normal as soon as practically possible.

It is a strategic goal for NHH to succeed in the competition for external project funds in Erasmus+ and national partnership programmes with a view to enhancing the quality of its study programmes. Closer ties between research, education and innovation are desirable in this context, and targeted efforts are made to improve cooperation across the organisation in the work of establishing new project collaborations. In this context, it is very pleasing that NHH was awarded European University status in 2020, as part of the ENGAGE.EU alliance. The alliance consists of seven leading research-intensive universities in Europe in the fields of economics, administration and social sciences. The school also received NOK 5 million under the Diku programme to increase job relevance in higher education to develop a new Innovation School in Germany. Succeeding with these big, strategically important projects shows that the school has made targeted, long-term efforts dedicated to development and innovation in internationalisation work, which will cement NHH's position in the landscape going forward, despite the temporary physical restrictions on mobility caused by the pandemic.

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

Educational theory and practice

NHH's strategic focus areas include the quality of teaching and educational development. The goal is to offer varied forms of learning that are adapted to the content of the subjects, create engagement and ensure good learning for the students. NHH's academic staff and administration must be familiar with and knowledgeable about different forms of learning and assessment.

Teaching resources and other information are available on the website 'Teaching and Learning Lab'. Responsibility for developing teaching rests with the academic staff and with the departments. Each department has a dedicated staff member responsible for teaching who follows up educational initiatives in relation to courses, in the department and in NHH's central organisation. NHH's programme managers (for the bachelor's, master's and PhD programmes) are responsible for quality assurance and approval of courses. The Vice Rector for Academic Affairs has overall responsibility for educational practices. NHH hires external resources from UiB to hold courses in educational theory and practice at NHH.

NHH's 200-hour programme for basic educational theory and practice consists of four modules. Each module has a scope of three or four course days in addition to independent work. NHH makes relatively few new recruitments each year, and has therefore not found it expedient to offer all modules itself. Academic staff are encouraged to take courses at institutions in Norway or abroad and to have them recognised as modules in NHH's programme for basic educational theory and practice.

Because of the pandemic and the sudden switch to digital teaching, a course module on web-based teaching was introduced in autumn 2020. In addition, 20 webinars were organised on the topic of digital teaching.



The merit scheme was introduced at NHH in 2019, and in 2020, Professor Jan Ubøe became the first to achieve the status of merited lecturer at NHH. The aim of the scheme is to develop a professional collegial teaching and learning culture, and to document and reward good teaching efforts.

Implementation of the amendments to the Regulations concerning Appointment and Promotion to Teaching and Research Posts was completed in 2020. The new local criteria were used in the consideration of applications for promotion to professor in autumn 2020.

In order to contribute to educational development throughout the economics and business administration disciplines in the sector, teaching has also been a topic at NHH's annual FIBE conference. The two-day conference is a well-established meeting place for the business economics community in Norway.

Learning environment and universal design

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

The year 2020 was an unusual year in many ways for the learning environment at NHH. The coronavirus pandemic was unexpected and gave rise to challenges in NHH's learning environment.

In large parts of 2020, the question was how to achieve a good learning environment without on-campus activities. Teaching and assessment moved to digital formats literally overnight, and many of the services aimed at students either had to change or close for periods. For large parts of the spring and autumn semester, students did not have access to the campus or physical teaching. Areas of the campus (the basement) normally used for social events have been off limits, and sports facilities have been closed for periods. In terms of developing the learning environment, the situation is demanding. There is no hiding the fact that it is difficult to compensate for the effects of a pandemic and the various national and local infection control measures that were introduced. It may be almost impossible, but NHH and the student association have been in close contact and tried to come up with solutions and measures where possible.

Early in the autumn, NHH had a high infection rate and many were in quarantine and isolation. Through the 'Corona Help' initiative, students volunteered to help their fellow students with practical challenges relating to quarantining and isolation. As a result of the high infection rate, the school was closed for a period in early autumn, and new students in particular found it difficult to establish social contacts when they no longer had anywhere to meet. A 'friend matching' initiative came about as a result of this challenge, bringing together nearly 150 pairs of students for social activities. An enterprising student association and individual students who act as driving forces are very positive for NHH, bringing about initiatives that it is difficult for NHH as an institution to organise.

Changes were made to teaching and some took the opportunity to improve digital contact, in addition to embracing the flipped classroom approach, whereby students read in preparation for and watch video lectures online, while teaching sessions are spent on assignments and group work. The changes were sudden, and although some lecturers managed to make the transition, it did not compensate for traditional teaching. Group work, a key socialisation arena for students, suffered in particular.



The full effect of the pandemic is probably reflected in the 2020 Study Barometer, where the school's rating dropped by 0.1 in nearly all categories, while still ranking above the national average for EBA programmes. The 2020 Study Barometer contains a separate coronavirus category, and we see from the students' responses that they miss socialising with other students (score of 4.6/4.2⁴⁴), that their motivation has decreased (3.9/3.7) and that it has become difficult to maintain structure in their day-to-day lives (3.7/3.7).

At the start of the 2020 academic year, NHH continued working on the project to shift the focus to academic content, but the start of the school year was affected by the pandemic and activities partly took place online.

The Learning Environment Committee (LEC) continued with its theme-based meetings, and in 2020, it focused its attention on the digital, physical and psychosocial learning environment. Each theme-based meeting is devoted to one of the five subscales of the learning environment; the physical, the psychosocial, the organisational, the digital and the educational learning environment. In autumn 2020, a working group comprising students and staff members was tasked with considering measures to improve the learning environment during the pandemic, especially the psychosocial learning environment. A thematic meeting on the implications of the pandemic was also held in spring 2020.

In 2021, it will be important for NHH to rebuild the social learning and study environment.

Good access to education

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

NHH places great emphasis on ensuring that its graduates are relevant in the labour market. In a world that is changing rapidly, it is important that graduates not only possess the necessary knowledge and qualifications when leaving NHH; they must also be capable of acquiring new knowledge to meet new requirements and expectations. NHH's strategy therefore focuses on lifelong learning, and all study programmes seek to foster critical thinking, a good understanding of technology, and to produce graduates who can continue learning on their own after leaving the school.

In principle, the full-time programmes at bachelor's and master's level require students to be present on campus and to participate in various learning activities. In 2020 and 2021, COVID-19 made this impossible, and it was quickly decided to make physical attendance optional. However, it is not yet NHH's ambition to make the full-time programmes flexible in the sense that students, in a normal situation, will be able to complete study programmes without being present on campus. On the other hand, NHH is very interested in attracting students from all over the country to its full-time programmes, in accordance with the school's strategy to recruit a greater diversity of students.

As part of the ENGAGE.EU work and the follow-up of the Markussen Committee's report (NOU 2019:12), NHH is considering how to make some courses at NHH and its partner institutions available online for well-qualified candidates. There has been no opportunity to give this work priority during the pandemic, despite our desire to have progressed further in this work. Some of the existing courses have nonetheless been made available to external candidates from the school's ENGAGE.EU partners.

⁴⁴ Scores for bachelor's and master's degree students, respectively. Scale: 1–5 (1 = Completely disagree, 5 = Completely agree).



NHH still offers an auditing and accounting programme in Oslo. The MSc Programme in Auditing and Accounting (MSc AA) has traditionally appealed to students taking the programme with the support of their employer, and many of them have lived in Oslo. The fact that the programme is also available in Oslo means that more students can take courses/programmes at NHH.

Increased use of technology in teaching gives the students and course coordinators more options than before, and thereby increases the flexibility of the education. This is especially relevant for the big compulsory bachelor's courses, where the trend is for short pre-recorded videos to be combined with recordings of lectures and organised group work.

Facilitating students' participation in elected bodies

Through local rules and regulations, NHH provides for the possibility of granting leave of absence to students who hold offices in elected bodies.

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). The candidates who had qualified for the school exam in April were not able to sit the exam because of the coronavirus pandemic.

The written school exam in April 2020 was moved to April 2021 because of the pandemic.

Home exam, October 2020:

Test 1: Translation from Norwegian. 27 candidates passed (of a total of 89 taking the home exam).
Test 2: Translation into Norwegian. 16 candidates passed (of a total of 86 taking the home exam).

Candidates who passed the home exam in autumn 2020 can sit the school exam in spring 2021.

In 2020, NHH represented by the Department of Professional and Intercultural Communication ran 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.



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 an internationally recognised business school that conducts research at the highest international level.

Quality

NHH objective 1: Quality

NHH shall be characterised by research at the highest international level and shall increase the number of publications in top international journals and be awarded more external funding in recognised national and international funding arenas.

Table 30: Publication points

	Result					Ambition
	2016	2017	2018	2019	2020 ⁴⁵	
Publication points	280.43	309.09	248.52	241.00	289.10	-
Number of publication points per academic FTE, excl. research fellows (NHH) ⁴⁶	1.58	1.77	1.42	1.40	1.54	1.80
Number of publication points per academic FTE (KD)	1.15	1.23	1.00	0.95	1.05	1.24

Table 31: Publication level

	Result					Ambition
	2016	2017	2018	2019	2020 ⁴⁷	
Publication points, level 2 (UA)	162.23	175.91	143.79	120.60	183.49	-
Publication points, level 2, per academic FTE, excl. PhD candidates	0.92	1.01	0.82	0.70	0.98	1.00
ABS publications ⁴⁸ levels 3, 4 and 4*	63	85	91	66	84	100
ABS publications levels 4 and 4* (UA)	19	32	33	26	35	40
Bonuses on NHH's bonus list ⁴⁹	13	22	19	23	26	-

⁴⁵ The figures for 2020 are preliminary.

⁴⁶ 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.

⁴⁷ The figures for 2020 are preliminary.

⁴⁸ Number of articles on the Association of Business Schools' (ABS) publication list at levels 3, 4 and 4*. Figures reported in previous years have been slightly adjusted due to adjustments in underlying databases.

⁴⁹ Number of personal bonuses on NHH's bonus list.



Assessment of results and goal attainment

NHH places great emphasis on increasing publication activity, including by holding department-wise action plans, dialogue meetings with all the departments and through board matters centred around research. The final publication figures for 2020 will be available in early April. Preliminary figures suggest a significant increase in the total number of publication points in 2020, on a par with the peak year 2017. The three indicators of the quality of scientific publications (level 2 publication points, number of ABS publications at levels 3, 4 and 4*, and the number of bonuses) show a significant increase, with a (preliminary) top score for level 2 publication points.

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. 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.

Evaluation of the Department of Finance

As part of NHH's quality assurance procedures, the first part of the evaluation of the Department of Finance was completed in 2020. The results will be available some time in spring 2021.

Renewal of NHH's centre scheme

The process of renewing NHH's centre scheme was finalised in 2020, partly resulting in new guidelines and partly in a consolidation, as well as the establishment of new centres. The new centre structure is as follows:

- 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

Contributions from research to resolve societal challenges – Impact Cases (UA)

NHH emphasises systematic use of impact cases to highlight how research at NHH contributes to resolving societal challenges, which thereby constitute a qualitative measure of the relevance of research. In 2020, impact cases and the contribution of research to society at the overarching level have been discussed by NHH's research committee, and in meetings of the heads of department, with the intention of raising the researchers' focus. Impact cases were also supposed to be one of the main topics at the Board's annual strategy seminar in April, attended by both academic and administrative managers. The meeting was cancelled due to the pandemic, however. For the same reason, there were some delays in the work of documenting impact cases.



Relevance

NHH objective 2: Relevance

NHH shall conduct relevant, innovative and independent research on topics central to a top international business school. NHH shall produce research results that create value and help businesses and public institutions to make better decisions.

Table 32: Income from activities financed by contributions from the Research Council of Norway (NFR)

(Figures in NOK 1,000)	Result					Ambition
	2016	2017	2018	2019	2020	
Income from activities financed by NFR contributions ⁵⁰ (UA)	19,357	25,881	33,729	42,100	28,224	-
Income from activities financed by NFR contributions, per academic FTE, excl. PhD candidates (NHH) (UA)	109.4	148.5	193.0	243.8	150.7	-
Income from activities financed by NFR contributions, per academic FTE (KD) (UA)	79.1	103.2	136.2	166.0	102.1	-

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

(Figures in NOK 1,000)	Result					Ambition
	2016	2017	2018	2019	2020	
Income from activities financed by EU contributions ⁵⁰ (affecting result-based redistribution) (UA)	3,359	1,434	4,595	6,288	7,005	-
Income from EU contracts per academic FTE, excl. PhD candidates (NHH) (UA)	19.0	8.2	26.3	36.4	37.4	-
Value of Horizon 2020 contracts per R&D FTE (KD)	-	-	27,828.34	-	1,497.61	-

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

(Figures in NOK 1,000)	Result					Ambition
	2016	2017	2018	2019	2020	
NHH	19,357	25,881	33,729	42,100	28,224	-
SNF	28,500	29,813	28,391	33,285	27,582 ⁵¹	-
Total	47,857	55,694	62,120	75,385	55,806	-

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

⁵⁰ The new arrangement introduced in 2017 entails that income from NFR and EU projects is reported on an accrual basis, based on consumption and not payments from the projects. The figures from and including 2017 are therefore not directly comparable with figures prior to 2017.

