

# Impact assessment 2020

October 2021

# Defining impact

Impact assessments are commonly regarded as important tools to demonstrate and understand the value of academic activities. As part of many research communities, a provider of high-quality business education, and an engaged actor in our region there is no doubt that the scholarly, educational and outreach activities carried out at the UiA School of Business and Law have a certain impact. For the sake of internal and external stakeholders, however, it is important to both trace and visualise the impact of the School's activities.

As the focus on both academic and societal impact has become increasingly stronger during the past years, a common understanding of what it entails has emerged. The Economic and Social Research Council (ESRC), part of UK Research and Innovation, provides a definition of research impact that seems representative of the understanding of the broader research community (ESRC, 2020<sup>1</sup>):

- **Academic impact** is the demonstrable contribution that excellent social and economic research makes in shifting understanding and advancing scientific method, theory, and application across and within disciplines.
- **Economic and societal impact** is the demonstrable contribution that excellent social and economic research makes to society and the economy, and its benefits to individuals, organisations and/or nations.

The second part of the above definition may be broadened to also include impact from educational and outreach activities. Based on this, the School of Business and Law looks at how our research and other intellectual output contribute to the academic fields we operate in, as well as the difference our research, teaching and other activities make for businesses, government entities and the wider society.

## Our approach to impact assessment

The School's vision and mission inform the way we assess impact. Our vision and mission statement were changed following a strategy revision process carried out in 2020/21. They now read as follows:

- **Vision:** "Co-creation of tomorrow's knowledge"
- **Mission statement:** "We educate innovative and responsible professionals and leaders with a global mindset."

Given this framework, our main focus is to contribute with strong academic and societal impact associated with the terms "innovative", "international" and "responsible".

In our strategy, we are aiming to build a distinct profile in the Norwegian market for business education, offering a unique learning experience including closely integrated academic, pedagogical, and social offers, cross-disciplinary approaches, as well as international and practical experiences.

We implement our mission by doing relevant research that allows us to collaborate with strong international partners, by interacting closely with businesses, state institutions and civil society to develop and disseminate knowledge, and by actively applying this research and new knowledge in the development of our study programmes. This work is informed by our vision of co-creation of tomorrow's knowledge.

The concept of co-creation captures the mode of cooperation in many of our relationships with key stakeholders such as students, academic peers in relevant scholarly fields, businesses, and government

entities. We see co-creation as the development of knowledge in close partnership with our stakeholders, and we place emphasis on creating knowledge that is useful and relevant for our partners and the wider society. It is particularly important to contribute positively to entities residing in our own region. However, we are also engaged at national and international levels.

We bring several high-quality inputs to this effort: We are part of a modern and well-funded public university that offers faculty members designated time to do research and to engage with stakeholders. Our strong portfolio of faculty members has over the past years been bolstered by the recruitment of several high calibre researchers. The high number of applicants to our courses ensures that the students who enter our school are bright and motivated. Finally, an important asset is our long-standing and collaborative relations with several business and government stakeholders in our region and beyond.

## Our system for measuring impact

When measuring the impact of scholarly, educational and outreach activities, one can draw a distinction between outputs, outcomes, and actual impact. Whereas the output (e.g., a public report, a workshop, or a peer-reviewed research article), and even the outcome (e.g., a political resolution based on a report) of activities are easy to identify, the actual impact is sometimes hard to pinpoint. The activities may have direct and immediate impact, or they might prompt more long-term processes, leading impact to unfold at a later stage. We do also note that impact seldom follows a linear path from an output, and that it may be a consequence of a variety of outputs from several people's work. For this reason, the School believes that we should be somewhat cautious when claiming the impact of our activities. We still believe that the

co-creation approach, forming close relationships with external actors, makes impact more likely.

In this report, we will report not only on impact, but also on outputs and outcomes, based on the assumption that the last two will, with time, lead to impact. Activities and visible impact from last year receive priority in our annual impact assessment, but we will also use the opportunity to highlight impact stemming from activities prior to the year of reporting.

The impact assessment follows a set structure where we report on how our scholarly, educational and outreach activities have had positive effects, changes, or benefits for our stakeholders in areas associated with innovative, international, and responsible dimensions. We believe that the best way to investigate the impact from our activities is to identify the interplay between these and economic, social, and political processes. In addition to shorter, selected examples, we therefore present some more in-depth impact cases. In this year's report, we present the following two cases:

- **Innovative:** The development of an executive education offer
- **Responsible:** A cross-disciplinary view on Educational Law

These examples are supplemented by some basic metrics related to our research, education and outreach activities. For educational data we use the university's large-scale quantitative survey of recent graduates, conducted every three years, which offers a number of indications on how our educational offering has had an impact on our graduates, as well as the impact they generate in their new professional roles. The impact assessment is intended to serve as a supplement to the Quality Report, which is submitted by the School to the university board every spring.

<sup>1</sup> UK Research and Innovation, Economic and Social Research Council, website, consulted on 27 October 2021: <https://esrc.ukri.org/research/impact-toolkit/what-is-impact/>

# Mission and impact

## Innovative

The School places strong emphasis on innovation. Around twenty percent of our faculty members have innovation or entrepreneurship as one of their main areas of specialisation, and we have three centres in this field: Research centre for studies of Innovation for Sustainable Transition (RIST), the Centre for Entrepreneurship, and the Centre for Crowdfunding Research. We offer master's programmes in Innovation and Knowledge Development, and in Entrepreneurship (Shift).

