

International Accreditation Processes, Cases & Rubrics

A. Thothathri Raman



Research Publication

**Standards for Educational
Advancement & Accreditation (SEAA) Trust**

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International Accreditation Processes, Cases & Rubrics

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Acknowledgement

The Handbook on International Accreditation a joint project between SEAA Trust, New Delhi and Indus Business Academy (IBA) is now Nine years young. The project was developed and presented year on year for the past eight years with the idea of helping the B-school community looking at or taking up International Accreditation.

The Project that has been spearheaded by our friend Manish Jain, Chairman of IBA is progressing without any hindrance from day one thanks to the spirited cooperation of the accreditation agencies who acknowledge that their information is being pooled in the manner of a Handbook which is annually updated serving their own purpose of reaching out to the right audience. Information and knowledge sharing is the in the spirit of the ethos of peer reviewed voluntary accreditation which seeks endorse the quality and spirit of innovation and progress in the institutions that are being covered.

Of course it is difficult to acknowledge everyone in a book which is but a compendium of all the accreditation processes and standards of world's leading accrediting agencies, including AACSB International, EQUIS-EFMD, Association of MBAs, Accreditation Council for Business Schools and Programmers (ACBSP) and International Assembly for Collegiate Business Education (IACBE) along with that of Association for Transnational Higher Education Accreditation (ATHEA) and the Regional Accreditation body, South Asian Quality Systems (SAQS).

There has been tremendous value addition from our side by locating and arranging the appropriate accreditation systems, the documentation required, the fee to be paid and so on! We believe that there is no such equivalent effort in any part of the world. If we had transgressed the copy right of any of the agencies that we are including in this book, it was not done out of any intention to profit but to bring together all the agency processes in one single book to help the business schools to make an informed choice, something which we are totally committed to.

In any case, this book is strictly for private circulation without any price being charged and we are not liable for any use or misuse of the contents of the book by quoting from its chapters. Standards for Educational Advancement and Accreditation (SEAA) Trust, New Delhi was set up in 2008 with the express purpose of promoting international accreditation among the 4,000 strong Indian business school community and later extend the service to other business schools of Asia and perhaps the world itself at some stage. SEAA also intends to spread its advocacy work to other Higher Education systems including Technology Education.

The idea is even though everyone wants to have quality and would like to best practices being pursued anywhere in the world, most have no clue as to where to find these and how to compare each of the processes against the other and also juxtapose the reality of the local market place and campus limitations with the choices for accreditation available from around the world. It has been a major roller-coaster ride for our motley team of part-timers who run the NGO that was set up to introduce global quality benchmarks through international accreditation.

From the start we were determined that our platform would remain neutral and we would rather showcase all the top-rated accreditation agencies than work with one. When we proposed that the agencies could come together on the same platform, we were pleasantly surprised to see that the top five accreditation agencies, Association of MBAs (AMBA) decided to come together and offered to explain their processes to our delegates drawn from over 80 business schools from around the country in 2008. Our track record is that year on year, all the top rated accrediting agencies were on our platform, a feat unparalleled anywhere in the world, considering also that the activities which we have undertaken are entirely funded by the business school community itself and no government or corporate funding has been involved at any point so far!

Our website though being the largest and most informative of its kind in the world of International Accreditation, it does not have a single advertisement contributed by anyone. Of course we are confident that this would change as we continue to do our work. We have also launched the campaign “100 by 2020” to get at least 100 schools completing their accreditation process by the target year. The century mark being reached in internationally accredited schools we are confident would act as a catalyst to completely transform the quality building process in our business education campuses leading to meaningful international collaborations, high profile student and faculty exchanges and eventually resulting in high quality of student pass-outs.

Indian B-school numbers are large even though the quality is quite wanting and reaching out to all the schools with the message of international quality standards and practices is an impossible task. We strongly believe that accreditation needs to be first propagated and the campuses should be sensitized, before taking up the international accreditation process which may require the institutions to commit plenty of time and resources to complete the process. Our own SEAA team comprising Smitha Raman, Salini Nandagopal and D. D. Tewari, a man for all seasons, who is our designer and publisher, need a praise. We also need to mention Madhavan from Mumbai for his continued support.

Olin Oedekoven of Peregrine Academics (now Peregrine Global) need to be mentioned again specially for the help he had rendered in furthering the cause of quality in business schools and also at a personal level to SEAA in its cause for propagating global standards of quality in campuses. Dr. Injodey & Dr. Rosemary of Rajagiri institutions Cochin, Dr. Mohan of Jansons Business Schools, Dr. Balasubramaniam of Balaji Society, Dr. Joe Philip of Xavier Institute of Management & Entrepreneurship (XIME), Pramod Thevanoor of SCMS Cochin, Dr. Parasuraman of SDMIMD, Dr. Zarar of ICBM Hyderabad, Dr. Malarvizhi of Krishna Group of Institutions and Dr. Ram Kumar Mishra, IPE Hyderabad among a score of friends and supporters need to be acknowledged for their strong belief and continued financial and logistic support to our efforts based on their staunch belief in our cause. This year we want express our gratitude to Pandit Deendayal Petroleum University, Gandhinagar along with AIMS, Acharya Institute of Management and Sciences, GRG School of Management studies, Coimbatore, ACBSP, Dr. Sujata Mangaraj, President of Association of Indian Management Schools (AIMS), Dr. A K Sengupta, Founder & Convener of Higher Education

Forum (HEF). Also we are always grateful for our friends from the business school community who stood by us from the start. There could be many who may still need to be acknowledged. The Hand Book is the eighth enlarged edition on accreditation with completely updated versions of each of the accreditation processes being listed. The book has since caught the imagination of the B-school community. The current offering is the result of the contributions of international accreditation agencies, material from their websites and presentations made at our conferences. We also request the B-school community to contribute their cases & metrics which they might have developed while they underwent the accreditation process. Accreditation, after all is a process where experts from the peer group help each other in raising the bar on quality.

New Delhi
November 20th, 2019

A. Thothathri Raman
Chairman, SEAA Trust



Preface

For the past two years, the management pundits have been predicting doomsday for the case based Harvard system of management education in vogue for more than 70 years. In India too the entire MBA edifice has been built on the Harvard, Kellog and Wharton model is passé.

The heavily classroom based model of education based on rote learning of theory and dealing with a bunch of cases whose vintage is anything between one year to several decades is also a passé. So is the pedagogy based on books, slideshows. All of these are being rapidly replaced by Digital technology not to be confused with the online learning models. The class today is based on blended learning models with a strong emphasis on practical orientation. Writing in Economic Times, Prof Pradeep Pendse of Welingkar Institute observes “some B-schools, apart from a systems specialisation (which is more suited for roles in the technology domain), provide the possibility of a dual specialisation or a major/minor combination between functional and systems. For example, students can take finance or marketing as their major and take a subjects like CRM, ERP or e-commerce as part of the systems minor. Institutes like SP Jain Institute of Management (Mumbai), Shailesh J Mehta School of Management, IIT Bombay, IIT Kanpur, IIM Bangalore.

Clearly digital economy is here to stay and the millennials would rather have the industry to tell them about the future than the books and cases of the past years based on a sound knowledge of the principles of management. In other words, general management theory needs to be flushed out and applied with innovative thinking to develop a fresh new approach to management education. AACSB for instance is revising its standards yet again after the 2013 emphasizing the themes of engagement, innovation and impact for its 2019 standards. There would be nine standards instead of 15 as in the past under the broad umbrella of :

1. Strategic Management
2. Learner Success
3. Thought Leadership

The century old accreditation agency’s mission is aligned with its accreditation standards for business schools to continuously improve engagement among business, faculty, institutions, and learners, so that business education is aligned with business practice, the agency observes. “The business environment is undergoing profound changes, spurred by powerful demographic shifts, global economic forces, and emerging technologies. At the same time, society is increasingly demanding that companies become more accountable for their actions, exhibit a greater sense of social responsibility, and embrace more

sustainable practices. These trends send a strong signal that what business needs today is much different from what it needed yesterday or will need tomorrow. Not surprisingly, the same factors impacting business are also changing higher education. In today's increasingly dynamic environment, business schools must respond to the business world's changing needs by providing relevant knowledge and skills to the communities they serve", the approach paper for the 2020 standards states.

The AMBA based in London has launched a completely new system of accreditation called The Business Graduates Association's (BGA). The new service is expected to provide the B-schools and graduate students necessary guidance for self-improvement and continuous learning. The idea is to build attitude and facility for self learning which is crucial even beyond the campus when they take up new careers, an important component of teaching millennials the way forward. The programme offers what is called a continuous impact model (CIM) where the B-schools would be encouraged to venture beyond conventional means of teaching and research.

EFMD's Corporate Learning Improvement Process (CLIP) aims to marry the corporate expectations that the B-schools should be able to perceive in order to prepare the graduates for their corporate careers. CLIP standards are common for both academia and industry so that the ultimate goal is to develop a learning organization capable of responding the changes in the industry eco system like industry 4.0. The emphasis here is on self-assessment, on raising awareness among the members of the Learning Organisation and its stakeholders within the company or academia of its strengths and weaknesses, of the gaps to be filled and of the challenges that face it.

SEAA Trust, has always been emphasizing on self assessment as an effective way of building sustainable quality on an infinite period. Last year at 11th Conference we talked about Accreditation aftermath and learning from benchmarking with the best in class and this year we are moving towards the needs of the millennials and way the academia could respond using the accreditation standards. The 12th International Accreditation Conference 2019 will be on the theme "Millennial Job Challenge, how B-schools respond with Accreditation", is a highly provocative title to stimulate discussions on the priorities on both sides so that the restless millennials facing a highly uncertain and volatile job market are made more comfortable while they are at the campus.

The conference will also offer a freewheeling half a day workshop on Accreditation & Quality improvement commons to focus attention on the foundational approaches to quality building and sustenance that would be useful for the B-schools to tackle any accreditation, Indian or international or media ranking including NIRF ranking. Institutionalising quality processes would greatly help the B-school campuses as they face a completely different and totally uncertain future of Industry 4.0.

What the employers 4.0 want	What the MBA graduates lack
The ability to work with a wide variety of people	Ability to influence others
Time management and the ability to prioritize	Strategic thinking
Understanding the digital impact on businesses	Drive and resilience
Ability to build, sustain, and expand a network of people	Big data analysis
Ability to solve complex problems	Ability to solve complex problems

The chart is a clear indication of the huge gap that exists between the employer expectations and the expectations of the students at the b-schools. This stems from the lack of understanding and assimilation of the fast changing industry trends where products and services are becoming obsolete with the shortest possible cycle time.

The so called VUCA (Volatile, Uncertain, Complex and Ambiguous) world is already a passé as an acronym as all the four aspects are now rolled into one that of total uncertainty about future. VUCA coined to describe a world which just saw the cold war coming to an end with the collapse of Soviet Union is no longer relevant as the world is ironically evolving new structures and responses based on certainty, stability, complexity and ambiguity all of which are taken for granted. The challenge today no longer about uncertainty, economic stability or technological complexity it is more about redistribution of wealth, the ravages of the environment destruction, the rise of extreme right wing politics that wants everyone to believe every thing is hunky dory while the world is crumbling all around and a wealth creation proess that has put more wealth into far fewer hands from the time of industrial revolution.

That world's top 1 per cent of the population own nearly 90 per cent of world's resources is serious issue which is going to make a big difference to the millennials as they inherit the earth and its opportunities. The stubborn refusal of the powers that be not wanting to look at the poverty, healthcare and human development while celebrating the rich and powerful who are garnering the earth's resources is serious business.

With capitalism having failed to stem unemployment, concentration of wealth and slowing down economic development and the socialism having lost its steam, the world is witnessing a new form world order based on regimentation and economic depravation of large chunk of its population. The millennials need to unravel this complex world order in order to find their jobs and career and also work towards a more stable world that reward their efforts.

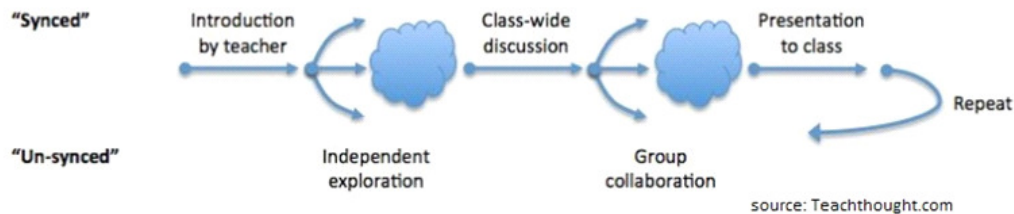
The debate on future organisations that started barely a decade ago with the much talked about 14 principles of future organizations popularized by Jacob Morgan is already being pushed out.

In its place the industry pundits are proposing only segments and not industries as they find that from these segments newer industries and services would emerge on which no one has any control now. The list goes on:

- Artificial Intelligence
- Virtual reality
- Wearables
- Mobile payments
- Cryptocurrencies
- Genomics
- Internet of Things (IoT)
- Space
- Non-conventional energy
- Driverless transportation
- 3D printing
- Machine learning
- Blockchain
- Augmented reality
- Remote healthcare



And such other. This list is only building on the fly. With such a formidable new industry being projected, it is hardly a surprise that the classrooms are finding it difficult to learn newer technologies and blend it with the conventional teaching to understand the fundamental principles of running a business, management human resource, marketing a product, managing investments and finance, industrial strategy and such other must have MBA subjects.



A typically synched and unsynched learning environment will look like the figure. Cloud and teachers are central to this arrangement and the teachers here are not just domain experts but also technology experts who can get in and out of the cloud and other connected systems to bring out the best in their students. Do the accreditation system recognize this? In fact, the accreditation agencies seem more agile than the schools that they accredit to understand the fast changing learning environment. A screenshot from one of the accreditation agency website should say volumes about how they are ahead of the emerging millennial scenario in learning management and assessment.

Our work as conversation stimulators and quality champions will continue. “Getting accredited is one thing but, following up and using the new status effectively & on a sustained basis is quite another” is a statement that should be framed and put on display at the chamber of every Dean and provost who just went through the process. Accreditation is not an easy business, it is time consuming, it involves tremendous amount of people’s time and it is also expensive costing anything between the annual tuition fees of ten to 20 students would have paid to the school annually. Accreditation also brings massive changes to the way of working of school, the reporting systems, the admission, student engagement and faculty engagement systems and the institutional working. After all, the very idea of accreditation is to voluntarily adopt change with the help of peer experts who are brought along while the accreditation is in progress.

For a fast developing country like India with a diverse variety of challenges getting its human resource quality right is the foremost priority and also its biggest failing. Quality has not been in focus The seeds of poor quality was sown way back when the higher education was almost entirely monopolized by the State with a handful of private players with high stakes who ran their education institutions more as industrial and institutional training centers rather than higher education campuses.

Research Reports

- Lifelong Learning and Talent Management
- Chief Learning Officer Survey
- Artificial Intelligence
- Blockchain
- Virtual and Augmented Reality
- Mobile and Micro-Learning

The emphasis has now shifted to skills rather than academic prowess even though the way skills are to be defined is still elusive to most education institutions. The higher learning institutions are not agile enough to assimilate the fast diversifying skill based education with shorter duration and certification. The HEIs stuck in their two year model is increasingly finding it difficult to get out of the mediocrity and cumbersomeness of the education process . Open learning platforms like Khan Academy, Course Era, Udemy etc., are giving

a run for the money of MBA schools resulting in a steady drop in the admissions to MBA programs.

Wall Street Journal in its October Admissions survey stated " Overall, applications to American M.B.A. programs fell for the fifth straight year, according to new data from the nonprofit Graduate Management Admission Council, an association of business schools that administers the GMAT admissions test. In the latest academic cycle ended this spring, U.S. business schools received 135,096 applications for programs including the traditional master of business administration degree, down 9.1% from the prior year, according to an annual survey. Last year applications for U.S. business programs were down 7%.

The M.B.A. was once considered *de rigueur* for anyone wanting to join the management ranks of U.S. companies, especially for international students, offering a pathway to leadership and a bigger payday. But education experts say shifts in U.S. immigration policy, trade and political tensions with China, as well as the growing attractiveness of technology-industry jobs that don't require M.B.A. degrees, have recently dampened foreign students' enthusiasm for business school.

There is no easy way out of this conundrum. The only thing Indian B-schools could do to buck this international trend is to become innovative and become more agile to introduce newer industry focused courses. Even the regulatory system in India which otherwise is rigid has some understanding as to how this is to be done. There is a realization that what is needed is not less regulation or no regulation but a realistic, proactive, user friendly regulatory system which is not restrictive but one which helps the industry grow as its enabler.

Though there is enough competitive spirit and also a massive potential for growth, education unlike industry cannot take advantage of these factors to create newer capacities. Sadly incentive for growth that competition ensures and the means of financing such growth from internal revenue generation became a disincentive for the growth of healthy technical and management education in the country. The vicious circle of low quality, low capacity, poor teaching resulting in substandard MBAs need to be broken in order to bring out a virtuous circle based on global quality, self regulation, high quality teaching using pedagogic creativity and innovation to cater to an increasingly competitive and challenging future markets for manpower and leadership.

High quality education requires high investment in technology, manpower and global connectivity all of which need to come from the financial system which is at present not too inclined to support investment in education owing to a plethora of reasons. In our reckoning the surest way to break the vicious cycle of quality is to bring in international accreditation which is independent and is benchmarked with the best, being totally faculty peer driven. Also owing to the nature of the accreditation system's ability to leverage the quality learnings from around the world, the process of acquiring quality through the accreditation process is seamless and growth focused.

New Delhi
November 20th, 2019

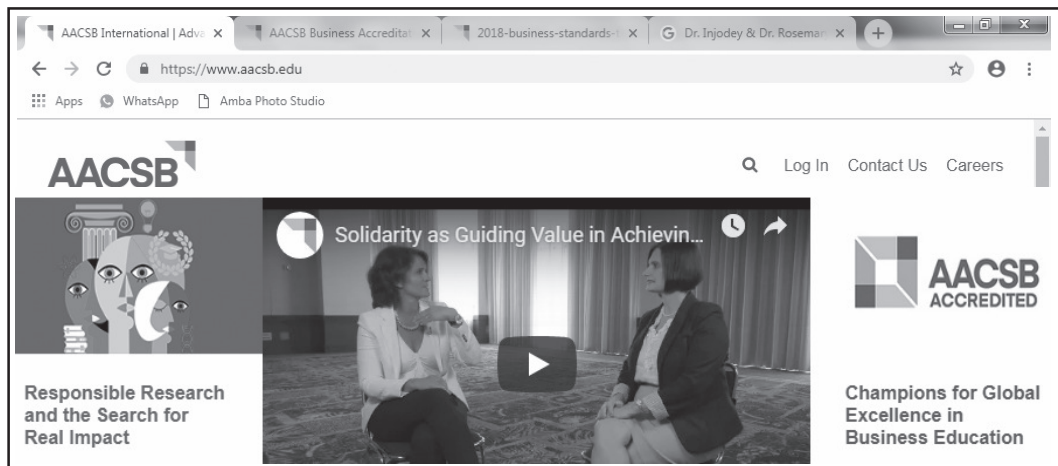
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Year of Establishment : 1916

Accredited Schools

870+

Global

11

Indian

Indian School of Business (ISB), Hyderabad; T A Pai Institute of Management (TAPMI), Manipal; IMT, Ghaziabad; IIM-C, Calcutta; IIM-U, Udaipur; S. P. Jain, Mumbai; XLRI, Jamshedpur; NMIMS, Mumbai; IFIM, Bangalore; IIM, Indore; and Amrita School of Business, Coimbatore

AACSB International is a nonprofit organization devoted to fostering engagement, accelerating innovation, and amplifying impact in business education. Through its accreditation standards and processes, AACSB recognizes institutions that uphold its mission and core values, work to advance the interests of global management education, and participate in AACSB's community of leading business schools.

AACSB was founded in 1916 and established its first standards for degree programs in business administration in 1919.

In order to earn and sustain business accreditation, an institution must align with a set of 15 business accreditation standards that focus on mission and strategic management; support for students, faculty, and staff; learning and teaching; and academic and professional engagement of students and faculty. The supplemental accounting accreditation standards are a rigorous complement to the 15 business standards. The agency has undertaken an exercise to reduce the standards to 10 and enhance its impact in AACSB 2020 new standards.

A collegiate business school offering degrees in business or accounting may apply for AACSB Accreditation. As a first step, the business school must establish its eligibility for accreditation by submitting an eligibility application, which assesses a school's alignment with six eligibility criteria. After earning AACSB Accreditation, the business school undergoes a continuous improvement review process every five years.

Website : www.aacsb.edu



www.aacsb.edu

AACSB INTERNATIONAL

Eligibility Process and Application

Business Accreditation

Schools that are interested in AACSB Accreditation must be a member of AACSB International before applying to pursue accreditation. Schools should familiarize their faculty and administration with the AACSB accreditation eligibility criteria and standards along with the initial accreditation process. Taking the time to understand the accreditation process and standards before submitting an eligibility application provides a greater understanding of what is needed, which is typically reflected in a school's application.

Prior to beginning the accreditation application process, a school must determine the scope of accreditation, meaning the degree programs to be included in the AACSB review process. AACSB Accreditation is granted by default to the institution. In this case, all of the institution's business and management programs are included in the scope of the AACSB accreditation review. It is possible in the case of institutional accreditation to limit the programs included in the review by receiving formal approval to exclude particular programs from the scope of accreditation. Details on determining program exclusions are available below.

In contrast to institutional accreditation, schools may apply as a single academic unit within a larger institution offering business and management degree programs. Schools can contact an AACSB accreditation staff liaison to learn more about academic unit accreditation.

Eligibility Application

After determining scope of accreditation, a school may begin the first stage in the accreditation process by completing the eligibility application. The eligibility application process involves a review of a school in order to determine if it meets the eligibility criteria to pursue AACSB accreditation. A school should review the **eligibility application** for business accreditation and **examples of responses** to eligibility criteria prior to submitting an application. Eligibility applications are accepted at any time.

Complete the accreditation **eligibility inquiry form** to obtain an eligibility application.

Complete and submit the eligibility application and Applicant Profile Sheet to iac@aacsb.edu.

Accreditation staff reviews application for completeness and requests any additional information from the school.

The Initial Accreditation Committee (IAC) reviews the application to determine if eligibility criteria are met and if the school can feasibly achieve accreditation in the allotted amount of time.

After the IAC has reviewed the application, the school will receive a decision letter with the next steps. If the application is approved, a mentor will be assigned to help guide the school through the initial accreditation process. The school will also be assigned an AACSB accreditation **staff liaison**.

Determining Program Exclusions

In order to exclude certain programs in an institutional review, the following criteria must be met.

1. Participation

Participation refers to the level of contribution of the included business programs in the development, delivery, and oversight of a program or programs. To be excludable from the review,

- Undergraduate degree programs must have less than 25 percent of program content in business.
- Graduate degree programs must have less than 50 percent of program content in business.

2. Distinctiveness

Distinctiveness refers to the ability of students, faculty, and recruiters to clearly distinguish the program from the business programs included in the accreditation review. That is, to be excludable,

- Degree programs must not be presented along with the included programs either in the institution's materials, or in materials from the program for which exclusion is requested.
- Programs must be clearly distinguishable from the included programs by title; by published descriptions; and in representations to potential students, faculty, and employers.

3. Control

Control refers to the level of administrative control the faculty and

administration of included programs have over the program(s) seeking exclusion. Areas of control include :

- Program design
- Faculty hiring, development, and promotion
- Student selection and services
- Curriculum design and management
- Awarding of degrees

4. **Other exclusion factors that are considered:**

- Degree programs subject to other accreditation organizations
- Specialized degree programs
- Degrees offered on a separate or independent campus
- Consortium degree programs without name of entity on diploma or transcript

A complete description of program exclusion criteria is available in Eligibility Criterion D. Review the various **scope scenarios** as guidelines to assist in making scope-of-accreditation decisions.

Program exclusions may be requested at any time during the accreditation process by submitting an exclusion **request form**.

Business Standards

The fundamental purpose of AACSB accreditation is to challenge business educators to pursue excellence and continuous improvement in their business programs. AACSB achieves this purpose by defining a set of rigorous criteria and standards, coordinating peer reviews and consultation, and recognizing high-quality business schools.

AACSB's business standards have continued to be revised to ensure quality and continuous improvement in collegiate business education throughout the years. The last major revision occurred in 2013 after more than two years of study and collaboration with the global business education community and employer organizations.

The 15 standards are organized into four categories: strategic management and innovation; participants — students, faculty, and professional staff; learning and teaching; and academic and professional engagement. The standards are built around the three themes of engagement, innovation, and impact. These themes are integrated throughout the standards to challenge and assist schools in striving for continuous quality improvement.

July 1, 2018 Updates

AACSB routinely seeks feedback from membership on ways we can improve the accreditation standards. The changes described below are based on feedback from peer review teams, accreditation committees, deans, and other representatives from the business education community. They reflect our commitment to continuous improvement in support of AACSB Business Accreditation. Key updates to the business accreditation standards made in July 2018 are summarized below.

- Added language regarding how long a school should have existed by the time it is initially accredited (Criterion D).
- Clarified the role of leadership in the school's operations and accreditation process as well as the importance of shared governance (Criterion E).
- Added the expectation that schools will provide a copy of their strategic plan to peer review teams and accreditation committees (Standard 1).
- Added language to address expectations related to alternative instructional models (Standards 5, 6, and 15).
- In an effort to better align the business standards and new accounting standards, added a section on "Technology Agility" (Standard 9).
- Introduced enhancements to all AACSB tables (2-1, 2-2, 15-1, 15-2).
- Added Appendix III: Includes a sample of completed tables to better assist schools in understanding how data should be presented and calculated in terms of intellectual contributions, faculty sufficiency, and faculty qualifications.
- Added Appendix IV: Includes responses to some of the most frequently asked questions received by volunteers and AACSB staff.

Transition Guidelines

Schools with initial or continuous improvement review visits January 1, 2019, and later are expected to be reviewed under these standards.

Schools pursuing initial accreditation with reports due after January 1, 2019, should submit under this set of standards.

Introduction to AACSB International Accreditation

AACSB International's vision is to transform business education for global prosperity. Business and business schools are a force for good, contributing to the world's economy and to society, and AACSB plays a significant role in making that benefit better known to all stakeholders — serving business schools, students, business and society.

AACSB's mission is to foster engagement, accelerate innovation, and amplify impact in business education. This mission is aligned with AACSB accreditation standards

for business schools. AACSB strives to continuously improve engagement among business, faculty, institutions, and students, so that business education is aligned with business practice. To fulfill this goal, AACSB will encourage and accelerate innovation to continuously improve business education. As a result, business education will have a positive impact on business and society — and AACSB will amplify that impact. In achieving its mission and vision, AACSB will emphasize and model the following values: Quality, Inclusion & Diversity, a Global Mindset, Ethics, Social Responsibility, and Community.

AACSB was founded in 1916 and established its first standards for degree programs in business administration in 1919. AACSB adopted additional standards for undergraduate and graduate degree programs in accountancy in 1980 to address the special needs of the accounting profession. The association regularly reviews its accreditation standards and processes for opportunities to improve relevance, maintain currency, and increase value. This edition of the standards was adopted by the AACSB Accreditation Council in April 2013. The accreditation standards and processes are updated annually by the Business Accreditation Policy Committee (BAPC) and the AACSB Board of Directors.

A collegiate business school offering degrees in business administration, or accounting, may apply for an AACSB Accreditation review. As a first step, the business school must establish its membership and eligibility for accreditation. During the initial accreditation process, the school is evaluated on how well it achieves and aligns with AACSB's accreditation standards, through a process of self-evaluation and peer review. After earning AACSB accreditation, the business school undergoes periodic peer reviews of its strategic improvement to continue its accreditation.

AACSB is a non-profit association of business schools, accounting programs, corporations, and other organizations devoted to the promotion and improvement of higher education in business and accounting.

- AACSB supports and upholds the Code of Good Practice for Accrediting Bodies of the Association of Specialized and Professional Accreditors (ASPA), www.aspa-usa.org.

Copies of this publication are available at the AACSB website (www.aacsb.edu).

Preamble : Engagement, Innovation and Impact

The business environment is undergoing profound changes, spurred by powerful demographic shifts, global economic forces, and emerging technologies. At the same time, society is increasingly demanding that companies become more accountable for their actions, exhibit a greater sense of social responsibility, and embrace more sustainable practices. These trends send a strong signal that what business needs today is much different from what it needed yesterday or will need tomorrow.

Not surprisingly, the same factors impacting business are also changing higher education. In today's increasingly dynamic environment, business schools¹ must respond to the business world's changing needs by providing relevant knowledge and skills to the communities they serve. They must innovate and invest in intellectual capital; they must develop new programs, curricula, and courses. Moreover, declining public support for higher education has placed business schools under additional economic pressure, which has shifted the mix of teaching and learning models they employ and affected the future of faculty and professional staff.

In this context of constant change, standards and processes for accreditation must be designed not only to validate quality management education and impactful research, but also to provide leadership, encouragement, and support for change in business schools. The standards should also provide a platform for business schools to work together to advance quality management education worldwide through AACSB.

The fundamental purpose of AACSB accreditation is to encourage business schools to hold themselves accountable for improving business practice through scholarly education and impactful intellectual contributions. AACSB achieves this purpose by defining a set of criteria and standards, coordinating peer review and consultation, and recognizing high-quality business schools that meet the standards and participate in the process.

AACSB remains deeply committed to diversity in collegiate management education, recognizing that a wide variety of missions and strategies can lead to quality. One of the guiding principles of AACSB accreditation is the acceptance, and even encouragement, of diverse paths to achieving high quality in management education. Accreditation decisions are derived through a process that relies on the professional judgment of peers who conduct reviews that are guided by the business school mission. It is also vitally important that AACSB accreditation demands evidence of continuous quality improvement in three vital areas: engagement, innovation, and impact.

Engagement: AACSB acknowledges and values the diversity among its membership, but it also recognizes that all of its accredited members share a common purpose — the preparation of students for meaningful professional, societal, and personal lives. Effective business education and research can be achieved with different balances of academic and professional engagement. However, quality business education cannot be achieved when either academic or professional engagement is absent, or when they do not intersect in meaningful ways. Accreditation should encourage an appropriate intersection of academic and professional engagement that is consistent with quality in the context of a school's mission.

Innovation: Accreditation standards focus on the quality of education and supporting functions. The standards must set demanding but realistic thresholds, challenge business schools to innovate, and inspire educators to pursue continuous improvement in educational programs and other mission-based activities of the

1 The term *business school* is used to describe the entity that offers programs and is not meant to imply any particular organizational structure.

business school. Accreditation standards and associated processes should foster quality and consistency, but not at the expense of the creativity and experimentation necessary for innovation. Also, accreditation standards and processes should not impede experimentation or entrepreneurial pursuits; the standards must recognize that innovation involves both the potential for success and the risk of failure. Therefore, when assessing any success or failure, it is key to recognize the importance of experimentation and place a priority on strategic innovation. If innovations are well-developed, rational, and well-planned, negative outcomes should not inhibit a positive accreditation review. Negative outcomes are of concern only when they seriously and negatively affect the ability of the business school to continue to fulfill its mission.

Impact: In an environment of increasing accountability, it is important that AACSB accreditation focus on appropriate high-quality inputs (human, financial, physical, etc.) and the outcomes of those inputs within the context of the business school's mission and supporting strategies. That is, in the accreditation process, business schools must document how they are making a difference and having impact. This means that AACSB will continue to emphasize that business schools integrate assurance of learning into their curriculum management processes and produce intellectual contributions that make a positive impact on business theory, teaching, or practice. Impact also has a broader meaning in that the business school, through the articulation and execution of its mission, should make a difference in business and society as well as in the global community of business schools and management educators. Examples of how schools can assess and demonstrate impact are provided in the Appendix I.

The primary relationship in the accreditation process is between AACSB and the business school under review. Although many individuals and groups have a stake in the AACSB accreditation process, the association implements that process through a series of individual business school reviews. This approach provides a common reference point for quality and performance in management education for all AACSB members.

Having achieved AACSB accreditation, an institution commits to a process of continuous improvement review to demonstrate high quality and alignment with the spirit and intent of these accreditation standards. That process also includes a commitment to complete the following:

- Annual completion of the Business School Questionnaire and
- A periodic five-year review of strategic progress.

In choosing to participate in the AACSB accreditation process, business school deans, directors, and other administrators are expected to submit data in a timely manner and to assure that all data and information provided in the accreditation review process are accurate.

AACSB's initial accreditation process includes a review of the institution's self-evaluation report and a visit to the institution by a peer review team. Because an

institution's mission is integral to the accreditation process, peer review teams must exercise judgment regarding the reasonableness of deviations from the standards.

AACSB recognizes that high-quality management education is achieved around the world in different ways, which requires the association to adapt its approaches to accreditation to different cultural situations. Accordingly, the association has developed and implemented these standards as guidelines that may be interpreted and applied in different ways in different countries or regions of the world. AACSB implements these adaptive strategies to support high-quality management education and scholarship wherever it occurs, but schools still must demonstrate that their programs align with the standards. Evaluations must be based on the quality of the learning experience and scholarly outcomes, not rigid interpretations of standards.

AACSB International Criteria and Standards for Business Accreditation

This document details eligibility criteria and standards for AACSB business accreditation, which have been developed and adopted by the AACSB Accreditation Council. Members of the council include leading business schools that share AACSB's values and are committed to advancing management education by participating in the AACSB global community of institutions.

Section 1 — Eligibility Criteria for AACSB International Accreditation

The eligibility criteria serve two purposes — accordingly, they are organized into two parts. First, the eligibility criteria specify a series of core values that AACSB believes are important. Schools must demonstrate a commitment to and alignment with these values in order to achieve and continue AACSB accreditation.

Second, these criteria provide a foundation for accreditation by defining the scope of review. They establish the basis for agreement about the entity to be considered and the way that entity is organized and supported in the context of business education. For this purpose, eligibility criteria also address certain basic characteristics that bear on the quality of business degree programs, research, and other activities. These characteristics must be present before an applicant is reviewed for initial accreditation or for that applicant to continue accreditation. An applicant for accreditation must be able to show that it has the structure and capacity to deliver and sustain high-quality business education and intellectual contributions. Unless it can do so transparently, it is not prepared to be evaluated against the standards.

For initial applicants, alignment with these eligibility criteria is viewed as the first step in the accreditation process. As such, the documentation a school provides in response to the criteria is a signal of its commitment to the underlying core values outlined in the criteria and its likelihood of achieving accreditation in a reasonable period. Eligibility criteria are thus the basis for the eligibility application.

Once a school achieves accreditation, members of the Accreditation Council continue to evaluate the school's adherence to the eligibility criteria and determine whether changes in its strategy could affect its ability to continue to fulfill its mission.