⁵¹ The figure for 2020 is preliminary.



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 financed by contributions from the Research Council for ongoing projects shows a decline after several years of increases. Part of the reason for the decrease is the fact that some large projects have been concluded. At the same time, the coronavirus pandemic led to reduced expenditure in several projects, which is also reflected in the figures.

Number of applications to NFR 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 for both the Research Council and the EU led to a high number of applications and a normal acceptance rate in 2020.

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. In the last five or six years, priority has been given to coordinating research efforts to achieve greater research impact in these areas.

SNF's performance targets are as follows:

1. SNF shall contribute to an increase in externally funded activities (BOA) 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 currently has five PhD candidates and four postdoctoral fellows on its staff.

Many master's degree theses are also written in relation to SNF projects, and the best ones 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 works on involving these players in the research and as funding partners.

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 NHH staff's activities.



NHH's researchers contribute to many research projects together with SNF's researchers. Some important ongoing projects in 2020 included:

- Production in the Barents Sea Fisheries: Across species and fisheries (NFR)
- The Coronavirus Crisis: Development of Capabilities on Measuring and Managing its Effects in the Norwegian Food, Service and Seafood Export Industries (NFR)
- Climate Futures (NFR)
- Media competition and media policy (NFR)
- Dropout from higher education (Ministry of Labour and Social Affairs)
- Elbench – Efficiency analyses and the regulation of Norwegian power network operators (Skagerak Nett, Lyse Elnett, BKK Nett, Helgeland Kraft, NVE, Energi Norge AS)
- L3Pilot – Piloting Automated Driving on European Roads (EU)

SNF has had a positive development in recent years: Turnover has increased, the number of researcher FTEs is rising, the number of articles published in international journals has improved and it has been awarded three EU projects and other international funding.

Table 35: SNF – Externally funded activities (BOA)

(Figures in NOK 1,000)	Results					Ambition
	2016	2017	2018	2019	2020 ⁵²	
Income from national contribution activities						
- Research Council of Norway	28,500	29,813	28,391	33,285	27,582	-
Income from national contract-based work						
- Ministries and subordinate agencies	7,600	5,503	9,572	11,245	8,269	-
- Business and industry	10,900	7,200	10,689	7,670	8,100	-
Income from international activities	100	699	1,957	4,164	5,438	-

⁵² The figures for 2020 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 set the agenda for and influence public debate on topics that are relevant for a top international 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.

Cooperation with the business community, the public administration and alumni

NHH objective 1: Cooperation with the business community, the public administration and alumni

NHH shall be a driving force for innovation and sustainable development in businesses and the public administration, and be a preferred partner in research and education. Cooperation with external enterprises, and a dynamic alumni network, shall play a key role in NHH's development.

Table 36: Cooperation with the business community, the public administration and alumni

	Result					Ambition
	2016	2017	2018	2019	2020	
NOU committees with NHH participants	-	-	10	8	8	10
Alumni members	7,691	7,882	8,746	9,856	10,600	12,000
Alumni events	8	12	16	26	6	25
Participants registered for alumni events	450	960	1,350	1,600	1,140	2,000

Assessment of results and goal attainment

Cooperation with external enterprises

NHH engages in extensive collaborations with external partners, including business and industry, the public administration, clusters, startups, and public and private institutions. NHH established new partnerships in 2020, allowing the school to expand and strengthen its relations with business partners and across research institutions.

- NHH established the research centre Brandinnova together with partners such as Innovation Norway, the Norwegian Seafood Council, Sustainability Hub Norway, Lerøy and Coop. Norwegian export companies are also involved through the partner Norwegian Rooms, a cluster of brands in the design and manufacturing industry.
- Bergen Entrepreneurship Academy (BEA), a partnership between NHH, HVL and UiB, was launched in 2020. The initiative is intended to facilitate entrepreneurship as part of education. Minister of Research and Higher Education Henrik Asheim took part in a panel discussion that also included PhD candidate and entrepreneur Christian Braathen.
- NORCE was awarded SFI status for the Climate Futures centre in 2020. NHH and SNF are partners in the centre.
- The research centre Digital Innovation for Growth opened in 2020. The biggest partners are Telenor, Coop and Gjensidige, in addition to the City of Bergen, TietoEVERY, Norway Post, the



Norwegian Tax Administration, Abelia, Virke, NCE Finance Innovation, BEKK Consulting, SNF, NTNU, UiO and SINTEF.

- NHH was awarded European University status in 2020 and is part of the ENGAGE.EU network. This partnership of international educational institutions will enhance NHH's quality, international aspect and competitiveness.
- The Innovation School was granted fresh funding from the Government in 2020. The initiative creates close links between students and international business by offering students internships in foreign companies.

Participation in government-appointed expert committees

Many members of NHH's staff have participated in government-appointed expert groups. A selection is included below:

- Professor Katrine V Løken was appointed by the Ministry of Finance to sit on the expert committee carrying out economic analyses of infection control measures (Reports, 2020).
- Professor and Rector Øystein Thøgersen was appointed by the Ministry of Finance to sit on the expert committee 'Norway towards 2025' (NOU, 2021).
- Professor Ola H Grytten was appointed by the Government to sit on the committee tasked with evaluating the pension reform ('Pensjonsutvalget') (Report, 2022).
- Associate Professor Jøril Mæland was appointed by the Ministry of Trade, Industry and Fisheries to sit on the expert committee tasked with proposing amendments to the Minerals Act ('Minerallovutvalget') (Recommendation, 2021).
- Professor Karen Modesta Olsen is a member of the expert committee on the labour market of the future ('Fremtidens arbeidsliv') (NOU, 2021)
- Professor Kjell Gunnar Salvanes is a member of the expert committee on the labour market of the future ('Fremtidens arbeidsliv') (NOU, 2021)
- Professor Emeritus Victor D Norman was appointed by the Ministry of Local Government and Modernisation in 2019 to chair the expert committee tasked with assessing the consequences of demographic challenges in rural areas (NOU, 2020:15)
- Professor Trond Bjørnenak was appointed by the Ministry of Trade, Industry and Fisheries to sit on the expert committee tasked with looking at the use of private enterprises in publicly funded welfare services ('Velferdstjenesteutvalget') (NOU 2020:13).

Directorships

Researchers at NHH are both chairs and members of a number of boards in private and public enterprises. According to NHH's official overview of external work (*Sidegjøremål ved NHH*), NHH researchers are represented on approximately 50 boards (excluding NHH and SNF).

Guest lectures

Guest lecturers have always made very important contributions to teaching, both at bachelor's and master's degree level and in executive programmes. In recent years, NHH has had more than 200 guest lectures or other contributions from the business sector and the public administration on a number of different study programmes and courses every year. The guest lecturers represent a broad range of managers, experts and agenda-setters, and make a solid contribution to raising the courses' job relevance. In the 2020 edition of the national Study Barometer survey, Norwegian students were asked to what extent they perceived the teaching as relevant and linked to the labour market. NHH scored far above the national average.



Alumni

NHH Alumni is a social, academic network for all former NHH students. Alumni work at NHH is a strategic focus area. It is NHH's ambition to cultivate its cooperation with alumni, so that they become an even more important resource in NHH's further development.

Because of COVID-19, only one physical alumni event was held before activities ceased. Several physical events scheduled to be held in Norway and abroad were cancelled, including events in San Francisco, New York and London. Digital activities were increased to compensate for the lack of physical events. NHH organised webinars, increased the number of newsletters and published research videos aimed at alumni. The alumni conference took place as a digital event, with 600 registered participants. The total number of participants registered for the different alumni events was therefore not reduced more than to 1,140 (from 1,600).

The 'Mentor for a day' event on 14 August and the Mentor Programme 2020/2021 were both organised in 2020. The first event included 45 alumni as mentors and the second comprised 24 mentor pairs consisting of one alumni and one master's degree student. In addition, 15 mentors with experience as entrepreneurs were recruited as mentors for a course in entrepreneurship that was organised to replace the Innovation School.

NHH Alumni had more than 10,600 members at the end of 2020. That represents an increase of approximately 750, a very positive development during a year when almost all activities were digital only.

Research communication

NHH objective 2: Research communication

NHH shall enhance the public debate and raise its profile nationally and internationally through the dissemination of research conducted at NHH. NHH's researchers shall communicate sound, research-based insight to society and the business community and be journalists' preferred source of knowledge about economics and business administration. NHH's communication shall be independent, transparent and trustworthy.

Table 37: Visibility in the media

	Result					Ambition
	2016	2017	2018	2019	2020	
Number of research-related news stories	2,949	2,910	2,499	2,956	3,712	3,500
Number of news stories	5,366	5,356	4,917	4,372	6,612	5,600
Number of opinion pieces ⁵³	92	99	80	109	141	120
Number of followers on social media	-	72,000	75,711	84,775	85,049	100,000
Number of unique users, NHH.no	500,500	569,000	600,169	697,624	916,050 ⁵⁴	800,000
Number of unique users NHH Bulletin	-	63,903	73,000	103,075	228,524	150,000

⁵³ In addition to approx. 36 debate articles, commentaries etc.

⁵⁴ Throughout 2020, NHH registered unusually high traffic on the website nhh.no, particularly the homepage, 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.



Assessment of results and goal attainment

Media coverage

Media coverage of education, research and other activities at NHH is crucial in order to influence the public debate. Participation in the public debate is an important social mission that also strengthens NHH's reputation. In 2020, NHH was mentioned more often in the media than any year since 2015, with an increase from 2019 of more than 50%.

From 12 March 2020, very many stories were published about how the coronavirus crisis affected students, both in Bergen and for students on exchanges abroad, and how NHH handled the closing of campus. When the admission figures were published in April, they showed that NHH had the most popular study programme in Norway. This also generated a lot of press. In September, when a record number of NHH students were infected by the coronavirus, NHH received a lot of attention in the media. A data breach at the school also generated widespread media coverage.

Coverage of research-related matters

This category includes registered press clippings where researchers are referred to by name, used as sources or are the authors. There are three positive trends to be noted. One is that the number of purely research-related media stories is increasing, the other is a strong increase in the number of opinion pieces and contributions written by researchers, and the third is that more and more people are reading the online research magazine NHH Bulletin. Combined, these development trends reflect growth in high-quality dissemination contributions.

A crucial reason for the increase in the number of research-related media stories is that very many NHH researchers took part in the public debate from March 2020 onwards, on topics relating to the pandemic. Other stories that resulted in high media coverage for NHH in 2020 concerned the struggling airline Norwegian Air Shuttle and the future of the Norwegian airline industry, which generated 74 media clippings on Frode Steen and Norwegian. Another example was the grocery price war, which several NHH researchers commented on. The most clippings, a total of 77, were generated by Øystein Foros's comments on the 'Christmas price war'. Other highly relevant topics were the appointment of a new head of the Government Pension Fund Global and the wealth tax debate. A story that generated a lot of press was the announcement that *koronaen* ('the corona') was voted word of the year in 2020.

One of the Norwegian Official Reports (NOU) that were presented in 2020, namely the report from the demographics committee, led by Victor D Norman, received extensive media coverage.

Active disseminators of knowledge

More researchers have become more visible in the media in 2020, but NHH aims to increase the number of high-profile researchers. Participation in NHH's courses on writing opinion pieces, and a general increased interest in writing contributions and texts expressing the author's opinion, have led to more researchers writing opinion pieces in 2020.

Social media and websites

Social media are very important channels for sharing content, creating interest and reaching prioritised target groups. NHH has profiles on Facebook, Twitter, LinkedIn, Instagram, Snapchat and YouTube, and the level of activity and number of followers are increasing in all channels.



In 2020, two NHH researchers started the podcast ‘Ledertaffel’, in which challenges and relevant issues relating to management and leadership were discussed with guests representing the business sector and public institutions. Twenty episodes were made in 2020, with varying topics and a high number of listeners.

The number of users of and visitors to NHH’s website increased in 2020. Pages with public content, and especially pages targeting potential applicants, are the main priority at nhh.no, but current NHH students are also an important target group.

NHH Bulletin

The paper version of the external research magazine NHH Bulletin, which NHH published together with AFF and SNF, was discontinued from and including 2020. Instead, priority has been given to the website NHH Bulletin, NHH’s research and news magazine – with good results. In 2020, NHH published more than 250 articles on the NHH Bulletin website, 141 of which were opinion pieces written by researchers. The online magazine has seen a strong increase in the number of unique visitors, and opinion pieces and student and candidate stories in particular help to boost the numbers. The magazine has become an important channel for both research dissemination and student recruitment.

International research dissemination

Research conducted at NHH was referred to in several international media and on international websites in 2020. One of the stories that received most international attention in 2020 was an opinion piece in the New York Times, written by the FAIR centre, based on a survey among 8,000 US nationals. The article made the cover of the NY Times. Professor of Finance Karin Thorburn is frequently quoted internationally. The Financial Times gave the story about the new head of the Government Pension Fund Global broad media coverage, and Thorburn was quoted four times in the course of spring 2020. She was also quoted in The Economist and Bloomberg. The Economist also ran a story on carbon emissions in the shipping industry, in which Professor Roar O Ådland talked about new ways of reducing emissions.