Below are some examples of activities in this field:

- In the period 2018-20, Professor Tor Helge Aas and Associate Professor Magnus M. Hellström participated in the project SERVATION: Servitization and strategic transformation, jointly with the regional industrial cluster GCE NODE and other research institutions. The project involved an embedded case study of five servitized firms. Jan Helge Viste from GCE NODE reports that: "The SERVATION project has resulted in increased focus on servitization for the five participating firms, and on how to create business value based on this. More specifically, input from the SERVATION project was used to improve the business model innovation processes of the participating firms."
- In 2019, Vilde Christiansen, bachelor's student in Marketing and Management, launched her own web shop, selling paper calendars, planners, notebooks, and the like. The idea came from her own need for planning her hectic life. Her products have become popular, and the business is thriving.

- In 2020, the Department of Working Life and Innovation was granted NOK 1,4 million from the Research Council of Norway for a work package in a project focusing on the effects of the Covid-19 pandemic on Norwegian industry and regions. The project is led by Western Norway University of Applied Sciences and will run through 2022. The Department's work package is concentrating on the effects on the restructuring of regions' industry. Among others, three Ph.D. candidates will contribute to the project as part of their Ph.D. work.
- In last year's report we mentioned the NOK 3,4 million grant for participation in the three-year research project "BATMAN: Lithium-ion BATteries - Norwegian opportunities within sustainable end-of-life MANagement, reuse and new material streams". In December 2020, Associate Professor Stina Torjesen, an active researcher in this project, moderated and provided closing remarks to the webinar "Implications of the proposed EU battery regulation on battery value chains". The event was hosted by our School, in cooperation with the Mission of Norway to the European Union, the Norwegian Contact Office for Research, Innovation and Education in Brussels, the South Norway European Office and the EYDE cluster, and attracted around 250 participants, spanning government officials, business representatives and others from more than 10 countries.



## Case example: The development of an executive education offer

In 2018, the School of Business and Law established our own Executive Education Unit, separating from the unit at the Faculty of Social Sciences. At the same time, several new courses were developed and offered on the market. Since then, the course offer has been further developed and adapted to a changing business and industry sector, resulting in an increase in turnover of around 50 % until 2020.

The unit offers both bachelor's and master's level courses, allowing for participation from both experienced students and students with no academic background. Participants are managers, middle managers, and core staff in a range of small and medium sized enterprises both regionally and nationally.

The offer comprises highly relevant topics for these target groups, such as strategy, project management, innovation management, change management, international contracts, digitalisation, and human resource management. In addition to being a source of new knowledge to the students, the courses are an arena of exchange of knowledge and practical experience, as they bring together managers and staff from different business sectors and disciplines. Business cases are included in the teaching, and guest lecturers are focussing on relevant issues for businesses.

The Executive Education Unit does also offer tailor-made courses adapted to the needs of industry and public entities. Cooperation spans the local, regional, and national levels. An example is the long-standing

cooperation with the Norwegian Tax Administration which started 25 years ago. In recent years this offer has been extended and developed according to changed laws and legal usage, keeping the courses relevant. Today, we offer three courses covering topics such as debt collection, debt negotiation, corporate law, and bankruptcy. Every year since 2015, about 100 professionals have participated in these courses.

Due to the general challenges for business caused by the Covid-19 pandemic, in the spring of 2020 the Norwegian parliament granted NOK 50 million to the higher education sector for internet-based courses for people temporarily or permanently dismissed because of the pandemic. In a short time, the Executive Education Unit created four courses for this target group, which were all granted funding: "Basic Business Administration", "Entrepreneurship", "Change Agent" and "Process Management and Design Thinking". These courses gave people who had lost their employment a meaningful activity, which at the same time provided them with new skills that would potentially contribute to their way back to working life. Participants were mostly from our own region, but a smaller number were from other parts of the country.

Through our broad and steadily increasing executive education offer, the School of Business and Law has reached hundreds of people from local, regional, and national entities, helping people and organisations reach their potential. However, business and working life are changing rapidly. Digitalisation, automation, and the green transition are creating new requirements and a need for competencies in new areas. The Executive Education Unit is taking on this challenge, and is currently developing new courses in environmental, social and governance (ESG) reporting, technology management and responsible ownership together with central industry partners.

## International

The School puts a strong emphasis on international dimensions. Over twenty percent of our staff work on themes that are strongly international. Most researchers collaborate with international partners, and we publish most of our work through international channels.

A considerable share of our activities is directed at emerging markets. We study management and economics themes in an emerging market context, we educate students from emerging markets, and we collaborate with prominent educational and research institutions in emerging markets. Finally, the chief editor of the European Journal of International Management (Inderscience, UK) and the International Journal of Emerging Markets (IJoEM, Emerald) is a full-time participating faculty member at our school. We also have two participating faculty members serving as Senior Editors of IJoEM.

Below are some examples of activities in this field:

- In 2020, Associate Professor Rotem Shneur co-authored the first Global Alternative Finance Market Benchmarking Report. The report has a broad distribution and is published by the Cambridge Centre for Alternative Finance at Judge Business School, University of Cambridge in partnership with the UiA School of Business and Law.
- In 2020, Professor of International Business, Ilan Alon, was cited over 1100 times (Google Scholar).
- Several of our researchers have been granted awards or prizes for their scholarly contributions. Worth mentioning for 2020 are our current Postdoctoral Research Fellow Stephen Zamore, who was awarded the Emerald & EFMD Outstanding Doctoral Research Award in the Finance category, Professor Ilan Alon, who received awards for the most read and the most cited papers from FIIIB Business Review, and Professor Andreas Wald, who won Emerald's Journal of Strategy and Management Literati Award for Outstanding Paper.
- Autumn 2020 we launched the master's programme in International Business. For years, International Business has been a specialisation in the master's programme in Business Administration, taught in English and accepting international students. However, this programme leads to the protected title "Siviløkonom", which entails national, quite

strict admission requirements. In consequence, most international students, as well as students from our own bachelor's programme in Marketing and Management have been excluded from the programme. The master's programme in International Business will remedy this. The programme covers the same topics as the said specialisation but has a separate set of admission requirements. With the new programme we are aiming to further internationalise campus, as well as inspire more of our bachelor's graduates to complete their master's degree at the School, hence increasing the chances that they stay in the region after graduation, contributing to its growth.