Part 1: Core Values and Guiding Principles

The following three criteria represent core values of AACSB. There is no uniform measure for deciding whether each criterion has been met. Rather, the school must demonstrate that it has an ongoing commitment to pursue the spirit and intent of each criterion consistent with its mission and context.

A. The school must encourage and support ethical behavior by students, faculty, administrators, and professional staff. [ETHICAL BEHAVIOR]

Basis for Judgment

- The school has appropriate systems, policies, and procedures that reflect the school's support for and importance of ethical behavior for students, faculty, administrators, and professional staff in their professional and personal actions.
- The systems, policies, and procedures must provide appropriate mechanisms for addressing breaches of ethical behavior.
- This criterion relates to the general procedures of a school. In no instance will AACSB become involved in the adjudication or review of individual cases of alleged misconduct, whether by administrators, faculty, professional staff, students, or the school.

Guidance for Documentation

- Provide published policies and procedures to support legal and ethical behaviors.
- Describe programs to educate participants about ethical policies and procedures.
- Describe systems for detecting and addressing breaches of ethical behaviors, such as honor codes and disciplinary systems to manage inappropriate behavior.

B. The school maintains a collegiate environment in which students, faculty, administrators, professional staff, and practitioners interact and collaborate in support of learning, scholarship, and community engagement. [COLLEGIATE ENVIRONMENT]

Basis for Judgment

- Collegiate environments are characterized by scholarship, scholarly approaches to business and management, and a focus on advanced learning.

Schools must provide scholarly education at a level consistent with higher education in management.

- In collegiate environments, students, faculty, administrators, professional staff, and practitioners interact as an inclusive community. Schools must provide an environment supporting interaction and engagement among students, administrators, faculty, and practitioners.
- Collegiate environments are characterized by shared governance and university service. Schools must have shared governance processes that include faculty input and engagement.

Guidance for Documentation

- Provide an overview of the degree programs offered and evidence that the quality of these programs is at a level consistent with higher education in management.
 - Describe the environment in which students, faculty, administrators, professional staff, and practitioners interact; provide examples of activities that demonstrate the ways they interact; and show how the school supports such interactions.
 - Discuss the shared governance process, indicating how faculty are engaged or how faculty otherwise inform decisions.
 - Provide documents that characterize the culture and environment of the school, including statement of values, faculty and student handbooks, etc.
- C. The school must demonstrate a commitment to address, engage, and respond to current and emerging corporate social responsibility issues (e.g., diversity, sustainable development, environmental sustainability, and globalization of economic activity across cultures) through its policies, procedures, curricula, research, and/or outreach activities. [COMMITMENT TO CORPORATE AND SOCIAL RESPONSIBILITY]**

Definition

- With an understanding of the context and environment in which each school operates, the concept of diversity encompasses interest, inclusion, acceptance and respect. It means understanding that each individual is unique, and recognizing and engaging with individual differences. These can be along the dimensions of gender, race, ethnicity, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. The values of diversity and inclusion foster the exploration of these differences in a safe and supportive environment, where community members move beyond tolerance to seeking and celebrating the rich dimensions of diversity and the contributions these

differences make to innovative, engaged and impactful business education experiences.

Basis for Judgment

- Diversity in people and ideas enhances the educational experience in every business education program. At the same time, diversity is a culturally embedded concept rooted in historical and cultural traditions, legislative and regulatory concepts, economic conditions, ethnicity, gender, socioeconomic conditions, and experiences.
- Diversity, sustainable development, environmental sustainability, globalization, and other emerging corporate and social responsibility issues are important and require proactive engagement between business schools and business students.
- The school fosters awareness, understanding, acceptance and respect of, diverse viewpoints among participants related to current and emerging corporate social responsibility issues.
- The school fosters sensitivity toward and greater understanding and acceptance of cultural differences and global perspectives. Graduates should be prepared to pursue business or management careers in a diverse global context. Students should be exposed to cultural practices different than their own.

Guidance for Documentation

- Describe how the school defines and supports the concept of diversity in ways appropriate to its culture, historical traditions, and legal and regulatory environment. Demonstrate that the school fosters sensitivity and flexibility toward cultural differences and global perspectives.
- Demonstrate that the school values a rich variety of viewpoints in its learning community by seeking and supporting diversity among its students and faculty in alignment with its mission.
- Define the populations the school serves and describe the school's role in fostering opportunity for underserved populations.
- Define the ways the school supports high-quality education by making appropriate effort to diversify the participants in the educational process and to guarantee that a wide variety of perspectives is included in all activities.
- Demonstrate that the school addresses current and emerging corporate social responsibility issues through its own activities, through collaborations with other units within its institution, and/or through partnerships with external constituencies.

Part 2 : General Criteria

- D. An applicant for AACSB accreditation must be a well-defined, established entity and a member of AACSB International in good standing. The entity seeking AACSB accreditation may be an institution authorized to award bachelor's degrees or higher (in business) or under certain circumstances a business academic unit within a larger institution. [ACCREDITATION SCOPE AND AACSB MEMBERSHIP]**

Definitions

- An institution is a legal entity authorized to award bachelor's degrees or higher.
- An academic unit operates within an institution offering bachelor's degrees or higher and may depend on the institution for authority to grant degrees and for financial, human, and physical resources.
- A business academic unit is an academic unit in which business education is the predominant focus across degree programs, research, and outreach activities. The business academic unit may seek accreditation as outlined in these eligibility criteria.
- Another (non-business) academic unit is an academic unit in which business education is not the predominant focus across degree programs, research, and outreach activities.

Basis for Judgment

- The entity applying for accreditation is agreed upon through AACSB processes and meets the spirit and intent of the conditions and expectations as outlined in these eligibility criteria. The entity must be approved well in advance (normally two years) of the onsite visit of the accreditation peer review team.
- Within the approved entity applying for accreditation, the programmatic scope of accreditation (i.e., degree programs and other programmatic activities to be included in the AACSB review process and subject to alignment with accreditation standards) is agreed upon through AACSB processes and meets the spirit and intent of the conditions and expectations outlined in these eligibility criteria. Program inclusions and exclusions are approved well in advance (normally two years) of the onsite visit of the accreditation peer review team.
- The entity applying for accreditation agrees to use the AACSB accreditation brand and related statements about accreditation in its electronic and printed communications in accordance with AACSB policies and guidelines.

- Normally, at the time of the initial accreditation visit, the school should have produced at least two years of graduates.

Guidance for Documentation

- An applicant for AACSB accreditation must complete an AACSB Accreditation Eligibility Application, which identifies the applicant as either:
 - An institution that offers business education degree programs and related programmatic activities in one or more business academic units and other non-business academic units. In this case, all of the institution's business and management activities and related programmatic activities are included in the scope of the AACSB accreditation review. An institution is the default entity applying for accreditation.
 - A single business academic unit within an institution that offers business education degree programs and other related programmatic activities. In this case, the applicant may request that this unit be considered an independent business academic unit for accreditation purposes. If approved, all business education degree programs and related programmatic activities operating within the independent business academic unit are included in the scope of the AACSB accreditation review. This approach to scope does not preclude more than one business academic unit within an institution from seeking AACSB accreditation as an independent business academic unit. A single business academic unit may apply for status as an independent business academic unit, in effect acting as the entity applying for accreditation. AACSB accreditation is granted by default to the institution, meaning that all business and management degree and related programmatic activities operating within the institution are to be included in the scope of the AACSB accreditation review (see below for guidance on requesting program exclusions). With the 2013 standards, it became possible for a school to apply for accreditation as a single academic unit within a larger institution offering business and management degree programs. For schools that do not make such a request, the assumption is that all business and management degree programs offered at the institution will be within the AACSB accreditation purview (institutional accreditation).

Redefining the accreditation entity, from institution to single business unit, is subject to the receipt of documentation that verifies that the business academic unit has a sufficient level of independence in four areas: (1) branding; (2) external market perception; (3) financial relationship; and (4) autonomy as it relates to the single business unit and the institution. The first two are necessary; the latter two are supplemental in making a determination about the unit of accreditation. This determination is made by the appropriate AACSB committee. The burden of proof is on the business

academic unit to document its distinctiveness from the other academic units within the institution in the four areas noted above, which the association defines in the following ways:

- o *Branding* — Independent branding of the business academic unit relates to the following: (1) market positioning; (2) promotion (e.g., websites, electronic and print advertising, collateral materials, etc.) of the business and management degree programs and other programmatic activities offered within the business academic unit; (3) business school name, faculty, and degree titles; and (4) other brand differentiation between the business academic unit and other academic units within the institution.
- o *External Market Perception* — This criterion is focused on the extent to which the external markets (students, employers, other stakeholder groups, and the public) perceive that the business academic unit is differentiated from other academic units within the institution. This differentiation may include elements such as student admissions, graduate recruiting and placement histories, and starting salaries.
- o *Financial Relationships with the Institution* — Financial relationships relates to the following: (1) approval of operating and capital budgets for the business academic unit; (2) the business academic unit's control over a large portion of the funds available to the unit; (3) subsidies to the institution; and (4) ownership or control of physical and financial assets.
- o *Business Academic Unit Autonomy* — Autonomy of the business academic unit is described in terms of its adherence to the policies and procedures of the larger institution or in terms of the source of approval of or constraints on its activities related to the following areas: (1) the strategic plan of the business academic unit; (2) approval of key decisions of the business academic unit; (3) appointment of the head or senior leader of the business academic unit; (4) geographic separation of the business academic unit and the larger institution; and (5) any other significant attribute of the relationship that affects the autonomy of the business academic unit.
- Based on AACSB approval of the entity that is applying for accreditation, the next step is to gain agreement on the programmatic scope of the accreditation review. Programmatic scope will normally include all business and management degree programs at the bachelor's level or higher, research activities, and other mission components. Other mission components may include executive education or other mission-focused outreach activities if they are business related. Regardless of the entity seeking accreditation, the following guidelines establish factors that determine if a degree program should be included or excluded from the AACSB accreditation review process:

- Normally, bachelor degree programs in which 25 percent² or more of the teaching relates to traditional business subjects, or graduate programs in which 50 percent or more of the teaching relates to traditional business subjects are considered business degree programs. Traditional business subjects include accounting, business law, decision sciences, economics³, entrepreneurship, finance (including insurance, real estate, and banking), human resources, international business, management, management information systems, management science, marketing, operations management, organizational behavior, organizational development, strategic management, supply chain management (including transportation and logistics), and technology management. This list is not exhaustive and should be interpreted in the context of the school and mission. Normally, extensions of traditional business subjects, including interdisciplinary courses, majors, concentrations, and areas of emphasis will be included in an AACSB accreditation review.
- Degree programs with business content below the thresholds noted above may be excluded from the AACSB review process if such programs are not marketed or otherwise represented as business degree programs, and if such programs do not involve significant resources of the business academic units participating in the AACSB accreditation review process. Programs that could be construed as business degrees by the public should be requested for exclusion, even if they are below these thresholds.
- With the burden of proof on the entity applying for AACSB accreditation, degree programs with business content exceeding the minimum thresholds noted above may be excluded from the review process subject to approval by the appropriate AACSB committee, based on that committee's judgment regarding the following factors:
 - Demonstration of limited or no participation in, and a high level of independence relative to, the development, delivery, and oversight of programs requested for exclusion.
 - Demonstration of program distinctiveness such that students, faculty, and employers clearly distinguish such programs from those degree programs identified for inclusion in the accreditation review process. For example, degree programs must be included in the accreditation review if they are business programs announced and advertised in catalogs, brochures, websites, and other materials in

² The percent of business content is calculated by dividing the maximum total number of business credits that can be taken in a degree (including electives) by the total number of credits required to earn the degree. For example, a 120-hour bachelor's degree with 30 or more hours of traditional business credits would normally be included in scope unless an exclusion request is granted by the appropriate AACSB committee.

³ Economics degrees may be excludable depending on where they are housed and the curriculum of the degree.

conjunction with programs that are identified for inclusion. That is, to be excluded, degree programs must not be presented in conjunction with the included programs, either in the institution's materials or in materials for programs for which the exclusion is sought. To be excluded, programs must be clearly distinguishable from the included programs by title; in published descriptions; and in representations to potential students, faculty, and employers. Exclusions will not be approved when such exclusion will create confusion about which programs within the institution have achieved AACSB accreditation.

- Demonstration of a lack of operational control relative to program design, faculty hiring, development and promotion, student selection and services, curriculum design, and degree conferral. If the leadership of the entity applying for accreditation has influence over these factors or controls these factors relative to any business degree program, the program will be included in the scope of review.
- Other factors that may result in the exclusion of a degree program from an AACSB accreditation review are:
 - Degree programs subject to accreditation by other non-business accreditation organizations.
 - Specialized degree programs (e.g., hotel and restaurant management, engineering management, health care management, agribusiness, and public administration) that are not marketed in conjunction with the business program under AACSB review.
 - Degree programs offered via a consortium of schools that do not carry the name of the applicant entity on the diploma or transcript.
 - Degree programs in secondary business education, whether offered within the entity applying for accreditation or elsewhere.
- Degree programs that are in a teach-out stage at the time of the accreditation visit are normally included in the scope of review. The nature of the accreditation review will be different than that for active degree programs which are still admitting students. Peer Review Teams will assess whether programs in teach out have sufficient and qualified faculty and will also review these programs in the context of the teaching and learning standards to validate program quality.
- Degree programs offered by the entity applying for accreditation delivered jointly through partnership agreements, consortia, franchise arrangements, etc., are included in the scope of the review if there is any connotation that the entity applying for accreditation is recognized as one or more of the degree granting institutions.

- AACSB recognizes national systems and local cultural contexts, as well as regulatory environments in which an entity applying for accreditation operates. As a result, AACSB can vary the boundaries of what is considered traditional business subjects. AACSB will consider the definition of those boundaries in the local context in which the applicant entity operates. For AACSB to agree to vary its definition of a traditional business subject, the applicant entity must explain and document such variations within its local context.
- AACSB International must ensure that its brand is applied strictly, and only to the agreed upon entity applying for accreditation and the programs and programmatic activities included within the scope of its review. For that reason, the entity applying for accreditation must document its agreement and alignment with the following guidelines regarding the use of the AACSB International accreditation brand and related statements about accreditation:
 - In the case that the entity applying for accreditation is the institution, the AACSB accreditation brand applies to the institution (e.g., the University of Bagu), all business academic units (e.g., the College of Business, Graduate School of Business, or Bagu School of Management), all business and management degree programs delivered by the institution or business academic unit (e.g., BBA, MBA, or Masters of Science), and degree programs in business and management included in the review that are offered by other (non-business) academic units (e.g., BA in Management or MA in Organizational Leadership). Note: the AACSB accreditation brand may not be applied to other (non-business) academic units, only to the business and management degree programs included in the accreditation review that they offer.
 - In the case where the entity applying for accreditation is an independent business academic unit within an institution, the AACSB accreditation brand applies only to the independent business academic unit and all business and management degree programs it is responsible for delivering. The AACSB accreditation brand may not be applied to the institution or to other
 - (non-business) academic units or the business and management degree programs they offer.
- Applications for accreditation must be supported by the chief executive officer of the business school applicant and the chief academic officer of the institution, regardless of the accreditation entity seeking AACSB accreditation. When the applicant entity is an independent business academic unit at the same institution as another entity that already holds AACSB accreditation, the applicant must clearly distinguish the business programs it delivers from the AACSB-accredited entity. In all cases, the institution and all business academic units agree to comply with AACSB policies that recognize the entity that holds AACSB accreditation.

- For all AACSB-accredited entities, the list of degree programs included in the scope of accreditation review must be updated annually as part of the Business School Questionnaire, so that the list of approved program exclusions may be maintained on a continual basis by AACSB. New programs introduced by business academic units that are AACSB-accredited may be indicated as AACSB-accredited until the next continuous improvement of accreditation review. New business degree programs delivered by other (non-business) academic units may not be indicated as accredited prior to the next review.

E. The school must be structured to ensure proper oversight, accountability, and responsibility for the school's operations; must be supported by continuing resources (human, financial, infrastructure, and physical); and must have policies and processes for continuous improvement. [OVERSIGHT, SUSTAINABILITY, AND CONTINUOUS IMPROVEMENT]

Basis for Judgment

- This criterion does not require a particular administrative structure or set of practices; however, the structure must be appropriate to sustain excellence and continuous improvement in business education within the context of a collegiate institution, as described in the preamble to these standards.
- The organizational structure must provide proper oversight and accountability for the components of the school's mission that are related to business education. Additionally, the school's structure must foster an environment of shared governance in decision-making.
- The school must have policies and processes in place to support continuous improvement and accountability.
- The school must demonstrate sufficient and sustained resources (financial, human, physical, infrastructural, etc.) to support the business academic unit (or units) seeking AACSB accreditation in its efforts to fulfill its mission, strategies, and expected outcomes. Resources must be sufficient to support the number and complexity of academic programs and other mission-related activities.
- The leadership of the business academic unit has responsibility for:
 - the mission and its achievement,
 - alignment of accreditation with the overall institutional strategic goals,
 - ensuring that expected outcomes are monitored and delivered,
 - ensuring resources for quality improvement and assurance are available,

- mobilizing the resources to achieve the mission,
- engaging, directing and supporting faculty, students, and staff to contribute to the effectiveness of the policies and processes for continuous improvement, and promoting improvement.

Guidance for Documentation

- Describe the organizational structure of the school, providing an organizational chart that identifies the school in the context of the larger institution (if applicable).
- Provide an overview of the structure of the school, its policies, and processes to ensure continuous improvement and accountability related to the school's operations. This overview also should include policies and processes that encourage and support intellectual contributions that influence the theory, practice, and/or teaching of business and management.
- Summarize the budget and financial performance for the most recent academic year. Describe the financial resources of the school in relationship to the financial resources of the whole institution (e.g., compare business degree program enrollments as a fraction of the institution's total enrollment).
- Describe trends in resources available to the school, including those related to finances, facilities, information technology infrastructure, human, and library/information resources. Discuss the impact of resources on the school's operations, outcomes (graduates, research, etc.), and potential for mission achievement going forward.
- Describe the total faculty resources for the school, including the number of faculty members on staff, the highest degree level (doctoral, master's, and bachelor's) of each faculty member, and the disciplinary area of each faculty member. Describe the sufficiency of faculty resources in relation to program array and complexity.
- For each degree program, describe the teaching/learning model (e.g., traditional classroom models, online or distance models, models that blend the traditional classroom with distance delivery, or other technology-supported approaches). In addition, describe the division of labor across faculty and professional staff, as well as the nature of participant interactions supported. Extend this analysis to each location and delivery mode.
- Describe the school resources that are committed to other mission-related activities beyond business degree programs and intellectual contributions.
- Explain how the people at the highest level of leadership are involved in and responsible for accreditation and continuous improvement of the institution or approved business academic unit.

- F. All degree programs included in the AACSB accreditation review must demonstrate continuing adherence to AACSB accreditation standards. Schools are expected to maintain and provide timely, accurate information in support of each accreditation review. [POLICY ON CONTINUED ADHERENCE TO STANDARDS AND INTEGRITY OF SUBMISSIONS TO AACSB]**

All degree programs included in the AACSB accreditation review must demonstrate an understanding and continuing alignment with the AACSB accreditation standards and policies. Schools in the initial accreditation process must demonstrate an understanding and alignment with the accreditation standards and complete the initial accreditation process within the maximum seven-year time period from the date that an Eligibility Application is accepted.

After a school achieves accreditation, AACSB reserves the right to request a review of that accredited institution's or academic business unit's programs at any time, if questions arise concerning the continuation of educational quality as defined by the standards. In addition, schools are expected to maintain and provide accurate information in support of each accreditation review.

Any school that deliberately misrepresents information to AACSB in support of an accreditation review shall be subject to appropriate processes. Such misrepresentation is grounds for the immediate denial of a school's initial application for accreditation or, in the case of a continuous improvement review, for revocation of a school's membership in the Accreditation Council.

Section 2 — Standards for Business Accreditation

Strategic Management and Innovation

This section's focus on "Strategic Management" is based on the principle that a quality business school has a clear mission, acts on that mission, translates that mission into expected outcomes, and develops strategies for achieving those outcomes. It addresses three critical and related components: mission and strategy; scholarship and intellectual contributions; and financial model and strategies.

AACSB believes that a wide range of missions can be consistent with high quality, positive impact, and innovation. Such success is achieved when schools are clear about their priorities and when the mission, expected outcomes, and strategies are aligned and implemented across the school's activities. Under these conditions, the mission, expected outcomes, and strategies provide a context for the AACSB accreditation review. That is, in applying the standards, the quality and success of a school is assessed in relation to its mission, expected outcomes, and supporting strategies.

In this section, three criteria related to a school's mission are of critical importance. First, the mission must be appropriate, descriptive, and transparent to the school's constituents. Second, the mission must provide the school with an overall direction

for making decisions. Finally, the school's strategies and intended outcomes must be aligned with the mission. The accreditation process takes a strategic, holistic look at the business school by reflecting on its mission, strategies, actions, participants, stakeholders, resources, expected outcomes, and impacts in the context of the culture of the school and its larger institution as appropriate. A complete and accurate understanding of the context and environmental setting for the school is paramount in the accreditation peer review team's ability to form a holistic view.

The standards in this section reflect the dynamic and diverse environment of business schools. These standards insist on the periodic, systematic review and possible revision of a school's mission, as well as on the engagement of appropriate stakeholders in developing and revising the mission, expected outcomes, and supporting strategies. Quality business schools have legacies of achievement, improvement, and impact. They implement forward-looking strategies to further their success, sustain their missions, and make an impact in the future. Central to the dynamic environment of business schools are intellectual contributions and financial strategies that support change and innovation.

Scholarship that fosters innovation and directly impacts the theory, practice, and teaching of business and management is a cornerstone of a quality business school. A broad range of scholarly activities ensures intellectual vibrancy across and among diverse faculty members and students; such activities contribute to the currency and relevance of the school's educational programs and directly foster innovation in business enterprises and academic institutions. Intellectual contributions that arise from these scholarly activities ensure the business school contributes to and is an integral part of an academic community of scholars within an institution and across the broader academic community of institutions in higher education. Outcomes of intellectual contributions are indicated by their impact or influence on the theory, practice, and teaching of business and management rather than just by the number of articles published or documents produced. Schools should make their expectations regarding the impact of intellectual contributions clear and publicly transparent.

Like intellectual contributions, sound financial models and strategies are essential for operational sustainability, improvement, and innovation in a business school. Sustaining quality business education and impactful research requires careful financial planning and an effective financial model. Schools cannot implement actions related to continuous improvement and innovation without sufficient resources. In addition, schools cannot make effective strategic decisions without a clear understanding of the financial implications.

Strategic Management and Innovation

Standard 1: The school articulates a clear and distinctive mission, the expected outcomes this mission implies, and strategies outlining how these outcomes will be achieved. The school has a history of achievement and improvement and specifies future actions for continuous improvement and innovation consistent with this mission, expected outcomes, and strategies. [MISSION, IMPACT, AND INNOVATION]

Definitions

- Mission is a single statement or set of statements serving as a guide for the school and its stakeholders. These statements capture the school's core purposes, express its aspirations, and describe its distinguishing features. The mission is not usually described entirely by the mission statement. It is more completely encapsulated in a set of statements that describe the school, including the mission statement, vision statement, and statements of values.
- The term distinctive refers to goals, characteristics, priorities, focus areas, or approaches of the school that are special or notable. These should be revealed by the mission of the school and evident in the expected outcomes and strategies. Distinctiveness does not imply that the school is unique or different from all others.
- Expected outcomes are conveyed as broad or high-level statements describing impacts the school expects to achieve in the business and academic communities it serves as it pursues its mission through educational activities, scholarship, and other endeavors. Expected outcomes translate the mission into overarching goals against which the school evaluates its success.
- Strategies describe, in general, how the school intends to achieve its mission and expected outcomes, including how it finances activities to achieve its mission. Strategies are general, or overarching statements of direction derived from the strategic management processes of the school.

Basis for Judgment

- The mission guides decision making and identifies distinguishing characteristics, attributes, focus areas, priorities, etc., that indicate how the school positions itself among the international community of business schools. Distinctiveness does not imply that the business school must somehow be different from all other AACSB-accredited business schools. Rather, through the mission, expected outcomes, and strategies, the school clearly articulates those attributes that describe the school to its various constituencies and across the global community of business schools.
- The business school's mission, expected outcomes, and strategies are mutually consistent and reflect a realistic assessment of the diverse and changing environment of business schools. The alignment of a school's mission and strategies with its expected outcomes signal that it is highly likely that the school can achieve those outcomes. In the dynamic environment of higher education and business schools, innovation and change are the norm rather than the exception.
- The school's mission, expected outcomes, and strategies clearly define the school's focus on educational activities, including the range of degree and non-degree programs offered and the diverse students, organizations, and

communities those programs are intended to serve. The unit aligns its teaching/learning models with its mission, expected outcomes, and strategies.

- The school's mission, expected outcomes, and strategies clearly define the school's focus on quality intellectual contributions that advance the theory, practice, and teaching/pedagogy of business.
- The school's mission, expected outcomes, and strategies clearly define the school's focus on other applicable activities (e.g., civic engagement) and on the diverse people, organizations, and/or communities they intend to serve.
- The mission, expected outcomes, and strategies are appropriate to a collegiate school of business and consonant with the mission of any institution of which the school is a part. Accordingly, the mission, expected outcomes, and strategies address the level of education the school is targeting; the positive and significant impact the school intends to make on business and society; the stakeholders to whom the school is accountable; and the ways in which the school intends to advance the business education industry.
- The school periodically reviews and revises the mission, expected outcomes, and strategies as appropriate and engages key stakeholders in the process.
- The school's mission and expected outcomes are transparent to all stakeholders.
- The school systematically evaluates and documents its progress toward mission fulfillment. Past examples of continuous improvement and innovation are consistent with the mission, expected outcomes, and supporting strategies intended to support future mission fulfillment.
- The school's future actions for continuous improvement, its rationale for such actions, and its identification of potential areas of innovation are consistent with and demonstrate support for its mission, expected outcomes, and strategies.
- The school has clearly defined its future strategies to maintain its resource needs, assign responsibilities to appropriate parties, and set time frames for the implementation of actions that support the mission. The school also has clearly defined how these actions promise to impact expected outcomes.

Guidance for Documentation

- Provide the strategic plan of the business unit which encompasses the strategies and expected outcomes to be pursued by the school, consistent with the school's mission. The strategic plan should include a description of the mission, expected outcomes, and supporting strategies, including how the mission is encapsulated in supporting statements such as vision and values statements. Appendix II, A Collective Vision for Business Education: Utilizing the Framework within the Context of Strategic Planning & Accreditation Reviews may be useful in the strategic planning process.

- Describe how the mission influences decision making in the school, connects the actions of participants, and provides a common basis for achieving the mission and expected outcomes.
- Describe the appropriateness of the mission for the school's constituencies, including students, employers, and other stakeholders; and discuss how the mission positively contributes to society, business education, the diversity of people and ideas, and the success of graduates.
- Describe the mission of the school in relation to the mission of any larger organization of which it is a part.
- Describe how the mission, expected outcomes, and strategies clearly articulate the school's areas of focus in regards to educational activities, intellectual contributions, and other activities.
- Describe how teaching/learning models in degree programs are aligned and consistent with the mission, expected outcomes, and strategy of the school.
- Describe processes for creating and revising the mission, determining expected outcomes, developing strategies, and establishing how these strategies relate to each other.
- Summarize and document key continuous improvement successes, innovations, and achievements since the last AACSB accreditation review or for at least the past five years.
- Describe how past achievements are aligned with the mission, expected outcomes, and supporting strategies.
- Identify future plans for continuous improvement and potential opportunities for innovation; indicate how they are linked to mission, expected outcomes, and strategies; and outline the resources, responsible parties, and time frame needed to implement the action.

Standard 2: The school produces high-quality intellectual contributions that are consistent with its mission, expected outcomes, and strategies and that impact the theory, practice, and teaching of business and management. [INTELLECTUAL CONTRIBUTIONS, IMPACT, AND ALIGNMENT WITH MISSION]

Definitions

- Intellectual contributions are original works intended to advance the theory, practice, and/or teaching of business and management. They are scholarly in the sense that they are based on generally accepted research principles, are validated by peers and disseminated to appropriate audiences. Intellectual contributions are a foundation for innovation. Validation of the quality of intellectual contributions includes the traditional academic or professional pre-

publication peer review, but may encompass other forms of validation, such as online post-publication peer reviews, ratings, surveys of users, etc. Intellectual contributions may fall into any of the following categories:

- Basic or discovery scholarship (often referred to as discipline-based scholarship) that generates and communicates new knowledge and understanding and/or development of new methods. Intellectual contributions in this category are normally intended to impact the theory or knowledge of business.
 - Applied or Integration/application scholarship that synthesizes new understandings or interpretations of knowledge or technology; develops new technologies, processes, tools, or uses; and/or refines, develops, or advances new methods based on existing knowledge. Intellectual contributions in this category are normally intended to contribute to and impact the practice of business.
 - Teaching and learning scholarship that develops and advances new understandings, insights, and teaching content and methods that impact learning behavior. Intellectual contributions in this category are normally intended to impact the teaching and/or pedagogy of business.
- Impact of intellectual contributions is the advancement of theory, practice, and/or teaching of business through intellectual contributions. Impact is concerned with the difference made or innovations fostered by intellectual contributions — e.g., what has been changed, accomplished, or improved.

Basis for Judgment

- The school has produced intellectual contributions that have had an impact on the theory, practice, and/or teaching of business consistent with the mission, expected outcomes, and strategies of the school.
- The school expresses expectations regarding the impact of intellectual contributions in the mission in ways that clearly articulate the contributions to society and are transparent to the public.
- The school applies relevant metrics to assess the extent to which expected impacts from intellectual contributions have been achieved and are aligned with mission.
- The school maintains a current portfolio of high quality intellectual contributions that could impact theory, practice, and/or teaching in the future. The portfolio of intellectual contributions includes contributions from a substantial cross-section of the faculty in each discipline. Normally, a significant level of the contributions in the portfolio must be in the form of peer-reviewed journal articles or the equivalent. The portfolio of intellectual contributions reflects the research priorities of the school reflected in the mission, expected outcomes, and strategies.

- The school supports the depth and breadth of faculty participation in scholarship leading to high-quality intellectual contributions that could impact theory, practice, and/or teaching in the future. If outcomes rely heavily on the intellectual contributions of faculty members who have primary faculty appointments with other institutions, the school must provide documentation regarding how its relationship with the individual faculty members and other institutions supports the success, mission, and intellectual contributions of the school.

The school documents intellectual contributions that demonstrate high quality and impact, as well as alignment with mission, expected outcomes, and strategies. In documenting quality, the school produces evidence of high-quality intellectual contributions within the most recent five-year AACSB accreditation review period. In documenting impact, however, the school may produce evidence from intellectual contributions produced prior to the most recent five-year AACSB accreditation review period. The review process recognizes that impact often occurs over time.

Guidance for Documentation

- Provide a portfolio of evidence including qualitative and quantitative measures that summarize the portfolio of intellectual contributions over the most recent five-year review period, ending with the most recently completed, normal academic year. Normally, the intellectual contributions underlying this table are for the same faculty reported in Table 15-1. Disclose in a footnote to the table, any changes in faculty subsequent to the most recent academic year that would materially impact the results reported herein.
- This evidence can be enhanced by including validating evidence of the accomplishments of such work. At a minimum, the portfolio of evidence should include: (1) A listing of the outlets (journals, research monographs, published cases, funded and competitive research grants, scholarly presentations, invited presentations, published textbooks, other teaching materials, etc.); (2) an analysis of the breadth of faculty engagement and production of intellectual contributions within each discipline; (3) awards, recognition, editorships, and other forms of validation of the accomplishments of faculty through their intellectual contributions; and (4) the ways in which the school's intellectual contributions impact external stakeholders, and the broader society.
- Table 2-1 is divided into four parts. Part A provides a five-year aggregate summary of intellectual contributions. Part B provides a qualitative description of how the portfolio of intellectual contributions aligns with mission, expected outcomes, and strategy. Part C provides evidence demonstrating the quality of the portfolio of intellectual contributions. Part D provides evidence that the school's intellectual contributions have had an impact on the theory, practice, and/or teaching of business and management. Table 2-1 allows schools flexibility to develop their own indicators of quality for the portfolio of intellectual contributions.

- The validation of the accomplishments/impact of intellectual contribution outcomes may be reflected in:
 - Peer recognition of the originality, scope, and/or significance of intellectual contributions.
 - Editorial board recognition of the originality, scope, and/or significance of the work.
 - The applicability and benefits of the new knowledge to the theory, practice, and/or teaching of business.
 - Evidence of the influence of the intellectual contribution on professional practice, professional standards, legislative processes, and outcomes or public policy.
 - The usefulness and/or originality of new or different understandings, applications, and insights resulting from the creative work.
 - The breadth, value, and persistence of the use and impact of the creative work.
 - The originality and significance of the creative work to learning, including the depth and duration of usefulness.
 - Research awards and recognition (e.g., selection as a fellow of an academic society).
 - Adoptions and citations of the creative work, including its impact on the creative and intellectual work of others.
 - Evidence in the work of leadership and team-based contributions to the advancement of knowledge.
 - Alignment of the work with mission, expected outcomes, and strategies.

The above is not an exhaustive list of how a school can present or measure the possible impacts of its intellectual contribution portfolio. As a school documents its portfolio of intellectual contribution outcomes, the key is to provide the peer review team with the means to make an initial assessment of the portfolio's alignment with mission and draw broader conclusions about its impact on teaching and practice (refer to Appendix I).

The validation documentation is an important part of the process because it serves to illustrate the depth and breadth of faculty participation in the production of intellectual contributions (i.e., to show a substantial cross-section of activity in each disciplinary context and the level of peer review journal outcomes).

Finally, the spirit and intent of this standard applies to both intellectual contributions grounded solely in a single disciplinary area and interdisciplinary contributions. Interdisciplinary intellectual contributions will be judged in the same context as contributions in a single disciplinary area and are in no way discounted in the context of this standard; however, interdisciplinary outcomes should be aligned with mission, expected outcomes, and strategies of the business school.

- Provide a summary of impact indicators resulting from the intellectual contributions produced by the faculty of the school.

See Appendix I for a non-exhaustive list of possible impact indicators, including publications in highly recognized peer-review journals, citation counts, editorship and associate editorships, elections to leadership positions in academic and/or professional associations, external recognitions for research quality and impact, evidence of impact of intellectual contributions on business practice and society, invitations to participate in research conferences, use of academic work in doctoral seminars, awards of competitive grants from major national or international agencies, patent awards, appointments as visiting professors or scholars at other institutions, case studies of research that leads to the adoption of new teaching/learning practices, textbooks that are widely adopted, research-based learning projects with companies, and/or non-profit organizations, and widely used instructional software.