National Science Week in Bergen

NHH participated in the National Science Week (Forskningsdagene) in 2020, an event that was scaled down compared with previous years. The event is aimed at children and young people in particular, and members of the academic staff participated in several events, including the Forskar Grand Prix dissemination competition, where NHH had one of the final candidates, and by giving lectures to lower secondary pupils.



Position

NHH objective 3: Position

NHH shall strengthen its national and international position. NHH will place increased emphasis on international accreditation and important rankings by the Financial Times and other players.

Table 38: Position, FT rankings⁵⁵

	Result					Ambition
	2016	2017	2018	2019	2020	
Open programmes	44 (58%)	48 (64%)	41 (51%)	33 (41%)	34 (45%)	-
Custom programmes	73 (86%)	79 (93%)	86 (96%)	-	-	-
Masters in Management	73 (86%)	65 (68%)	72 (72%)	70 (70%)	-	-
Executive MBA	-	88 (88%)	98 (98%)	86 (86%)	98 (98%)	-
European Business Schools	38 (42%)	35 (37%)	39 (41%)	39 (41%)	62 (69%)	-

Assessment of results and goal attainment

In 2020, NHH fell out of the 'Masters in Management' ranking because so few former NHH students responded to FT's questionnaire. The reason is probably that the questionnaire was distributed at about the same time as Norway introduced highly restrictive measures as a consequence of COVID-19. NHH thereby fell markedly on the main ranking, which is composed of the other rankings. On this basis, NHH considers 2020 to be an exceptional year in the FT context. Action has nonetheless been taken to make sure that we do not fall out of future FT rankings as a result of a low response rate.

⁵⁵ Percentage place in brackets because the number of institutions on the FT ranking is increasing. The lower the percentage, the better the place.



Meeting place

NHH objective 4: Meeting place

NHH shall be an open and accessible institution that engages in dialogue with its surroundings. NHH shall offer the best, most relevant academic arenas in the school's core areas and be a meeting place for knowledge sharing.

In 2020, NHH hosted far fewer conferences and events than normal. Many of the biggest conferences at NHH are normally held early in the spring semester, but the majority were cancelled due to the coronavirus pandemic.

A small sample of NHH's conferences in 2020 is included below:

- Official opening of the research centre Digital Innovation for Growth.
- Conference in partnership with the Ministry of Finance and the Norwegian Competition Authority in connection with the 2020 Perspective Report. The attendants included then Minister of Finance Siv Jensen, Lars Sjørgard of the Norwegian Competition Authority, Kristin Skogen Lund of Schibsted and Hans-Christian Holte of the Directorate of Taxes.
- FIBE 2020 – the business economics conference: Making money in a sustainable future.
- The Lehmkuhl Lecture 2020. Rune Bjerke, NHH's first Adjunct Executive in Residence, gave the talk, which took place online.
- The alumni conference aimed at former NHH students was held as a digital event.

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, which devotes much attention to the development in skills needs and the educational institutions' response thereto. NHH emphasises relevance through the development of courses and programmes that identify global megatrends, including continuous developments in technology and sustainability expertise. These priorities correspond well with the development in skills needs communicated by both private and public sector enterprises in the Competence Forum. In that context, NHH notes that there is no mismatch between regional and national (or international) skills needs and the subjects taught at a business school.

NHH also has an Advisory Board consisting of national and international top executives from the business sector, public administration and academia. 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 a leading international business school. NHH's Advisory Board was first appointed in 2013. In 2020, it was decided to add new members to the board. The Advisory Board normally convenes once or twice a year. In 2020, it dealt with two key issues, namely the competitiveness of NHH's study programmes and channels for cooperating with alumni, business partners and other external relations.



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 achievements at the top international level in research and education and in partnership with society and the business community.

Human resources

NHH objective 1: Human resources

NHH shall recruit and retain highly qualified, motivated staff with sound, relevant expertise in all parts of the organisation. NHH shall promote diversity and equality with particular emphasis on a better gender balance in academic positions.

Table 39: Permanent and temporary FTEs⁵⁶

	Result					Ambition
	2016	2017	2018	2019	2020	
Teaching, research and dissemination (UFF) ⁵⁷	254	256.7	250.2	256.2	278.9	-
Administrative FTEs ⁵⁸	118	127.5	127.4	124.6	135.3	-
Support staff for teaching, research and dissemination ⁵⁹	13	12.2	12.0	10.0	12.0	-
Operations and maintenance ⁶⁰	6	5.0	6.0	6.6	5.6	-
Other positions (apprentices)	2	1.6	1.7	2.1	2.9	-
Total	393	403.0	397.3	399.5	434.7	-

Table 40: Proportion of temporary employees

	Result					Ambition
	2016	2017	2018	2019	2020	
Proportion of temporary support staff for teaching, research and dissemination (%)	0%	0.2%	0%	0%	0%	-
Proportion of temporary employees in executive officer and analyst positions (%)	11%	12.8%	12.7%	9.3%	6.7%	-
Proportion of temporary teaching and research positions (%) ⁶¹ (KD)	12%	12.4%	12.2%	10.8%	10.5%	-

⁵⁶ As of 1 October.

⁵⁷ All academic positions, including PhD candidates, postdoctoral fellows, student assistants, adjunct positions and university librarians.

⁵⁸ Office positions, managerial positions, executive officers/advisers in the central administration and in the departments.

⁵⁹ Library positions, engineers.

⁶⁰ Maintenance managers, maintenance technicians, skilled workers.

⁶¹ Excluding PhD candidates, postdoctoral fellows and adjunct professors (but including all other adjunct positions, i.e. adjunct associate professors and assistant professors).



Table 41: Academic staff – FTEs

	Result					Ambition
	2016	2017	2018	2019	2020	
Associate professors (including adjunct associate professors) ⁶²	49	47.2	51.3	48.9	58.2	-
Professors (excl. adjunct professors) ⁶²	81	76.9	77.5	79.0	78.3	-
Proportion of new employees in academic positions with a PhD from institutions outside Norway (%) ⁶³	67%	50%	80%	60%	87.5%	≥ 50%
Professor qualification	3	1	3	4	1	-

Table 42: Proportion of international academic staff – FTEs (UA)⁶⁴

	Result					Ambition
	2016	2017	2018	2019	2020	
Permanent employees (%) ⁶⁵	21%	26.4%	27.3%	29.7%	29.7%	≥ 35%
PhD candidates (%)	61%	62.8%	55.4%	60.6%	59.9%	≥ 50%
Postdoctoral fellows (%)	72%	66.7%	77.8%	75.0%	88.2%	≥ 50%
Adjunct professors (%)	62%	60.0%	65.5%	69.7%	71.1%	≥ 50%

Table 43: Number of credits per academic FTE (KD)

	Result					Ambition
	2016	2017	2018	2019	2020	
Number of credits per academic FTE (KD) ⁶⁶	638.1	639.6	648.4	636.6	600.8	-

Assessment of results and goal attainment

Academic staff

Despite the coronavirus situation, NHH succeeded in recruiting candidates for all vacant academic positions. The quality of the candidates is generally very good. International applicants make up a substantial portion of the applicants, and the number of internationally recruited candidates for postdoctoral and tenure track positions is 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).

⁶² Five persons (rector and vice rectors) were reported as managers from and including 2017, and are not included in the categories 'Associate professors (including adjunct associate professors)' and 'Professors (excl. adjunct professors)'

⁶³ Student assistants and adjunct positions are not included.

⁶⁴ Foreign nationals

⁶⁵ Professors, associate professors and assistant professors.

⁶⁶ 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 2020, NHH succeeded in recruiting international candidates for most position categories, but particularly for postdoctoral positions – both ordinary postdoctoral research fellows and tenure track positions.

NHH also hired an associate professor in a tenure track in 2020. The person in question is included in the number of temporary employees in teaching and research positions. Several of NHH's departments consider tenure track positions to be the best way of recruiting particularly promising candidates in international labour markets. NHH is currently authorised to use up to 15 tenure track positions, and has so far filled 13 of them.

NHH did not advertise any professorships and subsequently did not make any professorship appointments in 2020, but one associate professor was promoted to professor.

The pandemic presented some travel challenges for international candidates. Many found it difficult to arrive on campus on the agreed date, and two newly employed PhD candidates from China were unable to take up their positions.

Credits per academic full-time equivalent

The number of credits earned per academic FTE remains relatively high, but was slightly lower in 2020 than the preceding years. The decrease is related to a significant increase in the number of academic FTEs in some categories (PhD candidates, postdoctoral fellows). These members of staff are not normally involved in teaching to any great extent and in any case did not contribute to teaching in 2020 (typically hired at the start of the autumn semester). The slightly lower ratio is still considerably higher than the average for state-owned institutions in the sector.

Administrative staff

The number of administrative staff has increased by 13 full-time equivalents in 2020. The increase is related to externally funded positions – both temporary and permanent appointments. Staff in temporary project positions come in addition.

In 2020, the turnover among NHH's administrative staff was 5.2%, a decrease from 2019, when the figure was 9.4%.

Organisation

NHH objective 2: Organisation

NHH's organisation shall be characterised by high expertise, professionalism, flexibility and efficient work processes, and the ability to cooperate across entities and functions to achieve goals.

Organisational development

In a board resolution on 5 March 2020, it was decided to change the department-level management model to appointed heads of department. The arrangement enters into force when the new term of office of the rector starts on 1 August 2021. Following the Board's resolution, representatives from a wide cross-section of the organisation have in 2020 been involved in defining mandates for the heads of department and department boards, and guidelines for the appointment of new heads of department.



A vital premise for a unitary management model was the ambition of developing an organisational structure that facilitates more efficient decision-making processes, greater willingness to change and swifter action.

In order to rationalise and strengthen administrative functions, strengthen the cooperation between the departments, simplify the management structure and thereby strengthen management capacity, overall responsibility for NHH's administration in the areas finance, property, IT and HR will be placed with the new position Director Organisation and Governance. The new position was adopted by NHH's Work Council on 15 December 2020. The job will be advertised in spring 2021, and the new Director will take up the position at the start of the new term of office of the rector on 1 August 2021.

The new Director will be part of the rector's team together with the vice rectors and the Director of Communication and Public Relations.

Both the management and employee representatives are consulted on issues relating to organisational development, and the level of activity has been high in both the Works Council and the Working Environment Committee in 2020.

Management and competence-raising

NHH normally offers training to all its managers jointly through the annual 'everyday management' programme. The training follows a concept where all managers undergo training in what it means to be a manager at NHH. Because of the pandemic, no training was provided under the programme in 2020. Managers did, however, receive extensive guidance in how to handle the pandemic – both practically and relationally.

NHH's new guidelines for competence-raising were implemented in 2020, and they were accompanied by earmarked budget funds. Because of the pandemic, most of the competence-raising measures were put on hold.

External work

The external work process at NHH is implemented in the organisation. Because of the pandemic, the overview of external work has not been updated or published in 2020, but there are plans to get this done in the first half-year of 2021.

Health, safety and the environment

Until the coronavirus pandemic broke out, prevention of bullying and harassment was a focus area at the school. During the pandemic, the school has had to give priority instead to infection control measures, campus adaptations and home office arrangements.

In autumn 2020, NHH started a review of its whistleblowing procedures to make them more easily accessible to all employees. Work on the new procedures will be carried out in cooperation with employees from all parts of the organisation, the safety delegate service and employee representatives, and will be concluded in spring 2021.

In autumn 2020, NHH started preparations for a new employee survey. Managers, employee representatives and the safety delegate service have all been involved in the preparations. The survey will be carried out through the ARK intervention programme, developed by and for the higher education sector. ARK was first introduced at NHH in 2018, and is now conducted systematically every three years.



In the course of 2020, NHH was also certified as an Eco-Lighthouse and approved as a bicycle-friendly workplace by the Norwegian Cyclists' Association.

Internal communication and organisational culture

NHH's organisation shall be characterised by the collective ability to promote NHH's common goals and ambitions, and knowledge sharing and experience transfer shall be encouraged. Efforts shall be made to facilitate good internal communication that defines each employee's responsibilities and expectations. NHH's internal communication shall be transparent, clear, predictable and inclusive.

The internal news in 2020 were dominated by the following issues:

- COVID-19: The pandemic has naturally been a recurring topic in most forums since March. A dedicated intranet page was quickly established, bringing daily updates on infection prevention and control, infection rates and new guidelines as they were introduced. The pandemic also led to the establishment of new digital arenas throughout the organisation. For the school, it has been important to maintain a sense of community and belonging during the long periods of working from home.
- Towards the end of the year, all employees were invited to take part in a mapping of the home office situation and internal communication. The purpose is to identify how we can improve measures, follow-up and communication both for as long as the pandemic lasts and as we embark on 'the new normal'.
- The new department-level management model has created engagement among the staff, both before and after the Board decided, in March, to go from elected to appointed heads of department.
- The renovation of parts of the school's premises received wide coverage in internal channels through 2020. The new renovated facilities will be ready to be taken into use in January 2021.
- Information security has also been a recurring topic.