## Ph.D. programme alumni

Our Ph.D. programme in International Management (later International Business) commenced in 2006. To facilitate further high-quality research for our Ph.D. candidates upon completion of their degree, the School offers the possibility of keeping their UiA affiliation as an "associated researcher"/Ph.D. alumnus. To be granted such affiliation, alumni must be working at a business school or similar, and document plans for joint research with an UiA faculty member. Affiliation is granted for two years at a time and gives alumni access to the UiA IT systems and funding for conference participation or guest researcher visits to UiA. In return, the candidate should, in cooperation with at least one UiA staff member, publish at least one article annually in an international, recognized journal (preferably on the AJG list), where the UiA affiliation is listed alongside the candidate's institution of employment. In 2020, there were 11 Ph.D. alumni affiliated to the School.



# Alumni portrait

**Name:** Ziaul Haque Munim

**Position:** Associate Professor of Maritime Logistics, University of South-Eastern Norway

**Studied:** Ph.D. programme in International Business

Before joining the UiA School of Business and Law in 2015 as a Ph.D. Research Fellow, I studied MSc in Supply Chain Management at the Vienna University of Economics and Business. I have a bachelor's degree in Business Administration with specialization in Finance from Eastern University in Bangladesh, and I also worked a couple of years just after my bachelor's degree as a credit risk analyst in a financial institution in Bangladesh.

I discovered UiA in 2010, when I was in the last year of my bachelor's degree and planning for a master's degree abroad. Although I ended up in Vienna for my master's, I kept checking the UiA website for potential Ph.D. calls. Probably, the most important factor that made me apply at UiA was the great match between my topic of interest for the Ph.D. and the potential supervisor's research interest. Also, the research impact of the School's faculty, which I could see from their Google Scholar profiles, was motivating. I ended up collaborating with some of them in addition to my primary supervisor. I must say that the favourable funding for Ph.D. positions at UiA (and in Scandinavia in general), also played a role.

I really appreciated how the School facilitates the Ph.D. process. The kick-off week provided a lot of new information, usually unknown to most young scholars, such as learning the ins and outs of doing a Ph.D., strategies to finish the Ph.D. on time, information on major conferences and publication outlets in our field of research, assessing our own strengths and weaknesses, and Ph.D. success stories from previous UiA graduates. During the Ph.D. tenure, a good amount of funds are available to take specialized courses anywhere in the world, attend the best conferences for one's research field, and to be a visiting scholar in other reputed universities for a few months. All of this help a Ph.D. scholar to develop his/her research competences and build scholarly network, which will also benefit their academic career after the Ph.D. Last but not least, the programme is very well structured, with clear goals for course work and research requirements.

Just after joining the Ph. D. programme in 2015, I started Research HUB with a Facebook page and a group to promote awareness about fake science. The main reason was that before starting the Ph.D., I published a couple of articles from my bachelor's and master's studies in fake academic journals, also known as predatory journals. After I learnt about it, I realized many young scholars are not aware of this, so I started Research HUB to promote authentic science. In 2016, I initiated the Research HUB YouTube channel publishing videos on identifying authentic journals and hands on application of various research methods. In 2019, following the growth of the YouTube Channel and Facebook page, I registered it as a business entity in Norway and launched an e-learning platform offering research methods and Ph.D. related courses. Currently, the registered course participants come from all over the world. Now, the goal is to increase the number of courses offered on the platform to be able to reach an even wider audience.

I cannot think of any knowledge or competence acquired through the Ph.D. that I am not applying in my career. The research methods I learnt, the teaching experiences, the journal publication insights, the networks built through conferences and courses, everything has been adding significant value to my career after the Ph.D.



# Responsible

The School places considerable emphasis on themes associated with responsibility. We work with and understand responsibility in broad terms. This includes how businesses relate to and uphold their obligations vis-à-vis society; sustainability and the way climate change and resource scarcity matter for business; prudent and accurate management accounting, and sound financial investment strategies. Furthermore, our understanding includes the way businesses and citizens act responsibly by understanding and upholding national and international law. Using this broad conceptualisation, we find that over one third of our faculty members work on responsibility related issues. We have a master's programme in Accounting and Auditing, a bachelor's programme in Law, an executive education course on sustainability and considerable emphasis on ethics and sustainability across our study programmes. Our latest effort in this area is the development of the joint master's degree programme in Sustainability Management, in partnership with Gadjah Mada University and the ASEAN University Network.

Below are some examples of activities in this field:

- In 2020, Professor Hans Christian Garmann Johnsen, together with Professor Jon. P. Knudsen, Associate Professor Eirin Mølland, and colleagues from the faculty of Social Sciences received funding under the EU's Horizon 2020 programme for a subproject of the "Growing Inequalities (GI-NI) project". GI-NI has run for several years, and this is the eighteenth project in the series. The purpose of the GI-NI project is to map and analyse inequality in Europe, to enable the EU to implement effective measures and policies to halt the increasing inequality within the Union. Previous projects have collected empirical data on the conditions in Europe. In this subproject, the UiA researchers will interpret the data and construct a new index for European countries, which ranks how well prepared they are for crises. The results will form part of the factual basis on which major decisions in the EU will be made.
- Associate Professor Sunniva Bragdø-Ellenes from the Department of Law was a member of the national committee that revised and proposed changes to the Act relating to universities and university colleges, which handed in their proposal in February 2020.