- Provide an analysis of how the portfolio includes intellectual contributions from a substantial cross-section of faculty in each discipline, as well as a significant amount of peer-reviewed journal work or the equivalent.
- The school adopts and shows evidence of appropriate policies to guide faculty members in the production of intellectual contributions that align with the mission, expected outcomes, and strategies.

Such policies should guide faculty as to how the school prioritizes different types of scholarship, determines quality, and validates or assesses outcomes as positive contributions to the advancement of business theory, practice, and learning. Interdisciplinary outcomes may be presented in a separate category, but the disciplines involved should be identified.

- The number of publications must reflect an unduplicated count for co-authored publications.
- Faculty vitae supporting Table 2-1 should be available upon request by the peer review team.
- Table 2-1 does not require a breakdown by level of faculty (e.g., assistant professor, associate professor, etc.).

Table 2-1 Intellectual Contributions																
Part A: Five-Year Summary of Intellectual Contributions																
Faculty Aggregate and summarize data to reflect the organizational structure of the school's faculty (e.g., departments, research groups). Do not list by individual faculty member.	Portfolio of Intellectual Contributions			Types of Intellectual Contributions										Percentages of Faculty Producing ICs		
	Basic or Discovery Scholarship	Applied or Integration/Application Scholarship	Teaching and Learning Scholarship	Total*	Peer-Reviewed Journals	Editorial-Reviewed Journals and Articles	Peer-Reviewed Academic/Professional Meeting Proceedings	Academic/Professional Meeting Presentations	Competitive Research Awards Received	Textbooks	Case Studies	Professional practice standards, or public policy	Other IC Type Selected by the School	Total*	Percent of Participating Faculty Producing ICs	Percentage of total Full Time Equivalent (FTE) faculty producing ICs
Department 1																
Department 2																
Department 3																
Grand Total																
Part B: Alignment with Mission, Expected Outcomes, and Strategy																
Provide a qualitative description of how the portfolio of intellectual contributions is aligned with the mission, expected outcomes, and strategy of the school.																
Part C: Quality of Five-Year Portfolio of Intellectual Contributions																
Provide evidence demonstrating the quality of the above five-year portfolio of intellectual contributions. Schools are encouraged to include qualitative descriptions and quantitative metrics and to summarize information in tabular format whenever possible.																
Part D: Impact of Intellectual Contributions																
Provide evidence demonstrating that the school's intellectual contributions have had an impact on the theory, practice, and/or teaching of business and management. The school is encouraged to include qualitative descriptions and quantitative metrics and to summarize the information in tabular format whenever possible to demonstrate impact. Evidence of impact may stem from intellectual contributions produced beyond the five-year AACSB accreditation review period. Examples can be found in Appendix I.																

*The sum of the Portfolio of Intellectual Contributions columns should equal the Types of Intellectual Contributions columns.

Table 2-2: Five-Year Summary of Peer- and Editorial-Reviewed Journals and Number of Publications in Each	
<p>Based on the data in Table 2-1, provide a five-year summary of peer- and editorial-reviewed journals (by name) and the number or publications appearing in each. The number of publications must reflect an unduplicated count for co-authored publications.</p> <p>Please organize by organizational structure of the school's faculty (e.g., departments, research groups) in the same manner as Table 2-1. Please split fractionally for co-authorship among faculty employed by the school such that each publication is counted only once.</p>	
Peer- and Editorial-Reviewed Journals (by Organizational Structure)	Number of Publications
Grand Total	

Table 2-2: Five-Year Summary of Peer- and Editorial-Reviewed Journals and Number of Publications in Each	
<p>Based on the data in Table 2-1, provide a five-year summary of peer- and editorial-reviewed journals (by name) and the number or publications appearing in each. The number of publications must reflect an unduplicated count for co-authored publications.</p> <p>Please organize by organizational structure of the school's faculty (e.g., departments, research groups) in the same manner as Table 2-1. Please split fractionally for co-authorship among faculty employed by the school such that each publication is counted only once.</p>	
Peer- and Editorial-Reviewed Journals (by Organizational Structure)	Number of Publications
Grand Total	

Table 2-2: Five-Year Summary of Peer- and Editorial-Reviewed Journals and Number of Publications in Each	
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Peer- and Editorial-Reviewed Journals (by Organizational Structure)	Number of Publications
Grand Total	

Table 2-2: Five-Year Summary of Peer- and Editorial-Reviewed Journals and Number of Publications in Each	
<p>Based on the data in Table 2-1, provide a five-year summary of peer- and editorial-reviewed journals (by name) and the number or publications appearing in each. The number of publications must reflect an unduplicated count for co-authored publications.</p> <p>Please organize by organizational structure of the school's faculty (e.g., departments, research groups) in the same manner as Table 2-1. Please split fractionally for co-authorship among faculty employed by the school such that each publication is counted only once.</p>	
Peer- and Editorial-Reviewed Journals (by Organizational Structure)	Number of Publications
Grand Total	

Peer- and Editorial-Reviewed Journals (by Organizational Structure)	Number of Publications
Grand Total	

Standard 3: The school has financial strategies to provide resources appropriate to, and sufficient for, achieving its mission and action items. [FINANCIAL STRATEGIES AND ALLOCATION OF RESOURCES]

Basis for Judgment

- The school has realistic financial strategies to provide, sustain, and improve quality business education. The financial model must support high-quality degree programs for all teaching and learning delivery modes.
- The school has adequate financial resources to provide infrastructure to fit its activities (e.g., campus-based learning, distance learning, research, and executive education). Classrooms, offices, laboratories, communications and information technology equipment and services, and other basic facilities are adequate for high-quality operations.
- The school has adequate financial resources to provide support services for students, including academic advising and career development, and for faculty, including instructional support and professional development.
- The school has adequate financial resources to provide technology support for students and faculty appropriate to its programs (e.g., online learning and classroom simulations) and intellectual contribution expectations (e.g., databases and data analysis software).
- The school has adequate financial resources to support high-quality faculty intellectual contributions and their impact in accordance with its mission, expected outcomes, and strategies.
- The school identifies realistic sources of financial resources for current and planned activities. The school has analyzed carefully the costs and potential resources for initiatives associated with its mission and action items.

Guidance for Documentation

- Describe the business school's financial resources and strategies for sustaining those resources, demonstrating they are capable of supporting, sustaining, and improving quality consistent with the mission of the school. Provide an analysis of trend in resources over the past five-years, especially in light of different cost structures depending on the teaching and learning models employed.
- Describe the contingency planning process that the school would use, should a reduction in resources occur. The school should be prepared to discuss the specifics of this planning process and expected outcomes with the peer review team.
- Describe the financial support for all major strategic activities (e.g., degree programs, intellectual contributions, and other mission components).

- Describe the school's financial support for student advising and placement, student and faculty technology, and faculty intellectual contributions and professional development.
- Describe how the resources or financial model have changed in the past five years and any substantial changes anticipated for the next five years.
- In alignment with the school's financial resources, show the sources of funding for the three to four most significant major initiatives using a table similar to the one on the next page.

The table outlines the school's major initiatives, the implementation timetable, and funding sources. The initiatives identified must be clearly linked to the school's mission, expected outcomes, and supporting strategies and reflect substantive actions that support mission success, impact, and innovation.

This information allows a peer review team to understand what planning the school has done and how this planning fits with the school's mission, financial resources, and strategies. The school should append to the table narrative explanations of how these action items will enhance mission fulfillment and whether they could necessitate revisions to the mission.

University of Pirsig School of Business Financial Support for Strategic Initiatives				
Initiative	Start Date	First-Year Cost or Revenue	Continuing Annual Cost or Revenue	Source or Disposition of Funds
Faculty release time for curriculum development	September 20XX	150,000 USD	100,000 USD	Commitment for entire amount through June 20XX from the ABC Foundation
Center for Regional Economic Forecasting	January 20XX	500,000 USD	425,000 USD	Three-year commitment from the XYZ Foundation, then self-sustained with endowment
Implement specialized Master's program	September 20XX	Net positive 250,000 USD	Net positive 350,000 USD	Tuition, self-funding
Reconfiguration of classrooms and student areas, technology enhancements	July 20XX	2,500,000 USD	500,000 USD	First year expenses allocated from university capital budget. On-going costs budgeted within School of Business annual operating budget.

PARTICIPANTS — STUDENTS, FACULTY, AND PROFESSIONAL STAFF

Participants (the students, faculty, and professional staff of a school) are critical to the achievement of a school's mission. Students who are matched to the expectations of degree programs — as well as prepared and supported to achieve those expectations — are essential for successful educational programs. Professional staff members facilitate and support learning and provide essential services for students and faculty. Faculty resources develop and manage curricula and teach students, as well as produce intellectual contributions that advance the knowledge, practice, and teaching of business and management. Diversity in people and ideas enhances the educational experience in every business education program. Accordingly, the following standards focus on the admission, support, and progression of students, as well as on the deployment of sufficient faculty and professional staff to support mission achievement.

In identifying faculty resources, a school should focus on the participation and work of faculty members. Faculty contractual relationships, title, tenure status, full-time or part-time status, etc., can help to explain and document the work of faculty, but these factors are not perfectly correlated with participation or with the most critical variables in assessing faculty sufficiency, deployment, and qualifications. What is most important is that the production and maintenance of faculty's intellectual capital (as framed in Standard 15) bring currency and relevance to a business school's programs and support its mission, expected outcomes, and strategies.

These standards also recognize that with the advent of different program delivery models, certain responsibilities once managed exclusively by those traditionally considered •gfaculty•h may now be shared or managed by others. That is, developing curricula, creating instructional materials, delivering classroom lectures, regardless of the medium, tutoring small groups of students, conducting and grading student papers, etc., may be conducted by traditional faculty, by nontraditional faculty, or by a team of diverse individuals. Regardless of the blend of faculty and other key members of the business school's team, the critical issue is ensuring quality outcomes. Therefore, the school under review must make its case that its division of labor across faculty and staff, as well as its supporting policies, procedures, and infrastructure, deliver high-quality learning outcomes in the context of the teaching/learning models it employs. In addition, the school must ensure that faculty and professional staff members are sufficient to support research outcomes and other mission-related activities, and that policies, procedures, and feedback mechanisms exist to provide evidence that all participants in these activities produce outcomes of quality and embrace continuous improvement. Where there are problems, evidence of corrective actions is essential.

Standard 4 : Policies and procedures for student admissions, as well as those that ensure academic progression toward degree completion, and supporting career development, are clear, effective, consistently applied, and aligned with the school's mission, expected outcomes, and strategies. [STUDENT ADMISSIONS, PROGRESSION, AND CAREER DEVELOPMENT]

Basis for Judgment

- Policies and procedures related to student admissions to degree programs are clear, effective, and transparent to all participants in the process, and are consistent with the mission, expected outcomes, and supporting strategies of the school.
- Normally, graduate business degree program admission criteria should include, among other requirements, the expectation that applicants have or will earn a bachelor's degree prior to admission to the graduate program. The school should be prepared to document how exceptions support quality in the graduate business degree program.
- The school prepares and supports students to ensure academic progression towards degree completion, including clear and effective academic performance standards and processes, consistent with degree program learning goals. The school has clearly articulated policies and processes to :
 - Prepare students to learn to employ the modalities and pedagogies of degree programs.
 - Evaluate student progress.
 - Provide early identification of retention and progression issues.
 - Intervene with support, where appropriate.
 - Separate students from programs, if necessary.
- The school provides effective career development support for students and graduates consistent with degree program expectations and the school's mission, expected outcomes, and strategies.
- In addition to public disclosure information required by national or regional accreditors, schools provide reliable information to the public on their performance including student achievement information as determined by the school. Examples of such information include: attrition and retention rates; graduation rates; job placement outcomes; certification or licensure exam results; and employment advancement. This information should be available on the school's website as well as by other means determined by the school.

Guidance for Documentation

- Describe admissions policies and processes, demonstrate that they are consistent with program expectations and the mission of the school, and show that they are transparent to all participants.
- Document and explain how the characteristics of the current student body for each degree program are the result of the application of admission policies

and processes that are consistent with the school's mission and expected outcomes. If exceptions are made, provide justification and basis for quality.

- Describe efforts to achieve diversity in the current student body —
- Describe and provide evidence that the school's policies and procedures successfully prepare admitted students to make use of the teaching and learning model(s) employed.
- Document and demonstrate the effectiveness of current policies and procedures to ensure academic progression toward degree completion, including standards for academic performance, as well as to ensure integrity of student participation and appraisal in degree programs. Examples of evidence may include data on the completion rates in degree programs relative to the normal expected time-to-degree expectations, the number of students identified with retention issues, the interventions undertaken, and the number of students separated over the last academic year.
- Document processes and demonstrate the effectiveness of career development support that is consistent with degree program expectations and the mission of the school. Examples of evidence may include job acceptance rates for graduates over the most recent five-year period as well as case examples of successful graduates.
- Document school performance and student achievement information on an annual basis, and document how this information is made available to the public via web sites and other means on an annual basis.

Standard 5: The school maintains and deploys a faculty sufficient to ensure quality outcomes across the range of degree programs it offers and to achieve other components of its mission. Students in all programs, disciplines, locations, and delivery modes have the opportunity to receive instruction from appropriately qualified faculty. [FACULTY SUFFICIENCY AND DEPLOYMENT]

Definitions

- A participating faculty member actively and deeply engages in the activities of the school in matters beyond direct teaching responsibilities. Such matters might include policy decisions, advising, research, and service commitments. The faculty member may participate in the governance of the school and be eligible to serve as a member on appropriate committees responsible for academic policymaking and/or other decisions. The individual may participate in a variety of non-class activities, such as directing an extracurricular activity, providing academic and career advising, and representing the school on institutional committees. Normally, the school considers participating faculty members to be long-term members of the faculty, regardless of whether or not their appointments are of a full-time or part-time nature, whether or not their position with the school is considered the faculty member's principal employment, and whether or not the

school has tenure policies. The individual may be eligible for, and participate in, faculty development activities and have non-teaching assignments, such as advising, as appropriate to the faculty role the school has defined, taking into consideration the depth and breadth of the non-teaching assignment.

- A supporting faculty member does not, as a rule, participate in the intellectual or operational life of the school beyond the direct performance of teaching responsibilities. Usually, a supporting faculty member does not have deliberative or involvement rights on faculty issues, membership on faculty committees, or assigned responsibilities beyond direct teaching functions (e.g., classroom and office hours). Normally, a supporting faculty member's appointment is on an ad hoc basis — for one term or one academic year without the expectation of continuation — and is exclusively for teaching responsibilities.

Basis for Judgment

- A school adopts and applies criteria for documenting faculty members as "participating" or "supporting" that are consistent with its mission. The interpretive material in the standard provides guidance only. Each school should adapt this guidance to its particular situation and mission by developing and implementing criteria that indicate how the school is meeting the spirit and intent of the standard. The criteria should address:
 - The activities that are required to attain participating status.
 - The priority and value of different activity outcomes reflecting the mission and strategic management processes.
 - Quality standards required of each activity and how quality is assured.
 - The depth and breadth of activities expected within a typical AACSB accreditation review cycle to maintain participating status.

The criteria should be periodically reviewed and reflect a focus on continuous improvement.

- Depending on the teaching and learning models and associated division of labor across faculty and professional staff, the faculty is sufficient in numbers and presence to perform or oversee the following functions related to degree programs:
 - *Curriculum development:* A process exists to engage multidisciplinary expertise in the creation, monitoring, evaluation, and revision of curricula.
 - *Course development:* A process exists to engage content specialists in choosing and creating the learning goals, learning experiences, media, instructional materials, and learning assessments for each course, module, or session.

- *Course delivery*: A process exists for ensuring access to instruction from appropriately qualified faculty and staff at the course level.
 - *Assessment and assurance of learning*: The obligations specified in the assurance of learning processes for the school are met.
 - Other activities that support the instructional goals of the school's mission.
- Faculty also should be sufficient to ensure achievement of all other mission activities. This includes high-quality and impactful intellectual contributions and, when applicable, executive education, community service, institutional service, service in academic organizations, service that supports economic development, organizational consulting, and other expectations the school holds for faculty members.
 - Normally, participating faculty members will deliver at least 75 percent of the school's teaching (whether measured by credit hours, contact hours, or another metric appropriate to the school).
 - Normally, participating faculty members will deliver at least 60 percent of the teaching in each discipline, academic program, location, and delivery mode.
 - Participating faculty are distributed across programs, disciplines, locations, and delivery modes consistent with the school's mission.
 - If the school adopts a faculty model that relies on different levels of support or different means of deployment of faculty and professional staff for classroom instruction (e.g., senior faculty teaching large classes supported by a cadre of teaching assistants) the school must document how the model supports high-quality academic programs and meets the student-faculty interaction standard.
 - In cases where a substantial proportion of a business school's faculty resources hold primary faculty appointments with other institutions, the school must provide documentation of how this faculty model supports mission achievement, overall high quality, and continuous improvement and how this model is consistent with the spirit and intent of this standard. In particular, the school must show that the faculty model is consistent with achieving the research expectations of the school.

Guidance for Documentation

- Provide the school's criteria for documenting faculty members as "participating" or "supporting" and demonstrate that it is applied consistently in ways that align with its mission.
- Describe the division of labor across faculty and professional staff for each of the teaching and learning models employed. The division of labor should address the design, delivery/facilitation, assessment, and improvement of degree programs.

- Describe the faculty complement available to fulfill the school's mission and all instructional programs they staff in the most recently completed academic year.
- Demonstrate that the faculty is sufficient to fulfill the functions of curriculum development, course development, course delivery, and assurance of learning for degree programs in the context of the teaching and learning models employed and division of labor across faculty and professional staff.
- Describe alternative instructional models, such as lead teachers supported by teaching assistants, tutors, instructors, or other support staff. Provide evidence that describes how such models result in high quality outcomes.
- If the school offers a joint and/or dual degree with another institution, the faculty from the partner institution teaching courses in the curriculum for the home institution's degree must be included in Tables 15-1 and 15-2.
- Demonstrate that the faculty complement is also sufficient to ensure achievement of all other mission activities. This includes high-quality and impactful intellectual contributions and, when applicable, executive education, community service, institutional service, service in academic organizations, service that supports economic development, organizational consulting, and other expectations the school holds for faculty members. It also could include academic assistance, academic advising, career advising, and other related activities if applicable to the school.
- Demonstrate that students have access and exposure to diverse perspectives from faculty.
- Table 15-1 should be completed to document the deployment of participating and supporting faculty for the most recently completed, normal academic year. Peer review teams may request documentation for additional years; for individual terms; or by program, location, disciplines, and/or delivery modes.

Standard 6: The school has well-documented and well-communicated processes to manage and support faculty members over the progression of their careers that are consistent with the school's mission, expected outcomes, and strategies. [FACULTY MANAGEMENT AND SUPPORT]

Basis for Judgment

- Faculty management processes systematically assign faculty responsibilities to individuals. These processes fulfill the school's mission while setting realistic expectations for individual faculty members.
- The school communicates performance expectations to faculty members clearly and in a manner that allows timely performance.

- Faculty assignments may reflect differences in expectations for different faculty members. However, workloads from all activities are reasonably distributed across all faculty members.
- Faculty evaluation, promotion, and reward processes are systematic and support the school's mission.
- The school has effective processes for providing orientation, guidance, mentoring, and inclusive practices for faculty.
- In an alternative delivery model, describe how teaching assistants, tutors, or other staff are managed and supported.
- The school has an overall faculty resource plan that reflects its mission and that projects faculty resource requirements and anticipated resource actions.
- Policies guiding faculty scholarship should be clear and consistent with the mission and with expected outcomes from intellectual contributions.
- Faculty evaluation and performance systems recognize and include intellectual contributions outcomes in the assessment of faculty performance.

Guidance for Documentation

- Describe processes for assigning faculty responsibilities to individuals.
- Describe processes for determining performance expectations for faculty.
- Describe evaluation, promotion, and reward processes, as well as ways that faculty are engaged in these processes.
- Describe processes for orientation, guidance, and mentoring of faculty, including for individuals who support alternative delivery models.
- Describe processes and practices that advance diversity & inclusion among faculty.
- Describe the overall faculty resource plan.
- Document that intellectual contributions are incorporated into the assessment of faculty performance.

Standard 7: The school maintains and deploys professional staff and/or services sufficient to ensure quality outcomes across the range of degree programs it offers and to achieve other components of its mission. [PROFESSIONAL STAFF SUFFICIENCY AND DEPLOYMENT]

Definitions

- Professional staff and/or services provide direct support for learning, instructional development, the deployment and use of informational

technology, the production and impact of intellectual contributions, the strategic management and advancement of the school, and other key mission components, but they do not have faculty appointments. It is not required that professional staff be permanent staff of the school or the institution.

Basis for Judgment

- Depending on the teaching and learning models employed and the associated division of labor across faculty and professional staff, professional staff and services are sufficient to support student learning, instructional development, and information technology for degree programs.
- Professional staff must also be sufficient to provide for intellectual contributions and their impact, student academic assistance and advising, career advising and placement, alumni relations, public relations, fundraising, student admissions, and executive education, as well as other mission related activities.
- Processes for managing and developing professional staff and services are well-defined and effective.
- The organizational structure of the business school is consistent with mission, expected outcomes, and strategies and supports mission achievement.
- Student support services are sufficient and available, but may be provided by staff, faculty members, or a combination, and may be located within or outside the school.

Guidance for Documentation

- Describe the overall resource plan related to professional staff and services, including the organization and deployment of professional staff across mission-related activities.
- Demonstrate that professional staff and services are sufficient to support student learning, instructional development, and information technology for degree programs.
- Show that professional staff and services are sufficient to provide for intellectual contributions and their impact, student academic assistance and advising, career advising and placement, alumni relations, public relations, fundraising, student admissions, and executive education, as well as other mission related activities, depending on the organization.
- Document management processes — including hiring practices, development, and evaluation systems for professional staff — that support diversity of people and perspectives, and ensure high-quality outcomes relative to mission and strategies.

Learning and Teaching

High-quality business schools have processes for determining for each degree program, learning goals that are relevant and appropriate, as well as for designing and delivering curricula to maximize the potential for achieving the expected outcomes. Subsequently, these schools have systems in place to assess whether learning goals have been met. If learning goals are not met, these schools have processes in place to improve. The first standard in this section addresses these processes.

If curriculum management processes are working well, the peer review team will expect to observe a number of general characteristics or attributes of the curriculum:

- Curricula address general content areas — skills and knowledge — that would normally be included in the type of degree program under consideration. While most skill areas are likely to remain consistently important over time, knowledge areas are likely to be more dynamic as theory and practice of business and management changes over time.
- Curricula facilitate and encourage active student engagement in learning. In addition to time on task related to readings, course participation, knowledge development, projects, and assignments, students engage in experiential and active learning designed to be inclusive for diverse students, and to improve skills and the application of knowledge in practice.
- Curricula facilitate and encourage frequent, productive student-student and student-faculty interaction designed to achieve learning goals. Successful teaching and learning demand high levels of interaction between and among learners, as well as between and among teachers and learners.
- Educational programs are structured to ensure consistent, high-quality education for the same degree programs, regardless of differences and changes in technology and delivery modes. This commitment to consistent high quality is especially important in light of pressures to shorten time to degree completion, as well as to reduce the time allotted for learning, interaction, engagement, and skill development.

The standards in this section address these critical areas of teaching and learning.

Standard 8: The school uses well-documented, systematic processes for determining and revising degree program learning goals; designing, delivering, and improving degree program curricula to achieve learning goals; and demonstrating that degree program learning goals have been met. [CURRICULA MANAGEMENT AND ASSURANCE OF LEARNING]

Definitions

- Learning goals state the educational expectations for each degree program. They specify the intellectual and behavioral competencies a program is intended

to instill. In defining these goals, the faculty members clarify how they intend for graduates to be competent and effective as a result of completing the program.

- A curriculum maps out how the school facilitates achievement of program learning goals. It is defined by content (theories, concepts, skills, etc.), pedagogies (teaching methods, delivery modes), and structures (how the content is organized and sequenced to create a systematic, integrated program of teaching and learning). A curriculum is also influenced by the mission, values, and culture of the school.
- Assurance of learning refers to processes for demonstrating that students achieve learning expectations for the programs in which they participate. Schools use assurance of learning to demonstrate accountability and assure external constituents, such as potential students, trustees, public officials, supporters, and accrediting organizations, that the school meets its goals. Assurance of learning also assists the school and faculty members to improve programs and courses. By measuring learning, the school can evaluate its students' success at achieving learning goals, use the measures to plan improvement efforts, and (depending on the type of measures) provide feedback and guidance for individual students. For assurance of learning purposes, AACSB accreditation is concerned with broad, program-level focused learning goals for each degree program, rather than detailed learning goals by course or topic, which must be the responsibility of individual faculty members.
- Curricula management refers to the school's processes and organization for development, design, and implementation of each degree program's structure, organization, content, assessment of outcomes, pedagogy, etc. Curricula management captures input from key business school stakeholders and is influenced by assurance of learning results, new developments in business practices and issues, revision of mission and strategy that relate to new areas of instruction, etc.

Basis for Judgment

- Learning goals derive from and are consonant with the school's mission, expected outcomes, and strategies. Curricula management processes are guided by the school's mission, expected outcomes, and strategies. Curricula management processes align curricula for all programs with the school's mission, expected outcomes, and strategies.
- Learning goals and curricula reflect currency of knowledge. Appropriately qualified faculty members are involved in all aspects of curricula management, including the determination of learning goals and the design and ongoing revision of degree program content, pedagogies, and structure to achieve learning goals. The peer review team expects to see evidence of curricula improvement based on a systematic assurance of learning process.

- Depending on the teaching/learning models and the division of labor, curricula management facilitates faculty-faculty and faculty-staff interactions and engagement to support development and management of both curricula and the learning process.
- Learning goals and curricula reflect expectations of stakeholders. Schools incorporate perspectives from stakeholders, including organizations employing graduates, alumni, students, the university community, policy makers, etc., into curricula management processes.
- Learning goals are achieved. Systematic processes support assurance of learning and produce a portfolio of evidence demonstrating achievement of learning goals. These processes also produce a portfolio of documented improvements based on collected evidence. The school provides a portfolio of evidence for each business degree program to demonstrate that students meet the learning goals. Or, if assessment demonstrates that students are not meeting the learning goals, the school has instituted efforts to eliminate the discrepancy.
- Evidence of recent curricula development, review, or revision demonstrates the effectiveness of curricula/program management.
- Results of regular assessment activities should be reflected in changes to program curriculum.

Guidance for Documentation

- Describe processes for determining and revising learning goals, curricula management, and assurance of learning. Discuss mission, faculty, and stakeholder involvement in these processes.
- Show how curricula management processes have produced new or revised curricula for degree programs, describing the source of information that supports the new or revised program development.
- Discuss and provide evidence of faculty-faculty and faculty-staff interaction in curricula management processes.
- List the learning goals for each business degree program — this list should include both conceptual and operational definitions. Also, provide curriculum maps and assessment schedule, demonstrating regular assessment of learning goals.
- Provide a portfolio of evidence, including direct assessment of student learning, showing that students meet all of the learning goals for each business degree program. Or, if assessment demonstrates that students are not meeting learning goals, describe efforts that the unit has instituted to eliminate the discrepancy. Indirect assessments (e.g., employer satisfaction or alumni surveys, etc.) may

be used as part of the portfolio of evidence, to provide contextual information for direct assessment or information for continuous improvement.

- If the business school is subject to formalized regulations or quality assessment processes focused on the evaluation of student performance, and these processes are consistent with AACSB expectations and best practices, they may be applied to demonstrate assurance of learning. The burden of proof is on the school to document that these systems support effective continuous improvement in student performance and outcomes.

Standard 9: Curriculum content is appropriate to general expectations for the degree program type and learning goals. [CURRICULUM CONTENT]

Definitions

- Curriculum content refers to theories, ideas, concepts, skills, knowledge, etc., that make up a degree program. Content is not the same as learning goals. Learning goals describe the knowledge and skills students should develop in a program and set expectations for what students should do with the knowledge and skills after completing a program. Not all content areas need to be included as learning goals.

Basis for Judgment

- Contents of degree program curricula that result from effective curricula management processes normally include generally accepted sets of learning experiences to prepare graduates for business and management careers.
- Normally, curricula management processes result in curricula that address the broadly-defined skill and knowledge content areas described by the program types listed below. The lists are not intended to be exhaustive of all the areas that a curriculum should cover; in fact, the lists below are purposely general. It is up to schools to translate these general areas into expected competencies consistent with the degree program learning goals, students served, etc.

Bachelor's Degree Programs and Higher

All general management and specialist degree programs at the bachelor's, master's, and doctoral level would normally include learning experiences that address the following general skill areas and general business and management skill areas (higher level of mastery for master's and doctoral programs is expected):

General Skill Areas

- Written and oral communication (able to communicate effectively orally and in writing)
- Ethical understanding and reasoning (able to identify ethical issues and address the issues in a socially responsible manner)

- Analytical thinking (able to analyze and frame problems)
- Interpersonal relations and teamwork (able to work effectively with others and in team environments)
- Diverse and multicultural work environments (able to work effectively in diverse environments)
- Reflective thinking (able to understand oneself in the context of society)
- Application of knowledge (able to translate knowledge of business into practice)
- Integration of real-world business experiences

General Business Knowledge Areas

- Economic, political, regulatory, legal, technological, and social contexts of organizations in a global society
- Social responsibility, including sustainability, diversity and ethical behavior and approaches to management
- Financial theories, analysis, reporting, and markets
- Systems and processes in organizations, including planning and design, production/operations, supply chains, marketing, and distribution
- Group and individual behaviors in organizations and society
- Other specified areas of study related to concentrations, majors, or emphasis areas

Technology Agility

- Evidence-based decision making that integrates current and emerging technologies, including the application of statistical tools and techniques, data management, data analytics and information technology throughout the curriculum as appropriate
- Ethical use and dissemination of data, including privacy and security of data
- Understanding of the role of technology in society, including behavioral implications of technology in the workplace
- Demonstration of technology agility and a •learn to learn•h mindset, including the ability to rapidly adapt to new technologies
- Demonstration of higher-order cognitive skills to analyze an unstructured problem, formulate and develop a solution using appropriate technology, and effectively communicate the results to stakeholders

General Business Master's Degree Programs

In addition to the general skill and knowledge areas, general business master's degree programs would normally include learning experiences in the following areas:

- Leading in organizational situations
- Managing in a diverse global context
- Thinking creatively
- Making sound decisions and exercising good judgment under uncertainty
- Integrating knowledge across fields

Specialized Business Master's Degree Programs

In addition to the general skill areas, specialized business master's degree programs would normally include learning experiences in the following areas:

- Understanding the specified discipline from multiple perspectives
- Framing problems and developing creative solutions in the specialized discipline
- Applying specialized knowledge in a diverse global context (for practice-oriented degrees) or
- Conducting high-quality research (for research-oriented degrees)

Doctorate Degree Programs

In addition to the general skill and knowledge areas and additional learning experiences for specialized master's degrees, doctoral degree programs normally would include:

- Advanced research skills for the areas of specialization leading to an original substantive research project
- Understanding of managerial and organizational contexts for areas of specialization
- Preparation for faculty responsibilities in higher education, including but not limited to teaching

Doctoral degrees normally would also include learning experiences appropriate to the type of research emphasized, as follows:

Programs emphasizing advanced foundational discipline-based research in an area of specialization:

- Deep knowledge of scholarly literature in areas of specialization

Programs emphasizing rigorous research for application to practice in a specified discipline:

- Understanding the scholarly literature across a range of business and management disciplines
- Preparation for careers applying research to practice

Guidance for Documentation

- Describe learning experiences appropriate to the areas listed in the basis for judgment, including how the areas are defined and fit into the curriculum.
- If a curriculum does not include learning experiences normally expected for the degree program type, explain why.

Standard 10: Curricula facilitate student-faculty and student-student interactions appropriate to the program type and achievement of learning goals. [STUDENT-FACULTY INTERACTIONS]

Basis for Judgment

- The level and quality of sustained, documented student-student and student-faculty interactions are consistent with the degree program type and achievement of learning goals. For any teaching/learning model employed,

students have opportunities to work together on some learning tasks and learn from each other in an inclusive environment.

- Student-faculty interactions involve all types of faculty members, particularly those faculty members who have primary responsibilities for program development, course development, course delivery, and evaluation. For any teaching/learning model employed, students have access to content experts (for instruction, dialogue, and feedback) in curricula and extracurricular situations for instruction.
- Curricula design and documented activities support alignment with the spirit and intent of the standard.

Guidance for Documentation

- Describe how curricula include opportunities for student-student and student-faculty interaction to facilitate learning across program types and delivery modes. Required and voluntary opportunities for interaction may be measured by review of syllabi, classroom observation, or other appropriate means.
- Summarize how student-student and student-faculty interactions are supported, encouraged, and documented across program types and delivery modes. Describe how the associated division of labor across faculty and professional staff supports these interactions. Demonstrate that all students have access to relevant content and learning process expertise.
- Document how student-student and student-faculty interactions are assessed for impact and quality across program types and delivery modes.
- Provide analysis of how the interactions are aligned with mission and the degree program portfolio.

Standard 11: Degree program structure and design, including the normal time-to-degree, are appropriate to the level of the degree program and ensure achievement of high-quality learning outcomes. Programs resulting in the same degree credential are structured and designed to ensure equivalence. [DEGREE PROGRAM EDUCATIONAL LEVEL, STRUCTURE, AND EQUIVALENCE]

Definitions

- Normal time-to-degree reflects the period of time (years, terms, etc.) that is customary to complete a full-time degree program. Local, provincial, or national norms, as well as the practice of other AACSB-accredited institutions, provide guidance to establish what constitutes normal time-to-degree.
- Teaching/learning models include traditional face-to-face classroom models, distance (online) models, blended models that employ face-to-face and distance

(online) components, other forms of technologically enhanced instruction, or any other form of instructional methodology.