Finances

NHH objective 3: Finances

NHH shall achieve greater financial flexibility to ensure financial strength and stability and to create a basis for strategic initiatives. This shall be achieved through increased income from externally funded activities, partnerships with businesses and public institutions and through other sources.

In order to create the flexibility to implement strategic initiatives within activities financed by government funding (BFV), the school strives for cost-effective operations that help to ensure resources are devoted to initiatives that maintain high-quality research and teaching. Annual rolling of five-year long-term budgets also helps to ensure a balance between annual allocations and long-term commitments.

In addition to annual allocations, financial flexibility is achieved by redistributing any unused allocations from previous years, by increasing the proportion of externally financed research activities and by transferring excess funds from NHHE.

In 2020, NOK 25.6 million was allocated for strategic initiatives, NOK 22.9 million of which was earmarked for the school's five strategic priority areas:

- Renewal and relevance: NOK 2.6 million



- Outstanding learning environment and educational methods: NOK 1.5 million
- Top-level research: NOK 11.5 million
- A clear NHH imprint on society and revitalised alumni work: NOK 2.8 million
- Systematic digitalisation: NOK 4.5 million

At year-end, NOK 13.3 million had been spent on these priority areas. COVID-19 has largely contributed to underspending in almost all focus areas. In particular, the pandemic has affected *NHH imprint on society/alumni work* and *Top-level research*. Although attempts have been made to exploit digital solutions as far as possible, reduced travel activity has made it difficult to keep up the level of activity in these areas.

In terms of activities financed by government funding (BVF), nearly 68% of the annual allocation is tied up in payroll expenses for permanent employees. Over several years, there has been an underspending of budgeted funds for academic posts. Because of an increase in externally funded projects, and pertaining self-financing, underspending was reduced from 2019 to 2020. Less rigid budget control, whereby the departments have been allowed to plan a certain ‘overbooking’ in the number of academic posts, has also contributed to increasing the number of full-time equivalents.

In 2019, Statsbygg took over responsibility for some of the school’s buildings for the purpose of renovation, and some of the staff have therefore worked in rented premises in 2019 and 2020. This has incurred expenses of NOK 17.8 million in 2020. There has also been a budget of NOK 56 million for the acquisition of user equipment and other building-related costs in the renovated premises. This has led to extensive changes in the cost structure and given rise to some uncertainty relating to major budget items in the category ‘activities financed by government funding’ (BFV) in the past two years. At year-end 2020, we can conclude that the costs have been kept under control. There have been delays in some of the planned acquisitions, but this has not led to the budget being exceeded – the total costs will probably be approximately NOK 1.5 million below the limit of NOK 56 million mentioned above.

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 NOK 80 million, while accrued income amounted to NOK 55 million. The large discrepancy can largely be ascribed to COVID-19, which has led to a lower level of activity than planned because it has taken longer than expected to recruit project staff, which in turn has meant that some planned research activities have not been carried out.

The level of activity in executive programmes under the auspices of NHH Executive (NHHE) has increased steadily in recent years. The turnover in 2020 was slightly down on the year before, however, largely because programmes have been cancelled or postponed as a consequence of COVID-19.

At year-end, the school’s financial situation is deemed to be very good.

Funds for upgrading research and teaching premises

In 2018, NHH received a supplementary allocation of NOK 30 million over the national budget in connection with the planned renovation of the main building complex. At the end of 2019, NOK 17.6 million had been spent on covering extraordinary expenses relating to temporary rental of premises during the renovation. The remaining amount, NOK 12.4 million, was spent in 2020 on covering expenses for fixtures and fittings and AV equipment in the renovated buildings.



In 2020, NHH received NOK 2.5 million to convert the old canteen into teaching premises and establish a new canteen. In connection with the Board and the student association's consideration of the matter following the allocation, the original conversion plan was found to be somewhat sub-optimal. Changes have therefore been made relating to the premises that were to be converted. It has been clarified with the Ministry that the changes do not alter the assumptions on which the allocation was originally based, as long as the purpose of the project remains the same. Because of the changes that were adopted, the conversion work did not commence in 2020 as expected. The funds have therefore not been taken to income, but registered in Note 15 Part III to the accounts, to be used in 2021.

Funds for increased admission capacity and more recruitment positions in autumn 2020, and reduced allocation as a result of a temporary reduction in employer's National Insurance contributions

In connection with the revised national budget, the following adjustments were made to NHH's total allocation for 2020:

Increased allocation of NOK 3.2 million for 70 new places on programmes. The allocation was taken to income in its entirety in 2020. In total, NHH increased the number of students admitted to the BSc EBA and MSc EBA programmes by 120. Because of travel restrictions at the start of the academic year, the number of students admitted through the international MSc EBA admission round decreased from 111 to 75 students. The total increase in places is therefore 84.

Increased allocation of NOK 1.7 million for four new recruitment positions. The allocation was taken to income in its entirety in 2020. Funds corresponding to three of the positions were spent on new recruits, while funds corresponding to one position were spent on financing the extension of fixed-term appointments as a consequence of COVID-19.

Reduced allocation of NOK 2.2 million because of a temporary reduction in employer's National Insurance contributions. The allocation was reduced correspondingly. The effect of the corresponding cost reduction is calculated to NOK 2.3 million.

In addition, a minor correction of NOK 63,000 was made in December to the original allocation for postdoctoral researchers and PhD candidates. The allocation was taken to income in its entirety in 2020.

Funds allocated via other chapters

NHH has not received funds via other chapters in 2020.

Infrastructure

NHH objective 4: Infrastructure

NHH's infrastructure shall be of a high standard that underpins the institution's ambitions. Necessary renovation of NHH's oldest buildings shall facilitate 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, Crismin and Canvas).



It is NHH's goal to have stable and modern IT services. NHH shall be forward-looking and capable of promoting and implementing new IT services swiftly and efficiently. The services shall have a high degree of accessibility, a high service level, be efficient and create value. 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 redundancy in the infrastructure, ensures high availability of services.

Management of buildings and premises

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

At 1 January 2019, management responsibility for all the buildings was transferred to Statsbygg.

The renovation of NHH's original premises (also known as the main building complex or the 1963 building) is in its final phase. Despite the pandemic, the renovation work was largely carried out according to plan. The main building complex consists of the high-rise building, low-rise buildings, *Aulaen* (the main hall) and NHH's hospitality venue *Stupet*. The main building is situated between the two other buildings that make up the main building complex (the service building, built in 1995, and the New Building ('Nybygget'), built in 2013). In addition to these three buildings, the Jebesen Centre was opened in 2014.

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 order to realise this vision, the premises must be shared and utilised to a greater extent, they must be better adapted for dialogue and cooperation in teaching, research and administrative work, and increased standardisation is needed in relation to layout, technical equipment and furnishing.

Societal and impact goals for building projects

Completed building projects

NHH has completed two building projects with societal and impact goals: the New Building and the Jebesen Centre. The societal and impact goals of these projects have been described in detail in previous annual reports.

Renovation of NHH's original premises

Societal goals:

The societal goals describe what developments in society the project is meant to support, and are therefore related to the project's impact on society. The societal goals shall be described by the user/client.

The premises at NHH's disposal constitute a uniform, functional physical infrastructure that best facilitates the achievement of NHH's social mission: to provide research at a high international level in economics and business administration and to educate people for value creation, welfare and sustainable development. Good property and infrastructure plans are increasingly important in order for educational



institutions to be able to realise their strategies (see description of campus development plans). The new premises provide fertile ground for the development of new forms of learning and more room for meeting places and arenas for cooperation.

Impact goals:

Impact goals are related to the project's impact on the users. The impact goals shall be described by the user/client.

The following impact goals apply on completion of the renovated premises:

- Reduced and more efficient use of space shall be achieved through better functionality. With the help of new working methods and flexible office solutions, space rationalisation of 20–25% shall be achieved. The minimum floor space for office premises (6–9 square metres) shall contribute to more efficient use of space. The 2021 annual report will report on this impact goal.
- Persistently higher satisfaction with the working environment, measured through regular surveys, and persistently higher satisfaction with the indoor climate etc. In 2018, NHH conducted a survey under the ARK intervention programme. The same survey will be conducted in 2021. The intention is to provide a basis for developing the entities' working environment. Satisfaction surveys are also conducted among the students, focusing on the learning environment and the suitability of teaching premises, among other things. The 2021 annual report will report on this impact goal.
- Renovated, more modern buildings shall contribute to increased collaboration and more joint activities and projects across departments. The 2021 annual report will report on this impact goal.
- Cost optimisation shall be achieved with regard to reduced operating costs and improved energy efficiency. Renovated premises will contribute to lower operating expenses. The same applies to energy efficiency. Increased efficiency reduces our GHG footprint. Increased efficiency can be achieved by focusing more on, for example, electricity consumption. Statsbygg and NHH will establish an 'electricity hub' allowing Statsbygg to monitor electricity consumption. The 2021 annual report will report on this impact goal.



SUSTAINABILITY

Sustainability has long been one of NHH's strategic priorities. This is also reflected in the current strategy (for the period 2018–2021), which states that NHH's activities shall support the 17 UN Sustainable Development Goals, particularly numbers 4, 8, 10 and 12. The effort was further intensified in 2019 when NHH adopted a new mission statement: *Together for sustainable value creation*. It follows from the mission that sustainability shall be a distinct priority characterising NHH's national and international activities. The ambition reflects the fact that sustainability, with regard to both the climate, environment and resource management – and social sustainability promoting inclusive growth and a non-polarised society – have long been given priority at NHH. The development has gone from topics relating to sustainability being addressed in specific courses or projects to sustainability perspectives being integrated in all activities, whether it concerns education, research and dissemination or the organisation of the school's operations.

Sustainability in research and study programmes

Sustainability challenges are a global megatrend that is integrated into both research and education. NHH emphasises the breadth of the sustainability concept in alignment with the UN Sustainable Development Goals. This also entails that NHH's departments engage in substantial research activities relating to sustainability, which is also reflected in the study programmes. Research conducted at NHH also addresses a number of topics relating to climate change and resource scarcity, including issues such as inequality, political polarisation, inclusive growth and human rights. Several of NHH's research centres have a particularly strong agenda aimed at these issues, for example the Centre for Experimental Research on Fairness, Inequality and Rationality (FAIR), the Centre for Ethics and Economics, the Centre for Sustainable Business and the Centre for Energy, Natural Resources and the Environment (ENE).

Sustainability issues and topics are included in a number of the courses offered at NHH, including many of the traditional economics courses. NHH also offers a fairly comprehensive portfolio of specialised sustainability courses in the study programmes. After NHH adopted a new strategy for the period 2018–2021 with greater emphasis on sustainability, a plan was devised for how this increased focus on sustainability should 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 students on all NHH's study programmes learn as much as intended about sustainability, the school has decided to use the Assurance of Learning (AoL) process as part of the journey towards AACSB accreditation. The AoL process requires NHH to work at all times on a selection of focus areas where there is room for improvement. In line with the strategy for 2018–2021, NHH has chosen to focus on relevance and communication skills, in addition to sustainability. In 2019, sustainability was introduced as a dedicated learning goal in all NHH's study programmes. This means that all the programme managers must define what sustainability entails in their programme. The AoL process is then used to evaluate attainment of the learning goal by testing a selection of students, and to ensure that the programmes are corrected as needed. Testing at all levels was conducted in autumn 2020 and will continue in spring 2021, and any measures to be implemented will be decided after that.

Eco-Lighthouse certification

On 10 November 2020, NHH was certified as an Eco-Lighthouse. The certification process mapped the status of the school's working environment, waste management, energy consumption, procurements and



transport. Going forward, NHH's environmental work will focus on making systematic efforts to reduce the school's carbon emissions, energy consumption, waste production and consumption of products.

The certification process involves developing strategic environmental goals and pertaining annual action plans. The plans will govern the school's environmental work going forward. The certification helps to raise awareness of the environment throughout the organisation.

Further efforts in this area will be based on two documents submitted to the Eco-Lighthouse Foundation:

- Environmental mapping (which formed the basis for the certification)
- Report on the climate and environment (submitted 1 April 2020)

Both documents describe measures and ambitions relating to the following criteria: health and safety work, the working environment, waste, energy, procurements and transport. Ongoing efforts are taking place in all these areas to ensure the activities are aligned with the higher ambitions set for the school's environmental work. Transport is an area of particular importance, and the mapping of NHH's climate footprint indicates that it is the area with the greatest impact on the climate. Lessons learned from the pandemic provide a good basis for establishing guidelines that will help to ensure a significant proportion of travel is replaced by web-based meetings also after the pandemic has passed.