- Since 2017, the Department of Law has been organising regular lunch seminars in Law. The speakers represent different legal backgrounds and different countries. Among these are both high-profile academics or legal practitioners presenting research results or updates in specialized legal fields, and our own faculty members seeking good discussions and input from their colleagues. The topics cover a broad spectrum of legal areas and specialties. Seminar participants are mainly researchers at the Department of Law, jurists or lawyers from southern Norway, including judges and legal staff from the District Court, the County Governor's office, the Norwegian Bar Association, and research centres, as well as selected colleagues from other universities. As the seminars were moved online because of the Covid-19 pandemic, our bachelor's students as well as academics and practitioners from other regions have also sometimes been invited.



## Case example: A cross-disciplinary view on Educational Law

Children in primary and secondary school have several national and international rights that must be respected by teachers, school leaders and executive school officers. The implementation and application of children's legal rights can be demanding if employees in the school sector do not have sufficient legal competence.

Associate Professor Marianne K. Bahus from the School of Business and Law's Department of Law heads the cross-disciplinary research group in Educational Law, together with Associate Professor Camilla Herlofsen from the UiA Faculty of Humanities and Education.

Since 2017, Bahus and Herlofsen have conducted scholarly activities related to challenges in the application and implementation of basic human rights and statutory rights in school. They have also been engaged in the public debate concerning the right to special needs education.

### Research project on real-life issues

In 2017, Bahus and Herlofsen conducted a study based on a survey among teachers, school leaders and other personnel at secondary schools who participated in two continuing education courses at UiA. The participants were asked to present a relevant legal and educational issue that they had experienced. Based on this study, Bahus and Herlofsen presented papers at international conferences in 2018 and 2019. Discussing their findings with other researchers from several different countries led to new insights and ideas, also for their international colleagues, and provided a valuable supplement to their previous findings in Norway.

In the national context, the 2017 study led to cooperation with the Children's Ombudsman's office and the County Governor, as well as a presentation for municipal leaders in Agder in the primary educational sector. Along with several colleagues, Bahus and Herlofsen also published an opinion piece in a regional paper in 2017 about the extended use of non-skilled teaching assistants as responsible for special needs education.

In 2018, the Education Act Committee, appointed by the Government, invited Bahus and Herlofsen to present the findings from their research. They gave a presentation about professionals in schools as law enforcers, where they proposed and argued in favour of including a professional standard in schools into the new Education Act, and the child's best interest as a guiding principle. They also argued to maintain special needs education as a right for children who do not have sufficient outcome from ordinary teaching, and they remarked on the role of the educational and psychological counselling service.

Based on the input, the committee discussed, among other things, state and local management of professionals in schools, discretionary rules, and the relationship between legal and professional judgment. In an Official Norwegian Report (NOU; preparatory works for an Act of Parliament) in 2019, the Education Act Committee included a professional standard of reliability and the child's best interest as a guiding principle and confirmed the right to special needs education for children who do not have sufficient outcome from ordinary teaching. A new Education Act has not yet been passed but is being prepared and has been through a consultation process.

In 2019, Bahus co-authored an article on the principle of the child's best interest in The International Journal of Children's Rights (level 2 (highest level) in the Norwegian publication system, Cristin).

### Special education hours "lost" during the pandemic

In 2020, Bahus and Herlofsen wrote an opinion piece in a regional newspaper about the lack of a system for registering the special education hours that "disappear", i.e., teaching that for some reason is not carried out – with a particular focus on the Covid-19 situation. A national newspaper then followed up with an interview of Herlofsen and a hyperlink to Bahus and Herlofsen's opinion piece. The newspaper followed up with further articles, including statements by the Minister of Education and other researchers in the field, and the minister was required to answer questions raised by representatives in the Norwegian Parliament. The Children's Ombudsman also stated their opinion in an article on their webpage. After the public debate, the National Parents' Committee for Kindergartens contacted Bahus and Herlofsen and asked about the possibility of cooperation. This will be followed up in future relevant research and dissemination activities as opportunity arises.

### Further work and cooperation

The research group is actively disseminating their work, and is looking to strengthen their network, both nationally and internationally. The upcoming publication in a Nordic Cristin level 2 journal of Marianne Bahus' article on the application in schools of the UN Convention on the Rights of the Child, article 3 regarding the child's best interest, is a step in the direction of further recognition among potential collaborators.



# Alumni portrait

**Name:** Ina Danielsen  
**Position:** Contract Adviser, Norwegian Research Center (NORCE)  
**Studied:** Bachelor's programme in Law

As a child I claimed that I wanted to be a lawyer when I grew up. Then you get older, and there are so many exciting possibilities. But I chose jurisprudence as a subject at upper secondary school and fell in love with it. It might sound like a cliché, but I have always been concerned with justice and what's going on in society. Therefore, Law was a natural choice. It gives me the insight into the significance of legal rules for how society is organized and gives me the method to solve legal issues through interpretation and analysis.

A school counsellor recommended UiA because of the good learning environment – and she was right! Studying at UiA is something I highly recommend. The lecturers are skilled and engaging. And something I appreciated at UiA, which you do not get at larger universities, is the opportunity to have a dialog with the lecturers. Those conversations meant a lot to me and my understanding of the law. Also, there is a great environment among the students. You get to know so many people, and we had lots of fun! I was active in Justitius, the Law students' organization at UiA. I also tried sports societies, which is a great way to get to know students that don't study the same as you do.