Basis for Judgment

- Degree programs are structured and designed to support the content coverage, rigor, interactions, and engagement that are normally expected at this level of study. Expectations may vary dependent on the educational practices and structures in different world regions and cultures.
- Expectations for student effort for the same degree credentials are equivalent in terms of depth and rigor, regardless of delivery mode or location. The school is responsible for establishing, supporting, and maintaining the quality of learning that students must demonstrate to satisfy degree requirements, regardless of delivery mode or location.
- Normally, the majority of learning in traditional business subjects counted toward degree fulfillment (as determined by credits, contact hours, or other metrics) is earned through the institution awarding the degree.
- The school defines and broadly disseminates its policies for evaluating, awarding, and accepting transfer credits/courses from other institutions. These policies are consistent with its mission, expected outcomes, strategies, and degree programs. These policies should ensure that the academic work accepted from other institutions is comparable to the academic work required for the school's own degree programs. Competency based education (CBE) allows students to progress at their own pace, based on their ability to demonstrate proficiency with a specific skill or competency. CBE is categorized into two types: course/credit-based and direct assessment. Direct assessment CBE allows a student to receive credit toward a degree if they can demonstrate mastery of a competency. If CBE credit is awarded, normally the equivalent quality, including credit for prior learning, is assured via direct assessment of students. CBE credit should reflect a small percentage of the total academic program.
- If the school awards a business degree as part of a joint/partnership degree program, the expectation that the majority of business subjects counted toward degree fulfillment is earned at the institution awarding the degree can be met through the agreements supporting the joint/partnership degree program. However, in such joint programmatic efforts, the school must demonstrate that appropriate quality control provisions are included in the cooperative agreements and that these agreements are functioning to ensure high quality and continuous improvement. Such agreements should address and ensure that the joint/partnership programs: demonstrate mission alignment in the content they offer and the students they serve; have student admission criteria that are consistent for all students admitted by all partner institutions; deploy sufficient and qualified faculty at all partner institutions; and implement curricula management processes, including assurance of learning processes, which function for the entire program, including components delivered by

partner or collaborating institutions. Furthermore, the school should demonstrate appropriate, ongoing oversight and engagement in managing such programs. If such joint degree programs involve partners that do not hold AACSB accreditation, quality and continuous improvement must be demonstrated.

Guidance for Documentation

- Show that degree program structure and design expectations are appropriate to the level of degree programs, regardless of delivery mode or location.
- Demonstrate that expectations across educational programs that result in the same degree credentials are equivalent, regardless of delivery mode, location, or time to completion. Schools should document this equivalence with direct assessment of student performance as part of the Assurance of Learning system, results and analysis.
- Schools will be expected to describe the amount of effort normally required to complete the degree. The descriptive characteristics will differ by the pedagogical and delivery characteristics of the degree. Traditional, campus-based education may be described by contact hours, credit hours, or course equivalencies. Distance learning programs may require other metrics and may depend more heavily on demonstration of achievement of learning outcomes. The school should assist accreditation reviewers by clarifying the delivery modes and the kinds and extent of student effort involved in degree programs and by demonstrating that the spirit and intent of these standards are met by such programs.

Standard 12: The school has policies and processes to enhance the teaching effectiveness of faculty and professional staff involved with teaching across the range of its educational programs and delivery modes. [TEACHING EFFECTIVENESS]

Basis for Judgment

- The school has a systematic process for evaluating quality as an integral component of the faculty and professional staff performance review process. This process should extend beyond student evaluations of teaching and include expectations for continuous improvement.
- The school provides development activities focused on teaching enhancement to all faculty members, appropriate professional staff, and graduate students who have teaching responsibilities across all delivery modes.
- Faculty are adequately prepared to teach while employing the modalities and pedagogies of degree programs.
- Faculty are adequately prepared to teach diverse students and perspectives in an inclusive environment

- Faculty and professional staff substantially participate in teaching enhancement activities.

Guidance for Documentation

- Describe how faculty and professional staff teach while employing the modalities and pedagogies of degree programs, as well as provide evidence of the effectiveness of their delivery and preparation. Discuss how the school ensures that the faculty and professional staff engaged in different teaching/learning models have the competencies required for achieving quality.
- Describe how the school evaluates teaching performance across its various program delivery models and how this process affects faculty and related professional staff.
- Describe continuous improvement and development initiatives for faculty and professional staff that focus on teaching enhancement and student learning for a diverse student body. Document faculty and staff participation in these initiatives over the past five years.
- Summarize awards or other recognitions that faculty and professional staff have received for outstanding teaching and professional support of student learning.
- Document innovative and/or effective teaching practices that have had significant, positive impact on student learning.

Academic and Professional Engagement

Business schools are professional schools in that they exist at the intersection of theory and practice. In this context, it is important for a school to be firmly grounded in both the academic study and the professional practice of business and management. Business schools can achieve effective business education and impactful research by striking different balances between academic study and professional engagement. However, if schools largely ignore one side or the other, both their degree programs and scholarly output will suffer. Accreditation should encourage an appropriate balance and integration of academic and professional engagement consistent with quality in the context of a school's mission.

Most important, academic study and professional engagement within a business school are not separate activities; rather, they intersect in significant ways. This section of the accreditation standards is designed to foster such integration and intersection in ways that are appropriate to the mission of the school. It identifies three critical activities that help schools connect theory and practice: (a) the teaching and learning activities fostered by degree program curricula that highlight the importance of student engagement and experiential learning; (b) executive education activities; and (c) the initial preparation, development, and ongoing engagement activities of faculty.

Standard 13: Curricula facilitate student academic and professional engagement appropriate to the degree program type and learning goals. [STUDENT ACADEMIC AND PROFESSIONAL ENGAGEMENT]

Definitions

- Student academic and professional engagement occurs when students are actively involved in their educational experiences, in both academic and professional settings, and when they are able to connect these experiences in meaningful ways.

Basis for Judgment

- For any teaching and learning model employed, students give the appropriate attention and dedication to the learning materials and maintain their engagement with these materials even when challenged by difficult learning activities.
- For any teaching and learning model employed, degree program curricula include approaches that actively engage and include all students in learning. Many pedagogical approaches are suitable for challenging students in this way — problem-based learning, projects, simulations, etc.
- For any teaching and learning model employed, the school provides a portfolio of experiential learning opportunities for business students, through either formal coursework or extracurricular activities, which allow them to engage with faculty and active business leaders. These experiential learning activities provide exposure to business and management in both local and diverse global contexts.
- While all curricula should facilitate both academic and professional engagement, the amount and balance depend on a variety of factors, including degree program type, expected outcomes, and experience levels of incoming students.
- Students are able to connect their academic and professional experiences in meaningful ways consistent with the degree program type and learning goals.

Guidance for Documentation

- Document curricula approaches that actively engage and include students in academic learning across program types and teaching/learning models employed. The outcomes of the learning process in the form of projects, papers, presentations, examination performances, and other demonstrations of learning, should show clear evidence of significant active student engagement in learning.
- Document experiential learning activities that provide business students with knowledge of and experience in the local and global practice of business and management across program types and teaching/learning models employed. These experiential learning activities may include field trips, internships, consulting projects, field research, interdisciplinary projects, extracurricular activities, etc.

- Demonstrate that approaches to academic and professional engagement are sufficient for and consistent with the degree program type and learning goals.

Standard 14: If applicable, executive education (activities not leading to a degree) complements teaching and learning in degree programs and intellectual contributions. The school has appropriate processes to ensure high quality in meeting client expectations and continuous improvement in executive education programs. [EXECUTIVE EDUCATION]

Definitions

- Executive education involves educational activities that do not lead to a degree but have educational objectives at a level consistent with higher education in management. Examples include corporate training or professional development seminars.

Basis for Judgment

- This standard is applicable if executive education is an important part of the mission, strategy, and educational activities of the school. Although there is no pre-established minimum to be considered significant or material, normally if five percent or more of total school annual resources are generated from executive education as defined above, this standard should be addressed. A school may request that executive education be included in the accreditation review if it is less than five percent or excluded from the accreditation review if it is more. A school should justify such a request.
- The school's involvement in executive education enhances the quality of student learning in degree programs and supports the generation of intellectual contributions from faculty. Similarly, executive education is enhanced by the degree program and scholarly activities.
- As a significant point of professional engagement, the school has effective processes to determine the extent to which client expectations are met and to identify and develop opportunities for improvement.

Guidance for Documentation

- Describe the portfolio of executive education programs, identifying who the intended audiences are, what levels of education the members of this audience possess, how the program portfolio is aligned with the school's mission and strategy, and how the executive education program makes a contribution to mission achievement.
- Discuss how the school's executive education programs, degree programs, and intellectual contributions complement each other, giving examples when appropriate.

- Where executive education participation leads to opportunities for degree program admission, document the process and provide evidence of the success of degree program graduates admitted through this process.
- Describe processes for ensuring that client expectations are met consistently, summarize feedback from these processes, and demonstrate the impact of these processes on enhancing executive education programs.

Standard 15: The school maintains and strategically deploys participating and supporting faculty who collectively and individually demonstrate significant academic and professional engagement that sustains the intellectual capital necessary to support high-quality outcomes consistent with the school's mission and strategies. [FACULTY QUALIFICATIONS AND ENGAGEMENT]

Definitions

- Initial academic preparation is assessed by earned degrees and other academic credentials. Initial professional experience is assessed by the nature, level, and duration of leadership and management position(s) in the practice of business and/or other types of organizational work.
- Sustained academic and professional engagement is combined with initial academic preparation and initial professional experience to maintain and augment qualifications (i.e., currency and relevance in the field of teaching) of a faculty member over time.
- Academic engagement reflects faculty scholarly development activities that support integration of relevant, current theory of business and management consistent with the school's mission, expected outcomes, and supporting strategies.
- Professional engagement reflects faculty practice-oriented development activities that support integration of relevant, current practice of business and management consistent with the school's mission, expected outcomes, and supporting strategies.
- Qualified faculty status applies to faculty members who sustain intellectual capital in their fields of teaching, demonstrating currency and relevance of intellectual capital to support the school's mission, expected outcomes, and strategies, including teaching, scholarship, and other mission components. Categories for specifying qualified faculty status are based on the initial academic preparation, initial professional experience, and sustained academic and professional engagement as described below.

		Sustained engagement activities	
		Academic (Research/Scholarly)	Applied/Practice
Initial academic preparation and professional experience	Professional experience, substantial in duration and level of responsibility	Scholarly Practitioners (SP)	Instructional Practitioners (IP)
	Doctoral degree	Scholarly Academics (SA)	Practice Academics (PA)

- Scholarly Academics (SA) sustain currency and relevance through scholarship and related activities. Normally, SA status is granted to newly hired faculty members who earned their research doctorates within the last five years prior to the review dates. Subsequent to hiring, SA status is sustained as outlined below.
- Practice Academics (PA) sustain currency and relevance through professional engagement, interaction, and relevant activities. Normally, PA status applies to faculty members who augment their initial preparation as academic scholars with development and engagement activities that involve substantive linkages to practice, consulting, other forms of professional engagement, etc., based on the faculty members' earlier work as an SA faculty member. PA status is sustained as outlined below.
- Scholarly Practitioners (SP) sustain currency and relevance through continued professional experience, engagement, or interaction and scholarship related to their professional background and experience. Normally, SP status applies to practitioner faculty members who augment their experience with development and engagement activities involving substantive scholarly activities in their fields of teaching. SP status is sustained as outlined below.
- Instructional Practitioners (IP) sustain currency and relevance through continued professional experience and engagement related to their professional backgrounds and experience. Normally, IP status is granted to newly hired faculty members who join the faculty with significant and substantive professional experience as outlined below. IP status is sustained as outlined below.
- Documenting faculty qualification status requires the school to demonstrate faculty members are either "Scholarly Academics," "Practice Academics," "Scholarly Practitioners" or "Instructional Practitioners". Those individuals who do not meet the criteria for these categories will be classified as "Other."
- Total faculty resources — The aggregate or total faculty resources (SA, PA, SP, IP, and other) is the sum of all full and partial (based on a measure of percent-of-time devoted to the school's mission) assignments. For example, if a school has 12 faculty members who are 100 percent devoted to the mission and seven faculty members who are only 50 percent devoted to mission, total faculty resources equal 15.5.

Basis for Judgment

- The school must develop appropriate criteria consistent with its mission for the classification of faculty according to initial academic preparation, professional experience, ongoing scholarship, and ongoing professional engagement. The standard provides guidance only; each school should adapt this guidance to its particular situation and mission by developing and

implementing criteria that indicate how the school is meeting the spirit and intent of the standard. The critical factor in determining whether faculty members bring current and relevant information is the alignment of their engagement activities with their primary teaching responsibilities and with the overall mission, expected outcomes and strategies of the school. Schools should develop specific policies to provide criteria by which qualifications status is granted and maintained. These criteria should address the following:

- The combinations of academic preparation and professional experience required of faculty at the time of hiring, as well as the types of academic and professional development activities required of faculty after they have been hired in order for them to sustain their qualification status.
- How it assigns priority and value to different continuing academic and professional engagement activities; how such assignments support its portfolio of SA, PA, SP, and IP faculty; and how this portfolio of faculty supports its mission, expected outcomes, and strategies.
- The qualitative standards it requires for various, specified development activities and illustrates the ways that it assures the quality of these activities.
- The depth, breadth, and sustainability of academic and professional engagement (linked to reasonable outcomes) that faculty members are expected to undertake within the typical five-year AACSB review cycle in order to maintain their qualification status.

These criteria may apply to the faculty resources as a whole or to segments of the faculty (e.g., by level, nature of teaching responsibilities and/or students served). Criteria for granting and for maintaining various qualifications for participating faculty who also hold significant administrative appointments (e.g., deans, associate deans, department head/chairs, or center directors) in the business school may reflect these important administrative roles.

- Normally, a doctoral degree emphasizing advanced foundational discipline-based research is appropriate initial academic preparation for SA and PA status, and there must be ongoing, sustained, and substantive academic and/or professional engagement activities supporting SA and PA status. Individuals with a graduate degree in law will normally be considered SA or PA for teaching business law and legal environment of business, subject to ongoing, sustained, and substantive academic and/or professional engagement activities demonstrating currency and relevance related to the teaching field.
- Faculty who have earned a doctoral degree will normally be considered SA or PA (depending on the nature of the doctoral degree and the school's criteria) for a maximum of 5 years from the date the degree is awarded. Doctoral students who have achieved ABD status will normally be considered SA or PA (depending on the nature of the doctoral degree and the school's criteria) for a maximum of 3 years from the date that ABD status is achieved.

- Individuals with a graduate degree in taxation or an appropriate combination of graduate degrees in law and accounting will normally be considered SA or PA to teach taxation subject to continued, sustained academic and professional engagement that demonstrates relevance and currency in the field of teaching.
- For SA and PA status, the less related faculty members' doctoral degrees are to their fields of teaching, the more they must demonstrate higher levels of sustained, substantive academic and/or professional engagement to support their currency and relevance in their fields of teaching and their contributions to other mission components. In such cases, the burden of proof is on the school to make its case for SA or PA status.
- If individuals have doctoral degrees that are less foundational disciplined-based research-oriented or if their highest degrees are not doctorates, then they must demonstrate higher levels of sustained, substantive academic and/or professional engagement activities to support their currency and relevance in their fields of teaching and their contributions to other mission components. The burden of proof is on the school to make its case for SA or PA status in such cases. AACSB expects that there will be only a limited number (normally not to exceed 10%) of cases in which individuals without doctoral degrees also have SA or PA status.
- Academic and professional engagement activities must be substantive and sustained at levels that support currency and relevance for the school's mission, expected outcomes, and strategies. Engagement can result from the work of a single faculty member, collaborations between and among multiple faculty, or collaborations between faculty and other scholars and/or practitioners.
- Normally, faculty members may undertake a variety of academic engagement activities consistent with the school's mission-linked research of business and management to support maintenance of SA status. A non-exhaustive list of academic engagement activities may include the following:
 - Scholarly activities leading to the production of scholarship outcomes as documented in Standard 2
 - Relevant, active editorships with academic journals or other business publications
 - Service on editorial boards or committees
 - Validation of SA status through leadership positions, participation in recognized academic societies and associations, research awards, academic fellow status, invited presentations, etc.
- Normally, faculty may undertake a variety of professional engagement activities to interact with business and management practice to support maintenance

of PA status. A non-exhaustive list of professional engagement activities may include the following:

- Consulting activities that are material in terms of time and substance
 - Faculty internships
 - Development and presentation of executive education programs
 - Sustained professional work supporting qualified status
 - Significant participation in business professional associations, professional standard-setting bodies or policy-making bodies
 - Practice-oriented intellectual contributions detailed in Standard 2
 - Relevant, active service on boards of directors
 - Documented continuing professional education experiences
 - Participation in professional events that focus on the practice of business, management, and related issues
 - Participation in other activities that place faculty in direct contact with business or other organizational leaders
- Normally, at the time that a school hires an IP or SP faculty member, that faculty member's professional experience is current, substantial in terms of duration and level of responsibility, and clearly linked to the field in which the person is expected to teach.
 - The less related the faculty member's initial professional experience is to the field of teaching or the longer the time since the relevant experience occurred, the higher the expectation is for that faculty member to demonstrate sustained academic and/or professional engagement related to the field of teaching in order to maintain professional qualifications.
 - Normally, IP and SP faculty members also have master's degrees in disciplines related to their fields of teaching. In limited cases, IP or SP status may be appropriate for individuals without master's degrees if the depth, duration, sophistication, and complexity of their professional experience at the time of hiring outweighs their lack of master's degree qualifications. In such cases, the burden of proof is on the school to make its case.
 - For sustained SP status, a non-exhaustive list of academic and professional engagement activities may include the following:
 - Relevant scholarship outcomes as documented in Standard 2

- Relevant, active editorships with academic, professional, or other business/management publications
- Service on editorial boards or committees
- Validation of SP status through leadership positions in recognized academic societies, research awards, academic fellow status, invited presentations, etc.
- Development and presentation of continuing professional education activities or executive education programs
- Significant participation in academic associations, professional standard-setting bodies or policy-making bodies
- For sustained IP status, a non-exhaustive list of professional engagement activities and interactions may include the following:
 - Consulting activities that are material in terms of time and substance
 - Faculty internships
 - Development and presentation of executive education programs
 - Sustained professional work supporting IP status
 - Significant participation in business professional associations, professional standard-setting bodies or policy-making bodies
 - Relevant, active service on boards of directors
 - Documented continuing professional education experiences
 - Documented professional certifications in the area of teaching
 - Participation in professional events that focus on the practice of business, management, and related issues
 - Participation in other activities that place faculty in direct contact with business and other organizational leaders
- The school's blend of SA, PA, SP, and IP faculty members in support of degree programs, locations, and disciplines and other mission components must result from a strategic choice and be consistent with the school's mission, expected outcomes, and strategies. Making reference to Tables 15-2 and 15-1, the school describes how deployment of faculty has changed during the past five-years and articulates a well-developed plan for future faculty recruitment and deployment of qualified faculty in alignment with standards 15 and 2, in light of the school's mission, strategies, expected outcomes and program mix.

- Normally, 90 percent of faculty resources are Scholarly Academics (SA), Practice Academics (PA), Scholarly Practitioners (SP), or Instructional Practitioners (IP).
- Normally, 40 percent of faculty resources are Scholarly Academics (SA). Normally, 60 percent of faculty resources are Scholarly Academics (SA), Practice Academics (PA), or Scholarly Practitioners (SP).
- In the aggregate, qualifications in the school's portfolio of participating and supporting faculty members are sufficient to support high-quality performance in all activities in support of the school's mission, expected outcomes, and strategies.
- The school ensures students in all programs, disciplines, locations, and delivery modes are supported by high-quality learning experiences delivered or directed by an appropriate blend of qualified faculty that is strategically deployed and supported by an effective learning infrastructure. For example, schools with research doctoral and research master's degree programs are expected to have higher percentages of SA and PA faculty, maintain a strong focus on SA faculty, and place high emphasis on faculty who possess research doctoral degrees and who undertake scholarly activities to maintain SA status. Schools that emphasize practice-oriented degrees may have a more balanced approach to the distribution of SA, PA, SP, IP, and other faculty members, subject to the limitations in the stated guidance and criteria that place high emphasis on a balance of theory and practice.
- Qualified faculty are appropriately distributed across all programs, disciplines, locations, and delivery modes. The deployment of faculty resources is consistent with mission, expected outcomes, and strategies.

Guidance for Documentation

General Guidance

- The school should provide its policies related to faculty qualifications, summarize its approach to the deployment of faculty resources across the business school, and explain how this approach is consistent with its mission, strategies, and expected outcomes.
- In cases of non-alignment with this standard, provide justification and evidence of overall high-quality. For example, disciplines such as tax, cybersecurity, brand management or other emerging disciplines may necessitate a different faculty staffing model.
- The school must provide information on each faculty member. Included should be evidence to support the classification of each faculty member. This information may be provided in the form of academic vitae or equivalent documents, but must include sufficient detail as to actions, impacts, and timing to support an understanding of faculty engagement activities and their impact on the deployment of qualified faculty resources.

- If the school offers a joint and/or dual degree with another institution, the faculty from the partner institution teaching courses in the curriculum for the home institution's degree must be included in Tables 15-1 and 15-2.
- Deployment of qualified faculty is a strategic decision. In addition to Tables 15-2 and 15-1 that show faculty deployment during the year of record for an accreditation review, schools should provide, using a narrative, changes in the deployment of all classifications of faculty in the past five years and the strategies and plans for recruitment and deployment of qualified faculty in the next five years. Schools should articulate how the recruitment and deployment of faculty aligns with Standards 2 and 15.
- For interdisciplinary programs, faculty teaching non-business courses should not be included in Tables 15-1 or 15-2. Traditional business areas are described in Eligibility Criteria D.
- Describe the qualifications of teaching assistants, tutors, instructors, or other support staff involved in alternative delivery models. Provide evidence that describes how such models maintain high quality outcomes.

Completion of Table 15-1

- Table 15-1 must be completed to document the qualification status of participating and supporting faculty members, the percent of their time that is devoted to mission, and the ways their work aligns with the objective expectations detailed above. Table 15-1 must not include faculty members who left prior to the normal academic year reflected in the table. Table 15-1 must include faculty members who joined the business school during the normal academic year reflected in the table. Peer review teams may request documentation for additional years; for individual terms; or by program, location, delivery mode, and/or disciplines.
- This summary information is useful in assisting the peer review team in its initial assessment of alignment with Standards 5 and 15. The summary information allows the team to effectively focus its in-depth review of individual faculty vitae or other documents supporting the conclusions presented in the table. List all faculty contributing to the mission of the school, including participating and supporting faculty, graduate students who have formal teaching responsibilities, and administrators holding faculty rank. For faculty not engaged in teaching, leave columns 4 and 5 (Faculty Sufficiency) blank. Faculty who left during the time frame would ordinarily not be included. Faculty members who joined the school for any part of the time frame are to be included. The school must explain the "normal academic year" format/schedule. Peer review teams may request documentation for additional years; for individual terms; or by programs, location, delivery mode, and/or discipline.
- The measure of "teaching productivity" must reflect the operations of the business school, e.g., student credit hours (SCHs), European Credit Transfer

Units (ECTUs), contact hours, individual courses, modules, or other designations that are appropriately indicative of the teaching contributions of each faculty member. Concurrence on all aspects of the metric must be reached with the peer review team early in the review process. If a faculty member has no teaching responsibilities, he or she must be listed and reflected in the qualifications section of the table. Online courses should use the same teaching metric being used for in-person courses and the manner in which this is calculated should be described.

- Indicate the normal professional responsibilities of each faculty member using the following guide: UT for undergraduate teaching; MT for master's level teaching; DT for doctoral level teaching/mentoring; ADM for administration; RES for research; ED for executive education; SER for other service and outreach responsibilities. A faculty member may have more than one category assigned. Individuals who teach only in non-credit executive education programs should not be listed in this table.
- For faculty qualifications based on engagement activities, faculty members may be Scholarly Academic (SA), Practice Academic (PA), Scholarly Practitioner (SP), Instructional Practitioner (IP), or Other (O). Faculty members should be assigned one of these designations based on the school's criteria for initial qualifications and continuing engagement activities that support currency and relevance in the teaching field and to support other mission components. Faculty may meet the school's criteria for more than one category (e.g. SA and PA) but must be listed in only one category. Doctoral students who have obtained ABD status are normally considered SA or PA (depending on the nature of the doctoral degree) for 3 years. Faculty who have earned a doctoral degree will normally be considered SA or PA (depending on the nature of the doctoral degree) for 5 years from the date the degree is awarded. The "Other" category should be used for those individuals holding a faculty title but whose qualifications do not meet the criteria established by the school for SA, PA, SP, or IP status.
- The "percent of time devoted to mission" reflects each faculty member's contributions to the school's overall mission during the period of evaluation. Reasons for less than 100 percent might include part-time employment, shared appointment with another academic unit, or other assignments that make the faculty member partially unavailable to the school. A full-time faculty member's percent of time devoted to mission is 100 percent. For doctoral students who have formal teaching duties, the percent of time devoted to mission should reflect their teaching duties only, and not any other activities associated with their roles as a student, e.g., work on a dissertation. For example, a doctoral student who teaches one class over the normal academic year, and a part-time faculty member whose responsibilities are limited to the same level of activity, should be assigned the same "percent of time devoted to mission." A faculty member teaching in more than one discipline may be listed multiple times, but the percent of time devoted to mission should be reflected proportionally in each discipline and not be more than 100 percent. For part-time faculty, the expected percentage is less than 100 percent and should reflect

the amount of time devoted to the mission. If a school used a full-time equivalent (FTE) human resources system, then the FTE may be a reasonable approximation for “percent of time devoted to mission.” In the absence of an FTE system, the school should have a rational manner of assigning the percentage to part-time faculty that is agreed to by the Peer Review Team well in advance of the submission of the report.

Completion of Table 15-2

- The school should provide an analysis of the deployment of SA, PA, SP, IP, and other faculty by degree program level (bachelor’s, master’s, doctoral). Bachelor’s degrees can be combined into one line; postgraduate degrees should be broken out by degree program. The school must complete Table 15-2 in the format provided in this document to demonstrate deployment of faculty resources across each degree program level. Deployment should be consistent with mission, expected outcomes, and strategies. Peer review teams may request more detail related to a discipline, program, delivery mode, and/or location.
- Provide information for the most recently completed normal academic year. Percentages should be provided for each individual degree program. Each cell represents the percent of total teaching (whether measured by credit hours, contact hours, courses taught or another metric appropriate to the school) for each degree program at each level, by faculty qualifications status. Peer review teams may also request faculty deployment by program location and/or delivery mode. The sum across each row should total 100 percent. Provide a brief analysis that explains the deployment of faculty, as noted above, to mission, expected outcomes, and strategies.
- All cells should be formatted consistently and reflected as percentages (e.g. 40%).

TABLE 15-1: FACULTY SUFFICIENCY AND QUALIFICATIONS SUMMARY FOR MOST RECENTLY COMPLETED NORMAL ACADEMIC YEAR (RE: Standards 5 and 15)

Faculty Portfolio	Faculty Member's Name (Please organize and list individually in sections reflecting the school's organizational structure and/or discipline (e.g., departments))	Date of First Appointment to the school	Highest Degree, Year Earned	Faculty Sufficiency Related to Teaching (Std. 5) SCHs, ECTUs, contact hours, or courses		Normal Professional Responsibilities ³	Percent of Time Devoted to Mission for Each Faculty Qualification Group (Std 15)					Brief Description of Basis for Qualification (Enter brief quantitative and/or qualitative information corresponding to the school's criteria for each category.)
				Participating Faculty Teaching Productivity (P)	Supporting Faculty Teaching Productivity (S)		Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	
Department 1												
	Faculty A											
	Faculty B											
	Faculty C											
	Total Department 1											

TABLE 15-2: DEPLOYMENT OF FACULTY BY QUALIFICATION STATUS IN SUPPORT OF DEGREE PROGRAMS FOR THE MOST RECENTLY COMPLETED NORMAL ACADEMIC YEAR

	Faculty percent of teaching by program and degree level (indicate metric used - credit hours, contact hours, courses taught or another metric appropriate to the school)					
	Scholarly Academic (SA) %	Practice Academic (PA) %	Scholarly Practitioner (SP) %	Instructional Practitioner (IP) %	Other (O) %	Total %
Bachelor's Program						
MBA Program						
Other Master's Programs						
Doctoral Program						
Other Programs (Specify)						

APPENDIX I

Examples of Impact Metrics in Support of Documentation

Examples of metrics that schools might use to assess the impact of their activities, including scholarship and the creation of intellectual contributions, are provided below. Some activities, including scholarship, may have multiple impacts, while others have limited or no impact. Sometimes the impact of an activity or intellectual contribution may not be known or identifiable for a number of years. It is also important to note that evidence that intellectual contribution outcomes have “made a difference” may result from a single outcome produced by one or more faculty members and/or students, a series or compilations of works, or collaborative work with colleagues at other institutions or in practice. The list of categories and examples provided in this appendix is not intended to be limiting or exhaustive. Schools may identify and report other examples not included below, including impact on constituencies, such as society, community, business practitioners, students, alumni, etc.

Mission Alignment Impact

- Alignment of intellectual contribution outcomes with themes or focus areas valued by the business school’s mission (e.g., global development, entrepreneurship, innovation)
- Percentage of intellectual contribution outcomes that align with one or more “mission-related” focus areas for research
- Percentage of faculty with one or more intellectual contribution outcomes that align with one or more mission-related focus areas
- Research awards and recognition that document alignment with one or more “mission-related” focus areas for research
- Substantive impact and carry-forward of mission as stated in Standard 1 and as referenced throughout the remaining accreditation standards
- Linkage between mission as stated in Standard 1 and financial history and strategies as stated in Standard 3

Academic Impact

- Publications in highly recognized, leading peer-review journals (journals in a designated journal list, Top 3, Top 10, etc.)
- Citation counts
- Evidence of impact on stakeholders and society such as changes in business practices, professional standards, or public policy

- Case studies that document the impact of intellectual contributions on stakeholders and society
- Download counts for electronic journals
- Editorships, associate editorships, editorial board memberships, and/or invitations to act as journal reviewers for recognized, leading peer-review journals
- Elections or appointments to leadership positions in academic and/or professional associations, standards setting bodies and professional societies
- Recognitions for research (e.g., Best Paper Award), Fellow Status in an academic society, and other recognition by professional and/or academic societies for intellectual contribution outcomes
- Invitations to participate in research conferences, scholarly programs, and/or international, national, or regional research forums
- Inclusion of academic work in the syllabi of other professors' courses
- Use of academic work in doctoral seminars
- Competitive grants awarded by major national and international agencies (e.g., NSF and NIH) or third-party funding for research projects
- Patents awarded
- Appointments as visiting professors or scholars in other schools or a set of schools

Teaching/Instructional Impact

- Grants for research that influence teaching/pedagogical practices, materials, etc.
- Case studies of research leading to the adoption of new teaching/learning practices
- Textbooks, teaching manuals, etc., that are widely adopted (by number of editions, number of downloads, number of views, use in teaching, sales volume, etc.)
- Publications that focus on research methods and teaching
- Research-based learning projects with companies, institutions, and/or non-profit organizations
- Instructional software (by number of programs developed, number of users, etc.)

- Case study development (by number of studies developed, number of users, etc.)

Bachelor's/Master's Level Education Impact

- Mentorship of student research reflected in the number of student papers produced under faculty supervision that lead to publications or formal presentations at academic or professional conferences
- Documented improvements in learning outcomes that result from teaching innovations that incorporate research methods from learning/pedagogical research projects
- Results from engagement of students in consulting or business based projects
- Increased recruitment, retention, graduation, placement of under-represented student populations
- New venture formation
- Hiring/placement of students
- Career success of graduates beyond initial placement
- Placement of students in research-based graduate programs
- Direct input from organizations that hire graduates regarding graduates' preparedness for jobs and the roles they play in advancing the organization
- Movement of graduates into positions of leadership in for-profit, non-profit, and professional and service organizations

Doctoral Education Impact

- Hiring/placement of doctoral students, junior faculty, and post-doctoral research assistants
- Publications of doctoral students and graduates
- Invited conference attendance, as well as awards/nominations for doctoral students/graduates
- Research fellowships awarded to doctoral students/graduates
- Funding awards for students engaged in activities related to doctoral research
- Case studies that document the results of doctoral research training activities, such as the transfer of knowledge to industry and impact on corporate or community practices

- Research outputs of junior faculty members (including post-doctoral junior professors, assistant professors, doctoral research assistants, and doctoral students) that have been influenced by their mentors/supervisors

Practice/Community Impact

- Media citations (e.g., number, distribution, and effect)
- Requests from the practice community to utilize faculty expertise for consulting projects, broadcast forums, professional development activities, researcher-practitioner meetings, faculty/student consulting projects, etc.
- Publications in practitioner journals or other venues aimed directly at improving management expertise and practice
- Consulting reports resulting from the engagement of faculty and students
- Research income from various external sources, such as industry and community/governmental agencies to support individual and collaborative research activities
- Community enhancement outcomes resulting from the engagement of faculty and students in community issues
- Case studies based on research that has led to solutions to business problems
- Adoption of new practices or operational approaches as a result of faculty scholarship
- Presentations and workshops for business professionals
- Invitations for faculty to serve as experts on policy formulation, witnesses at legislative hearings, members of special interest groups/roundtables, etc.
- Tools/methods developed for companies
- Memberships on boards of directors of corporate and non-profit organizations
- Memberships on professional standards setting bodies or policy-making bodies

Executive Education Impact

- Sustained and consistent involvement of research-active faculty in executive education programs
- Sustained success of executive education programs based on demand, level of participation, and repeat business
- Market research confirming value of executive education programs delivered by research-active faculty

- Consulting activities of research active faculty that stem from participation in executive education activities
- Inclusion of cases and other materials in degree programs that can be identified as resulting from executive education activity
- Partnerships between the school and organizations that participate in executive education programs, which benefit the school's teaching, research, and other activities and programs
- Involvement of executive education participants and their organizations in the teaching mission of the school (e.g., executive-in-residence program)
- Linkage between organizations participating in executive education and student internships, as well as placement of graduates in entry-level positions

Research Center Impact

- Invitations by governmental or other agencies/organizations for center representatives to serve on policy-making bodies
- Center research projects funded by external governmental, business, or non-profit agencies
- Continued funding (e.g., number of donors, scale of donations)
- Number of web visits to research center website (e.g., tracking data from Google Analytics)
- Number of attendees (representing academics, practitioners, policymakers, etc.) at center-sponsored events
- Sustained research center publications that are funded by external sources or that are highly recognized as authoritative sources of analysis and perspectives related to the center's core focus

Appendix II

A Collective Vision for Business Education: Utilizing the Framework within the Context of Strategic Planning & Accreditation Reviews

This Appendix provides a brief overview of the opportunities outlined within A Collective Vision for Business Education, and draws on them to suggest some prompts for exploration within the school's strategic planning and strategic innovation efforts. In addition, many schools will find opportunities to explore these questions and others related to the Vision in discussion with mentors, peer reviewers, and others acting formally or informally in an advisory capacity. A broader suite of resources is available at www.aacsb.edu/vision.

This appendix is provided in support of the school's strategic planning process. Schools are not required to adopt any portion of the Collective Vision for Business Education, or the opportunities identified in the report, to align with the AACSB accreditation standards.