To ensure continuous improvement and good environmental management, all Eco-Lighthouse enterprises must be recertified every three years. That entails reviewing and documenting continued fulfilment of the certification criteria in the environmental mapping. The recertification shall ensure continuous improvement and good environmental management and continued attention to and discipline in the environmental work.



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. The Ministry of Education and Research made Kari Olrud Moen the new Chair of the Board, and NHH Professor Øystein Thøgersen was appointed the new Rector. The Rector has chief academic and administrative responsibility and is appointed for a fixed term.

In January 2020, Kari Olrud Moen was made State Secretary in the Ministry of Finance. The Ministry appointed Aase Aa Lundgaard as the new Chair of the Board for the remaining term of office until 31 July 2021.

In March 2020, NHH decided to go from elected to appointed heads of department, thereby establishing a consistent management model throughout the organisation. The arrangement enters into force when the new term of office of the rector starts on 1 August 2021.

At the start of 2021, NHH's Board decided to appoint Rector Øystein Thøgersen for a new four-year period (2021–2025). Corresponding appointment processes for the vice rectors and heads of department will be carried out in spring 2021.

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 every other month. 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*'.



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. In addition, the TDI model for calculating indirect costs has been taken into use for NHH's executive programmes as well. At the same time, work continues on improving internal procedures and expertise relating to the TDI model in the research projects.

Efficient use of resources

NHH's ambitious goals give rise to requirements for increased activity and higher quality in prioritised areas. 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 the mapping and development of competence 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 sometimes be combined and sometimes balanced against 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 was implemented in 2019 and found its form over the course of 2020. 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 transition to a unitary management structure on 1 August 2017 triggered fairly extensive organisational changes that were intended to contribute to higher quality and greater efficiency. In 2020, NHH also decided to go from elected to appointed heads of department, thereby ensuring a consistent management structure throughout the organisation.

The Office of Student and Academic Affairs is now organised under the Vice Rector for Academic Affairs, and the number of committees with responsibility for academic affairs has been reduced from four to one (the Education Committee replaced the programme committees for the bachelor's and master's degree programmes, the International Committee and the Pedagogical Board). These changes have enabled the committee to focus on strategically important matters, leaving other matters to be addressed by the Vice Rector or programme managers as they arise, without having to be considered by a committee. It has also reduced the use of resources, provided greater flexibility and increased our ability to make changes to courses, specialisations and study programmes on a continuous basis. The quality assurance system plays a very important role in this context. The goal is to ensure that faster decision-making processes with fewer people and committees directly involved do not negatively impact quality assurance and support among the academic staff. This places demands on the Education Committee's operational function, and in order to help bring about the desired development, the committee carried out a self-evaluation in spring 2020. Experience shows that the Office of Student and Academic Affairs has become more closely involved in important study-related discussions and decisions at NHH.



Correspondingly, unitary management in relation to research, academic resources/HR and innovation and development work has facilitated rationalisation and enhanced quality through a more seamless overlap between academic and administrative functions. In 2020, a new Office of Communications and Public Relations was established based on the former Office of Communications and Marketing and the Unit for External Relations. The position of Director Organisation and Governance will be established in 2021, and the person appointed will be given overall coordinating responsibility for the Human Resources Office, the Office of Finance and Accounting, the Office of IT Services and the Office of Property Management.

Rationalisation through digitalisation is a clear ambition. In NHH's strategy for the period 2018–2021, 'systematic digitalisation' is defined as one of five focus areas. This implies broad-based, coordinated digitalisation processes throughout the organisation. The establishment of NHH's digitalisation committee and increased recruitment to the IT Office have generated the capacity to carry out digitalisation projects. Relevant knowledge of digitalisation has been consistently emphasised in recruitment processes at NHH, which will also contribute to this end.

The Office of the Auditor General

NHH has not received material remarks from the Office of the Auditor General in 2020.

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 Office of the Auditor General. In addition, the internal control system and the controls conducted are subject to an evaluation. The results are summarised in a report that is also submitted to the Office of the Auditor General.

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 the focus on research.

In line with NHH's strategy, NHH 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 a leading international business school. Accreditations are important as a sign of quality in connection with the recruitment of international students and staff, and provide a basis for assessment and benchmarking for NHH's strategic development. The school has been granted EQUIS accreditation several times, and was recently accredited for five more years following a successful



EQUIS reaccreditation process. NHH was also granted AMBA accreditation in 2020. In addition, work is ongoing with a view to achieving the ambition of AACSB accreditation in 2022.

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 2018–2021, and the development agreement between the Ministry and NHH.

EDUCATION

NHH shall educate excellent economists and managers with sound analytical skills, a good understanding of technology and a strong commitment to society. In addition, NHH's PhD programme shall maintain high academic standard and produce candidates that succeed in the competition for scholarly positions at recognised international institutions. To achieve this going forward, NHH must continue to attract committed students with strong academic results and a high motivation for learning. This is contingent on NHH being able to offer relevant, high-quality study programmes and a good physical and psychosocial learning environment that appeals to a diversity of students both nationally and internationally.

NHH makes continuous efforts to ensure high-quality education and to further develop the quality assurance systems that underpin this work. Last year, NHH considered the risk of a drop in the quality of studies and the learning environment to be low, but the coronavirus pandemic in 2020 demonstrated that the school was vulnerable also in this area. Thanks to the substantial efforts of the academic staff, students and administration, the school nonetheless managed to maintain high quality in its study programmes.

In terms of consequences, the biggest risk is the risk of NHH no longer being able to attract as strong students. A drop in the admission quality may also have a negative impact on other quality dimensions. NHH's biggest and most important challenge is therefore to ensure a broad understanding of the concept of economics, and of how important economists and the economics discipline will be in resolving the vast societal challenges facing Norway and the world. This is also considered important to be able to recruit a broader range of students and ensure even greater diversity in the student population. Emphasising the breadth of the economics discipline and its great contribution to society is therefore the main focus of NHH's communication and recruitment work. In addition, NHH works systematically to increase the focus on the study programmes' different sustainability dimensions.

The risk attached to the school's ability to attract excellent students can potentially be reinforced by the ongoing pandemic, as all leading educational institutions have now introduced extensive web-based solutions for the majority of their study programmes. This may potentially disrupt international competition. For NHH, it triggers a need to focus attention on how the future campus will be organised. This intersects with topics such as intensified development of student-centred forms of teaching and even stronger focus on the student and learning environment.

For the PhD programme, there is also a certain risk associated with admission quality and throughput. Continued great emphasis on measures such as individual follow-up and systematic efforts to raise the admission quality help to ensure good throughput. The programme evaluation in 2021 is expected to generate ideas on how the quality of studies can be further improved.



Being able to offer relevant study programmes at all times entails a general risk for the executive programmes in particular, as NHHE is seeing both new possibilities and challenges as a result of changed customer preferences and a changed competitive situation, especially related to technology and digitalisation. This risk has been reinforced during the pandemic, but the most recent admission figures suggest continued demand for executive programmes, including MBA programmes, open non-credit-bearing programmes and in-house programmes. The vast scope and experience of digital teaching has also created new possibilities in relation to both established programmes and new concepts. 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 dependence on individuals represents a risk factor for NHHE's activities. This includes limited access to relevant academic resource staff, and that NHHE has a relatively small student administration. NHHE is therefore considering new solutions and forms of affiliation for academic resource staff, as well as models for collaboration with relevant institutions and individuals. Moreover, NHHE is collaborating with relevant entities at NHH to rationalise and optimise the programmes and courses it offers, with the goal of laying the foundations for a sustainable platform for further development and growth.

RESEARCH

NHH shall focus on increasing the number of research groups that regularly publish at the top level in topics central to an international business school. 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, b) the risk that NHH researchers do not succeed in the competition for funds from the EU and the Research Council of Norway, and c) the risk of NHH not continuously developing to produce relevant, innovative and independent research.

In 2021, 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.

COOPERATION WITH THE BUSINESS COMMUNITY AND SOCIETY

NHH shall set the agenda for and influence public debate on topics that are relevant for a top international 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. The school's alumni work shall be revitalised, and NHH shall facilitate and contribute to a vital, relevant and dynamic alumni network.

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 advisory boards with representatives of the business sector, and 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 the number of researchers actively involved in this area at any time. The risk of NHH not participating in public debate or dissemination in some areas that fall under the scope of a business school appears to be low. The strategy follow-up therefore devotes increased attention to getting more active disseminators of knowledge in the different fields. The number of active disseminators is reported on a regular basis, and expectations are clearly communicated to the departments.

There may also be a reputational risk associated with the quality of dissemination and the importance of NHH's researchers acting independently of the parties' interests in the individual case. Overall, this risk is also considered low, but there is nonetheless reason to emphasise the development of the right culture and norms in this area, including that the school's code of conduct and other guidelines are known in the organisation.

NHH's general reputation is affected by the public's perception of the quality and relevance of research, education and dissemination, as well as characteristics of NHH's organisation and student community. Moderate risk is associated with whether the breadth of the economics discipline and its important role in resolving the societal challenges of our time is recognised by society. The ongoing development of NHH's communications concept addresses this issue.

Organisational development and the student community receive a lot of attention, and indicators like the Study Barometer and working environment surveys are monitored closely. Well-developed notification procedures are in place for both staff and students, and a system has been established for rapid follow-up. The level of involvement and activity makes NHH's student community unique. The school has a very good collaboration with the student association, including in the work to ensure that everyone perceives the study environment as inclusive and safe.

ORGANISATION AND RESOURCES

Human resources

It is NHH's goal to recruit and retain highly qualified, motivated employees. The school's ambitions are particularly high when it comes to the recruitment of academic staff. Extensive resources are devoted to ensure successful recruitment in international job markets. The competition for the best candidates is fierce, however, and the risk of not fully succeeding is always imminent. The pandemic has led to a recruitment freeze at universities and university colleges all over the world and thereby caused a considerable reduction in vacancies in the international job markets. In the short term, this will help NHH's chances of recruitment in international job markets.

NHH focuses in particular on the work of improving the gender balance in academic positions and has in 2020 revised the Action Plan for Improved Gender Equality in Academic Positions. It is the school's ambition that at least 40% of employees in all job categories are women. In most recruitment cases, the aim is the highest possible share of women among qualified applicants. Female applicants are offered appointment relatively often, but experience shows that they very often turn down the offer. The explanation for this is complex. In summary, there is a high risk of the gender balance in permanent position not improving from year to year, which means that it will take a long time before the proportion of women among the school's professors is close to 40%.

The school saw a much lower turnover of administrative staff in 2020 than the year before. Despite the high turnover in 2019, the risk of the school failing to recruit and retain highly qualified employees in administrative positions is considered to be low.



Organisation

NHH's organisation is characterised by a high level of expertise, professionalism and, in part, efficient work processes. Several measures have been implemented to make work processes more efficient and to improve cooperation across entities and functions. Digitalisation and robotisation are key elements of this work. Despite the fact that IT and digitalisation projects are generally demanding and associated with risk, the risk associated with the implemented measures is deemed to be relatively low. It is nonetheless challenging to get the organisation involved in the development and to engage and free up enough staff resources. This can represent a moderate risk.

Finances

The financial situation is deemed to be good. The long-term budget has created a better balance between annual allocations over the national budget and long-term commitments. Underspending resulting from the coronavirus situation contributes to more flexibility in the new budgets.

The renovation of the high-rise building and the rest of the oldest buildings entails considerable expenses for user equipment and adaptations, but this is under control and does not represent an additional risk with regard to the financial situation. The renovation project was completed on schedule (December 2020), but the school had already decided to extend the lease agreement with the Merinobygget building for an additional three months. This does not represent an additional risk.

Infrastructure

The renovation of the school's oldest buildings will give NHH a compact, modern campus. The goal of the modernisation is to facilitate an excellent working and learning environment. Utilising the new premises in accordance with the intentions will be a challenge. There is thus a moderate risk of the organisation not being able to sufficiently take advantage of new opportunities.

Much attention will be devoted to campus development in the time ahead. It has been unclear how the development of Bergen Light Rail would impact NHH and the possibilities of campus development. The issue has now been more or less resolved (pending approval of zoning plans) and no longer constitutes a risk worth mentioning. Limited possibilities of expansion may represent a considerable risk in the long term, however.

NHH has an expedient IT infrastructure and a highly competent IT organisation that together provide the school with stable, modern and current IT services. The development of IT services going forward will probably be characterised by a number of joint sector solutions under the auspices of UNIT – the Norwegian Directorate for ICT and Joint Services in Higher Education and Research. At the same time, the development and operation of own digitalisation solutions will require the support of an efficient IT organisation. A risk element in this connection is related to both the recruitment of the right IT expertise and retaining critical resources in the IT organisation.

Systematic digitalisation

The main elements of the systematic focus on digitalisation are the building of digital expertise in the organisation, the digitalisation of selected work processes and the development of user-friendly digital services for students and staff.

The building of digital expertise is demanding in the sense that staff and students have very different needs, among other things because the existing level of expertise differs quite a bit. The aim is to establish a programme that focuses on everything from general digital competence and understanding to



concrete needs for training in the use of specific tools. The plans have been put on hold as a result of the pandemic, an exceptional situation that in itself has helped to raise the level of digital skills and experience considerably among both students and staff. As before, risk factors in this area are inadequate resources and that the training and services provided fail to cover user needs.