I went on to complete my master's degree at another Norwegian university, and I applied for a job at UiA when I was still writing my master's thesis. They wanted someone quickly, so I didn't get it. But I made a good impression, and when they had a vacancy a couple of months later, they called me! That was how I got the job as the institutional Data Protection Officer. The job involved providing advice, guidance, and training in privacy issues. The role was a mix of adviser and watchdog, always keeping the best interest of privacy in mind.

I just started in a new job at NORCE, in the department of contracts and procurement. Here I will be working with contracts, which will include drafting agreements, negotiations, advising, and interpretation of business agreements. I am excited and looking forward to taking on new challenges!

I have most definitely used what I have learned through my degree in my career. Law school is not about learning specific laws, but about learning the legal method and gaining the necessary understanding. The knowledge I possess and which I have acquired through my studies I use every day in my work.



## Key parameters

In this section, we present some basic metrics and tables that illustrate impact stemming from our core activities: research, education, and outreach. Some of these metrics are direct evidence of impact, while others are more indirect. They demonstrate links and contact with key stakeholders, strengthening the possibility of generating positive effects on society.

We start by providing an overview of impact on scholarly communities before we present metrics related to educational impact and outreach.

## Impact from scholarly activities

In academia, there still is, and should be, high emphasis on publications in high ranked journals and citations. One could therefore argue that the School's publications in high impact journals on level 3 and 4 in the Academic Journal Guide (AJG), as well as at level 2 in the Norwegian Cristin system, represent a scientific impact. In turn, such publications might also lead to societal impact.

### Research output and quality

One way to illustrate the quantity of the School's research is to look at the average number of yearly publications per employee (converted to the equivalent of full-time faculty). This is a basic indication that our

research gets published and, therefore, contributes to academic communities. We also present numbers on peer-reviewed journal articles in more detail, including an overview of the top-tier journal articles at the AJG list and in the Cristin system, indicating high quality. We start with a brief description of the AJG and Cristin.

### The AJG list

Most high calibre business schools use the Chartered Association of Business Schools' Academic Journal Guide (AJG) as their reference. The AJG is a guide to the range and quality of journals in which business and management academics publish their research, with a range from 1 to 4\*, with level 3, 4 and 4\* defined as high quality publications.

### The Cristin system

Cristin is the research classification system used in the Nordic countries. Typically journals such as Journal of International Business Studies, International Business Review, and Journal of Business Research are listed at the highest level, i.e., level 2, along-side high-ranking journals from other fields, including for example Science and Nature. It is important to display the results in the Cristin system for two reasons: While the AJG list by and large captures well which journals are particularly relevant for our institution, there are still some themes that are not well covered in the AJG list, especially law related subjects. Moreover, the Ministry of Education measures the School's performance in the Cristin system, where our score in Cristin has an impact on future government funding. We therefore need to keep track of, and reward, a strong performance on the Cristin ranking.



Research output 2016-2020 <sup>2</sup>

Output	2016	2017	2018	2019	2020
Publication points (total) <sup>3</sup>	59,1	78,2	75,5	111,1	105,2
Publication points per full time faculty	0,93	1,22	1,05	1,30	1,23
Total number of scholarly publications	67	73	91	89	118
Total number of journal articles	49	61	65	72	86
Journal articles (% of total no. of publications)	73 %	84 %	71 %	81 %	73 %
% of journal articles at level 2 in Crstin system	6 %	10 %	6 %	22 %	8 %
% of journal articles in AJG (ABS)	53 %	57 %	62 %	65 %	62 %
% of journal articles at AJG level 3/4/4*	14 %	18 %	20 %	28 %	16 %

## Journal articles published in AJG listed journals, level 3 and 4, and/or Crstin level 2, 2020

Author(s) <sup>4</sup>	Article title	Journal	Crstin level	AJG level
<b>Ilan Alon</b> <b>Roy Mersland</b> Martina Musteen <b>Trond Randøy</b>	The Research Frontier on Internationalization of Social Enterprises	Journal of World Business	2	4
<b>Leif Atle Beisland</b> <b>Kwame Ohene Djan</b> <b>Roy Mersland</b> <b>Trond Randøy</b>	Measuring Social Performance in Social Enterprises: A Global Study of Microfinance Institutions	Journal of Business Ethics	2	3
<b>Rolando Manuel Gonzales Martinez</b> Bert D'Espallier <b>Roy Mersland</b>	Bifurcations in business profitability: An agent-based simulation of homophily in self-financing groups	Journal of Business Research	2	3
Mingchun Cao <b>Ilan Alon</b>	Overcoming the liability of foreignness – A new perspective on Chinese MNCs	Journal of Business Research	2	3
Shahadat Hossain Jeremy Galbreath Mostafa Monzur Hasan <b>Trond Randøy</b>	Does competition enhance the double-bottom-line performance of microfinance institutions?	Journal of Banking & Finance	2	3
<b>Salman Bahoo</b> <b>Ilan Alon</b> Andrea Paltrinieri	Sovereign wealth funds: Past, present and future	International Review of Financial Analysis	1	3

<sup>2</sup> Due to misinterpretation of data, the numbers and percentages for the period 2016-2019 differ from the Impact Assessment Report for 2019. The total numbers of scholarly publications and journal articles are lower than reported last year due to the double reporting at faculty level in the national system for co-publications between researchers at different departments. This also affects the percentage of journal articles out of all publications. Furthermore, the percentage of Crstin level 2 journal articles out of all journal articles were previously wrongly calculated, based on all level 2 publications, and not only journal articles. Finally, a few AJG journals were not identified last year, resulting in slightly lower percentages.