In April 2016, AACSB released A Collective Vision for Business Education. The result of a multi-year process of collaborative research and exploration, the Collective Vision for Business Education draws on inputs from business schools and stakeholders of business education. The Vision identifies five broadly defined areas of opportunity for business schools to consider as they seek positive societal impact, aligned with shifting stakeholder needs, through innovation and engagement.

A Collective Vision for Business Education is a strategic innovation and strategic planning complement to the quality assurance focus of the Eligibility Procedures and Accreditation Standards for Business Accreditation. It aims to encourage and empower schools “to transform — in some ways gradually and in other ways dramatically — to address the needs of the students they educate and the stakeholders they serve.” Through accreditation reviews, the quality and success of a school is assessed in relation to its mission, expected outcomes, and supporting strategies. A Collective Vision for Business Education similarly provides a framework for exploring — and for raising in consultative discussions with accreditation reviewers — opportunities to leverage the school's unique circumstances to strengthen and evolve the value it provides, in areas that stretch the boundaries of the ways that business schools have traditionally defined themselves.

Five Opportunities to Thrive

Five key opportunities call for schools to draw on existing strengths to extend their impact and evolve in new directions. These are opportunities for business schools to embrace roles as:

1. *Catalysts for Innovation:* Entrepreneurship and management innovation will continue to drive new business creation and economic development in the

future. With their multi-disciplinary approaches, strong networks, and the power to convene across sectors, business schools possess significant assets for taking a leading role in fostering innovation in society.

2. *Co-Creators of Knowledge:* Today's business, economic, and social landscapes face questions that are complex and multidisciplinary. New insights and understanding will emerge where business schools firmly position themselves at the intersection of industry and practice, as conveners and partners in knowledge creation, rather than simply suppliers.
3. *Hubs of Lifelong Learning:* Business schools have the potential to contribute to learning opportunities for a wide variety of individuals, at different points in their career life cycles. By connecting expertise and experiences, business schools will broaden the possibilities for learning and knowledge exchange.
4. *Leaders on Leadership:* Aspiring leaders will benefit from better science behind leadership development. With experience in executive education, domain knowledge, and their industry connections, business schools can lead the discovery of new data-informed insights into effective leadership and leadership development models that support ethical business and serve the common good.
5. *Enablers of Global Prosperity:* Business is increasingly expected to be an active participant in addressing broad societal goals and social challenges. Business schools contribute to global measures of well-being that go far beyond wealth creation. Business schools must continue to lead in the development of insights regarding effective, efficient, and ethical organizations, and also provide graduates with frameworks for driving inclusive, positive impact.

Three Critical Success Factors

Successfully embracing the five opportunities outlined above depends on commitments to collaboration and experimentation. More specifically, success requires business schools to:

1. *Cultivate a position at the intersection of academia and practice.* Business schools and organizations across industries and sectors must co-educate and develop managerial talent, co-create new ideas and understanding, and innovate to establish new business.
2. *Connect with other disciplines.* Business schools should seize opportunities to reinforce and expand the models and incentives that support interdisciplinary research and the structures to facilitate interdisciplinary learning.
3. *Be a driver of innovation in higher education.* Business schools have an opportunity to help lead transformation in the models and processes for education, knowledge creation, and economic development, through incremental change as well as uncommon strategies and solutions.

Questions for Exploration and Discussion:

The questions that follow draw on the opportunities and critical success factors identified in A Collective Vision for Business Education to help frame discussions about the business school's evolving strategies, tactics, and metrics for success. They can be used in strategic planning exercises as well as for exploratory and consultative discussions with the school's mentor, peer review team, or in reports that are submitted to an AACSB Accreditation Operating Committee (IAC, CIRC or AAC). The accreditation process, after all, exists to not only provide an assessment of overall high-quality and alignment with the accreditation standards but to also provide consultative guidance and provoke reflection and further exploration about possibilities for continued evolution in the spirit of continuous improvement.

While the questions below are framed with A Collective Vision for Business Education in mind, they could easily be inclusive of other frameworks as well.

1. For which of the five identified opportunities and three critical success factors could we make a strong case that the business school is currently either:
 - a. Embracing this role (or a variation of it) as an inherent and highly recognizable part of the school's identity and activities; or
 - Pushing the boundaries of traditionally defined business school models and roles, with uncommon strategies and solutions?
2. How does (or could) the school redefine the generically defined opportunities as a set of more customized calls to action that are linked to and supportive of the school's mission and context, and specific global or local challenges that need addressing?
3. How might the school more fully embrace these roles and calls to action through additional attention in other existing areas of strategic focus or activity? Through development of new strategies or concepts that support the desired strategic market position and desired societal impacts of the school?
4. What relationships — with inter-disciplinary, business, and community partners — will be essential for moving deeply, strategically, and successfully in pursuit of these opportunities? How might existing relationships need to evolve and what new collaborations might be pursued?
5. What are the possibilities for experimenting with new models and processes to enable the shifts that are envisioned? Is there alignment between "what is valued" and what gets reinforced and rewarded? What metrics would be used to measure success? In what ways—both enabling and constraining—do quality assurance systems at the national, regional or AACSB level influence experimentation?
6. What new opportunities might emerge for business schools to make the case directly to their customers — and their supporters — that they deliver on their promises of societal value, with outcomes and impacts that are positive and sizable?

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<p>Table 2-2:</p> <p>Five-Year Summary of Peer and Editorial-Reviewed Journals and Number of Publications in Each</p> <p>Based on the data in Table 2-1, provide a five-year summary of peer and editorial- reviewed journals (by name) and the number or publications appearing in each. The number of publications should reflect an unduplicated count for co-authored publications.</p> <p>Please organize by organizational structure of the school's faculty (e.g., departments, research groups) in the same manner as Table 2-1. Please split fractionally for co-authorship among faculty employed by the school such that each publication is counted only once.</p>		
Peer and Editorial-Reviewed Journals (by Organizational Structure)	Number of Publications	
Accounting		
The Accounting Review		20
Accounting and Business Research		32
Journal of Accounting Research		7
Journal of Financial Economics		6.5
Journal of Financial Reporting		44
Management Science		45
Accounting Total		154.5
Finance		
Accounting & Finance		17
Annual Review of Financial Economics		3
Applied Financial Economics		19
Cases in Corporate Finance		5
Financial Analysts Journal		6
Journal of Financial Economics		12.5
Quarterly Journal of Economics		13
Review of Finance		4
The Review of Financial Studies		26
Finance Total		105.5
Marketing and Management		
Academy of Management Journal		22
Academy of Management Review		9
Behavioral Science and Policy		14
Cross Cultural and Strategic Management Journal		3
Journal of Behavioral Decision Making		34
Journal of Consumer Affairs		1
Journal of Marketing		7
Marketing Science		13
Marketing and Management Total		103
Grand Total		363

**University of Pirsig-School of Business
Supplement to Table 15-1**

Faculty Name	Date of First Appointment to the School	Date of Departure (if applicable)	Other Information	Included in Tables?
Brown, Bob	01/02/13	N/A		No, teaches only communications courses.
Doe, Jane	09/1/12	N/A		Yes
Frank, Tom	09/1/00	N/A		Yes
Johnson, Sandy	09/01/16	N/A		Yes
Jones, Justine	05/01/10	N/A	Administrator (Dean)	Yes; Dean with faculty rank, doing research, no teaching
Lee, Brian	01/02/06	N/A		Yes
Leonard, Amy	08/15/13	12/05/17	Retired	No; retired mid-year
O'Reilly, Wilbur	06/01/17	N/A		No; hired after the end of the reporting year.
Rogers, Daniel	09/01/13	05/31/17	Has accepted a job at another school for Fall 2017	Yes, since he was teaching on faculty at the end of the normal academic year
Scott, Christine	09/01/14	N/A		Yes
Smith, Robert	01/02/16	N/A	ABD; Successfully defended dissertation proposal 01/02/17, working on completing his dissertation	Yes, since he is teaching; would be SA since ABD for 3 years
Tucker, Carlton	01/02/12	N/A	On sabbatical	Yes
Wilson, John	09/01/03	N/A		Yes

TABLE 15-1: FACULTY SUFFICIENCY AND QUALIFICATIONS SUMMARY FOR September 2016-May 2017 (RE: Standards 5 and 15)

Faculty Portfolio	Faculty Member's Name (Please organize and list individually in sections reflecting the school's organizational structure and/or discipline (e.g., departments))		Date of First Appointment to the School	Highest Degree, Year Earned	Faculty Sufficiency Related to Teaching (Std. 5) SCHs		Normal Professional Responsibilities ³	Percent of Time Devoted to Mission for Each Faculty Qualification Group (Std 15)					Brief Description of Basis for Qualification (Enter brief quantitative and/or qualitative information corresponding to the school's criteria for each category.)
					Participating Faculty (P)	Supporting Faculty (S)		Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	
Accounting													
	Doe, Jane	09/01/12	PhD, 2012	360	MT, DT, RES	100							3 PRJs
	Frank, Tom	09/01/00	MST, 1986	900	UT					100			State boards, active accounting practice
	Smith, Robert	01/02/16	MST, 2014	675	UT	100							ABD for 3 years
	Total Accounting			1935			200 (66.7%)	0	0	100 (33.3%)	0		

Accounting Ratio				>= 60% requirement for P met (100%)		Minimum SA >= 40% met (66.7%) Minimum SA+PA+SP >= 60% met (66.7%) Minimum SA+PA+SP+IP >= 90% met (100%)
Finance						
Rogers, Daniel	09/01/13	PhD, 1995	360		ADM, UT, MT	100 Consulting Practice, Department Chair
Scott, Christine	09/01/14	MBA, 1980	240		MT	25 CFO
Tucker, Carlton ⁴	01/02/12	PhD, 2011	300		DT, RES	100 5 PRJs
Total Finance			660	240		100 (44.4%) 0 25 (11.1%) 0
Finance Ratio			>= 60% requirement for P met (73.33%)			Minimum SA >= 40% met (44.4%) Minimum SA+PA+SP >= 60% met (88.9%) Minimum SA+PA+SP+IP >= 90% met (100%)
Marketing and Management						
Lee, Brian	01/02/06	PhD, 2004	279		UT, MT, RES	100 Research Productive, 5 PRJs
Johnson, Sandy	09/01/16	PhD, 2010	429		UT, MT	50 Phd, Depth of Industry experience
Jones, Justine	05/01/10	PhD, 1995	0	0	RES, ADM	100 Dean
Wilson, John	09/01/03	MBA, 1987	738		UT, ADM	100 Industry Experience, Center Chair
Total Marketing and Mgt			1446			200 (57.1%) 50 (14.3%) 100 (28.6%) 0
Marketing and Mgt Ratio			>= 60% requirement for P met (100%)			Minimum SA >= 40% met (57%) Minimum SA+PA+SP >= 60% met (100%) Minimum SA+PA+SP+IP >= 90% met (100%)

⁴ Tucker, Carlton is currently on sabbatical. He left for sabbatical at the beginning of Spring 2017 and will remain on sabbatical until the end of Fall 2018.

Grand Total				4041	240		500 (57.1%)	150 (17.1%)	100 (11.4%)	125 (14.3%)	0	
Overall Ratio				>= 75% requirement for P met (94.4%)			Minimum SA >= 40% met (57.1%) Minimum SA+PA+SP >= 60% met (85.7%) Minimum SA+PA+SP+IP >= 90% met (100%)					
Faculty Sufficiency Indicators: <ul style="list-style-type: none"> Overall guideline: $P/(P+S) \geq 75\%$ Guideline by discipline, location, delivery mode, or program: $P/(P+S) \geq 60\%$ 												
Faculty Qualifications Indicators: <ul style="list-style-type: none"> SA guideline: $(SA)/(SA + PA + SP + IP + O) \geq 40\%$ SA + PA + SP guideline: $(SA + PA + SP)/(SA + PA + SP + IP + O) \geq 60\%$ SA + PA + SP + IP guideline: $(SA + PA + SP + IP)/(SA + PA + SP + IP + O) \geq 90\%$ 												

University of Pirsig-School of Business
TABLE 15-2: DEPLOYMENT OF FACULTY BY QUALIFICATION STATUS IN SUPPORT OF DEGREE PROGRAMS
 FOR September 2016-May 2017

	Faculty percent of teaching by program and degree level (using Student Credit Hours)					
	Scholarly Academic (SA) %	Practice Academic (PA) %	Scholarly Practitioner (SP) %	Instructional Practitioner (IP) %	Other (O) %	Total %
Bachelor's Programs	28.0%	15.6%	25.4%	30.9%	0%	100%
MBA	39.8%	35.0%	0%	25.2%	0%	100%
EMBA	60%	20%	0%	10%	10%	100%
MS Marketing	30%	25%	0%	45%	0%	100%
MAcc	62%	4%	0%	20%	14%	100%
MTax	63%	0%	18.5%	18.5%	0%	100%
Doctoral Program	100%	0%	0%	0%	0%	100%

Table 15.2 Sample Data (Provided for Informational Purposes)

The tables below show a sample of how to calculate the deployment of faculty by qualification status in support of degree programs using student credit hours (SCHs).

	Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	Total
Bachelor's Program						
Tom Frank				300		
Robert Smith	675					
Daniel Rogers*		240				
Brian Lee*	140					
Sandy Johnson*		215				
John Wilson			738			
Total Bachelor's Program	815	455	738	300	0	2508
Percent Bachelor's Program	28.0%	15.6%	25.4%	30.9%	0.0%	100.00%

*Daniel Rogers, Brian Lee, and Sandy Johnson teach at both the bachelor's level and in the MBA program

	Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	Total
MBA Program						
Jane Doe*	240					
Daniel Rogers*		120				
Christine Scott				240		
Brian Lee*	139					
Sandy Johnson*		214				
Total MBA Program	379	334	0	240	0	953
Percent MBA Program	39.8%	35.0%	0.0%	25.2%	0.0%	100.00%

*Jane Doe, Daniel Rogers, Brian Lee, and Sandy Johnson all teach at various degree levels.

	Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	Total
PhD program						
Jane Doe*	120					
Carlton Tucker	300					
Total PhD Program	420	0	0	0	0	420
Percent PhD Program	100.0%	0.0%	0.0%	0.0%	0.0%	100.00%

*Jane Doe teaches at both the masters and doctoral degree levels.

Appendix IV

Frequently Asked Questions

The following questions represent some of the most frequently asked questions staff and volunteers receive from schools. The responses are intended to provide guidance to schools, insofar as how peer review teams and committees look at these issues in the context of the standards. Specific details and nuances or individual school situations could potentially alter the advice below. Ultimately, the peer review team's judgment often comes into play.

1. In Tables 2-1 and 2-2 how are co-authored intellectual contributions properly reflected?

In Table 2-1 co-authored intellectual contributions would be fractionally apportioned for co-authors at the same institution so as not to double-count the article in the table. For example, Professor X and Professor Y co-author a peer-reviewed journal article. Each professor would get .5 allocation for that co-authored piece.

Likewise, Table 2-2 is intended to document the number of peer- and editorial-reviewed journal articles by journal name. Thus, this table should reflect an unduplicated count. In the example above, this co-authored publication would count as one publication in that journal.

2. Do tutors, teaching assistants, or other faculty supporting a lead professor need to be included in our faculty tables?

If the tutor or teaching assistant is the primary person to whom a student has access, and the tutor is responsible for grading, assessment, or other activities central to the course delivery or student learning, they may need to be included in the tables. A Peer Review Team and committee members will look closely at the tutor or facilitator's activities, and if the student-faculty interaction is primarily with the facilitator or tutor, and the facilitator or tutor is also responsible for other teaching activities as mentioned above, a team or committee would ask for the faculty members in question to be included. While each situation is unique, and each case will be looked at individually, we encourage schools to research comparable schools that may have implemented a faculty model similar to your school.

3. In Table 15-1, how do we represent a faculty member who teaches in more than one department?

If a faculty member is involved through teaching or research in two departments, he/she should be listed in each department and footnoted. However, the percentage of time devoted to mission should not be 100% in both lines. The percentages should reflect the faculty member's allocation of time devoted to mission in each department e.g. 50/50. Percentages also depends on the initial qualification and sustained engagement in research/industry of the faculty member in question.

4. In Table 15-2, does a school need to represent the deployment of faculty by degree level or each program within a degree level?

Data should be presented in Table 15-2 by individual degree program, and not aggregated by degree level. If the school has multiple postgraduate programs, each program should be listed separately in Table 15-2.

5. Doctoral students who have obtained All But Dissertation (ABD) status are considered SA for 3 years. How is ABD defined? Further, how should ABD faculty be reflected on the tables?

The school can define ABD in a manner that makes sense for the particular type of program, duration, etc. in question. Normally individuals are classified as ABD after passing their comprehensive or qualifying exams.

Doctoral students may be placed on Table 15-1 if they have formal teaching responsibilities. Their percent of time devoted to mission should reflect their teaching duties only, and not any other activities associated with their role as a student (e.g. work on a dissertation).

6. How should a faculty member who meets the criteria for more than one faculty definition be classified? Can this person be listed for 100% in more than one category?

The school applies its own criteria for faculty and ensures that the criteria are aligned with the mission statement. Individuals are reported in one category only.

7. What is "percent of time devoted to mission"?

"Percent of time devoted to mission" is intended to broadly represent and encompass all professional responsibilities of each faculty member, including teaching, research, and other professional responsibilities that may be assigned. Table 15-1 should not be developed using a metric that only captures teaching. Clearly, for full-time faculty members including those holding administrative roles within the business school/accounting program that also are full time, the "percent of time devoted to mission" is 100%. For part-time faculty members, something less than 100% should be specified.

8. How do you calculate "percent of time devoted to mission" for part-time faculty members?

For part-time faculty members, something less than 100% should be specified. If the school uses a full-time equivalent (FTE) model for its human resource system, then FTE may be a reasonable approximation of "percent of time devoted to mission." For example, an individual teaching one class in both academic terms may be 25% devoted to mission. However, in the absence of an FTE model, the school should have a rational way of assigning the percentage to part-time faculty.

9. How should faculty members who are on sabbatical leave (or other short term leave) be documented in the tables?

Faculty members who are on sabbatical leave during periods in which accreditation reports on faculty must be filed should be included in the tables

because they are part of “total faculty resources.” Since faculty on sabbatical leave do not normally teach, schools should include them in Table 15-1 but clearly identify them as on sabbatical leave either in a footnote or other materials that support the data included in the tables. Their intellectual contributions would also be reflected on Table 2-1. The same guidelines apply for faculty members who are visiting at other schools, are on sick leave, Fulbright fellowships, etc.

10. Should we include non-business faculty that teach in cross-disciplinary programs in our documentation and on our tables?

Generally speaking, with cross-disciplinary programs, schools are not expected to document the qualifications of faculty teaching outside of the business discipline. If it were to be determined that the content of their courses contained traditional business content, the faculty teaching those courses may need to be included.

11. Must faculty members publish in order to be qualified as Scholarly Academic, Practice Academic, or Scholarly Practitioner?

Standard 15 provides a non-exhaustive list of activities normally expected of SA, PA, and SP status. While the standard does not specifically require publication of peer- or editorial-reviewed journal articles, schools normally are expected to have guidelines and criteria consistent with their mission and their peers. A peer review team may question a school’s criteria if it appears the criteria are not in alignment with the school’s mission and peer institutions. Note that Standard 2 does require that “The portfolio of intellectual contributions includes contributions from a substantial cross-section of the faculty in each discipline. Normally, a significant level of the contributions in the portfolio must be in the form of peer-reviewed journal articles or the equivalent.”

12. Standard 8 specifies a systematic process for assurance of learning. What do peer review teams usually expect in determining whether this standard is met?

The assurance of learning process is designed to ensure systematic continuous improvement of curriculum. Peer review teams will seek evidence that shows learning goals for each degree program are in place. Generally, some commonly observed best practices of mature AoL programs include four to eight learning goals for each degree program and assessment of the objectives related to each learning goal twice and closing the loop once during the review cycle. Closing the loop is defined as making appropriate changes in the curriculum based on assessment results. Results of the assessment should be documented and available for peer review teams upon request. The assessment processes and results should lead to documented continuous improvement in curriculum.



Accreditation Fees

<i>Fees for Schools Seeking Accreditation</i>	<i>Current Fees</i>	<i>Description</i>
Eligibility Application Fee	2,000 USD	One-time fee due following submission of the eligibility application.
IAC Process Acceptance Fee ¹	6,500 USD	One-time fee paid upon the IAC's acceptance of the eligibility application.
Initial Accreditation Fee (Business and Accounting) ²	5,950 USD	Yearly fee paid while in the initial accreditation process. The fee is first assessed following acceptance of the eligibility application.
Initial Business or Initial Accounting Accreditation Visit Application Fee ³	15,000 USD	One-time fee due following submission of the initial accreditation application.
Deferral Visit Fee	5,500 USD	One-time fee assessed if school is placed on a deferral review.
<i>Fees for Accredited Institutions</i>	<i>Current Fees</i>	<i>Description</i>
Annual Accreditation Fee (Business)	5,950 USD	Annual fee assessed to all business accredited institutions.
Annual Accreditation Fee (Accounting)	3,650 USD	Annual fee assessed to all accounting accredited schools in addition to the business fee.
Continuing Review Fee (CIR2, FR1, FR2)	5,500 USD	One-time fee assessed if school is placed on a continuing review.

¹ One-time fee paid following committee acceptance of the eligibility application.

² Fee paid annually while in the initial accreditation process.

³ Due following the submission of the initial accreditation application.

Please Note : Costs associated with mentor and peer review team visits are paid by the host institution.
For membership dues, please visit our membership dues web page.



Year of Establishment : 1972

Accredited Schools

200+

Global

6

Indian

Indian Institute of Management (IIM-A), Ahmedabad; Indian Institute of Management (IIM-B), Bengaluru and Indian Institute of Management (IIM-C), Calcutta; and Indian School of Business (ISB), Hyderabad have received EQUIS accreditation while SDM Institute for Management Development, Mysore got EPAS; and BIMTECH, Noida CLIP recognition.

EQUIS assesses institutions as a whole. It assesses not just degree programmes but all the activities and sub-units of the institution, including research, e-learning units, executive education provision and community outreach. Institutions must be primarily devoted to management education. The system is not primarily focused on the MBA or any other specific programme. Its scope covers all programmes offered by an institution from the first degree up to the Ph.D. EQUIS looks for a balance between high academic quality and the professional relevance provided by close interaction with the corporate world. A strong interface with the world of business is, therefore, as much a requirement as a strong research potential. EQUIS attaches particular importance to the creation of an effective learning environment that favours the development of students' managerial and entrepreneurial skills, and fosters their sense of global responsibility.

The agency administers European Quality Systems EQUIS, EPAS, CLIP, CEL and EOCCS. EFMD membership offers the unique opportunity to become part of the leading international network in the field of management development. The wide spread portfolio of networking opportunities allows for an enriching interaction among peers to discuss, share and benchmark their experiences. It provides unlimited access to a global network of management education providers, companies, public sector organisations and consultancies.

Website : www.efmd.org



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EUROPEAN QUALITY IMPROVEMENT SYSTEM — EQUIS

2019 EQUIS
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EFMD Quality Improvement System
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2019 EQUIS STANDARDS & CRITERIA



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EFMD QUALITY IMPROVEMENT SYSTEM



EQUIS STANDARDS & CRITERIA

Document Version 2019¹

We will ensure the confidentiality of data provided to EFMD and processed in the framework of the EQUIS accreditation system. In comparative benchmarking tools, your School's data is only reported in aggregate, such that no individual school's data is identifiable.

Learn more about EFMD privacy policy at <https://efmdglobal.org/privacy-policy/>.

¹ The EQUIS documents are revised periodically and it is the responsibility of the School to always use the latest version of the document. Older versions of the EQUIS document set are only an acceptable reference with the prior approval from the EQUIS Office. EQUIS documents are updated annually at the beginning of each calendar year.

Introduction

The present document sets out the full range of the EQUIS quality standards and the criteria against which achievement of these standards will be measured. The standards and the associated criteria are grouped into ten chapters covering the different areas that will be reviewed. The purpose of this document is twofold: on the one hand, to provide a comprehensive description of the standards and criteria and on the other to give guidance to Schools in preparing their Self-Assessment Report.

It is important to bear in mind that EQUIS has been designed as an international accreditation system rather than one rooted in any particular national system. As a consequence, it must take into account the great diversity of national cultures and educational systems around the world. With its base in Europe, EQUIS is confronted with astonishing diversity within its own geographical region. It is, therefore, essential to begin any assessment with an understanding of the particularities of the local context. This does not mean that EQUIS will lower its expectations regarding basic standards because of local constraints, but it does mean that the assessment must accept wide differences in the organisation and delivery of management education.

From the outset, it must also be remembered that the scope of EQUIS accreditation is institutional, the institution being defined as the organisational unit providing business and management education. This unit may in some cases be a free-standing business school; in others the unit is part of a wider institution, usually a university of which it is a faculty, school or department, depending on the organisation of the parent institution. There are cases where the unit may be part of an engineering school or affiliated to an institution such as a Chamber of Commerce. In all cases, the unit must demonstrate as a requirement for eligibility to enter the EQUIS process that it has reasonable autonomy in setting its strategic agenda and in managing its budget and that it has its own dedicated faculty and administrative staff. It should be noted that this organisational unit, whatever its name and status in its particular context, will be referred to as 'the School' in all EQUIS documents.

In the light of this 'institutional' focus, the first chapter Context and Strategy is of particular significance. It serves to describe the School and its position in the regulatory and competitive environment in which it operates. EQUIS does not prefer one type of institution to another, but it does seek to analyse what works well and what works less well in the School's organisational setup. Over the years, EQUIS has proved to be a very useful tool for helping Schools to address problems in their decision-making structure and processes. This first chapter also assesses the School's overall strategic agenda into which all its programmes and activities are expected to fit with a sufficient degree of coherence.

Five chapters look at the quality of the School's resources and of its operations. These relate to Programmes, Students, Faculty, Research and Physical Resources and may be considered central in defining the academic quality of the School. A major originality of the EQUIS approach is the inclusion of three transversal chapters dealing specifically with Internationalisation, Connections with Practice and Ethics, Responsibility & Sustainability, reflecting the importance that EQUIS attaches to these dimensions. Indeed, from the beginning, EQUIS has always differentiated itself as an international accreditation system and has worked hard to promote the internationalisation of the Schools with which it works. In the same way, it has

EQUIS Standards & Criteria

constantly striven to defend a vision of management education in which a balance is struck between academic quality and managerial relevance. The expanded coverage of Ethics, Responsibility & Sustainability reflects the need of business schools to contribute to the resolution of societal challenges and to act as 'good citizens' in the environment in which they operate. Each of the other chapters contain criteria relating to these three dimensions, but the purpose of the three separate chapters is to allow a focussed overview of the School's achievements in these areas and to address the policy issues raised.

Executive Education is also covered in a separate chapter because it is a very specific activity requiring a different administrative organisation, different skills in faculty and staff, and different programme design. The successful integration of executive education – that is, the education of working adults in non-degree programmes – is a difficult task for business schools and university faculties of management. This chapter, which has been drafted with the help of leading executive education directors, is intended to help Schools meet this challenge.

Each chapter begins with the EQUIS standard or standards relating to the area in question. Thereafter, an Introduction sets out the distinguishing features (or 'philosophy') of the EQUIS approach in order to help Schools to better understand the spirit that underlies the questions that are being put. The following section entitled "The Assessment Criteria" lists the criteria, which have been grouped into a variable number of 'key areas'. Within each key area, the School is invited through the bullet points to describe, explain, summarise, analyse, assess and so on. A series of questions is included to guide the School in the construction of its response.

In order to guide Schools in the preparation of supporting documents and statistics, there is a section indicating the material that should be included in the Self-Assessment Report itself and a section indicating the material that can be made available in the Base Room during the Peer Review Visit (hard copies or electronically). In most cases, there is a section entitled "Notes" in which helpful definitions or explanations are provided. In some cases, an additional section entitled Key Indicators has been included as a reminder of the points that are of particular importance in making an assessment regarding a particular criterion. Examples of this would be the number of students participating in exchange programmes in assessing the international exposure of students, the existence of an Advisory Board in assessing external input into the governance system, a process for collecting student feedback in assessing the course monitoring and review system.

Other supporting documents to the Self-Assessment Report should include information on all campus operations and collaborative activities, as described in full detail in Annexes 15 and 16 of the EQUIS Process Manual Annexes – Policy on Accreditation of Multi-Campus Operations and Policy on Accreditation of Collaborative Provision.

In addition, a Student Report is required from students of the EQUIS applicant School on issues of key interest in the EQUIS accreditation process. This Report should accompany the Self-Assessment Report and will be the focus of discussion when meeting those students during the Peer Review Visit. The purpose of this is to enable the peer reviewers to understand better the students' perspectives on the School, since they are key stakeholders. The process for this is outlined in Section 3 of this document and in the EQUIS Process Manual.

EQUIS Standards & Criteria



Chapter 1: Context, Governance and Strategy

The EQUIS Standard

Mission:

The School should have a clearly articulated mission that is understood and shared throughout the institution.

Governance:

The School should have an effective and integrated organisation for the management of its activities based on appropriate processes, with a significant degree of control over its own destiny.

Strategy:

The School should have a defined, credible and coherent strategy, realistically reflecting its market positioning, resources and constraints.

Introduction

The purpose of this first chapter is to situate the School's identity, mission and strategic objectives within the national and international context within which it operates. The chapter is crucial for three reasons: first of all, it should provide the Peer Reviewers, who will not all be familiar with the national environment, with a concise, but comprehensive summary of the School's organisation and positioning in its home country context. Secondly, the School must be able to demonstrate that it has a full awareness of its operating environment and a coherent strategy towards the national and international markets for its programmes and services. Thirdly, the School should be able to demonstrate that it acts as an ethical and responsible institution in society, that it is built on principles of effective and responsible governance and that it demonstrates explicit concerns for promoting sustainable behaviour in the environment in which it operates.

The report should provide a description of the national higher educational system with an explanation of the norms, expectations and constraints under which universities and business schools operate. It should include an analysis of the national market for management education and of the interface with the employment market.

The School should define its identity and legitimacy within the national context as set out above. This will require a brief history of the School from its founding and an explanation of how its current mission has evolved from this historical experience.

Since EQUIS assesses whole Schools and examines all their activities, the effectiveness of the governance and decision-making processes is an issue of paramount importance. Experience has shown again and again that ineffective managerial processes are a major handicap in achieving quality in management education. The School must show that it operates with reasonable decision-making autonomy in setting its own strategy for future development, in establishing its portfolio of programmes, and in the management of its resources. The report should provide a

full description of the system of governance, both in terms of external control over the School and in terms of internal management processes.

The School should explain its current strategic positioning as regards resources available, programmes offered, ability to generate intellectual output, target markets and populations, and employment markets served. EQUIS will in particular look for evidence that the School takes explicit account of the international dimension of its activities, of issues related to ethics, responsibility and sustainability and of the connections with the world of practice. EQUIS will also consider how different technology-enhanced learning (TEL)² modes add value to students and faculty. In this context, the School should describe how it strikes a balance between classroom, online and other delivery forms, and explain how this relates to its strategy.

The School should also describe its strategic vision for future development, with a realistic appraisal of the steps to be taken to achieve its objectives. In this section of the Self-Assessment Report, mention should also be made of the sub-strategies that derive from the overall strategy in areas such as learning and teaching, programme development, research, internationalisation, ethics, responsibility and sustainability, connections with practice, and HR processes. This is especially important in those areas where the achievements of the School are still limited.

Of course, it is understood that not everything can be undertaken as part of a pre-defined strategic plan and that Schools will seize opportunities as they arise and then integrate them *a posteriori* into their portfolio of activities.

Finally, the School should explain its policies and processes in the area of quality assurance and performance measurement. It is expected that the School's major stakeholders, and in particular its students, should be involved in these processes.

The Assessment Criteria

The key areas are:

- a) Environment
- b) Institutional Status
- c) Governance
- d) Mission, Vision and Values
- e) Strategic Positioning
- f) Strategic Direction and Objectives
- g) Strategic Planning
- h) Quality Assurance
- i) Internationalisation
- j) Ethics, Responsibility and Sustainability
- k) Connections with Practice

² EQUIS Documents use the term TEL (technology-enhanced learning) for the application of existing and emerging technologies that add value to learning and teaching in the School's programmes.

a) The Environment

- Provide general information on the environment in which the School operates, e.g.
 - ❖ The national educational system(s) within which it operates and grants degrees
 - ❖ Programme features pre-determined by the national system and environment
 - ❖ Student selection requirements within the national system
 - ❖ Regulatory frameworks
 - ❖ Degree certification procedures and the status of the degrees granted by the School within the existing hierarchy of existing national degrees
- Does the School have a keen awareness of the environment in which it operates, including the constraints which the national environment imposes on the School's activities, particularly in terms of:
 - the degree of freedom to innovate
 - access to resources and support (funding, faculty)
 - access to students
 - pricing of programmes
 - internationalisation
- Describe briefly the history of the School since its creation. It is often helpful to provide a one-page summary table illustrating the evolution and key events in the development of the School, e.g. main events, creation of programmes, student numbers, teaching staff, support staff, facilities and premises, budgetary details, etc.
- Provide a description of the national market and the nature of competition within the national system to include statements on:
 - ❖ Key stakeholders, funding agencies and competitors
 - ❖ The interface of the School with the job market for which it trains graduates
 - ❖ The prevailing quality norms within the national system
- Describe the School's competitive environment in all relevant market segments (including TEL-based provision).
- Describe the current demand and trend regarding online and other modes of TEL in the School's market segments.
- Describe the societal environment of the School, both at large and local.

b) Institutional Status

- Provide a clear explanation of the School's legal status and affiliation within its national system to include:
 - ❖ Type of institution (public, private, regulated/non-regulated, profit/not-for-profit, business school within a wider university framework)
 - ❖ Parent organisation (e.g. Chambers of Commerce in the case of French Grandes Ecoles)
 - ❖ Legal status and by-laws

- ❖ Relation to the national or regional educational and accreditation bodies
- ❖ Sources of funding which derive from the above
 - Do the legal status and by-laws for the School allow it freedom to pursue its mission without undue interference?
 - What constraints do the legal status and by-laws place on the activities of the School?
- Identify, on the basis of the above information, the key factors which underpin the School's recognition and legitimacy within its own national context.

c) Governance

- Describe the formal mechanisms through which the School is externally governed, either by the governance system of the parent university or by a governing body in the case of an independent business school with no university affiliation.
 - ❖ To whom is the Dean or Director of the School accountable?
 - ❖ How is the governance function exercised in terms of financial and strategic surveillance?
 - ❖ How is external academic surveillance exercised?
- Identify the School's principal stakeholders and assess their impact on major issues such as strategic planning, autonomy and funding.
 - ❖ To what extent are external stakeholders such as companies, national education authorities and government agencies involved in the governance of the School?
 - ❖ Does the School have an Advisory Body providing input that is external both to the School and the University?
- Describe the mechanisms for ensuring student participation in the School's governance.
- Describe the School's internal organisational structures and decision-making processes. Evaluate these in terms of their effectiveness in contributing to the overall strategy.
 - ❖ How are internal decision making structures and processes reviewed and improved?
 - ❖ How do the current organisational structure and job responsibilities for individuals support the achievement of the School's strategic objectives?
 - ❖ How does the School apply to itself the principles of ethically and socially responsible governance?
- Describe the interface between the external governance system and the School's internal management system.
 - ❖ How are decisions that require negotiation between the two levels taken?
 - ❖ Is the School able to demonstrate operational autonomy within this context?

d) Mission, Vision and Values

- Define the School's mission and explain how it relates to its identity as described in the previous section.
 - ❖ Does the School have a clear sense of its own identity and is this expressed in the mission? Does the mission of the School clearly define its role in society, its activities and its markets?
 - ❖ Does the School have a mission statement that is published, periodically reviewed and revised as needed?
 - ❖ Is the mission consistent with the parent organisation's mission and resources?
- Describe the School's vision.
 - ❖ Is it clear and widely known what the School aspires to be in the future? How challenging and realistic is this vision?
 - ❖ What evidence is there for progress towards meeting the vision? What steps are taken to acquire key resources required by the vision?
- Describe the School's values.
 - ❖ Does the School have a clear understanding of its core values?
 - ❖ Do the School's core values include an explicit commitment to ethically and socially responsible behaviour in the management profession?
 - ❖ Are these values broadly accepted and adhered to across the School?

e) Current Strategic Positioning

- Provide a clear description of the School's current strategic position in its national and international market, i.e.
 - ❖ identify the strategic group to which it belongs and identify key competitors
 - ❖ explain the School's resources available, programmes offered, ability to generate intellectual output, target markets and populations, and employment markets served
 - ❖ describe how its strategic position has changed over the past five years
 - ❖ explain its main strategic actions over the past five years
 - Is the School able to clearly define the strategic position it occupies and its differentiation from other institutions?
 - Who are the main stakeholders it serves? What is their relative importance and how is this reflected in the development of the strategy and the allocation of resources?
 - Has the School identified an appropriate set of measures to accurately pinpoint its competitive position in the market and its success in achieving the mission?
- Provide a brief analysis of the School's strengths and weaknesses in maintaining this strategic positioning.