Digitalisation of work processes and the development of digital services require external assistance. The focus at present is on the robotisation of simple but important processes. Tools for the development of digital forms have been procured. They will enable the development of user-friendly digital services that will be included in a digital student and staff portal at NHH. Risk factors in this context are a scarcity of resources and failure to realise expected gains.

The Government's initiative to promote inclusion

In 2020, NHH continued its efforts to achieve the requirement that 5% of all new employees must have functional impairments or gaps in their CVs. In accordance with the requirements defined in DIFI's reporting template for the initiative to promote inclusion, NHH had no new employees in the target group in 2020.

In order to attract applicants with functional impairments or gaps in their CVs, NHH has primarily focused on adapting the wording of its job advertisements to become more inclusive and contain more open qualification requirements. The recommendations to the Administrative Appointment Council also state that special focus has been given to members of the target group in the recruitment process.

The recruitment of academic staff focuses mainly on scholarly production and other professional merits. Issues relating to functional impairment or CV gaps are therefore generally not very relevant in connection with recruitment for these positions.

In 2021, NHH will enhance the focus on inclusion as early in the recruitment process as possible. In addition to raising managers' awareness ahead of the job analysis, the HR Office will also improve information to the recruitment committee and continue working with NHH's management and employee representatives on building a culture for inclusion. NHH will also consider testing the DFØ reporting template for manual counting and reporting in order to hold the recruitment committees in the individual processes accountable. NHH will also consider the possibility of participating in the State's trainee programme.

Information security

Throughout 2020, NHH continued its efforts on revising and expanding its management system for information security and data protection. The pandemic caused some delays in this work, however. In response to this, NHH procured new GRC software in order to rationalise the work and quickly gain an overview of any shortcomings. The software is expected to boost work on information security and data protection in 2021.

As a result of the pandemic and extensive use of home office and digital solutions, more resources were also spent on improving security also outside campus in 2021. The school learnt some important lessons in how to deal with undesirable digital incidents.



Over the course of 2020, NHH carried out several information and e-learning initiatives relating to data protection and information security. The initiatives that will be continued on a larger scale in 2021 include a ‘security month’ campaign and the ‘privacy game’.

Work was carried out along several lines in 2020, including developing templates and internal control measures to ensure follow-up of information security and data protection in connection with both administrative tasks and research.

The school participates in both the sector’s forum for data protection officers and the forum for information security.

Follow-up of the digitalisation strategy for the higher education sector

In early 2020, NHH set up a digital process improvement (DiP) team that, over the year, built expertise and worked on mapping and automation of various processes and services (RPA). This is in accordance with the Ministry’s action plan for optimisation and standardisation of student and research administration processes. Many of the processes are familiar to the sector, which has helped to raise the focus on standardisation, cross-sectoral collaboration and the exchange of information with higher education institutions in Norway and abroad.

Through its work on the processes, the DiP team has focused on raising the quality of the processes involved, primarily through interaction with the expert community and support functions. That involves meeting new expectations of accessibility and flexibility in digital day-to-day studies and work. At the same time, experience gained during the pandemic has increased the need for raising the organisation’s digital skills.

In practice, NHH’s digitalisation strategy is based on three perspectives: First, the information we process must be structured and quality assured so that the management and the academic staff gain as accurate a picture as possible of where we currently stand and the impact of decisions to be made in future. In that connection, there are plans to procure a decision support system.

The other perspective concerns security and the flow of information. An e-signing solution will be procured, and secure communication channels will be further developed through a solution for digital forms that is already in production. This is the first stage in the establishment of a digital student and staff portal for NHH.

The third perspective is about improving the quality of services. Work is being done at the local level to improve the services available, but equally important is an investment in joint services through a broad sector collaboration. It is NHH’s aim to both contribute to and utilise joint services developed under the auspices of the Norwegian Directorate for ICT and Joint Services in Higher Education and Research (UNIT). This is part of the school’s active follow-up of the digitalisation strategy for the higher education sector.

The school has also started preparing for the phasing in of joint sector solutions for financial, payroll and case/archive management, and identity and access control. In this context, NHH is part of the UH-17 FAS programme.



Temporary employment

The proportion of temporary employees in teaching, research and dissemination positions is about the same level as the year before. About half of those included in this group are employed in adjunct positions as adjunct associate professors, adjunct assistant professors or assistant professors in tenure tracks, which means that the actual proportion of temporary teaching, research and dissemination positions is about 7%. Everyone included in the actual figure are on short-term contracts (post-PhD transitional positions, temporary replacements, student assistants etc.).

Most of those employed in administrative positions are permanently employed. At the same time, there is always a certain percentage employed in temporary project positions. In recent years, NHH has also hired more administrative staff with externally project funding. In several cases, the projects have had a duration of more than three years, and the staff member in question has therefore become permanently employed.

See also *Table 40: Proportion of temporary employees* in Chapter III.

Apprentices

Table 44: Apprentices

	Result					Ambition
	2016	2017	2018	2019	2020	
Number of apprentices at 1 October ⁶⁷	3	4	5	5	4	6

NHH has an agreement with Vestland County Authority (formerly Hordaland) 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 jobs for. NHH normally recruits apprentices directly from upper secondary school after they have completed upper secondary level 2.

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 usually only for a shorter period. When NHH is recruiting for permanent positions, candidates with a craft certificate must compete with university and university college graduates, and we are therefore rarely able to offer permanent positions to skilled workers.

In spring 2021, we are planning to recruit four office apprentices and one IT apprentice. Two office apprentices will sit their trade exam in summer 2021.

⁶⁷ 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.



Gender equality, diversity, discrimination and accessibility

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 achievements at the top international level in research and education and in partnership with society and the business community.

NHH objective 1: Human resources

NHH shall recruit and retain highly qualified, motivated staff with sound, relevant expertise in all parts of the organisation. NHH shall promote diversity and equality with particular emphasis on a better gender balance in academic positions.

Table 45: Proportion of female members of the academic staff and proportion of women of the total number of FTEs

	Result					Ambition
	2016	2017	2018	2019	2020	
PhD candidates (%)	41%	40%	35%	34%	40%	≥ 40%
Postdoctoral fellows (%)	34%	30%	19%	30%	33%	≥ 40%
Associate professors (%)	34%	33%	32%	33%	29%	≥ 40%
Professors (%)	18%	18%	20%	20%	19%	≥ 40%
Adjunct professors (%)	14%	18%	26%	27%	25%	≥ 40%
Proportion of women in teaching, research and dissemination positions (UFF) (%)	30%	30%	28%	29%	30%	≥ 40%
Proportion of women in dosent professor and professor positions (%) (KD)	18%	17%	20%	20%	18%	≥ 40%
Proportion of women of the total number of FTEs (UFF and T/A staff) (%)	43%	43%	42%	43%	43%	-

Table 46: Proportion of women among new members of the academic staff

	Result					Ambition
	2016	2017	2018	2019	2020	
PhD candidates (%)	40%	42%	5%	44%	52%	≥ 50%
Postdoctoral fellows (%)	29%	13%	25%	55%	9%	≥ 50%
Associate professors (%)	25%	38%	43%	40%	11%	≥ 50%
Professors (%) (not including promotion)	100%	100%	-	0%	-	≥ 50%

Assessment of results and goal attainment

The proportion of women of the total number of full-time equivalents (FTEs) is unchanged from the year before at 43%. Two out of five members of the rector's team are women, and two out of six heads of department. There is a preponderance of female managers in administrative positions.

The total proportion of women in teaching, research and dissemination positions is 30%, a slight increase for the second year in a row. At the same time, we see that 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 9% to 52%. 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 2020 was 19% and 29%, 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. After many years with a weak annual increase in the number of female professors, there was a slight decline from 20% in 2019 to 19% in 2020. The figures are low, and minor changes therefore have a big impact. One person, a man, was promoted to professor in 2020.

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. NHH focuses strongly on recruiting women for tenure track positions (UA). The idea is that a higher proportion of women in this category will contribute to increased recruitment of female associate professors and professors. One person was appointed to a tenure track position in 2017 and one in 2018, both of them women. Both in 2019 and in 2020, a larger proportion of women than men were called in for interviews and flyouts. Nonetheless, only one in five tenure track positions were filled by women in 2019, while all five tenure track positions in 2020 were filled by men. Unlike in 2019, the proportion of women employed in ordinary postdoctoral positions in 2020 was unfortunately also low, and the total proportion of women employed in postdoctoral positions was only 9% in 2020, compared with 55% in 2019. NHH recognises that active, targeted, long-term efforts are required to succeed in the tough international competition for well-qualified women.

In March 2020, the Board adopted the Action Plan for Improved Gender Equality in Academic Positions. The action plan is a revised version of a former action plan. The main focus of the action plan is:

- 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

The 2020 status report on gender equality in academic positions contains a more detailed assessment of measures, results and goal attainment in 2020 and the plans for 2021. The report endeavours to meet NHH's reporting obligation under the Equality and Anti-Discrimination Act.

It is NHH's goal to promote diversity and equality. NHH focuses on diversity in connection with all vacancies. Applicants from immigrant backgrounds are encouraged to apply, and NHH now has a certain amount of staff from immigrant backgrounds in both academic and administrative positions. Most of them are from other European countries. NHH has employees with functional impairments, and arrangements are made to ensure that they function in their positions.

NHH is making endeavours to achieve an inclusive and good physical and psychological learning environment that appeals to a diversity of students. A main tool in the current strategy period for increasing diversity, including the proportion of women at NHH, has been to change how the school and the economics discipline are presented, focusing more on the breadth of the discipline, including



everything that goes on at NHH, and that the economics discipline plays an important role in meeting 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's values, ethical guidelines and what consequences they have for our conduct are described in the document 'Responsible behaviour'. In addition, the school's management has worked together with the students to draw up the document 'NHH Culture' in spring 2018, outlining standards of conduct for both students and staff.

Because of the coronavirus pandemic, teaching in 2020 was largely digital. As a result, a number of courses that do not normally involve digital teaching have been made digital, and, over the year, the school experienced some challenges relating to the universal design of learning material. This was especially the case when the urgent decision was made to start digital teaching in spring. The school has taken steps to improve knowledge about and support for the universal design of learning material, and will continue this work in 2021.

In January 2021, NHH will be moving back into the newly renovated premises, which will entail a considerable improvement for students and staff with functional impairments.

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

Norwegian language

NHH shall pursue a language policy that effectively balances NHH's social mission in Norway with its international ambitions.

In autumn 2020, the school cooperated closely with the Language Council of Norway to develop a pilot for glossaries of Norwegian specialist terminology. The pilot will be distributed to ten course coordinators at NHH in spring 2021. The glossaries will be made available at termportalen.no. The plan is for the tool 'Minileksjonen Fagspråk på 1–2–3' to be distributed to universities and university colleges all over Norway. The purpose is to teach students Norwegian specialist terminology in their fields that they can use later on in their careers, and to give teachers/lecturers training in devising glossaries and getting started on terminology work.

Parallel language is a characteristic of the school's communication work. In connection with the handling of COVID-19, all information to students and staff has been distributed in both Norwegian and English. Higher education institutions are also required to comply with the Language Act, which states that both Norwegian language forms (*bokmål* and *nynorsk*) shall have at least 25% representation in all written material. In 2020, the proportion of NHH texts written in the *nynorsk* language form has been relatively high in the different channels. For example, the proportion of *nynorsk* in the school's annual report and advertising is well over 25%. The largest increase has been in social media, where the *nynorsk* percentage at year-end was around 34% (Facebook, Twitter, Instagram). The proportion at nhh.no is below 25%, but saw a slight increase in 2020 from the year before. Almost all information to students about COVID-19 on the website has been written in *nynorsk*.



A total of 17 employees have completed a course in *nynorsk* ('Oi, på nynorsk') in the past few years. Five completed the course in 2020. Four staff members have taken the plain language course 'Den gyldne pennen' in 2020, and 37 in total. Three staff members have taken the new terminology course 'Begrip begrepe' in 2020.

NHH has received praise from the Language Council for its language policy work. The plan for 2021 is to further develop procedures for language tuition and reporting on the use of language.

Campus development plans and major building projects

As previously mentioned, the renovation of NHH's original premises has reached the final stage, and management responsibility for all the buildings has been transferred to Statsbygg. The renovation has been discussed in this section in previous annual reports.

NHH is not planning any other major building projects.

Any new building projects at NHH will comply with the Instructions for Official Studies, the instructions on the handling of building and lease-related matters, and the guidelines on the handling of building projects financed by the user. NHH will also consider whether its needs can be met through the use of existing premises.

In connection with the planned renovation of the main building complex, the Board of NHH adopted a strategic property plan. The purpose of the plan was to provide a comprehensive overview of NHH's premises, and it has subsequently governed all major and minor building-related decisions and activities. The plan will form the basis for the school's further work on campus development plans.