<sup>3</sup> The following categories of publications are included: Journal articles, anthology articles, monographs. All departments at the School are included, also the Department of Law.

Author(s) <sup>4</sup>	Article title	Journal	Crstin level	AJG level
<b>Theis Theisen</b> <b>Anne Wenche Emblem</b>	The Road to Higher Prices: Will Improved Road Standards Lead to Higher Housing Prices?	Journal of real estate finance and economics	1	3
David R. Jones Max Visser Peter Stokes <b>Anders Ragnar Örtenblad</b> Rosemary Deem Peter Rodgers Shlomo Y. Tarba	Special Issue Introduction: "The Performative University: 'Targets', 'Terror' and 'Taking Back Freedom' in Academia"	Management Learning	1	3
<b>Ahmad Sami Mahmoud Alaassar</b> Anne-Laure Mention <b>Tor Helge Aas</b>	Exploring how social interactions influence regulators and innovators: The case of regulatory sandboxes	Technological Forecasting and Social Change	1	3
<b>Valeriy Zakamulin</b> Javier Giner	Trend following with momentum versus moving averages: a tale of differences	Quantitative finance (Print)	1	3
<b>Ilan Alon</b> Stefano Elia Shaomin Li	Greenfield or M&A? An institutional and learning perspective on the establishment mode choice of Chinese outward investments	Journal of International Management	1	3
Nicolas Goetz <b>Andreas Erich Wald</b>	Employee Performance in Temporary Organizations: The Effects of Person-Environment Fit and Temporariness on Task Performance and Innovative Performance	European Management Review	1	3
Puneet Kaur <b>Amandeep Dhir</b> Anushree Tandon Ebtesam A. Alzeiby Abeer Ahmed Abohassan	A systematic literature review on cyberstalking. An analysis of past achievements and future promises	Technological Forecasting and Social Change	1	3
<b>Anders Emil Tobias Otterbring</b>	Appetite for destruction: Counterintuitive effects of attractive faces on people's food choices	Psychology & Marketing	1	3
<b>Michaela Trippel</b> Simon Baumgartinger-Seiringer Alexandra Frangenheim <b>Arne Isaksen</b> <b>Jan Ole Rypestøl</b>	Unravelling green regional industrial path development: Regional preconditions, asset modification and agency	Geoforum	2	2
Namita Ruparel <b>Amandeep Dhir</b> Anushree Tandon Puneet Kaur Jamid UI Islam	The influence of online professional social media in human resource management: A systematic literature review	Technology in Society	2	0

<sup>4</sup> Authors in bold are employed at or affiliated with the UiA School of Business and Law.



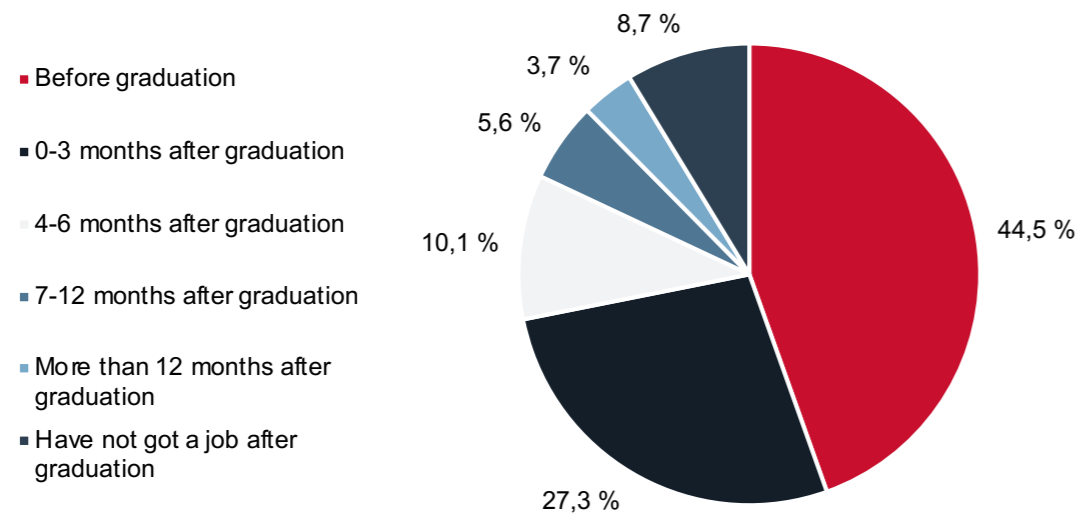
## Impact from educational activities

A large share of our impact on business and society comes through our graduates. We want our graduates to draw on and apply the advanced skills they have acquired as part of their education at our school in jobs that are relevant to their education. Moreover, our mission compels us to stimulate the growth of responsible professionals with a global mindset and an innovative attitude.