- Explain the School's strategy for pedagogical innovation. What role, if any, does TEL have in this context?

- ❖ Is there an interest in developing TEL activities as part of its strategic positioning and teaching philosophy?

f) Strategic Direction and Objectives

- Demonstrate how the mission, vision and values have been translated into strategic direction as shown by the School's long term goals.
- Explain how medium term strategic objectives have been developed from the broad long term strategic direction and how their achievement is assessed.
- Describe the relationship between the School's strategic objectives and the availability of resources. Identify the key constraints which limit future performance and the planned actions to eliminate them, decrease their impact or otherwise deal with them.

g) Strategic Planning

- Describe the internal process by which its mission, vision, values and strategic objectives are converted into strategic and operational plans.
 - ❖ How are the plans reviewed and updated and by whom?
- Give a broad description of the strategic plans for the coming years.
 - ❖ Does the overall strategic plan for the School reflect a keen awareness of the strategic context?
 - ❖ Have sub strategies been developed for areas such as:
 - Learning & Teaching including TEL (if applicable)
 - Research & Development
 - Human resources
 - Marketing
 - Internationalisation
 - Connections with Practice
 - How will the plans for future development change the School's current strategic positioning? Are these plans realistic?
 - What changes will have to occur within the School and within its portfolio of programmes and activities for the strategic objectives to be achieved?
 - Does the School have the financial and human resources that will be necessary to achieve the objectives?
 - Are there shorter-term operational plans with appropriate metrics to measure progress towards the achievement of the stated objectives?
 - Is the strategic plan clear and communicated effectively to all concerned?
 - How well does the School integrate its strategic planning processes into other improvement activities?

- Explain how the School takes advantage of opportunities as they arise and how or whether the activities that are then developed are eventually incorporated into the strategy.
- Describe the principal strategic risks that the School faces or may face in the future
- List any policy and procedure documents that have been developed to support the implementation of the strategic plans.

h) Quality Assurance

- Provide a brief description of the formal mechanisms for internal quality assurance.
 - ❖ How do the formal quality systems fit the context in which the School operates?
 - ❖ What policies are there for periodic reviews of academic departments, subject areas, research centres, programmes, etc.?
 - ❖ What general processes ensure the quality of teaching and the effectiveness of learning (including online and other forms of TEL provision)?
- Explain the processes and indicators used to monitor overall performance.
 - ❖ What methods does the School use for tracking progress and completion of individual objectives?
 - ❖ What are the key performance indicators?
- Describe the ways in which students are involved in quality assurance processes
 - ❖ How are students represented in the School's principal decision-making committees, either as voting or as non-voting members?
 - ❖ Do students participate in internal strategic reviews or in the preparation of material for external accreditation?
 - ❖ How has student input contributed to the preparation of this application for EQUIS accreditation?
- Describe the ways in which other key external and internal stakeholders are involved in quality assurance processes.

i) Internationalisation

- Summarise the evidence that the international dimension is reflected in the School's governance, culture and strategy (See also Chapter 8).
 - ❖ To what extent do the Governing and Advisory Boards have international representation?
 - ❖ Does the School have an explicit policy and strategy for international development?
 - ❖ Are adequate resources allocated in support of this strategy?

j) Ethics, Responsibility and Sustainability

- Summarise the evidence that ethics, responsibility and sustainability are reflected in the School's mission, vision and strategy (See also Chapter 9).
 - ❖ Are ethics, responsibility and sustainability integrated into the School's mission and vision?
 - ❖ Does the School have an explicit policy and strategy for ethics, responsibility and sustainability?
 - ❖ Are policy and strategy broadly communicated and known among the School's stakeholders?
 - ❖ Are adequate resources allocated in support of this strategy?

k) Connections with Practice

- Summarise the evidence that the School's connections, its engagement with practice and its intended influence on practice are reflected in the School's governance, culture and strategy (See also Chapter 10).
 - ❖ Which practitioners (business leaders, entrepreneurs, business-government policy developers) from outside the School participate in its governance structures?
 - ❖ Does the School have an explicit policy and strategy for managing its interface with the world of practice?

Supporting Information and Documents to be provided in the Self-Assessment Report

- History of the School (1-page summary table)
- Organisation Chart showing reporting lines
- Chart showing the Committee structure

Information and Documents to be provided in the Base Room during the Peer Review

- Documents describing the School's strategic plans and related policies (if possible in English)
- List of members in the School's Governing Body or Advisory Board (indicating name, position, organisation, nationality, year of appointment) *Double passport holders should always be counted as nationals, if one of the passports is the domestic one.*

Notes

1. Mission

EQUIS defines 'mission' as the role for which the School was created or is currently mandated to fulfil. It derives, for example, from its status as part of a public university

or as a private business school founded to serve practitioner markets. The mission answers the questions: 'Why does the School exist? What is it for? What does it do?'

The notion of 'mission' is related, therefore, to the stakeholders to whom the School is accountable and to the markets that it is serving. The mission should reflect its situation at different points in time. However certain elements of the mission are embedded in the founding act that gave birth to the institution, or are rooted in its history and culture. A good mission statement will capture this historical legitimacy and give it resonance in today's circumstances.

2. Vision

EQUIS defines the term 'vision' as the way the School would like to position itself in the future. The term encompasses the School's ambition as it projects itself into the future. It is a dynamic concept, expressing a willingness to take up challenges. However, it is not expressed as a detailed set of objectives, but rather as one or two simple, but powerful ideas.

3. Strategy

It is the role of the strategy to plan out the route towards realising the vision but within the scope of the mission. EQUIS expects that a School will have developed a formal strategy which will include clear and measurable (medium term) objectives, an action plan for achieving them and an estimate of the resources required (with sources) to implement the plan.

Chapter 2: Programmes

The EQUIS Standard

Programmes should be well designed with clear learning outcomes and an appropriate balance between knowledge acquisition and skills acquisition. Delivery methods should be diverse and reflect up-to-date educational practice. The curriculum should emphasise student learning and allow for practical work. There should be rigorous assessment processes for monitoring the quality of students' work. Programmes should be regularly evaluated through feedback from students and other stakeholders. Programmes should be adequately staffed, managed and administered.

Introduction

Given the cultural diversity that exists at an international level, the aim of the EQUIS process is not to establish a common norm for the design, content and delivery of programmes. EQUIS will respect national and local diversity in an international context, leaving responsibility for national issues to the appropriate local associations. Nonetheless, the movement towards increased convergence of national systems and greater compatibility between programmes is gathering speed around the world. For all schools, the international positioning of their programmes has become a much more pressing concern than in the past. In Europe in particular, the Bologna inspired reforms that have been introduced across the entire continent are intended to create a convergent degree structure to facilitate the international "readability" of degrees and the mobility of students across academic borders. As an international accreditation system, EQUIS will seek to understand how schools are adapting their programmes to make them internationally compatible.

In order to help schools make sense of the proliferation of degrees, especially those carrying the Master label, EQUAL³ has drawn up a series of guidelines that should be referred to in preparing the Self-Assessment Report (see Guidelines and Position Papers document, sections A to E). In the case of the MBA for example, the guidelines are intended to set certain limits regarding the use of the label, excluding its use for pre-experience degrees. Schools whose programmes do not conform to the EQUAL Guidelines should explain why this is the case.

Schools will also find in the annexes to the EQUIS Process Manual policy statements and additional assessment criteria relating to multi-campus operations and collaborative provision.

In writing the Self-Assessment Report, the School should begin by describing its overall strategy and policies as regards learning and teaching, and explain how these guiding principles are reflected in all areas of programme design and delivery. It should then give an overview of its total portfolio of programmes, explaining the different markets that are being targeted and the overall strategic coherence of its offering. A

³ EQUAL is a unique platform where national, regional and international business school associations and quality assurance agencies work together to systematically exchange views and insights into trends, developments, best practices in business and management education.

key issue here will be the adequacy of financial and teaching resources to support the portfolio. Common pitfalls in this area are overstretched and unnecessary proliferation of degree programmes.

The report should go on to describe the process chain by which individual programmes are planned, delivered, monitored and reviewed. The design, content and delivery of programmes consist of an integrated set of core processes, each of which plays a part in the total value chain. The concern of EQUIS will, therefore, be to measure how much each core process adds value to the students' overall learning experience and the extent to which a concern for quality is reflected in all aspects of the design, content and delivery of programmes.

The School should be able to provide evidence of the quality of teaching on its programmes, but also of the quality of processes for the management of these programmes. There should be clearly defined roles relating to academic leadership and administrative responsibility for all its programmes. The process for designing programmes should be rigorous and involve feedback from students and employers. Each programme must have clearly stated aims, objectives and learning outcomes. Students should also be given guidance on the way in which the School recognises, develops and assesses intellectual, analytical, personal, and enterprise qualities as well as the subject specific skills being developed on the programme.

The design and content of programmes should embrace a comprehensive range of theory, firmly connected to the practical world of business and management in a local and international context. Ethics, responsibility and sustainability should be integrated into the design, delivery and assessment of all programmes offered by the School. The School should employ a range of learning and teaching methods to optimise learning and the practical application of learning outcomes.

Recent years have seen a profound change in the use of technologies in Higher Education. Technology-enhanced learning refers to a variety of practices: from specific initiatives where new technologies are mainly used to enhance face-to-face learning (e.g. use of learning management systems to supplement classroom teaching, use of mobile devices, video-conferencing, etc.) to the delivery of online and blended programmes, including exclusive or significant web-based teaching. TEL is not a requirement for EQUIS accreditation and the EQUIS Standards and Criteria do not require employing TEL in any particular way or to any particular extent.

TEL-based provision must respect the same quality standards as regular on-campus provision. Schools that are significantly active in this field are asked to explain why certain technologies were adopted and the benefits that are associated with them. In addition, strategic coherence with the School's learning and teaching policy and the curriculum content should be transparent and comprehensible. In cases where the School offers (parts of) TEL activities in cooperation with a non-academic organisation, Annex 16 of the EQUIS Process Manual should be considered.

The assessment regime for grading students' work should support the course design in terms of its objectives and general philosophy, but should also be proven to be rigorous, valid and reliable. The relative weighting in the assessment of coursework should provide a good balance between intellectual development and the development of managerial competence.

The School should have processes in place to ensure the quality of its programmes, encompassing the relevance of course content, the quality of teaching, and the effectiveness of learning.

To the extent that the School offers programmes that significantly rely on TEL (i.e. programmes that have a majority web-based component to enable collaboration and access to content that extends beyond the classroom; also referred to as TEL programmes), issues specific to the provision of such programmes should be addressed.

In order to evaluate the effectiveness of the programme design, delivery and assessment processes, the EQUIS process not only takes an overview of the programme portfolio and the management thereof but it also reviews one sample programme in depth as a check on the effectiveness of the overall programme portfolio management. The School should name three of its major programmes from its programme portfolio (no programmes abroad) such that there is a variety of programme types, e.g. an undergraduate (Bachelor), a pre-experience postgraduate (specialist Master), a post-experience postgraduate (MBA) programme and a doctoral (PhD) programme. One of these will be selected as the sample or selected programme by the EQUIS Committee on the advice of the EQUIS Office. The overall portfolio and a summary of the 'selected programme' (for example, objectives, structure, components, quality assurance, evaluation and impact) should therefore be described in the Self-Assessment Report and they will then be assessed during the Peer Review Visit. Reference is made to the EPAS Standards and Criteria (chapters two to five) giving general guidance on the information that EQUIS expects to be provided on the Selected Programme in the School's Self-Assessment Report.

The Assessment Criteria

The key areas are:

- a) The Programme portfolio
- b) Programme design
- c) Programme content
- d) Skills acquisition
- e) Programme delivery
- f) Student assessment
- g) Programme evaluation
- h) Internationalisation
- i) Ethics, Responsibility and Sustainability
- j) Relevance of Connections with Practice

a) The Programme portfolio

- Describe how the strategy of the School is reflected in its programme portfolio.
- Describe the policies and processes used to develop the portfolio in line with the School's strategic objectives.
- Describe the School's strategy and policy as regards learning and teaching.

- Describe the overall portfolio of programmes that the School currently offers. Explain the School's policy as regards the balance between programme offerings at different levels (undergraduate, Master, MBA, doctoral, executive education).
 - ❖ What are the strengths and weaknesses of the present portfolio and how are these assessed?
 - ❖ What are the criteria for assessing the overall coherence of the portfolio?
 - ❖ How are decisions regarding the positioning of programmes made?
 - ❖ What constituencies and markets is the School serving?
- Does the School's portfolio include TEL programmes? If so, describe their strategic fit within the School's overall portfolio.
 - ❖ What kind of opportunities has the School recognized for itself regarding the provision of such programmes?
 - ❖ What kind of risks does providing/not providing such programmes constitute for the School?
 - ❖ Have specific target groups of participants been defined for such programmes?
- Explain how the programme portfolio has changed over the past five years.
- Summarise plans for future programme creation, repositioning or development.
- Describe the School's system for managing its programmes.

b) Programme design

- Describe the process for designing programmes. Explain how the School ensures that programmes meet the needs of the market and of participants.
 - ❖ How does the development and review cycle ensure that the programme objectives and intended learning outcomes (ILOs)⁴, as well as, content, delivery methods and materials for programmes are relevant, up-to-date and of high quality?
 - ❖ In what ways are programmes and student profiles differentiated with respect to similar programmes at other schools?
 - ❖ How does the School encourage innovation and creativity in programme design?
 - ❖ Does the School have well-thought out descriptions of the values, attitudes, knowledge, skills and behaviours it is seeking to instil in its students for all programmes?
 - ❖ Where the design of programmes is strongly modular, are participants provided clear guidance as to the means by which the integration of individual subjects is achieved?
 - ❖ How do programmes provide for interdisciplinary integration?
 - ❖ Which pedagogical concepts form the basis of the School's TEL activities (if provided)?
 - To what extent do technologies designed for online delivery provide a learning resource? For example are they utilised across programmes with different delivery modes such as blended, block or face to face?

⁴ For a definition of Programme Objectives and Intended Learning Outcomes: see Notes at the end of this Chapter.

- How is the School's learning and teaching philosophy reflected in the design of specific TEL programmes?
- Identify the key changes in programme design that have occurred in the last 5 years, together with an identification of key problems in the resourcing or design of current programmes.
 - ❖ What steps does the School take to keep up-to-date with best practice, major trends and significant innovation in similar programmes around the world?

c) Programme content

- For each programme:
 - ❖ Describe the nature of the degree or qualification, its level of recognition in the national and international context, together with details of equivalencies as compared to other qualifications. Outline the qualifications which can be obtained after the successful completion of TEL programmes, if any. Do these comply with the general system of the School?
 - ❖ Provide a summary of the course philosophy, key programme objectives and intended learning outcomes (ILOs). Do the learning outcomes of TEL programmes, if any, match those of equivalent programmes offered in traditional formats?
 - ❖ Define the core content, options offered and the pedagogy adopted.
 - ❖ Describe the course work involved and details of extracurricular or special activities involved in the programme.
 - Does each programme have clearly stated objectives and learning outcomes? Are staff and participants fully aware of these and do they explicitly explain to participants what they are expected to know and be able to do at the end of the programme?
 - How are the programme objectives and intended learning outcomes translated into the practical aspects of programme content?
 - Are any programme requirements set by the nature of the employment market? How are these taken into account?
 - Does the design and content of the programme embrace a comprehensive range of relevant business and management theory, which is firmly connected to the practical world of management?
 - Does the School make clear the way in which the School recognises and assesses personal skills and qualities as well as the subject-specific knowledge and skills being developed by each course?⁵
 - Does the programme design and content explicitly include aspects of social responsibility?
 - Does the School make available to its students full information about the programme?

d) Skills acquisition

- Describe the means by which transferable intellectual skills appropriate to higher education are integrated into the curricula. Schools should explain how the various

⁵ For a definition on the difference between Programme and Course or Module: see Notes at the end of this Chapter.

learning and development outcomes for students are defined in their different programmes.

- ❖ Do the programmes have general education aims to develop intellectual skills such as the ability:
 - to analyse, synthesise and critically assess complex material
 - to formulate and defend independent judgments
 - to conceptualise
 - to communicate effectively in writing and orally
 - to demonstrate an awareness of the wider context of the programme of study
 - to apply general concepts to practical situations
 - Does the School facilitate the development of a structured personal culture and a related set of values?
 - How are these skills assessed?
- Summarise the key managerial skills (team work, interpersonal skills, presentation skills, project management, leadership skills, etc.) which the School promotes in students and the methods used to achieve them. Discuss the role of practical work, internships and projects in developing these skills.
 - ❖ What opportunities are provided in the curriculum for students to apply the targeted managerial skills?
 - ❖ Is there an appropriate balance between intellectual development and the development of managerial skills in the delivery and assessment of coursework?
 - ❖ How are these skills assessed?
 - ❖ Does the programme include sufficient individual project work for the development and assessment of an individual's ability to integrate core subjects and to apply managerial skills?
 - ❖ Are students provided with adequate opportunities to carry out practical project work?
 - ❖ What opportunities are provided to allow students to benefit from group work and practical experience?
 - ❖ Do students receive training in research and consultancy skills?

e) Programme delivery

- Describe the teaching methods currently used in programme delivery (lectures, case studies, business games, group work, project-based learning, tutorials...).
 - ❖ Does the School employ a sufficiently diverse range of learning and teaching methods to optimise learning and practical application of learning outcomes? What is the balance between different methods and how does this support programme aims?
 - ❖ How aware is the School of programme delivery practices in other countries?
 - ❖ To what extent is there an emphasis on learning as well as teaching?
- Explain how the School's approach as regards pedagogical innovation translates into the educational process.
- Regarding the use of technologies (if applied):
 - ❖ Explain how the delivery of TEL programmes is leveraged by technologies. E.g.:

- Which kind of opportunities for interaction do the School's TEL programmes offer? How is student-teacher and peer interaction facilitated?
 - Describe the mentoring and academic support provided to participants of TEL programmes.
 - How does the School ensure that participants are sufficiently skilled to be able to manage and use TEL technologies? What remedial support is in place for those who are not?
 - Are processes in place to assure quality of TEL programmes?
 - How does the School support students with challenges or specific accessibility requirements?
 - What data is collected on students in TEL programmes and for what purpose?
- Identify the main constraints which limit the range or scope of teaching methods and materials employed in the School's programmes.
 - Describe processes for the allocation of staff to programmes.
 - Describe the mechanisms for maintaining quality control on an on-going basis. Explain how the criteria and processes used to monitor programme quality relate to the programme objectives.

f) Student assessment

- Describe the assessment system for monitoring and grading students' work and progression through the programme (including assessments used for TEL, if provided).
 - ❖ How does the School ensure that participants meet the agreed objectives and learning outcomes for individual awards?
 - ❖ Does the assessment regime support the programme design in terms of its ILOs, objectives and general philosophy?
 - ❖ Does the assessment regime explicitly identify the criteria for assessment and the range and relative weighting of the various assessment methodologies employed?
 - ❖ To what extent does the assessment system distinguish between the attribution of a grade and marking designed to help students to understand their shortcomings and to improve? Is all assessment integral to learning? Are informative rather than summative methods used?
 - ❖ What provision is made for re-sitting assessments or examinations? Is this appropriate and does it support the programme's aims and objectives?
 - ❖ How does the School ensure that the assessment regime is applied with sufficient rigour?
 - ❖ How is the degree-awarding function handled by the School? What mechanisms are used to protect the integrity and validity of the process from abuse by individuals? What steps are taken to ensure objectivity in terms of the standards being applied?
 - ❖ Can the School provide evidence that the assessment regime itself is evaluated rigorously, particularly when new or innovative approaches are being applied?
 - ❖ What measures are taken against cheating or plagiarism? How does the School deal with such cases?
 - ❖ How does the School respond to gaps between ILOs and actual assessment results?

- Demonstrate that the quality of the students' work is appropriate to the level of the programmes.

g) Programme evaluation

- Describe the processes for the evaluation of programmes. Explain how the School ensures that programmes meet the needs of the market and of participants and includes key stakeholder groups in the process.
 - ❖ How does the School evaluate the quality of the teaching input, in addition to evaluation by students? Is the feedback of participants used effectively in the reviewing process?
- Summarise the evidence for satisfaction on the part of key stakeholder groups with regard to programme design, content and delivery.
- Describe the process for the review and revision of programmes.
 - ❖ What mechanisms exist for assuring consistency with programme standards required by external bodies? What have been the most recent actions in this area?
 - ❖ What adjustments to the programme design have been made in the light of feedback from programme teams and key stakeholders?

h) Internationalisation

- Explain how the School's programmes are positioned internationally.
 - ❖ Which programmes are targeted at international students?
 - ❖ How attractive are the School's programmes to international students?
 - ❖ How many courses are delivered in a foreign language?
- Provide a set of statistics indicating international student enrolment in the School's various programmes over the past three years (if appropriate, cross-reference to Chapter 3 "Students").
- In the case of European schools, describe how the programmes are compatible with the Bologna-inspired reforms that have been introduced in most countries.
 - ❖ Are the School's programmes for younger students organised into the two-tier Bologna Bachelor and Master levels
 - ❖ Does the School use the ECTS?
 - ❖ What arrangements exist for credit transfer arrangements with other schools?
 - ❖ Does the School issue the Diploma Supplement?
- Describe the international content of the School's programmes.
- Describe the current arrangements with other business schools and academic networks for joint delivery of programmes.
- Describe the opportunities for student exchange provided within the School's programmes and provide a table with appropriate statistics for the past three years (if appropriate, cross-reference to Chapter 3 "Students").
- Explain how the School ensures the same quality for its collaborative, off-campus or franchised operations (see EQUIS Process Manual 12: "Policy on Accreditation of Collaborative Provision").

- ❖ What are the quality assurance mechanisms in this area?

i) Ethics, Responsibility and Sustainability

- Describe how ethics, responsibility and sustainability are integrated into the design, delivery and assessment of the School's degree programmes.
 - ❖ Are there programmes that specifically address questions of ethics, responsibility and sustainability? Describe their orientation and content.
 - ❖ How are ethics, responsibility and sustainability integrated into the other programmes? Describe their content.

j) Relevance of Connections with Practice

- Summarise the relevance and relationship of programmes with the practice of business and management.
 - ❖ Describe how perspectives from practice are built into the definition of learning objectives and into curriculum design.
 - ❖ Does the School have formal processes for involving practice-related stakeholders in programme design and monitoring?
 - ❖ To what extent is the management community satisfied with the School's programmes and graduates?
 - ❖ Summarise the extent of practitioner input into the delivery of the School's programmes.
 - ❖ Does the School have joint programmes with practitioners (taught, online)?

Supporting Information and Documents to be provided in the Self-Assessment Report

- A list of international academic or non-academic partners with an indication of the type of cooperation (joint degree, student exchange, research collaboration, faculty exchange, course or programme delivery)
- A table indicating international student enrolment in the School's various programmes over the past three years (if appropriate, cross-reference to Chapter 3 "Students")
- A table indicating student exchange flows in the School's various programmes (if appropriate, cross-reference to Chapter 3 "Students")

Information and Documents to be provided in the Base Room during the Peer Review

Schools are advised to provide a list of all the documents available in the Base Room (hard copies or electronically) and to use clearly earmarked folders. This list should follow the structure of the Self-Assessment Report.

General Programme Portfolio

(underlined documents should preferably be in English)

- Learning and teaching strategy (provide any available formal documents)
- List of programmes or programme sets (e.g. a common core but with named degree pathways or titles such as Bachelor of Arts in Business Studies in Marketing or in HRM designated as BABS (Marketing) and BABS (HRM))
- For each of the programmes or programme sets:
 - Aims and objectives
 - Programme Intended Learning Outcomes (ILOs)
 - Curriculum structure and its rationale
 - List of component courses
- Descriptions of the overall assessment regime and grading system and their relation to the programme ILOs (provide any available formal documents)
- Teaching evaluation questionnaires for completion by students
- Description of regular programme reviews
- Code of Ethical Conduct or similar document

Selected Programme

The term 'Selected Programme' refers to the programme chosen for more intensive assessment during the Self-Assessment and Peer Review (see above – final paragraph of the introduction).

For this programme, the documents listed below should be made available in the Base Room, in hard copy or electronically. Underlined items indicate that the materials should preferably be in English:

- Programme structure document including:
 - Programme objectives and overall Intended Learning Outcomes
 - Rationale for the programme structure with a table or diagram showing how the component courses develop academic progression and lead to the attainment of the programme ILOs
 - Methods for measuring and evaluating results vs. goals in relation to ILOs
 - Quality assurance

- List of component courses including for each:
 - Intended Learning Outcomes
 - Syllabus
 - Rubrics
- Descriptions of the assessment regime and grading system
- Access to online material regarding course organisation and delivery
- Teaching evaluations (summary) by students for each course
- Teaching materials and student work: Six courses, three core (mandatory) and three electives should be selected for sampling and a folder for each course should be provided. Where possible, at least half the courses should be in English. For programmes without electives, electives should be replaced by more core courses.

Teaching materials should be provided for each of the selected courses to include the course notes or handouts, case studies, textbooks, journal readings, videos, projects, other online material.

Student work should be sampled based on mark or grade schedules or distributions (list of student names with marks or grades) within the selected courses. Note that mark schedules must be provided for each of the selected courses. For each of the same six courses selected above, the following student work should be provided:

- the assignments/exams set
- 6 graded samples of the major assignment (exam, dissertation, project report, etc.) for each course matching those assignments/ exams and illustrating the range of achievement on the part of the students. The PRT needs to see the quality of the students' work and of the assessment/feedback provided. These 6 scripts should include the highest mark, the lowest mark and 4 from close to the pass mark for the course (i.e. marginal scripts). If there are no failed papers, the sample should consist of the 2 highest and the 4 lowest marks or grades.

A sample of 12 graded final dissertations or internship reports (as appropriate, e.g. Master theses or undergraduate dissertations or internship reports) should also be provided, with 3 each with the highest and lowest marks/grades and 6 with mid-level marks. Doctoral programmes as selected programmes should be supported with a broader sample of 18 final dissertations and a supplementary sample of publications documenting the doctoral students' ability to get their doctoral research published.

Notes

- All degree programmes should be included for assessment in this chapter, including those offered to practitioner markets such as the EMBA or in-company MBAs. If an accredited school introduces new programmes to its portfolio, it will be sufficient to report on these changes in the next re-accreditation.
- "Certification" programmes, i.e. programmes offered on the continuing education and practitioner markets, should not be included since these awards are not recognised university-level degrees and have no official recognition outside the School itself. These programmes should be described in Chapter 6 on Executive Education.
- Schools are invited to refer to the EPAS programme accreditation criteria, which may be of assistance in preparing this chapter (available from the EFMD website or from the EQUIS Office).
- Please refer to the "Policy on Accreditation of Collaborative Provision" in cases where the School offers its programmes in other locations outside its main campus in collaboration with other schools (see Annex 16 of the EQUIS Process Manual Annexes).
- In all EQUIS documents, 'programme' refers to a structured period of study, usually for a duration of one or more years, leading to a degree qualification as in 'MBA programme', 'undergraduate programme', 'Master programme', etc.
- The term 'course' refers to a single unit of study in a particular subject within the programme as in 'Marketing course' or 'Finance course'. Each course is usually assessed separately and leads to a grade and a pre-established number of credits.
- The term 'module' is sometimes synonymous with 'course' and sometimes used to refer to an organised sequence within a course. In this sense, a course may be structured as a series of modules.
- In the case of more loosely organised programmes that may not have a strict course structure, the term 'module' may refer to short sequences focusing on a particular topic. For example, an Executive MBA programme may be organised into a series of one to three week modules over a period of two years.
- It is useful to distinguish 'programme objectives' and 'intended learning outcomes'. The programme objectives are general in nature, covering, for example the target market, the profile of students to be recruited, the jobs for which students are to be prepared. The intended learning outcomes or ILOs are more specific and relate to what students are expected to know, what they are expected to be able to do, and how they are expected to behave.

Chapter 3: Students

The EQUIS Standard

Student Quality:

The School should ensure the quality of its students through appropriate selection processes, through the management of student progression in its programmes, and through the provision of appropriate student services. In particular, it should ensure the quality of the placement of its graduates through a well-resourced career service. It should strive to bring together in its programmes a well-balanced student body representing a diversity of backgrounds and nationalities.

Personal Development of Students:

The School should explicitly and effectively support the personal and professional development of its students beyond the acquisition of knowledge in such areas as managerial skills, values, ethics, leadership, etc. It should actively help students to define their future professional orientation.

Introduction

In this chapter, the assessment will address a range of issues regarding the School's management of its student population. Where appropriate, it will also include the management of the participants in its degree programmes for executives, such as the EMBA. The chapter covers the target markets, the School's selection processes, the quality of the students enrolled, the monitoring of students' progression during their studies, the support services for students in need of guidance, the career placement services, and the alumni association.

Where possible, the School should explain how the criteria for student selection, particularly to its programmes at the Master or postgraduate level, relate to its target market for these programmes.

EQUIS recognises that selection upon admission is not always possible, for example in many public universities in Europe. In these cases, the onus will be upon the School to demonstrate that high standards for progression through the programmes and for graduation at their end will compensate for the absence of selectivity upon entry.

The notion of quality in looking at the student body also encompasses students' motivation, commitment and seriousness of purpose as regards their programme of studies.

The School should demonstrate that it is successfully preparing students for potential careers in international management. The extent to which the School is able to attract students from other countries, both as regular students enrolled in its degree programmes and as exchange students, is a major indicator in assessing the degree of internationalisation. It is also expected that home country students should be open to international experience and have exposure to an international learning environment, including opportunities for study abroad.

An important indicator of student quality is their employability upon graduation, as evidenced by time to employment, level of employment, and salary. The School should show it has the professionally qualified resources to help students in their search for a job, through career counselling and placement services. It should proactively manage the interface with companies in order to bring students and employers together. It should further demonstrate that it maintains a statistical record of employment results for each graduating class.

This chapter will also look at the way in which the School maintains contact with and supports its students after graduation and mobilises alumni in the pursuit of its strategic objectives.

An essential function of all institutions of higher education is to facilitate the intellectual, social and personal development of students in preparation for their future lives as responsible and creative citizens. In addition, management education institutions have the particular responsibility of preparing students to assume managerial roles in which very specific behavioural skills are needed. Furthermore, younger students will require support in defining their career paths. Older students enter postgraduate programmes in order to prepare themselves for an acceleration or a redirection of their careers. Particularly in MBA programmes, objectives relating to personal and professional development will occupy a significant part of the educational experience. The expected outcomes relate as much to behavioural factors as to the acquisition of new knowledge. In the area of executive education, the emphasis is increasingly on management and leadership development in which behavioural objectives are paramount.

EQUIS expects that the development of skills relevant to international management will feature among the explicit objectives of an institution's programmes. Language skills, intercultural sensitivity, the ability to function in a multicultural environment, experience outside the home country are important attributes that the School should promote.

A further expectation is that the School will educate its students to act ethically in their professional lives. Values such as integrity, respect for others, socially responsible action, service to society should be an integral part of the personal development agenda.

In sum, business and management education institutions play a key role in developing personal awareness and the appropriate attitudes, values, skills and behaviours to equip students in their professional lives as managers. Schools should be able to demonstrate a concern for the type of managers they are trying to educate, backed by suitable processes for helping students to manage meaningful change, direct their energies and personal skills, and define their own future.

As a consequence, the educational experience organised by the School should go much beyond classroom instruction and provide students with structured and monitored opportunities to develop the personal and professional qualities that have been defined as learning outcomes.

The Assessment Criteria

The key areas are:

- a) Target profiles and criteria for selection
- b) Course preparation and progression
- c) Support and Counselling Services
- d) Personal and Professional Development
- e) Career placement and support
- f) Alumni Relations
- g) Internationalisation
- h) Ethics, Responsibility and Sustainability
- i) Connections with Practice

a) Target profiles and criteria for selection

- Describe the target markets and profiles for incoming students in the School's various programmes.
- Describe the target profile for graduating students in terms of knowledge, values, managerial skills, professional competences, and entry level into employment.
- Provide a description of the selection processes and show how these relate to the objectives set for the School's different programmes.
 - ❖ What steps does the School take to ensure that individuals are selected on the basis of their expected contribution to programmes and of their capacity for personal development?
 - ❖ Can the School produce evidence that the procedures and standards applied for admission for each programme are rigorous, fair and appropriate?
 - ❖ What standardised tools does the School use in evaluating the readiness of candidates to successfully complete the programme of study for which they are applying (e.g. aptitude tests, language tests, etc.)? How do these contribute to the quality of the student selection process?
 - ❖ How do intake profiles relate to the target profile in the School's different programmes?
- Describe the results of the selection for the different programmes, including the number of applications, the number of students to whom a place was offered, and the number of students effectively enrolled for each of the past three to five years.
 - ❖ How selective is the admission process for the School's different programmes?
 - ❖ Is there an adequate pool of candidates to ensure sufficient numbers of students of the right quality? Do the selection and enrolment ratios support this conclusion?
 - ❖ How does the School evaluate the effectiveness of its selection criteria and processes? Is information for all programmes analysed in sufficient detail to improve the targeting and effectiveness of programmes?
- In cases where selection upon entry is not possible, explain how quality is assured.
 - ❖ How does the School manage the impact on the quality of the education of all students?
 - ❖ How does the School assure the quality of its graduating students?