A campus development plan is an overall, long-term plan for good use and development of buildings, outdoor areas and other infrastructure. The plan is aligned with the institution's academic and strategic objectives. The plan is a long-term strategic planning document that incorporates the school's vision, goals and strategy. The plan describes overarching, long-term strategies for the development of buildings, property and infrastructure, and identifies possible measures and activities. It is a tool for NHH and Statsbygg jointly.

Higher education institutions are required to have campus development plans in place that form the basis for the prioritisation of upgrading and building projects at the individual institutions. NHH and Statsbygg have had preliminary talks about campus development plans. Start-up of the work is scheduled for 2021. Statsbygg's experience of this type of work indicates that it will take a year to finalise the plans. The plans are to be considered by the Board.

NHH's strategy for the period 2018–2021 states the following about infrastructure (Objective 4):

NHH's infrastructure shall be of a high standard that underpins the institution's ambitions. Necessary renovation of NHH's oldest buildings shall facilitate an excellent working and learning environment.

NHH's compact campus shall at all times be adapted to students and staff's need for space and opportunities for interaction. Premises used for teaching and learning shall be flexible and accommodate varying forms of teaching and learning. Renovation of the oldest buildings (the high-rise building etc.) is top priority and will play a decisive role in establishing a modern building infrastructure.



The campus development plan will be devised in accordance with this strategy.

The Board of NHH has earmarked NOK 12.7 million in the 2021 budget for campus development. The management and the Board will jointly draw up a plan for how these funds are to be spent.

The school has initiated structural alterations whereby parts of the library will be converted into teaching premises intended for teaching sessions for up to 250 students. At the same time, the personnel canteen will be converted into student workspaces, while a new personnel canteen will be established in the New Building. Some of the building costs will be covered by grants from the Ministry of Education and Research for upgrading and adaptation of research and education premises. The structural alterations will be carried out in close cooperation with Statsbygg.

Structural alterations have also been initiated with a view to establishing premises for a new research centre: Digital Innovation for Growth (DIG). The centre aims to become the number one research environment for innovation in Norway. In close cooperation with leading businesses and research groups, the centre will contribute to the digital transition and innovation. The structural alterations will be carried out in close cooperation with Statsbygg.

The campus plans must also take into account the northward extension of Bergen Light Rail. NHH meets with representatives of the City of Bergen on a regular basis. The final route has yet to be decided, but the plans will regardless include a stop that reduces the size of NHH's site.

The current sports centre (Lehmkuhlhallen) will be developed in cooperation with the student association *Sammen*. The plans include the establishment of good, safe bicycle parking.



Chapter V. Assessment of outlook

This chapter contains the forward-looking part of the annual report. It presents the goals and strategic priority areas set out in the school's strategy for the period 2018–2021, and the development agreement between NHH and the Ministry of Education and Research. The chapter also describes forms of collaboration with national and international partners and a presentation of the 2021 budget. Campus development plans and major building projects are described in Chapter IV.

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 2018–2021

The aims and objectives set out in the school's strategy are divided into four main areas: education, research, cooperation with the business community and society at large, and organisation and resources. All the aims and objectives in the strategy are reported on in Chapter III of the annual report, broken down by the four main areas. The annual report thus constitutes an annual follow-up of the school's strategy. The aims and objectives and strategic priority areas are presented below, along with the Ministry's sector goals.

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

NHH's aim:

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

NHH objective 1: Admission quality

NHH shall attract students with strong academic results and a high motivation for learning. NHH's study programmes shall be a clear first choice in the fields of economics and business administration among Norwegian students and also attract highly qualified international students.

NHH objective 2: Quality of studies

NHH shall have a culture for quality in its education, where the administration, academic staff and students continuously strive to improve the quality of studies. Our teaching, study programmes and learning environment shall be on a par with the best international business schools.

NHH objective 3: Graduate quality

NHH graduates shall be preferred in the national market for economists and managers, attractive in the international labour market and qualified for the best international master's degree and PhD programmes.



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

NHH's aim:

NHH shall be an internationally recognised business school that conducts research at the highest international level.

NHH objective 1: Quality

NHH shall be characterised by research at the highest international level and shall increase the number of publications in top international journals and be awarded more external funding in recognised national and international funding arenas.

NHH objective 2: Relevance

NHH shall conduct relevant, innovative and independent research on topics central to a top international business school. NHH shall produce research results that create value and help businesses and public institutions to make better decisions.

NHH objective 3: PhD programme

NHH's PhD programme shall attract the best Norwegian and strong international students. NHH shall produce more graduates who succeed in the competition for scholarly positions at recognised international institutions.

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

NHH's aim:

NHH shall set the agenda for and influence public debate on topics that are relevant for a top international 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 objective 1: Cooperation with the business community, the public administration and alumni

NHH shall be a driving force for innovation and sustainable development in businesses and the public administration, and be a preferred partner in research and education. Cooperation with external enterprises, and a dynamic alumni network, shall play a key role in NHH's development.

NHH objective 2: Research communication

NHH shall enhance the public debate and raise its profile nationally and internationally through the dissemination of research conducted at NHH. NHH's researchers shall communicate sound, research-based insight to society and the business community and be journalists' preferred source of knowledge about economics and business administration. NHH's communication shall be independent, transparent and trustworthy.



NHH objective 3: Position

NHH shall strengthen its national and international position. NHH will place increased emphasis on international accreditation and important rankings by the Financial Times and other players.

NHH objective 4: Meeting place

NHH shall be an open and accessible institution that engages in dialogue with its surroundings. NHH shall offer the best, most relevant academic arenas in the school's core areas and be a meeting place for knowledge sharing.

ORGANISATION AND RESOURCES

The Ministry's sector goal 4: An efficient, diverse and robust higher education sector and research system

NHH's aim:

NHH shall have an efficient, flexible and adaptable organisation that facilitates achievements at the top international level in research and education and in partnership with society and the business community.

NHH objective 1: Human resources

NHH shall recruit and retain highly qualified, motivated staff with sound, relevant expertise in all parts of the organisation. NHH shall promote diversity and equality with particular emphasis on a better gender balance in academic positions.

NHH objective 2: Organisation

NHH's organisation shall be characterised by high expertise, professionalism, flexibility and efficient work processes, and the ability to cooperate across entities and functions to achieve goals.

NHH objective 3: Finances

NHH shall achieve greater financial flexibility to ensure financial strength and stability and to create a basis for strategic initiatives. This shall be achieved through increased income from externally funded activities, partnerships with businesses and public institutions and through other sources.

NHH objective 4: Infrastructure

NHH's infrastructure shall be of a high standard that underpins the institution's ambitions. Necessary renovation of NHH's oldest buildings shall facilitate an excellent working and learning environment.

STRATEGIC PRIORITY AREAS

The school has defined five priority areas for the period 2018–2021:

- Renewal and relevance
- Outstanding learning environment and educational methods
- Top-level research
- A clear NHH imprint on society and revitalised alumni work
- Systematic digitalisation

The strategic priority areas are followed up through dedicated reports to the Board that include an assessment of the status of action plans and development of specified performance indicators.



Development agreement

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. The agreement shall be used to boost areas that the Board and management believe require special attention and efforts to ensure implementation. The goals of the agreement are coordinated with NHH's aims and objectives, and are closely related to the selected priority areas in NHH's strategy for 2018–2021. The final goal attainment report will be included in the 2022 Annual Report. The status of the performance indicators in the agreement is presented in Chapter III, along with NHH's other objectives. The performance indicators in the development agreement are labelled 'UA'.

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 NFR and the EU
- Increase the number of applications for NFR and the EU (scope and quality of applications)
- Qualitative assessment in the form of impact cases that show how research contributes to societal challenges

The goals of the development agreement concur with a selection of the most important priorities in NHH's strategy, and the degree of goal attainment can be assessed on the basis of concurrent performance indicators relating to the strategy's focus areas. At the end of 2020, the development is generally solid. Some of the goals relating to increased diversity among students and staff appear to be particularly ambitious. NHH considers them very important, however, and considerable efforts will be devoted to their achievement going forward.



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 190 universities and business schools in more than 50 countries. Approximately half of NHH's students spend at least one semester abroad. The most visible pieces of evidence of NHH's international position are the EQUIS and AMBA accreditations and membership of CEMS – the Global Alliance in Management Education, as well as 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), 69 corporate partners and 8 non-profit organisations. ENGAGE.EU consists of seven leading research-intensive universities in Europe in the fields of economics, 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). Other examples of NHH's cooperation with educational institutions in Bergen include the agreement with the Department of Economics that enables UiB students to take specialised courses at NHH, and vice versa, and the collaboration with HVL and UiB on Bergen Entrepreneurship Academy (BEA). BEA is a common platform for developing and promoting student entrepreneurship activities across institutions and disciplines. 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, and BEA in particular is an initiative we would like to raise awareness of and help to further develop. Cooperating on careers services and job relevance is also an area we devote effort to and further develop. Internationally, the ENGAGE.EU alliance is particularly important. NHH will further develop and cultivate the partnership. The project includes cooperation on education as well as cooperation between students, researchers, and the private and public sectors.

NHH makes arrangements to enable PhD students to take courses and go on exchange stays abroad. To a greater extent than at lower degree levels, international cooperation in the PhD programme takes place at the individual level, both for students and supervisors/departments. Cooperation at course level is also individual due to the low number of students with individually adapted course portfolios. In this area, however, NHH would like to expand its cooperation with national and international researcher schools.

See also the section *Internationalisation* in Chapter III.



Budget for 2021

As a result of NHH becoming a tenant of the State and paying rent on all its buildings from and including 2021, NHH has received a considerable larger block grant to compensate for the increase in rent. This entails greater financial flexibility that allows NHH to raise the long-term level of activity somewhat. At the same time, the Ministry of Education and Research has issued new guidelines applicable from and including 2021 that entail that the total amount of unused government funding at year-end must not exceed 5% of the allocation for the year.

In the upcoming budget years, the school will therefore aim to establish a level of activity and costs that is financially sustainable, while at the same time balancing the wish for sufficient funds for strategic initiatives with the 5% requirement.

The budget for 2021 includes an expansion of the wage allowance for the academic staff of seven positions with a half-year effect. The proposed increase in the number of academic staff must be seen in relation to the increase in the number of students in recent years, including the increased admission capacity for the bachelor's programme this year, and NHH's high ambitions for educational development and more student-centred teaching.

As a result of the increased allocation of four recruitment positions from and including autumn 2020, the budget for research fellowships has been increased from 70 to 74 full-time equivalents in 2021.

In addition, the budget provides for an increase of seven positions with a half-year effect in the central administration. The number of administrative full-time equivalents in the departments is also increased by two positions, partially financed by internal and external project funds.

The strategy for the period 2018–2021 states that NHH shall take a leading position in the development of knowledge and expertise needed to respond to megatrends such as rapid technological development, globalisation and sustainability. The strategy points to five focus areas. The annual budget processes relating to activities financed by government funding (BFV) has focused on creating financial flexibility and on making priorities that will help to achieve the goals in the adopted strategy.

The allocation from the Ministry of Education and Research in 2021 amounts to NOK 573 million. In addition, the school received an additional sum of NOK 2.5 million from the Ministry in 2020 relating to the conversion of canteen premises into teaching space. As previously mentioned in connection with reporting on the use of special grants, the conversion was not carried out according to the original plan, but will be completed in 2021. Because of COVID-19 and delays in some procurements relating to user equipment in the new premises, the amount of unused funding at year-end 2020 was higher than planned. The budget for 2021 includes an ambition to complete some of the postponed activities from 2020. How the pandemic will affect operations in 2021 is still uncertain. The school has chosen to plan on the assumption that COVID-19 will not impact operations to the same extent as in 2020. The assumption is reflected in the budget total of NOK 650.8 million, entailing an overspending of BFV funds of NOK 67.4 million.

The priorities in the budget are related to NHH's strategy, and the scope of strategic priorities directly related to the five focus areas is as follows:

- Renewal and relevance – NOK 2.7 million
- Outstanding learning environment and educational method – NOK 6 million
- Top-level research – NOK 11.5 million



- A clear NHH imprint on society and revitalised alumni work – NOK 3.8 million
- Systematic digitalisation – NOK 4.9 million

In addition, NOK 0.9 million allocated for student recruitment work and NOK 1.9 million allocated for competence-raising measures for administrative staff will be carried forward.

The above-mentioned allocations must be seen in conjunction with the budget as a whole to get a complete picture of the resources that underpin the different focus areas. For example, the focus area ‘Outstanding learning environment and educational methods’ must also be seen in light of the funds allocated for new positions relating to the career centre and quality of education.

The budget for 2021 still contains cost elements relating to the renovation. Because of the uncertainty associated with the completion of the renovation work, NHH exercised an option to lease the Merinobygget building for up to three months in 2021, which meant that NOK 4.2 million was allocated for rent and moving back into the renovated building. In addition, unused funds totalling NOK 24.2 million for user equipment and other building-related matters in the renovated premises were carried forward from 2020.