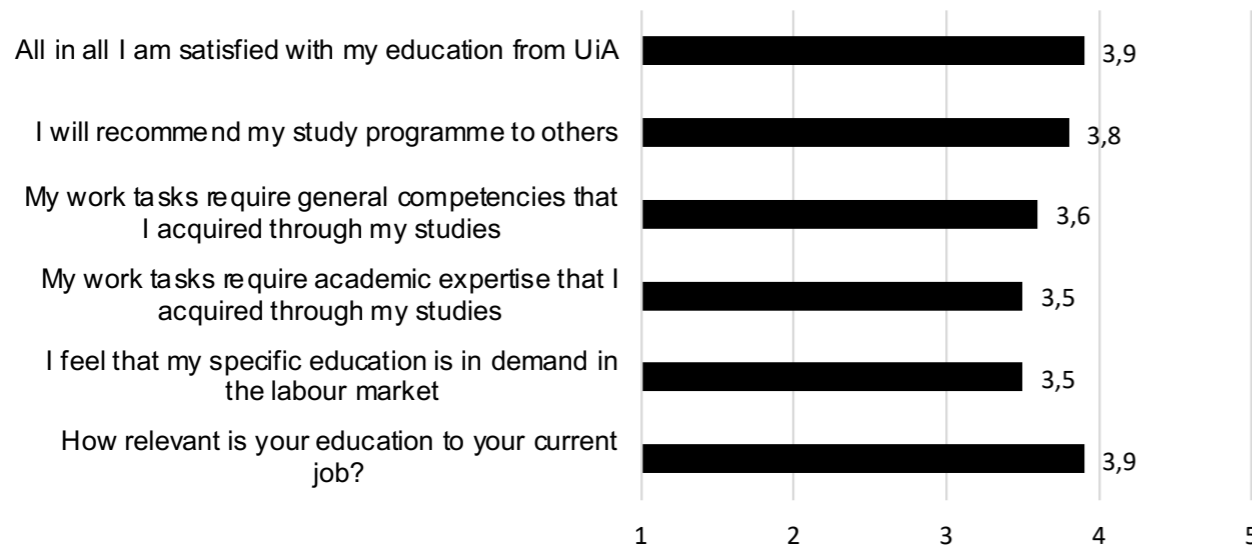
UiA commissions a large survey every third year where graduates respond to a broad range of questions about their education and their subsequent career. In 2019, around 500 candidates graduated from the School of Business and Law since autumn 2016 responded to the survey, which gave us a 37 % response rate. Below we present the most relevant results.

We note that our graduates are attractive on the job market. Almost 45 % of the respondents got a job before graduation, and within six months over 80 % were employed.<sup>5</sup> We are also pleased to note that our graduates to a high degree are satisfied with their study programme, and that they find it relevant to their current job.

**When did you get your first job?**  
(Graduates who continue to study are excluded.)



**Assessment of study programme**

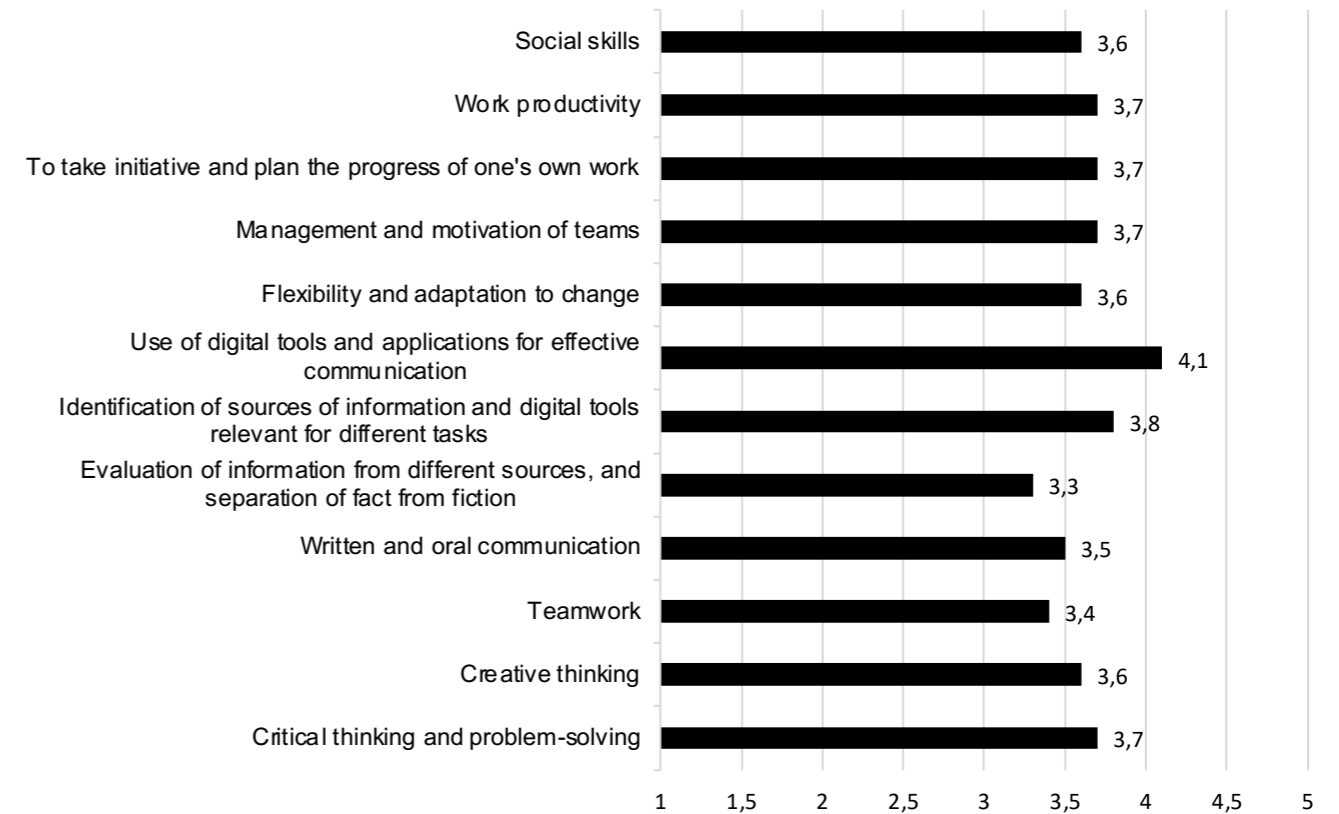


<sup>5</sup> Please note that the most recent cohort that was included in the survey graduated in June 2019, only four months before the survey was carried out.