- Describe the current student population in terms of origin, previous study, age, and gender. For post-experience programmes such as the MBA, indicate the number of years of professional experience before admission. This information should be presented in a table with statistics for the past three to five years.
 - ❖ What trends emerge from the above statistics?
 - ❖ What future changes would the School like to see in the student mix?
 - ❖ What actions are planned to address issues in recruitment?
- Describe the mechanisms in place to ensure that socially disadvantaged students have access to the School's programmes.
 - ❖ Are scholarships available to help financially disadvantaged students?

b) Course preparation and progression

- Describe the processes used to prepare students in advance of their entry into their course of study.
 - ❖ How does the School ensure that all students are adequately prepared and informed about course requirements before enrolment?
 - ❖ What steps are taken to identify barriers to learning or progression as early as possible?
 - ❖ To what extent is assistance provided to students who experience difficulties or problems? How is the effectiveness of this support evaluated?
 - ❖ What actions are carried out by the School before the formal start of programmes to convey their sense of mission and core values to students?
- Describe the School's policy on credit transfer and exemptions.
 - ❖ Are the processes used to manage credits or exemptions explicit, valid and reliable?
- Provide a summary for each of the main programmes of progression, completion, failure and dropout rates. This should be accompanied by an explanation of these trends and the action taken to respond to them.
 - ❖ How is student progression through their course of study monitored?
 - ❖ Are dropout and success rates acceptable? Are there any fluctuations or trends in time and across programmes?
 - ❖ How does the School evaluate the match between its selection processes and the subsequent progression/performance of individuals? Is information for all programmes analysed in sufficient detail to improve the targeting and effectiveness of programmes?
 - ❖ How does the School evaluate progression, completion, failure and dropout rates including special arrangements for students on TEL courses, if any? What types of analytics are used to monitor student retention and progression?

c) Support and counselling services

- Describe the processes used to provide learning support for students throughout their courses.

- ❖ Does the School provide adequate support to develop learning skills in course participants who have been absent from formal education for an extended period of time?
- ❖ How is student counselling organised? Does it work well? What evidence is there that problems are diagnosed at an early stage and remedied where possible?
- ❖ Is special tutoring available to support disadvantaged students?

d) Personal and professional development

- Identify the processes by which the School helps students to develop both personally and professionally.
 - ❖ What are the key personal skills that the School aims to develop in individuals?
 - ❖ Does the School encourage students to define their own personal and professional plans as they proceed through their course of study?
- Explain the role of any special techniques and tools in diagnosing the personal qualities of individual students.
 - ❖ Does the School have faculty members who are specialised in personal development?

e) Career placement and support

- Provide statistics on the employment of graduates, such as
 - ❖ distribution of employment by market sector and function
 - ❖ distribution of salaries offered to graduates
 - ❖ geographical distribution
 - ❖ percentage of employment on graduation and 6 months after graduation
 - ❖ list of major employers over the past 5 years
 - ❖ How do these employment trends meet the stated programme objectives?
- Describe the arrangements for career development support for students and the alumni.
 - ❖ What services are provided to help students identify job opportunities and prepare themselves for interviews?
 - ❖ Can students obtain counselling in defining their career objectives?

f) Alumni Relations

- Describe the way in which the School maintains and utilises contacts with its former students.
 - ❖ Is there an Alumni association?
 - ❖ How is it used to support the School's strategy, programmes and students in their career development? How effective is it?
 - ❖ How does the School support the Alumni?
 - ❖ To what extent do the Alumni contribute to the funding of the School?

g) Internationalisation

- Provide evidence for the international nature of the student body, e.g.
 - ❖ International marketing of the programmes

- ❖ Admissions procedures
- ❖ International mix in programmes
- ❖ International placements
- Describe the School's policy as regards language and intercultural skills.
 - ❖ Do language skills and international experience figure among the admissions criteria?
 - ❖ How does the School define the extent of language skills it considers should form an integral part of its programmes? What support is provided to achieve the agreed standards in language fluency? How successful are these?
 - ❖ How does the School help its students to acquire intercultural skills?
- Assess the readiness of the School's graduates to manage in an international context, supported by the evidence gained from the student body and from employment destinations.
- Describe the School's policy regarding international student exchange. Provide a table with information about outward and inward flows of exchange students.
 - ❖ How is the student exchange managed to provide an international learning experience to incoming and outgoing students?
- Describe the School's policy regarding internships abroad. Provide relevant data conveying the activity of the School in this respect.
- Describe the service provided to incoming international students.
 - ❖ Does the School have an International Student Affairs office?

h) Ethics, Responsibility and Sustainability

- Describe how ethics, responsibility and sustainability are integrated into student recruitment, admissions and management (e.g. scholarships, awards, diversity).
- Describe how challenges relating to ethics, responsibility and sustainability are integrated into the personal development of students.
- Describe the curricular and extracurricular engagement of students in the areas of ethics, responsibility and sustainability.
 - ❖ Describe student organisations and initiatives focused on these areas.
 - ❖ How do School and faculty support these activities?

i) Connections with Practice

- Summarise the relevance of the practice of business and management to the student experience. This includes a variety of possibilities where practitioners might be involved in the student journey, including selection, mentoring, assessment and placement as well as academic input.
 - ❖ Describe the extent to which – if at all – connections from the world of practice influence student selection on programmes.

- ❖ To what extent do practitioners assist the School in activities such as mentoring, other extra-curricular assignments, such as shadowing, company visits, organised events?
- ❖ Is there any input from practitioners in advising students in their career aspirations (corporate life, start-up advice, etc.)?
- ❖ Does the School evaluate the satisfaction of students and graduates with the input they receive from their interactions with the world of practice?
- ❖ Does the School evaluate the satisfaction of their connections with practice with the input they receive from students and graduates?

Supporting Information and Documents to be provided in the Self-Assessment Report

- A Table providing for each programme the numerical data about the selection and admissions process (applications, offers, acceptances, enrolment, full-time equivalent in the case of part-time students) for the latest, complete year
- A list of major employers over the past 5 years
- A Table describing the outward and inward flows of international exchange students, with a breakdown by programme, by country of destination or by country of origin, by partner School, by length of stay for the latest, complete year
- A Student Report is required from students of the School on issues of key interest in the EQUIS accreditation process. A sufficiently large and representative group of students (rather than a group of student representatives) ideally coming from a selection of the School's main programmes, and if possible, including some exchange students, should focus on the questions provided in the EQUIS template (see Annex 10 of the EQUIS Process Manual Annexes). This Report should accompany the Self-Assessment Report and will be the focus of discussion when meeting those students during the Peer Review Visit.

Information and Documents to be provided in the Base Room during the Peer Review

- Documents relating to the selection process: information packs, application forms, interview reports, test material, process documents, etc.
- Documents for incoming international students
- Alumni Directory
- A Table showing the profile of each student cohort within the School's degree programmes (previous study, age, gender, percentage of international students, etc.). Indicate also the average number of years of professional experience for MBAs
- A Table for each programme detailing the job placement record of students graduating in the previous academic year

Notes

- International nature of the student body: double passport holders should always be counted as nationals, if one of the passports is the domestic one.

Chapter 4: Faculty

The EQUIS Standard

The School should recruit, develop and manage its faculty in accordance with its strategic objectives and have sufficient core faculty to cover the major disciplines and constitute a viable body of distinctive expertise (i.e. a minimum of 25 FTE).

Introduction

A key requirement for EQUIS accreditation is the existence of a permanent core faculty for whom the School is the principal employer and whose main allegiance is to the School. This definition excludes members of other schools employed on a part-time basis. EQUIS has set the minimum size of the core faculty at 25 FTE, because it is unlikely that all the multiple disciplines within the realm of business and management education can be covered adequately with less. These faculty members are the core group that ensures the continuity of the School, embodies its tradition and values, and builds up its distinctive expertise through research and programme innovation.

However, EQUIS recognises that most schools will deploy a second circle of teaching resources, beyond this essential core faculty. This group is comprised of contributors from other educational institutions and of practitioners from the professions or from business. The existence of a carefully selected and well-managed pool of external resources is a valuable asset in providing essential back-up to the core faculty and in enhancing the professional relevance of the courses offered.

The size, qualification, and composition of the faculty are expected to be sufficient to allow adequate servicing of the School's programmes and to be in accordance with the current position of the School. The appropriate size of the faculty in any given School will depend on the range of programmes offered and the number of students and participants enrolled. A small focused business school offering only postgraduate and executive education programmes will not require as large a faculty as a full service university Faculty offering first degree, postgraduate and executive programmes.

Again the profile of the faculty will depend on the mix of activities. A school with a primary focus on executive education will require a quite different faculty skills profile from a school that mainly offers full-time degree programmes. Many schools are currently in a process of strategic change, for example seeking to expand their activities into more market-oriented sectors through executive education or to strengthen their international positioning. Success in these endeavours will depend to a large extent on the Schools' ability to adjust the size and composition of the faculty in line with the strategic objectives.

Effective faculty management is a crucial function within management education institutions. There should be processes in place for the recruitment, deployment, evaluation and development of the faculty. Workloads should allow a reasonable balance between teaching, research, new programme development, and internal

managerial responsibilities. The pressure of teaching or management should not crowd out research and development.

The School should be able to demonstrate that it has an HR strategy, including a faculty development plan, linked to its strategic agenda and supported by an adequate budget. The School's faculty development plan should also reflect the institutional objectives with respect to ethics, responsibility and sustainability.

The Assessment Criteria

The key areas are:

- a) Faculty size, qualification and composition
- b) Faculty management
- c) Faculty development
- d) Internationalisation
- e) Ethics, Responsibility and Sustainability
- f) Connections with Practice

a) Faculty size, qualification and composition

- Provide a full description of the current core faculty as defined above, including the following information:
 - ❖ the number of faculty members holding a doctoral degree
 - ❖ the number of faculty members currently working towards a doctoral degree
 - ❖ the distribution of the faculty by subject specialisms
 - ❖ the organisation of the faculty (departments, chairs, professorial ranks)
 - ❖ the age distribution of the faculty
 - ❖ the gender mix of the faculty
 - ❖ the distribution of the faculty by nationality
 - ❖ the flows of new appointments and departures over the past five years
- How does the School justify the current size, composition and qualification of the faculty?
- What is the profile of the faculty in terms of expertise, academic qualification, business experience, etc.?
- Are the size and the composition of the faculty in accordance with the strategic objectives of the School?
- What learning and teaching qualifications or experience do the faculty have and are they appropriate to support the School's pedagogic approach?
- Does the teaching faculty in terms of numbers and qualification ensure adequate coverage of the principal management disciplines?
- Does the teaching faculty have an inter-disciplinary approach i.e. is it able to integrate a broad range of themes that transcend disciplinary boundaries?
- What are the principal strengths and weaknesses of the current faculty?
- What are the key areas of shortfall in faculty expertise and what actions are being taken to address these problems?
- How has the faculty evolved over the past five years?

- What is the student/core faculty ratio?⁶ How has this evolved over the last five years?

Much of this information can be presented in the supporting documents listed in the next section.

- When appropriate, explain the impact of the national environment as regards the organisation of the faculty (civil servant status, promotion procedures, tenure, career tracks, remuneration, etc.).
- Provide a full description of the non-core teaching resources available.
 - ❖ How are these additional resources recruited and integrated into the School?
 - ❖ What learning and teaching qualifications or experience does the non-core teaching resource have?
 - ❖ How does the School coordinate the contributions of non-core faculty within programmes?
 - ❖ How does the School evaluate the effectiveness of non-core faculty contributions?
- Describe the School's current deployment of teaching resources, including both core faculty and non-core faculty, within its different programmes.
 - ❖ What proportion of the total teaching provision is entrusted to non-core faculty? Is this balance considered to be optimal?
 - ❖ Does the School's workload model allow participants sufficient access to faculty for tutoring and counselling?

b) Faculty management

- Describe the management processes governing the operation of the faculty.
 - ❖ How is responsibility for the management of the faculty allocated within the School? Is there a Dean of the Faculty with overall responsibility?
 - ❖ Does the planning process integrate all the requirements needed to meet the strategic objectives, the balance in core activities and the international perspective of the School? How are conflicts between strategic demands resolved? Is there a faculty resourcing plan which addresses all these issues?
 - ❖ Does the School provide a consistent framework of policy and practice which addresses the issues of School culture, workloads and the integration of faculty into the total learning and teaching environment? Does this consistently reflect the strategic plan?
 - ❖ Is there an adequate balance within core faculty members' workload between:
 - direct teaching and tutoring (both face to face and online)
 - programme administration
 - innovation, course development and the production of teaching materials
 - research and publications
 - service to the profession and the wider community
 - ❖ How are workloads managed?

- Describe the current policy and practice regarding the recruitment and induction of faculty members.
 - ❖ Is there a policy for the recruitment and selection process? What are the key factors that attract high quality faculty to the School? Can the School recruit faculty of a quality which is consistent with the strategy and programme requirements?
- Explain the processes in place for evaluating individual faculty members in both physical and virtual learning environments.
- Explain the processes in place for evaluating individual faculty members.
- Describe the processes for retention and promotion of faculty members.
- What are the formal processes for obtaining feedback from faculty members on critical issues?

c) Faculty development

- Describe current policy for the development of faculty and explain how this supports the strategic plan for the School.
 - ❖ How are priorities for faculty development decided?
 - ❖ What formal processes for faculty development exist? How is their effectiveness reviewed?
 - ❖ What have been the major components of faculty development plans in recent years? What faculty time has been laid aside specifically for the purposes of individual development? What impact has the development plan had on programme quality and general innovation?
 - ❖ How are faculty supported to keep up with pedagogic developments including the use of technology-enhanced learning, if provided?
 - ❖ What opportunities exist for sabbatical periods and for periods as a visiting professor in other countries?
 - ❖ What opportunities do faculty have to interact with the management community? How do these benefit individuals and programmes? How does the School enable faculty to be fully aware of modern business practice?
 - ❖ Do faculty members participate in academic and professional organisations?
 - ❖ How does the School ensure that faculty are aware of the latest developments in their field and are fully aware of modern business practice?
- Summarise the strategic plan for the future development of the faculty. Identify the key priorities for the future and the budgets involved.

d) Internationalisation

- Describe the international dimension of the faculty.
 - ❖ What is the nationality mix of the faculty?
 - ❖ How many external visiting professors are involved in the School's activities?
 - ❖ What percentage of the home country faculty have had significant international exposure?
 - ❖ What are the foreign language skills of the home country faculty?

- ❖ Is the current level of internationalisation of the faculty in line with the School's aspirations in terms of strategic positioning?

e) Ethics, Responsibility and Sustainability

- Describe how the School integrates ethics, responsibility and sustainability into faculty training and development.
- Describe how the School recognises and supports community and public engagement of faculty.

f) Connections with Practice

- Describe the extent to which the School's faculty are connected to the world of practice.
 - ❖ Describe the nature of the connections between the faculty and the world of practice (through consulting, executive education, Board membership, etc.).
 - ❖ Is the exposure of the faculty to the world of practice as it relates to their discipline, sufficient to ensure the professional relevance of the School's programmes?
 - ❖ To what extent are practising managers part of the faculty or involved in programme delivery?
 - ❖ What percentage of the core faculty participates actively in executive education programmes?
 - ❖ What is the School's policy with respect to consulting by individual faculty?
 - ❖ To what extent do faculty members engage in consulting activities?

Supporting Information and Documents to be provided in the Self-Assessment Report

- A summary list of the core faculty indicating: academic rank, highest degree, where degree obtained, nationality, subject area, date of appointment, percentage of full time engagement in the case of contracts that are less than full time (i.e. 75%, 50%, etc.).
- A table showing faculty staffing levels over the past five years, including the number of new appointments and the number of departures for each year, with a breakdown by category or rank.
- Distribution of the core faculty by academic department when appropriate.
- A table setting out for the current year the key statistics for the faculty (gender distribution, age distribution, nationality mix, number of PhDs, etc.).

Information and Documents to be provided in the Base Room during the Peer Review

- HR strategy document

- Copies of the Faculty Handbook or other documents setting out the missions, rights and responsibilities of the faculty
- CVs in English for all the core faculty members including publications over the past five years (recommended format: 2 pages of CV plus publications list)

Notes

- Core faculty members are employed to conduct research or to teach within the School.
- The term "non-core faculty" is used to designate any person employed on an occasional basis to teach or to conduct research. These persons may have an annual contract with the School, but the School is not their principal employer. They include, for example, practitioners from business and the professions, academics from other institutions, and visiting professors.
- There will always be grey areas in the description of an institution's faculty resources, for instance between the notions of core and non-core faculty when it is hard to locate a part-time academic in one category or the other. In these cases, it is incumbent upon the School to explain clearly on what basis it has allocated a person to one group or another.
- In describing the size of the faculty, the "full-time equivalent" (FTE) is the total of faculty contract days divided by 5, assuming that 5 is 100% employment. For example, 5 faculty members with 3-day contracts would be the equivalent of 3 faculty members with 100% contracts. In this case, the headcount is 5 but the FTE is 3. The percentage of full-time employment refers to the number of contract days in the case of faculty members who are employed on a part-time basis. A four-day contract is thus the equivalent of 80%.
- The students/core faculty ratio is calculated by dividing the number of full-time equivalent students by the number of full-time equivalent core faculty. Calculating the full-time equivalent for students is obviously a question of reasonable estimation. For instance, the total number of part-time students on a two-year executive MBA programme can be divided by two in order to approximate the full-time equivalent. The resulting ratio has, of course, to be interpreted in the light of other variables such as the contribution of a well-structured non-core faculty. However, the ratio is useful as one indicator to measure faculty sufficiency.
- Distribution of the faculty by nationality: double passport holders should always be counted as nationals, if one of the passports is the domestic one.

Chapter 5: Research and Development

The EQUIS Standard

The School should regularly produce original contributions to knowledge that are effectively disseminated. These should demonstrably make an impact on one or more constituencies that are strategically important for the successful development of the School: academic peers, management professionals, students, etc.

Introduction

Research excellence contributes to the brand recognition of the School, to its capacity to attract high quality faculty and good students, to the quality of its programmes, to its capacity to attract funding, and to its ability to provide usable knowledge and new management methodologies to its clients. In sum, the research effort allows the School to better fulfil its public service mission and to better serve its chosen markets.

EQUIS defines "research" as a broad spectrum of intellectual endeavour ranging from scholarly publication aimed primarily at the academic community, through professionally relevant publications and activities aimed at organisations and business practitioners, to educationally relevant productions aimed at learners and teachers in universities, schools and companies. Therefore, within the EQUIS criteria, the term is not restricted to the purely academic conception of research. EQUIS considers that the broader view of research and development encompasses a diverse range of activities, all of which enlarge managerial knowledge and understanding, and improve the quality of a business school.

For this purpose, EQUIS classifies research activity into **three categories**, with the understanding that the boundaries between them will never be absolute.

1. Academic Research

In approaching the assessment of research, EQUIS takes into account the particular circumstances of the business and management discipline within the world of higher education. On the one hand, university-based business schools must conform to the principle that one of the missions within all schools of higher education with university status is to produce and organise new knowledge, to develop new theory, and to design new methodologies within the discipline. In fact, these schools are often evaluated within their own national systems on their research performance from this academic perspective in the same way as any other discipline within the university. Of course, the criteria and the standards may vary considerably from one country to another. In addition, university based systems of faculty promotion and tenure reinforce research rooted in scientific methodologies and targeted principally at the academic community.

Business schools that are not part of a university, but that wish to be internationally recognised as high quality higher education schools, cannot disregard this academic dimension. Recognition by the international academic community and even by the relevant press depends partly on a certain perception of academic research excellence. In the group of the very best business schools of the world there are none that do not excel in academic research.

Scholarly research quality will be assessed by its impact on the international academic community. This impact may be measured by how often a publication is cited by other academic researchers or whether an article has been published in a widely read and reputed journal.

2. Practice-oriented Research

On the other hand, business and management education schools have, by their very nature, a professional and practice-oriented mission, as is the case for schools of medicine or schools of law for which research will always be judged by its relevance not only to new knowledge and theory, but also to clinical and legal practice. Therefore, original contributions to knowledge should not be confined to traditional academic research as described above. They should also include new knowledge contributing to the effective advancement of management practice. Research of this type is usually supported by methodologies based on in-depth and close observation of complex business situations, often by means of case studies, surveys or even the rigorous rationalisation of significant accumulated managerial or consulting experience.

The quality of practice-oriented research will be measured by its impact on practitioners. This impact may be estimated by looking at indicators of funding provided by the world of practice for specific research projects or research centres or academic chairs. It can be also gauged by assessing the number of participants in open or tailored executive courses, or specialised degree programmes, covering the topic where a practice-oriented research strength is claimed. It can also be estimated by the number of articles published in top practice-oriented professional journals and by references from client organisations on the impact made.

3. Pedagogic Development and Innovation

The provision of innovative pedagogical methodologies, educational tools and learning materials in support of more effective learning in business schools and companies should also be considered an important dimension of a school's intellectual activities.

Achievements in this area will be assessed by their impact within the School on its teaching mission and outside the School by their impact on other educational practitioners. In part this impact may be judged by the number of individuals or schools that make use of the pedagogic materials or techniques developed by the School..

Table 1 at the end of this chapter sets out accordingly **a typology of research and development activity**, categorising the objectives of the intellectual activity, the audience for whom its relevance must be measured, and the dissemination vehicles (articles, books, online courses, case studies and so on). Whereas most accredited

schools will have some production in all three areas, the main focus or the particular mix will depend very much on the type of school, the profile of its faculty, the funding available, the markets that it is serving and the strategic choices that have been made. A university business school will probably place greater emphasis on academic research, while an independent business school serving practitioner markets will most likely seek professional relevance in its research effort. Whatever the mix, EQUIS will be looking for evidence of productive intellectual activity with measurable outcomes. The key measures of quality, in all three types of R&D will be **the relevance and impact** of the production for the different audiences, constituencies or stakeholders that the School is serving, as well as its contribution to **teaching quality**.

The expectation within EQUIS is not that all schools should conform to or aspire to the “academic” model often associated in people’s minds with the research-driven US university business schools. The expectation is, however, that all schools that are accredited will be able to demonstrate that they are productive in some areas of the intellectual activity spectrum as described above, that there are processes in place for the management and monitoring of the research agenda, and that they allocate time and resources to support faculty members. Whatever the chosen emphasis by different schools, involvement in some form of intellectual activity is seen as essential for each faculty member in order to keep abreast of current developments in his or her discipline. The purely vocational or the exclusively practice oriented school with a sole emphasis on teaching will not qualify under the above definition.

It is further expected that schools will have an explicit, publicly stated strategy and policy regarding research in this broad sense of an extended spectrum of activities and production. At one extreme, this may only be a commitment to the principle that research is an individual concern and that it cannot be managed centrally. Nonetheless, even in these cases, recruitment policy, time allocation, evaluation and reward processes provide a context in which research can prosper. In most schools, the research effort itself requires some planned guidance in the form of targeted specialisations, centrally managed research centres, an encouragement to pursue collaborative research, and so on. This is particularly true of the many schools around the world that are currently striving to upgrade their research potential, often from a situation in which research was not seen as a value and only given low priority. However, a word of caution is in order: the pursuit of accreditation should not lead schools to set unrealistic objectives as regards their research profile. Their resource base in terms of faculty and funding may not be sufficient to support the aspirations.

Ideally EQUIS is once more seeking a balance between the academic and the managerial dimensions, taking into account that the centre of gravity will vary according to the nature of the School. However, in all cases, the School must demonstrate a commitment to creating knowledge as a foundation of quality in education. The School must be able to demonstrate that there is a structured connection between research excellence and quality of learning, both in the talent of individual faculty members and in the impact of its programmes. The intellectual production of the faculty will ensure that the knowledge and skills taught on programmes are broad-based, relevant, up-to-date and forward-looking.

Furthermore, EQUIS considers that there is a continuum between relevant research and the innovative development of the School’s range of activities. It should, therefore, be able to demonstrate a broad commitment to innovation and creative development

in all aspects of its operation: research, programme design, learning methods, service to stakeholders and the society at large, interface with the world of practice, international relations, internal management.

The assessment of the School at the time of the Peer Review will embrace both research and development.

This assessment should include the analysis of policies, processes and practices in place for the assurance of integrity of the School's research and development activities.

Table 2 provides a suggested list of types of production that fall within the research and development spectrum and is intended to serve as a basis for reporting research activity.

The Assessment Criteria

The key areas are:

- a) Research activities
- b) Development and Innovation
- c) International features of R&D
- d) Ethics, Responsibility and Sustainability
- e) Connections between R&D and the world of practice

a) Research activities

- Describe the School's overall research strategy and policy. Explain how the research agenda contributes to the strategic objectives of the School.
 - ❖ What are the principal types of research carried out by the School?
 - ❖ How are priorities established within the strategy?
 - ❖ What is the current research potential of the core faculty?
 - ❖ How has this potential evolved over the last five years?
 - ❖ What methods have been used to attract key research staff to the School in recent years?
 - ❖ What are the plans for future development of the research capacity?
- Explain how research and development is interpreted within the national context. Describe any nationally organised research assessment schemes (e.g. the REF in the UK).
- Describe how research is organised within the School.
 - ❖ Is there a Dean or Director of Research?
 - ❖ Is there a Research or Scientific Committee?
 - ❖ Are there self-standing Research Centres or Institutes within the School?
 - ❖ To what extent is the research agenda managed?
- Describe how research activity is integrated into the workload of individual faculty members.

- ❖ What priority level is accorded to research?
- ❖ Is research a value within the culture of the School?
- ❖ How much time is allowed for research within faculty members' workload?
- ❖ What is the link between the faculty developmental budget and research policy?
- Explain how research is funded (internal budgetary allocations, government funding, research grants, company sponsorship).
 - ❖ How did the research grants obtained develop over the last five years?
- Describe the processes for monitoring and evaluating research.
 - ❖ Is research a requirement for promotion and retention?
 - ❖ What is the reward system for excellence in research?
 - ❖ Is the School able to assess its total intellectual property, in terms of research and expertise?
- Summarise the research carried out by the core faculty over the past five years (Please use the attached Table 2 or a similar reporting format to provide this data). The data in this Table should be critically analysed in the Self-Assessment Report.
 - ❖ What strengths and weaknesses emerge from this data?
 - ❖ What have been the significant trends during this five-year period? In what areas has progress been made? In what areas has output declined?
 - ❖ What proportion of the faculty can be considered active in the area of research and intellectual activity?
- Describe the research activities of the non-core faculty to the extent that they contribute to the quality of the School's programmes and to its ability to serve its chosen markets. Clearly specify which of this output is produced by academics that work primarily for another academic institution.
- Describe how the outcomes of research contribute to the quality of learning and programme innovation.
- Describe the ways in which research has contributed to the accumulation of distinctive expertise within the School.
- If applicable, describe how the doctoral programmes contribute to the School's research profile.

b) Development and Innovation

- Describe the School's overall policy for promoting innovation and the mechanisms for determining priorities in this area.
- Explain how the School interprets innovation within the national context.
- Summarise the key achievements in the area of innovation, including the development of new courses, educational materials, and new learning and delivery methods that may or may not be based upon information and communication technologies.
- Describe any current and proposed activities designed to develop new tools for management or to increase the impact of the School in its practitioner markets.

- Describe how the School engages in knowledge development with business and other stakeholders through collaborative enquiry and other methods.

c) International features of R&D

- Summarise the contribution of the research agenda to the international dimension of the School.
- Describe how the School manages its R&D agenda in a way that contributes to global thought leadership.
- Give details of faculty involvement in joint research with schools or colleagues in other countries.
- Describe the contribution of international academic visitors to enhance R&D in the School.
- Identify in Table 2 the data relating to international publications or research activity of the core faculty.

d) Ethics, Responsibility and Sustainability

- Describe how the School integrates ethics, responsibility and sustainability into its research activities.
- Describe how the School integrates ethics, responsibility and sustainability into its development and innovation activities.
- Describe the fundamental principles of research integrity that underpin the research and development work of the School's faculty along with the mechanisms, policies and processes in place to provide assurances over good practices in research and development, publication and dissemination of results, as well as reviewing and evaluating work of another researcher.

e) Connections between R&D and the world of practice

- Describe how the School's overall R&D production can be considered relevant to its practitioner markets.
- Describe R&D activities that are sponsored by companies, policy organisations, not for profit organisations or entrepreneurs.
- Describe R&D (research projects, cases, etc.) initiatives run in collaboration with these groups.
- Is there any direct input into the work of research centres? To what extent do practitioners participate in the creation of research proposals, match funding, support doctoral work in the School or its research centres and groups? Are there any joint research centres?
- List consultancy missions that involve a R&D dimension.

- Are practitioners involved in the research outputs of the School (for example joint articles, reports, seminars, webinars, new taught/online programmes, commercialisations, start-ups, incubators & accelerators)?

Supporting Information and Documents to be provided in the Self-Assessment Report

- Numerical data on output using the format in Table 2 of the EQUIS Standards and Criteria document. Explain on the basis of what criteria research production numbers are placed into a particular category.
- It should be noted that Table 2 is intended as a guide to help schools in reporting the data that EQUIS is looking for. Schools may use their own reporting format provided that it covers the same information.
- A table listing funds received from research grants, commissioned research or company sponsorship over the past five years.

Information and Documents to be provided in the Base Room during the Peer Review

- Materials published during the past year as reported in Table 2 (Articles, Books, Theses, Reports, Case Studies, Educational materials, etc). These can be made available in hard copy or electronically.
- Any written statements regarding research strategy, policy and processes.
- Brochures or other materials describing research centres or institutes.
- Membership of the Research Committee.

Notes

Data on research and publication should only be reported for the core faculty, defined as those members of the faculty for whom the School is the principal employer. The publications of part-time staff from other schools, adjunct faculty, visiting professors, or business practitioners should not be included in Table 2.

It must be underlined, however, that non-core teaching resources can contribute substantially to innovation and development. Their contributions should be described separately.

Key indicators in this chapter are:

- A coherent strategy and policy in the field of research, aligned with the overall strategy of the School.
- Effective processes for implementing the research effort.
- The volume of intellectual production within the School as a whole.

- The quality of the production as measured by its impact: academic recognition, faculty qualification, programme quality, relevance to the School's markets and stakeholders, contribution to management practice, etc.
- The percentage of research active faculty.
- Distinctive expertise in some areas.
- Adequate funding to support the research effort.
- Evidence of a culture of innovation within the School.

Table 1: Research/Publication/Production

	Objectives	Target Audience	Target Production	Target Outlets	Characteristics Key Words
Academic Production	<ul style="list-style-type: none"> • Advance theory • Create new knowledge • Devise new methodologies • Sustain a doctoral programme • Underpin up-to-date and innovative teaching programmes 	<ul style="list-style-type: none"> • Other academics • Graduate students • International market (necessarily in English) 	<ul style="list-style-type: none"> • Articles • Conference presentations • Papers • Research monographs • Scholarly theses 	<ul style="list-style-type: none"> • Scholarly journals • Conferences • Text books • University presses 	<ul style="list-style-type: none"> • Discipline-based • Academic • Scholarly • Refereed • Rigorous
Practice-Oriented Production	<ul style="list-style-type: none"> • Inform practitioners • Educate students • Targeted research for specific companies or organisations • Improve management practice • Understanding of the environment • Updating of course content • Faculty development 	<ul style="list-style-type: none"> • Executive education participants • Companies/organisations • Practitioners • Students • National & International markets 	<ul style="list-style-type: none"> • Books • Studies • Reports • Articles 	<ul style="list-style-type: none"> • Text books • Specialised publications • Practitioner journals 	<ul style="list-style-type: none"> • Relevance • Useful knowledge • Applied practice-oriented • Field work
Pedagogical Development	<ul style="list-style-type: none"> • Create new course materials • Create new programmes • Define new learning methodologies • Create new learning tools 	<ul style="list-style-type: none"> • Students • Programme directors • Other teachers • Executive education directors 	<ul style="list-style-type: none"> • Case studies • Software • Innovative programmes • Online courses 	<ul style="list-style-type: none"> • Case clearing houses • Commercial software outlets 	<ul style="list-style-type: none"> • Transferable • Innovative • Tailor-made • New learning

Table 2: RESEARCH OUTPUT OF THE CORE FACULTY in the last five years

Types of Publication	Total Number of Items in the category for the five-year period	Total Number of contributing core faculty members from within the School. ^{***}	Number of items jointly produced by two or more core faculty members from within the School	Number of items jointly produced in collaboration with other institutions	Research Activity Ratio: Number of items/ Total Number of core faculty members currently in the School
Academic Research Articles					
Practice-oriented Research Articles					
Studies and Reports commissioned by companies and gov't agencies					
Papers in academic conferences					
Papers in professional conferences					
Published Case Studies					
Books (e.g. research monographs)					
Chapters in books					
Textbooks					
Chapters in textbooks					
Articles on Pedagogic Development and Innovation					
Studies and Reports produced as part of an int'l network					
Published Teaching Materials					
Doctoral theses completed - supervised by core faculty					
Other (please describe)					
TOTALS					

*** Only include authors who are core faculty members at the time of production

Note: It should be noted that Table 2 is intended as a guide to help schools in reporting the data that EQUIS is looking for. Schools may use their own reporting format provided that it covers the same information.

Chapter 6: Executive Education

The EQUIS Standard

The School's programme offering in the field of Executive Education, if it exists, should be appropriately integrated into its overall strategy and into its central management systems. Whatever its organisational or legal structure, Executive Education should be seen as central to the strengthening of the School's connections with companies and organisations within the markets that it is serving. It should contribute to the development of the faculty in maintaining relevance in their teaching and research. It should contribute to the improvement of business practice by putting the School's distinctive expertise at the disposal of practising managers.

Introduction

In this chapter EQUIS is primarily concerned with the delivery of short courses and programmes to working professionals in companies and organisations. Some of the longer programmes may lead to the award of a certificate, but this is essentially a non-degree activity within business schools. Some schools choose to include part-time Executive MBAs in their executive education division since these programmes are also aimed at people in work, but they should be presented in Chapter 2 in which degree programmes are described.