The scope of externally funded activities (BOA) is approximately on the same level as in 2020, and is expected to yield a turnover of NOK 131.6 million and a profit of NOK 2.7 million in 2021.

The table below shows the school’s total budget for 2021:

Figures in NOK 1,000	Activities financed by government funding (BFV)	Total externally funded activities (BOA)	NHH total
- Government funding for the year	573 039	0	573 039
- Revenues		141 905	141 905
- Contribution margin	10 344	-10 344	0
Total revenues	583 383	131 561	714 944
- Fixed payroll expenses	345 157	82 876	428 033
- Operating expenses	201 550	67 494	269 043
- Investments	34 448	0	34 448
- Strategic initiatives / Project-related measures	69 659	0	69 659
- External profit sharing		1 550	1 550
- Net income from activities financed by government funding (BFV)		-23 089	-23 089
Total expenses	650 813	128 831	779 644
Profit (+) or loss (-) for the year	-67 430	2 731	-64 699
Coverage of overspending:			
Unused government funding	64 930		
Government funding, earmarked for teaching space	2 500		
Coverage of overspending 2021	67 430		
Unused government funding	31 282		
Excess funds, NHHE	27 998		
Free capital reserves, NHHE	58 517		
Total reserves, closing balance 2021	117 797		



At the end of 2021, reserves from activities financed by government funding are expected to amount to NOK 31.3 million. The allocation for the year is NOK 573 million, which means that reserves at the end of 2021 will make up 5.5% of the allocation if the activities in this year's budget are carried out. The adjusted budget for 2021 assumes that activities will return to a normal level, and that some of the activities that were put on hold in 2020 will be completed. 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 2021 will be higher than shown in the table above.

In addition, the school will 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 117.8 million at year-end 2021 will make up 20% of this year's government funding, and is considered very satisfying considering the aim of a sustainable financial situation for NHH in the long term.



Chapter VI. Annual accounts 2020

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.

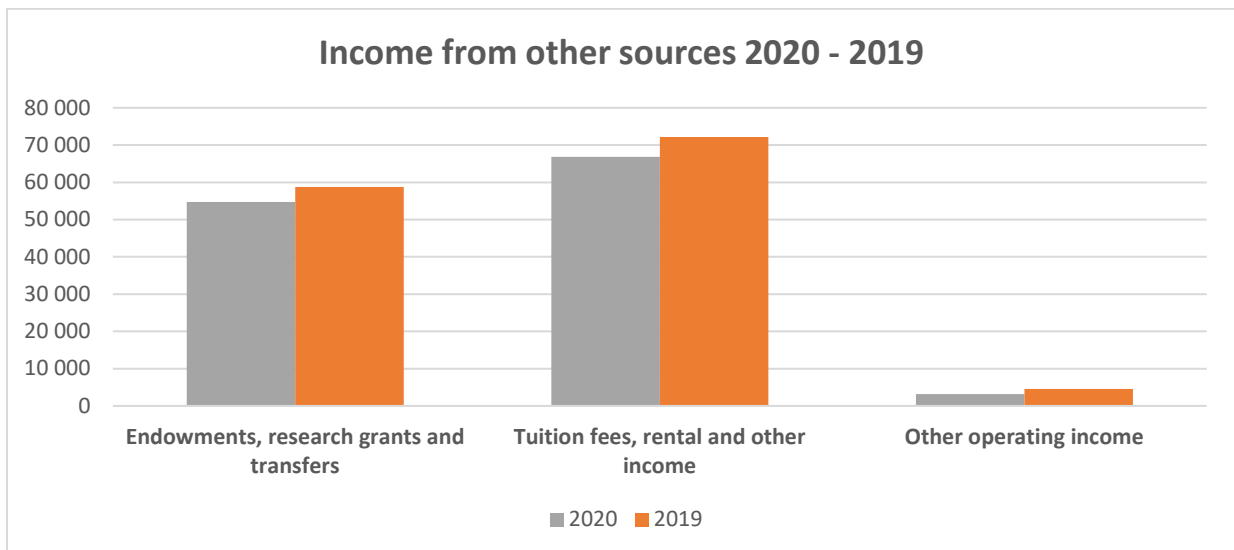
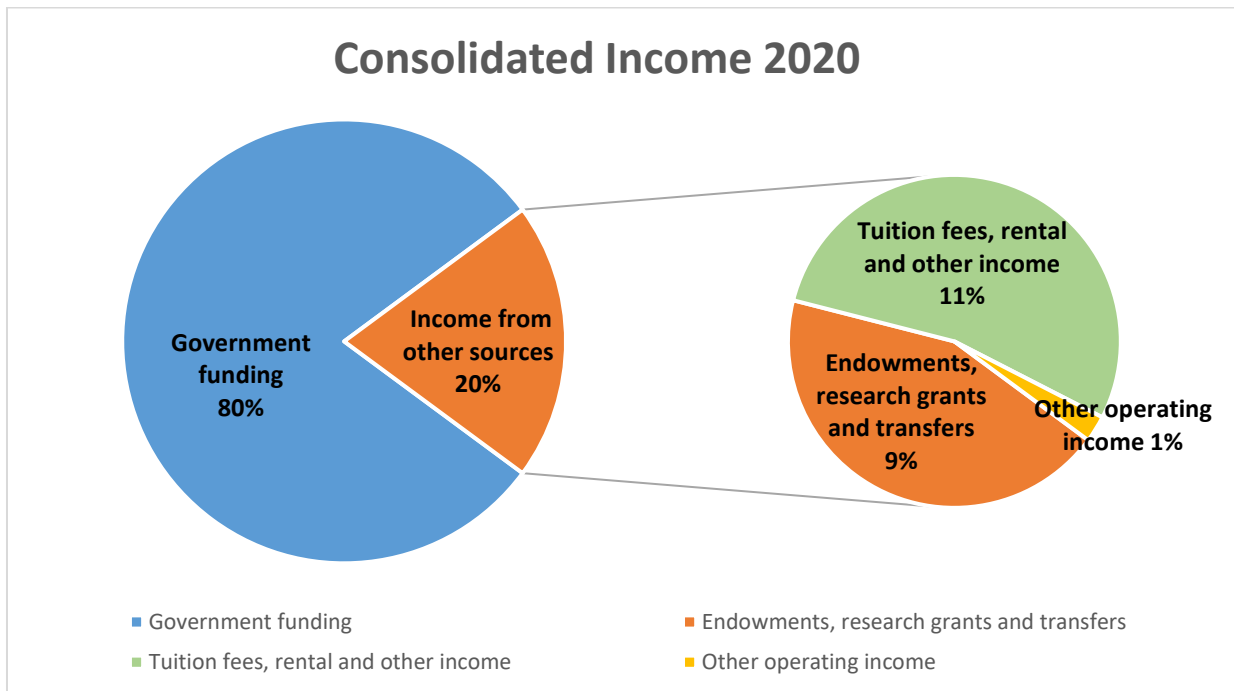
Adjustments have also been made to the calculation of two other incentives. The income from EU projects category has been expanded to include EU income for educational and other purposes, in addition to research (as previously measured). In addition, the mechanism for rewarding research publications 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 2017-2021 to encourage greater efficiencies in administration.





Income Statement

<i>All figures in NOK 1.000</i>	2020	2019
Operating income		
Government funding	491 708	493 726
Endowments, research grants and transfers	54 729	58 762
Tuition fees, rental and other income	66 844	72 176
Other operating income	3 218	4 521
Total operating income	616 499	629 185
Operating expenses		
Staff costs	405 590	387 219
Other operating expenses	173 648	194 873
Depreciation	11 342	10 369
Total operating expenses	590 579	592 460
Operating profit	25 920	36 724
Net Financial Items	-751	-123
Net profit	25 169	36 601
Net change government subsidies	-21 407	-31 677
Transferred to other earned capital reserves	-3 762	-4 925
Total allocated and transferred	-25 169	-36 601



Balance Sheet

<i>All figures in NOK 1.000</i>	31.12.2020	31.12.2019
ASSETS		
Fixed assets		
Intangible assets	6 033	6 323
Tangible fixed assets	73 596	48 460
Financial fixed assets	595	660
Total fixed assets	80 225	55 443
Current assets		
Inventories		0
Trade and other receivables	22 594	32 294
Cash and bank deposits	351 996	310 835
Total current assets	374 590	343 129
Total assets	454 815	398 572



Balance Sheet

<i>All figures in NOK 1.000</i>	31.12.2020	31.12.2019
CAPITAL RESERVES AND LIABILITIES		
State capital		
Paid-in capital reserves	0	0
Earned capital reserves	59 112	55 673
Provisions for government funded activities	134 497	112 767
State financing of intangible assets and tangible fixed assets	79 629	54 783
Allocations not recognised as income	2 500	12 375
Total state capital	275 739	235 598
Liabilities		
<i>Provisions for non-current liabilities</i>	<i>0</i>	<i>0</i>
<i>Other non-current liabilities</i>	<i>0</i>	<i>0</i>
Trade and other payables	23 564	15 134
Current tax payables and obligations	68 437	65 402
Subsidies, grants and endowments not recognised as income	50 197	40 626
Other current liabilities	36 877	41 812
Total current liabilities	179 076	162 973
Total liabilities	179 076	162 973
Total capital reserves and liabilities	454 815	398 572



Cash Flow Statement

<i>All figures in NOK 1.000</i>	2020	2019
<i>Cash flows from operating activities</i>		
Receipts		
Receipts of allocations	506 680	479 409
Receipts from sale of goods and services	76 638	92 137
Receipts of grants and transfers from other governmental entities	35 021	46 147
Receipts of reimbursements	0	0
Other receipts	29 279	24 834
Total receipts	647 618	642 527
Payments		
Payments - salaries and national insurance contributions	400 867	385 876
Payments for goods and services	170 785	208 736
Payments of taxes and public dues	1 019	698
Other payments	-2 175	7 660
Total payments	570 496	602 970
Net cash flow from operating activities	77 122	39 557
<i>Cash flows from investment activities</i>		
Receipts from sale of intangible assets and tangible fixed assets	0	1
- Receipts from purchase of intangible assets and tangible fixed assets (+)	-36 188	11 750
Receipts from sale of equity in other enterprises	0	0
- Payments upon purchase of equity in other enterprises (+)	-259	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	40	28
- Payments of interest (+)	-11	7
Net cash flow from investment activities	36 498	-11 728
<i>Cash flows from financial activities (net budgeted)</i>		
Receipts of capital reserves	0	0
- Repayments of capital reserves (+)	0	0
- Payments of dividends to the Treasury (+)	0	0
Net cash flow from financial activities	0	0
Effect of exchange rate fluctuations on cash and cash equivalents (+/-)	457	144
Net change in cash and cash equivalents (+/-)	41 161	27 973
Balance of cash and cash equivalents at start of period	310 835	282 862
Balance of cash and cash equivalents at end of period	351 996	310 835



*** Reconciliation**

Settlements with allocation funded activities	21 407	31 677
Transferred to other earned capital reserves	3 762	4 925
Book value of disposed of fixed assets	0	0
Ordinary depreciation	11 342	10 369
Impairment of fixed assets	323	259 033
Provisions for deferred income (supply of fixed assets)	-36 188	-11 750
Change in State funding of intangible assets and tangible fixed assets	24 846	-257 653
Change in inventories		0
Change in accounts receivable	11 639	-8 102
Change in allocations and contributions not recognised as income	4 998	12 219
Change in endowments and endowment increases not recognised as income	4 574	0
Change in accounts payable	8 431	-16 130
Effect of exchange rate fluctuations	-457	-144
Items classified as investment or financial activities	36 159	11 728
Change in other accrual items	-13 713	3 385
Net cash flow from operating activities	77 122	39 557



Operating income summary

<i>All figures in NOK 1.000</i>	2020	2019
Allocations from the Ministry of Education and Research	491 708	493 726
Government funding	491 708	493 726
Grants from other governmental administrative bodies	766	1 708
Grants/transfers from the Research Council of Norway (RCN)	28 224	42 100
Grants/transfers from the EU for Research	7 005	6 288
Grants/transfers from county and municipal agencies	500	0
Grants/transfers from organisations and foundations	1 363	1 107
Grants/transfers from the business and individuals	1 222	1 503
Grants/transfers from other contributors	2 768	-6 199
Endowed professorships	12 880	12 255
Endowments, research grants and transfers	54 729	58 762
Contract funded work NHH Executive	19 460	22 639
Tuition fees NHH Executive	42 713	44 036
Rental income	2 866	3 275
Other income	1 805	2 226
Tuition fees, rental and other income	66 844	72 176
Research projects in cooperation with Center for Applied Research at NHH (SNF)		0
Conference fees and other transfers	3 218	4 521
Other operating income	3 218	4 521
Total operating income	616 500	629 185

TOGETHER FOR SUSTAINABLE VALUE CREATION



NORGES HANDELSHØYSKOLE
NORWEGIAN SCHOOL OF ECONOMICS

Helleveien 30
5045 Bergen
T (+47) 55 95 90 00
W nhh.no

NHH