In the 2019 Candidate Survey, the 21<sup>st</sup> century skills were specifically addressed, and the graduates were asked whether they would have liked a stronger emphasis on these skills throughout their studies. We see that they have indicated a desire for more focus on all the

skills, but the "Use of digital tools and applications for effective communication" stands out. As an increased focus on some elements may require a reduced focus on others, we must carefully assess what changes may be made while still staying true to our mission.

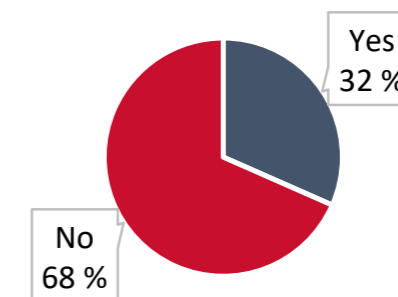
**In light of the requirements in work life, do you think your study programme should have placed more or less emphasis on the following competencies?**  
(3 = Just the right emphasis)



For the past years, the percentage of our graduates that have spent one or two semesters abroad on exchange has been around 20. However, over 30 % of the School's respondents to the 2019 Candidate Survey had been on exchange. We see that this group highly values the

exchange experience as a positive contribution to their everyday working life. We are continuously working to increase the number of students going on exchange, and to enhance the quality of the exchange through strategic partnerships with selected institutions abroad.

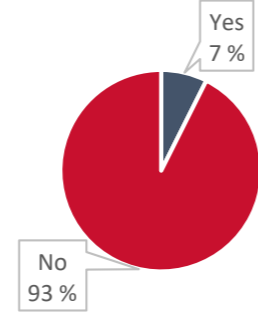
**Did you go abroad on student exchange (min. 3 months) during your studies?**



**How useful is your experience from the exchange for your everyday working life?**



**Did you participate in an optional internship as part of your studies at UiA?**

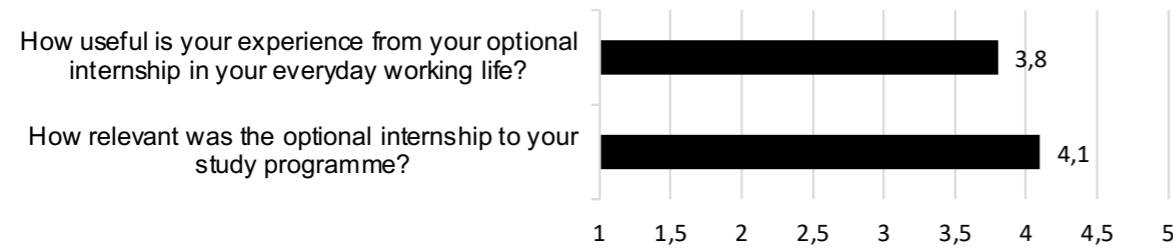


Since 2015 our school has invested much time and resources in the development and running of two internship offers for our master's students in Business Administration, in Innovation and Knowledge Management, and in Industrial Economics and Technology Management<sup>6</sup>, one in Norway, and another in Nordic enterprises in high-growth economies. In 2019, a total of nearly 20 % of our graduates from these programmes had carried out an internship. There is no doubt that the students who spend a semester abroad through this arrangement, acquire a deep understanding of international aspects of business.

Interns both in Norway and abroad are also challenged to think and act responsibly when exposed to a real-life work situation. Currently we are expanding the offer to also comprise internships in the USA and Canada.

The number of respondents who had carried out an internship is only 7 %, because bachelor's students who are not offered this possibility are also included. We are pleased to see that our graduates to a high degree find the internship useful in their current job, and that it was relevant to their education.

**Assessment of optional internship**



**Ph.D. public defenses in 2020**

Candidate's name	Dissertation title
Xingyi Li	"Essays on the Horizon of Volatility Predictability and Volatility Model Validation"
Nina Kyllingstad	"The role of firm-level actors and system-level actors in processes of new regional industrial path development"
Samuel Anokye Nyarko	"Essays on the Performance, Subsidization and Internationalization of Social Enterprises"
Risa Virgosita	"Institutions and Ethnic Chinese Entrepreneurship in Indonesia"
Tore Bersvendsten	"Effects of home-based reablement: A micro-econometric approach"

6 This study programme is owned by the Faculty of Engineering and Science but run by the School of Business and Law.

**Outreach**

A large part of our faculty members is actively disseminating their research to the wider society, through channels such as newspaper articles, radio interviews and invited speeches at private businesses.

For the year 2020, we count 192 such activities carried out by one or more of our faculty members. We know that in addition, many of our staff carry out activities that are not registered in our systems.

**The registered activities for 2020 are distributed as follows:**

Outreach activity	Total number
Scholarly and non-scholarly presentation	85
Non-scholarly journal publication	52
Media appearance	27
Book	10
Report/dissertation	10
Part of non-scholarly book/report	7
Information material	1

The School organises several public events each year. In addition to small-size, regular events, we also strive to attract and organise larger national and international

conferences. Below we present a table summarising all major public events where the School served as lead organiser in 2020.<sup>7</sup>

Formal events open to the public in 2020	Number of events
Breakfast seminars	4
Research seminars	7
Industry/business forums and conferences	1
Alumni events	1

7 Activities in 2020 were heavily affected by the Covid-19 pandemic.