It is understood that some schools applying for EQUIS accreditation may not be active in the field of executive education or may only have a marginal presence in this market. A portfolio of executive education programmes is not a formal requirement for EQUIS accreditation. However, to the extent that a school does have a significant offering in this area or considers it to be strategic, its executive education operations will be an integral part of the assessment, based on the criteria set out in this chapter.

The chapter covers the principal areas of the EQUIS framework from the specific perspective of executive education: strategic positioning, the programme portfolio, marketing, services to participants, programme quality, faculty and physical facilities, ethics, responsibility and sustainability. The criteria take into account the fact that the education of working adults is very different from that of full-time students. The faculty require an additional set of skills geared to the expectations of a very demanding audience. Programmes, particularly customised programmes, have to be designed to integrate both the organisational development objectives of the company and the personal development needs of the individual participants. This process requires an ability to understand the company's organisation and strategy and to propose appropriate education solutions to the expressed learning objectives. A strong customer orientation is essential.

Schools active in executive education should explain how this activity is integrated into their overall strategy and into their management systems. From the EQUIS perspective, executive education should be more than just an add-on or a commercial operation. It should be seen as a central, mainstream activity broadening the qualification of the faculty and involving the School meaningfully in the development of

management practice in companies. Executive education should support the relevance of the School's teaching in all its programmes and serve as a platform for its research agenda. It can, therefore, be a major dimension of the interface between the School, the world of practice and society at large.

It is particularly important to describe how the executive education provision is organised, resourced and managed within the School: as a centre, business unit, division or subsidiary.

Note on the potential exclusion of Executive Education:

If a School has Executive Education activities (even of negligible size) it should always describe them in the Self-Assessment Report using the assessment criteria below.

If the School believes that its executive education activities do not currently contribute to its strategic objectives, the School should provide here an explicit argument for the exclusion of these activities from the assessment. The questions below can be used to substantiate its case, for consideration by the Peer Review Team. The Peer Review Team will decide on the basis of this description whether to assess or exclude it from the assessment.

If the EQUIS Committee excluded Executive Education assessment for schools going through an initial accreditation cycle, the School should still summarise the current state of Executive Education activities.

Schools going through a re-accreditation cycle should indicate whether or not there have been significant changes in their Executive Education activities. In the case of a significant change, the School should summarise the state of Executive Education.

The Assessment Criteria

The key areas are:

- a) Positioning within the School
- b) Product Portfolio
- c) Marketing and Sales
- d) Participant Management
- e) Programme Quality and Impact
- f) Faculty
- g) Research and Development
- h) Internationalisation
- i) Ethics, Responsibility and Sustainability

a) Positioning within the School

- Explain how executive education fits into the School's overall strategy.
 - ❖ Can the School show that its executive education contributes to its strategic objectives beyond mere income generation?
 - ❖ How is executive education integrated into management systems?
- Describe the positioning of the executive education provision within the School's organisation chart (Department responsibility or dedicated Centre, Division, Business Unit, Subsidiary, etc).
- Indicate the faculty and staff allocated specifically to the running of this activity.

- Describe the physical facilities available for executive education programme delivery.
 - ❖ Does the School offer a well-designed learning environment with sufficient dedicated facilities to support high quality executive education?

b) Product Portfolio

- Describe the portfolio of programmes and services offered in the area of executive education.
 - ❖ type of programmes: open/customised
 - ❖ residential/non-residential/distance learning/TEL courses
 - ❖ duration: short/long/modular
 - ❖ content (functional, general management, issue-based, skills workshops, action oriented, etc.)
 - In the case of open programmes, how is the range of offerings determined? What process does the School follow to introduce new programmes and remove existing programmes?
 - How often is the programme catalogue renewed?

c) Marketing and Sales

- Evaluate the School's positioning in the national and international market for executive education.
 - ❖ Who are its main competitors?
 - ❖ How strong is its brand image in the area of executive education?
- Describe the composition of the School's customer base for executive education.
 - ❖ nature of companies (market sector, size, etc.)
 - ❖ level of managers (senior executives/ middle managers/ specialists, technical staff and lower-level managers)
 - ❖ local/national/international
 - How extensive is the School's experience in dealing with senior executives?
 - Is the existing provision clearly focused on an understanding of market needs? How are needs identified?
 - What are the criteria for accepting or refusing a contract with a company?
- Describe the School's approach to customer relationship management.
 - ❖ Does the School have a strong customer service orientation in all aspects of its work?
 - ❖ How well qualified are the business development and sales staff?
- Describe the School's marketing and sales policy for its executive education activities.
 - ❖ To what extent are faculty members involved in the sales of the School's programmes?
 - ❖ How rapidly can the School respond to a request for a customised programme?

- ❖ Does the Executive Education organisation have a pricing policy that is consistent with its market positioning and strategic intent?
- Explain how the School distinguishes between customers as organisations and customers as individual participants in its programmes.
 - ❖ Is the School able to articulate the role of organisational development in its programmes?

d) Participant Management

- Describe the School's processes for selecting and managing the participants in its programmes.
 - ❖ What steps does the School take to ensure a close fit between participants and the aims of individual programmes?
 - ❖ Is the School selective regarding the participants it admits to its open and customised programmes? Does it cooperate with its customers in the selection and nomination process?
 - ❖ How do staff deal with the sometimes conflicting demands made by companies and the individuals involved in programmes?
- Describe the support processes for participants before, during and after training.
 - ❖ Does the School provide a comprehensive and integrated package of support for its customers?
 - ❖ How do staff deal with customer complaints and service issues?
- Describe the processes for the longer term personal development of executive education participants.
 - ❖ What provision is there for coaching, lifelong learning and networking?
 - ❖ How does the School personalise the learning process for individuals?
 - ❖ Is the adult learning process clearly understood?

e) Programme Quality and Impact

- Describe the design process for open programmes.
- Describe the design process for customised programmes.
 - ❖ Does the School have faculty and staff skilled in the task of negotiating customised programmes?
 - ❖ How are customer requirements diagnosed prior to designing customised programmes (needs analysis)?
 - ❖ How do staff proceed from the needs analysis to the programme design stage? Is the faculty involved in this process?
- Describe the School's key areas of expertise in the area of executive education.
- Describe the delivery methods used in the School's executive education programmes.
 - ❖ What is the role and impact of technology in the provision of executive education? Does the School provide adequate computer facilities?
 - ❖ Does the School make use of electronic networking facilities and distance learning techniques in the delivery of its programmes?

- ❖ What level of innovation in delivery is actually taking place?
- Describe specific TEL activities, if any, offered to the School's partners in business and management.
 - ❖ Blended learning programmes
 - ❖ Virtual learning environments
 - ❖ Social networking
 - ❖ Other forms of e-learning
- Describe the School's approach to the management of quality in its executive education activities and the associated processes for monitoring, evaluating and reviewing programmes.
 - ❖ What processes are in place for the regular evaluation of programmes and the longer-term review of programmes?
 - ❖ Does the School have a keen eye for detail when it comes to the total image presented to customers? Do they pay attention to all the accessories and important details that can affect a programme's image (e.g. supporting materials, pens, wallets etc)?
- Explain how the School measures the impact of its programmes on:
 - ❖ Individual participants
 - ❖ The participants' companies

f) Faculty

- Describe the faculty resources available for deployment in executive education programmes (core faculty, adjunct faculty, part-time faculty, visiting faculty, etc.).
 - ❖ What proportion of the core faculty is significantly involved in executive education?
 - ❖ Does the faculty as a whole have a clear understanding of the strategic role of executive education within the School's range of activities?
- Evaluate the sufficiency of the current faculty resources, both in number and profile to meet the requirements of executive education provision.
 - ❖ What proportion of the faculty has relevant professional and commercial experience? What limits to growth are set by the current composition of the faculty and its range of expertise?
- Describe the School's process for managing faculty deployment in executive education.
 - ❖ How is executive education integrated into faculty workloads? Is this activity considered on-load or off-load?
 - ❖ Is extra remuneration offered as an incentive to engage in executive education?
 - ❖ Where the School relies on the support of a high proportion of external practitioners, how is teamwork and a shared culture promoted in this 'virtual' faculty?
- Explain the processes for evaluating the contribution of individual faculty involved in executive education.

g) Research and Development

- Describe the School's approach towards research, development and innovation relating to executive education.
 - ❖ How is the School's research capability transferred into its executive education offerings?
 - ❖ How do the School's executive education activities support its research agenda and improve the relevance of its research production?
 - ❖ How rapidly is the School able to transform basic knowledge into applied knowledge for the benefit of its customers?
 - ❖ How open are faculty to the application of new ideas and frameworks to their work? How is this reflected in its programmes?
 - ❖ What are the key areas of innovation?

h) Internationalisation

- Describe the international outreach of the School's executive education activity.
 - ❖ Does the School market its programmes beyond its borders?
 - ❖ How many international clients does it have?
 - ❖ Do language skills and international experience figure among the criteria for acceptance onto international programmes?
 - ❖ What percentage of the core faculty is competent to work with an international audience?

i) Ethics, Responsibility and Sustainability

- Describe how the School integrates ethics, responsibility and sustainability into its executive education activities.
 - ❖ Are there activities that specifically address questions of ethics, responsibility and sustainability? Describe their orientation and content.
 - ❖ How does the School measure the impact of its activities in the area of ethics, responsibility and sustainability?

Supporting Information and Documents to be provided in the Self-Assessment Report

- Budgetary information with the breakdown of revenues by open and customised programmes for the past three years.
- Data concerning the number and type of programmes offered, the number of participants, the number of training days, etc. This information should be presented in the form of a table for the past three years.
- A list of the School's key clients in the field of executive education in the past three years.

- A list of academic and non-academic partners with an indication of the type of cooperation (course or programme delivery, TEL provision, skills development, etc.)

Information and Documents to be provided in the Base Room during the Peer Review

- Documents on Executive Education strategy, policy and processes.
- Brochures describing the various programmes on offer.
- The Catalogue of public, open courses offered.
- Examples of customised programme syllabi.
- Examples of course material delivered to participants, either electronically or in hard copy.

Notes

- EQUIS has chosen to use the term “executive education” to describe this segment of a business school’s programme portfolio, but it is understood that many other terms may be used: management development, executive development, continuing education and so on.

Chapter 7: Resources and Administration

The EQUIS Standard

The School should be able to demonstrate financial viability and institutional continuity, with physical resources and facilities to provide a high quality learning environment and with sufficient high quality administrative staff and processes to support the School's range of activities.

Introduction

The purpose of this Chapter is to evaluate the adequacy of the School's physical and financial resources together with the associated management systems and staff.

The physical facilities should provide an adequate learning environment for the students and participants in the School's various programmes. The EQUIS assessment of adequacy will take into account the fact that the requirements for undergraduate students are very different from those for an MBA cohort or for executive education participants. The basic principle is that the physical facilities in terms of auditoriums, classrooms, breakout rooms, social space, etc. should be sufficient to support the particular pedagogical approach in each programme. It is usually the case that MBA programmes and executive education activities will require dedicated facilities.

The School should be adequately equipped with documentation services providing access to books, periodicals and electronic databases backed up by the appropriate information systems. It is expected that the School will have installed a computer based Intranet platform for technology-enhanced learning and internal and external communication and will provide a help service for students and faculty.

Appropriate office space and research facilities should be provided for the faculty in support of their various roles within the School.

In the context of this Chapter, EQUIS will also review the sufficiency of the School's financial performance and the supporting budgetary and financial management systems. An essential criterion here is the financial viability of the School and the adequacy of its resources in line with its strategic ambitions. In this context, the School should also demonstrate that its management accounting and reporting processes contribute to operational effectiveness by providing transparent information about revenues, costs and contribution of each programme or activity.

Viable business school operations require that financial as well as non-financial risks be adequately managed. The School should explain how it organises its risk management function and should further describe how it identifies, assesses and mitigates risks.

Another area that falls within the scope of this Chapter is the overall sufficiency and quality of the School's administrative services and staff. This will include its ability to market its activities.

Finally, the School should describe how it integrates ethics, responsibility and sustainability into its infrastructure planning and management, its operations, administration and staff training and development.

The Assessment Criteria

The key areas are:

- a) Physical Facilities and the Learning Environment
- b) Financial Performance
- c) Financial Management
- d) Risk Management
- e) Information and Documentation Facilities
- f) Computing Facilities
- g) Marketing and Public Relations
- h) Administrative Services and Staff
- i) Ethics, Responsibility and Sustainability
- j) Connections with Practice

a) Physical Facilities and the Learning Environment

- Provide a summary of premises, including the identification of any premises shared with other parts of the host Institution (if appropriate).
- Describe the educational facilities: auditoriums, classrooms, breakout rooms, individual work stations, social areas for students.
 - ❖ Are these facilities adequately equipped with educational support material: computer access, projectors, microphone systems, etc.?
 - ❖ How are these facilities shared between the different programmes?
- Evaluate the overall adequacy of the above facilities to meet the demands of the School's portfolio of activities.
 - ❖ What shortfalls in physical resources are foreseen in response to the School's future strategy? What steps are being taken to address these?
- How is the potential contribution of facilities to the personal experience and development of students evaluated?

b) Financial Performance

- Describe the School's financial performance for the past five years as well as the financial plan for the next three years (including the current budgeting year). The information should be sufficiently disaggregated so that the impact of the School's key activities on financial outcomes and projections can be understood.

- ❖ Present a summary of the consolidated income statement and consolidated cash flow statement for the School (if available) for the past five years as well as projections for the next three years.
 - ❖ Present a summary of the School's financial assets and liabilities for the past five years as well as projections for the next three years (if applicable).
 - ❖ Are any agreements (e.g. endowments, debts) in place which may affect the availability of financial resources.
 - ❖ Present corresponding data for the parent institution if its financial performance may significantly impact the School's financial viability during the next three years.
- Describe the School's investment plan for the next three years (including the current budgeting year).
 - ❖ What are the School's main investment activities and how are they aligned with its strategic plan?
 - ❖ Summarise the projected funding needs as well as the targeted funding resources.
 - Describe the other key assumptions underpinning the School's financial plan for the next three years.
 - Describe to what extent the School is able to cope with financial performance shortfalls (e.g. liquidity reserves, funding commitment by parent institution).

c) Financial Management

- Describe the School's financial autonomy.
 - ❖ What types of autonomy does the School have with respect to the use of funds?
 - ❖ What autonomy does the School have for generating additional sources of funding? How are they currently utilised?
 - ❖ What are the rules and regulations limiting the School's financial autonomy?
- Describe the financial budgeting process applied by the School.
 - ❖ Explain the process of compiling the annual budget as well as its approval
 - ❖ How does the School monitor its budget and how does it manage budget overruns?
 - ❖ How does the School ensure that the budget is internally consistent between revenue and cost projections?
 - ❖ How is the budgeting system linked to the School's strategic plan?
 - ❖ How is the School's budget integrated into the budgeting system of the wider university or parent institution (if applicable)?
- Describe the School's internal financial control and reporting systems.
 - ❖ What key performance indicators does the School use to track financial performance? Present appropriate evidence for the past five years as well as projections for the next three years (including the current year).
 - ❖ How is financial performance reported to the School's stakeholders?
 - ❖ How much budgetary responsibility is devolved to the School's sub-units (e.g. programme management teams, departments)?

d) Risk Management

- Describe how the School's risk management is organised and how it is integrated into internal as well as external governance.
 - ❖ What is the risk management system? Who is responsible and to whom do they report?
- Describe the process of risk management applied by the School.
 - ❖ How does the School identify and assess risk?
 - ❖ What are the principal financial and non-financial risks facing the School? What is their potential impact on academic and financial performance?
 - ❖ How does the School mitigate risk?

e) Information and Documentation Facilities

- Describe the documentation services provided on site (documentation centre, library, databases, research facilities, etc.).
- Identify any special relationships with external libraries (including that of the parent institution/university) and research Institutions.
 - ❖ Are the library and research facilities adequate and are participants provided with adequate access outside normal working hours?
 - ❖ What special provision demanded by the international dimension of the School's activities is provided by the library and research facilities? What are the requirements for the future?
 - ❖ How does the School evaluate the support provided to individuals by these facilities? What evidence is there that student feedback has been used to develop facilities for the benefit of individuals?
- Describe the contribution of the documentation services to the internationalisation of the School (books and periodicals in other languages, international databases, etc.).

f) Computing Facilities

- Describe the facilities available: hardware, software, intranet, learning management systems, open-access computer rooms, help services, etc.
 - ❖ Are the computing facilities (on campus, outsourced or virtual) adequate and are participants provided with adequate access outside normal working hours?
 - ❖ What is the contribution of computing facilities and associated software to individual programme objectives? What specific knowledge, skills and qualities are developed through the use of information technology and how do these match programme objectives?
 - ❖ What learning management systems are available and how are they used by faculty members in programme delivery?

g) Marketing and Public Relations

- Describe the organisation for the marketing and promotion of the School's activities.
- Explain the nature of the Marketing and PR strategy and operations.
 - ❖ How are Marketing and PR operations staffed and financed?
 - ❖ How are the Marketing and PR resources allocated to different aspects of the School's activities?
 - ❖ What communication channels are used?
 - ❖ How is the effectiveness of Marketing and PR evaluated? With what result?

h) Administrative Services and Staff

- Describe the organisation of the support services (finance and accounting, human resource management, buildings and grounds, documentation centre, computer service, etc.).
 - ❖ Does the School have an HR strategy and accompanying policies for all staff?
 - ❖ Does the School have sufficient staff to provide adequate service to participants and customers?
 - ❖ How is the effectiveness of general support and administration facilities evaluated? What improvements to the quality of support have been achieved or are proposed in the near future?

i) Ethics, Responsibility and Sustainability

- Describe how the School integrates ethics, responsibility and sustainability into its infrastructure planning and management (e.g. waste management, energy management).
- Describe how the School integrates ethics, responsibility and sustainability into its operations (e.g. purchasing, transportation).
- Describe how the School integrates ethics, responsibility and sustainability into its administration (e.g. general HR policies, workforce diversity).
- Describe how the School integrates ethics, responsibility and sustainability into staff training and development.

j) Connections with Practice

- Describe the nature and extent of staff (academic and professional) that support the School's strategy for engagement with practice; what have been changes since the last PRV, or, in the case of an initial accreditation, in the last 3 years?
- Describe the extent and nature of non-staff expenditure that support the School's strategy for engagement with practice; what have been the changes since the last PRV, or, in the case of an initial accreditation, in the last 3 years?

Supporting Information and Documents to be provided in the Self-Assessment Report

- The School's financial accounts (income statements, statement of financial assets and liabilities) for the last five years broken down by main activity area, as well as the financial plan for the next three years. Financial data should be expressed in Euro (please provide the currency rate used for conversion from local currency).
- Marketing strategy/plan

Information and Documents to be provided in the Base Room during the Peer Review

- Information distributed to students explaining the documentation facilities and services available (in the language of the country or in English)
- HR strategy and policies (e.g. Staff Handbook, New Employees' Induction Pack)
- The School's risk management guidelines (if available)

Notes

- Confidentiality regarding financial information

The Peer Reviewers are informed that all information to which they have access in the documents provided by the School is confidential and must not be revealed to anyone external to the assessment process. The School is free, however, to withhold information that it considers strategic. In this case, it is expected that a verbal response to key questions will be provided.

Chapter 8: Internationalisation

The EQUIS Standard

The School should have a clearly articulated strategy and policies for internationalisation. It should demonstrate its commitment to educating and preparing students and participants for management in an international environment. This should be underpinned by active collaboration with international partner institutions in fields such as student exchanges, joint programmes, research activity and connections with practice. The School should be able to attract students and faculty from other countries and with professional and study experience of other countries. It should carry out and disseminate research of international relevance and scope.

Introduction

Alongside connections with practice and ethics, responsibility and sustainability, the international dimension of a school is one of the overarching transversal dimensions in the EQUIS framework. The challenge here is to describe exactly what is meant by the term "internationalisation" and to indicate how best to assess it. This chapter requires the School to synthesise the international aspects that are presented in each part of the framework. It is important to explain the School's strategy and policies as regards internationalisation, as well as the processes and resources available for the implementation of the strategy.

EQUIS has been designed as an international accreditation system, recognising schools and university faculties that are more than just high standard national institutions. It is expected that they will have qualities that make them credible in a wider international market. This supposes that they can attract students and faculty from other countries, deliver programmes up to internationally accepted standards, effectively prepare their graduates for international management and maintain connections with academia and practice outside their home country. In all cases, it is expected that schools can demonstrate a sufficient degree of internationalisation as measured through a broad series of indicators that are listed below.

Internationalisation is often interpreted as being reflected in the nationality mix of students and faculty, together with advisory board members, partner schools and recruiting organisations. While this cultural diversity of a school's community, as measured by nationality, is important, a deeper understanding of internationalisation can result from an assessment of how a school has adapted its education and research to an increasingly global managerial world. Research that explores international challenges, education that incorporates an international curriculum and exposure that encourages international mobility and employment, all provide further evidence of the degree of internationalisation. In the same broader context, other more recent developments such as the growth of joint programmes, increasing collaboration and partnerships, and the emergence of mergers and other forms of restructuring, many of which take place across international boundaries, all need to be taken into account.

In assessing this crucial area, it is important to make a number of distinctions. EQUIS recognises that internationalisation can take many forms and that the degree of internationalisation will vary considerably across a broad spectrum of activities. It is not expected that all schools will resemble those few institutions that act independently of any particular national culture and that have a student and faculty mix in which no one nationality dominates. Most schools have their roots in the mainstream of their national system of higher education. The challenge for them is to introduce a culture of internationalisation into their own national culture, without repudiating the latter.

A further point is that schools pursue very different strategic objectives in the area of internationalisation. In some cases, the aim is to position the School's programmes in the international market rather than the national market. In most cases, this has only been a feasible objective in the case of the MBA and other postgraduate programmes. There is now also room for pre-experience Master programmes aimed at the international mobility market. Programmes of this type have to be specifically designed for an international group of students and require a very different marketing effort. In the case of schools in non-English-speaking countries, this often means that the programmes have to be offered in English. In all cases, a different faculty profile will be required and the administrative staff must be able to adapt to the intercultural challenge.

For many schools, the main objective in the Bachelor and pre-experience Master programmes is to ensure that the knowledge and skills imparted by their programmes are in line with the realities of management in an internationally inter-dependent world. Programme content must be designed from this perspective. Giving home students international exposure is usually achieved by study abroad opportunities and by internationalising the classroom through the influx of visiting exchange students. However, the programmes are positioned to recruit students primarily on the national market, in which the degree of internationalisation can be a competitive advantage. The threshold requirement for EQUIS accreditation is that a school must offer programmes that provide an internationally oriented education with sufficient outreach beyond its own borders.

Some schools pursue quite different strategic objectives by setting up operations abroad. These may be in the form of wholly owned satellite campuses on which a school offers its degree programmes, joint ventures with an international partner to offer its degrees, or franchising of the degrees to a quality independent provider. The objective may in some cases be primarily commercial, but these operations can also play a strategic role in internationalising a school by opening up new markets in strategic regions and by giving faculty the opportunity to teach and to manage projects in distant places. However, schools should be aware that there are risks in this type of international development. It is very hard to maintain quality standards at a distance and a school may jeopardise its reputation in the long run. Furthermore, these activities can distract a school and its faculty from internationalising its core operations in its home base.

It is expected that a school's faculty members will have an overall profile that qualifies them to operate adequately in the international arena. This is not measured only by the nationality mix of the faculty, but also by the international qualifications and experience of the faculty members, by their intercultural and linguistic skills, and by

their demonstrated ability to teach international audiences. The faculty's ability to engage in research with an international impact will also be significant.

Furthermore, a school should be able to maintain connections with the world of practice beyond the frontiers of its home environment. These can take many forms, including student recruitment channels, research partnerships, internship destinations, executive education provision, alumni relations, sources of funding, etc.

The Assessment Criteria

- Describe the School's international strategy and policies.
- Summarise the evidence that the international dimension is reflected in the School's mission, governance, strategy and current operations.
 - ❖ How does the School integrate the international dimension within the normal structures and processes governing the activities of the School?
 - ❖ How does TEL provision, if any, contribute to the internationalisation of the School?
 - ❖ What are the key processes used to manage the School's international policy and relationships?
 - ❖ What are the resources specifically allocated to the management of the School's international activities? Does the School have an adequately resourced international office?
 - ❖ How is the School positioned on the international market? How competitive are its programmes outside its home market?
- Describe the current level of internationalisation as reflected in the profile of the faculty, the student body and the alumni.
 - ❖ To what extent has the School internationalised the classroom on its home campus as measured by the intercultural mix of students and the international perspective in its programmes?
 - ❖ How do TEL courses, if any, impart an international experience to participants?
 - ❖ How does the School support and manage its Alumni internationally?
- Summarise the School's international activities outside its home country (exchange students abroad, faculty mobility, joint programmes, off-campus operations, etc.).
- How can TEL contribute to the international integration of programme delivery in the context of collaborative provision? Does the School offer TEL courses provided by or to other institutions?
- Describe the School's network of international academic relations.
 - ❖ Which of these can be considered high quality strategic partnerships?
 - ❖ How are international alliances and partnerships established? What are the criteria for the selection of organisations targeted for special relationships?
- Describe the School's connections to the international world of practice.
 - ❖ Describe the extent of internationalisation of connections with practice.

- ❖ Does the School explicitly address connections and engagement with the world of practice that are based outside the primary geographic location of the School?
- ❖ Does the School engage in executive education with clients outside its home country and with international clients headquartered domestically?
- ❖ To what extent are its graduates recruited by international organisations to work outside the School's home country?
- List key relationships with international organisations.
 - ❖ How does the School use membership of international organisations to support its own quality improvement processes? What commitment is given by Deans and Directors to involvement with international associations?
- Describe the international dimension in the School's research and development activity. As appropriate, cross-reference to Chapter 5 on Research and Development.
- Describe and evaluate the key changes in the international operation of the School that have occurred in the past 5 years.

Supporting Information and Documents to be provided in the Self-Assessment Report

- List of international academic or non-academic partners showing the nature of relationship (e.g. student exchanges, research collaboration, joint programmes, course or programme delivery, etc.).
- The Chapter on Internationalisation should include cross-references to statistical tables included in other chapters, notably as regards students, faculty and research.

Information and Documents to be provided in the Base Room during the Peer Review

- International strategy and policy documents
- Documents relating to provision abroad and multi-campus operations

Notes

In preparing this Chapter, schools will find it helpful to refer to the documents entitled "EFMD Quality Services: Guidelines for Defining the International Dimension of Higher Education Institutions in Management and Business Administration" (see Annex G of the EFMD Guidelines & Position Papers: Supporting Material for the EQUIS & EPAS Accreditation Systems).

Key Indicators

- Internationalisation of the student body
Evidence of this can include:

- The recruitment of students from and with experience of other countries.
- The existence of exchange programmes to provide a two-way flow of students.
- A concern for intercultural exchange in the classroom.
- The provision of internships or project work across borders.
- The international placement of graduates.
- The language ability of graduates.

■ Internationalisation of the faculty

Evidence of this can include:

- The recruitment of non-nationals to the faculty.
- The international qualifications and professional experience of faculty.
- The ability of faculty to teach in English.
- The foreign language skills of faculty.
- The involvement of international visiting professors.
- The opportunities for faculty to serve as visiting professors abroad.
- The involvement of faculty in international networks.
- Participation in international conferences.
- Research and publication of an international nature.

■ Internationalisation of programmes

Evidence of this can include:

- Teaching which focuses on global business environments.
- International case studies and learning materials.
- Courses taught in English in non-English speaking countries.
- An international perspective in all the main functional areas.
- Courses jointly designed and taught with partner schools abroad.
- Internships and study abroad as an integral part of programmes.

Further Guidance on Assessing Internationalisation

Understanding and assessing internationalisation is a complex and multi-faceted process. In order to assist academic leaders and peer reviewers alike in assessing the degree of internationalisation of a school, EQUIS has developed a model (see the diagram at the end of this chapter) which encourages thinking beyond nationality mix to incorporate the wider range of international measures as outlined above. These are grouped into four categories:

- **Policy** issues influencing the whole School
- **Content** aspects of the learning and development process
- **Context** issues resulting from the experience of the various stakeholders
- And elements of the wider **Network** to which the School belongs

Each category encompasses three dimensions (all drawn from the EQUIS Quality Profile) which when assessed on a simple low/medium/high scale will produce an overall profile of the extent of internationalisation of a school, together with its relative strengths and areas for further development.

Policy

1. **Strategy** – does the School have a well-defined strategy for internationalisation?
2. **Recognition/Reputation** – what is the competitiveness and recognition of the School in international markets?
3. **Governance/Advisory Board** – is there an international dimension in the School's governance system?

Content

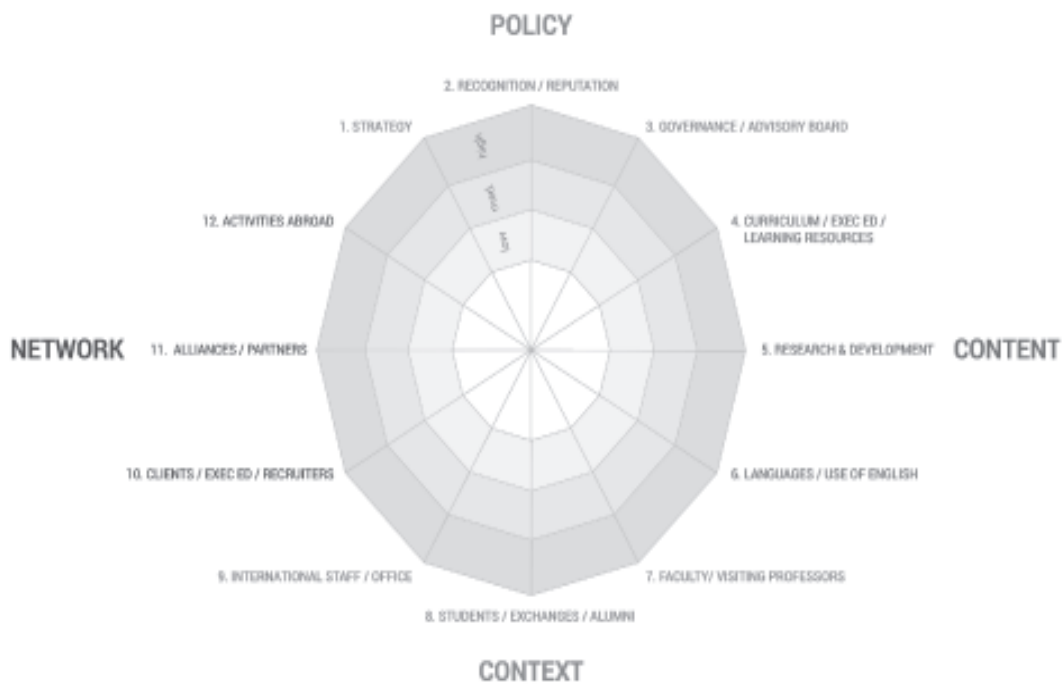
4. **Curriculum/Exec Ed/Learning Resources** – what are the international perspectives, content and resources of the School's degree and executive education programmes?
5. **Research & Development** – what is the international scope and recognition of the School's R&D?
6. **Languages/Use of English** – are courses available in different languages, with English widely used for teaching, learning and publication?

Context

7. **Faculty/Visiting Professors** – what is the intercultural mix of core, adjunct and visiting faculty?
8. **Students/Exchanges/Alumni** – what is the intercultural mix of degree-seeking and exchange students, and of alumni?
9. **International Staff/Office** – is there an international office resourced by an intercultural mix of staff?

Network

10. **Clients/Exec Ed/Recruiters** – does the School have international connections with practice beyond domestic branches of foreign multinationals, and including international companies with domestic headquarters?
11. **Alliances/Partners** – what is the quality of the School's international academic partners, strategic alliances and professional networks?
12. **Activities Abroad** – what is the School's level and quality of internationalisation outside its home country, such as campuses abroad, joint programmes and franchised provisioning (where applicable)?



Note

A school should feel free to incorporate a completed version of this model in its Self-Assessment Report or to use the model simply to assist in determining and assessing the information which it wishes to include within Chapter 8: Internationalisation.

Chapter 9: Ethics, Responsibility and Sustainability

The EQUIS Standard

The School should have a clear understanding of its role as a “globally responsible citizen” and its contribution to ethics and sustainability. This understanding should be reflected in the School’s mission, strategy and activities. There should be evidence that the School’s contribution is reflected in its regular activities, covering education, research, interactions with businesses and managers, community outreach and its own operations.

Introduction

The purpose of this section is to assess the School’s role as an ethical and globally responsible citizen and its contribution to sustainability.

Ethics refer to the School’s behaviour that should be based on the values of honesty, equity and integrity. These values imply a concern for people, society and the environment and the commitment to encourage and promote ethical behaviour of its faculty, staff and students by identifying, stating and applying standards of ethical behaviour in the School’s decisions and activities.

The essential characteristic of **responsibility** is the willingness to incorporate broader social and environmental considerations into its decision-making and to be accountable for the impacts of its decisions and activities on society and the environment. Responsibility is closely linked to sustainability.

Sustainability is about the social, environmental and economic challenges and the School’s related goals. It refers to issues such as sustainable resource use, sustainable consumption and developing a sustainable society and an economy.

This implies that responsible and ethical behaviour should be an integral part of the School’s values and strategy and should be reflected in its regular activities. In particular, it should act as a catalyst for the development of business communities, as a forum for debate, and as a source of dissemination of new ideas and solutions. The School should be actively engaged in promoting business ideas and solutions to sustainability challenges. This implies that faculty, staff and students are encouraged and supported to participate in these activities as an integral part of their professional engagement.

An important dimension within this chapter is the attention paid to the issue of responsibility and sustainability in the business world, as a matter of both policy and practice. The concern for responsibility and sustainability will be evidenced not only in the School’s approach to management education, but also in its research, its public outreach and its own behaviour. Evidence of this commitment to responsible and sustainable business practice is requested in other chapters, but should be summarised in this section of the report.

The Assessment Criteria

- Describe the School's strategy for ethics, responsibility and sustainability.
- Summarize the evidence that ethics, responsibility and sustainability are reflected in the School's mission, governance, strategy and current operations.
- List the School's formal commitments to ethics, responsibility and sustainability
- Provide a short summary describing the School's integration of ethics, responsibility and sustainability into its educational offerings. As appropriate, cross-reference to other chapters of the report.
- Describe how the School protects the academic integrity of its TEL offerings.
- Provide a short summary describing the School's integration of ethics, responsibility and sustainability into its research and development activities. As appropriate, cross-reference to other chapters of the report.
- Describe the School's overall contribution to the local and global communities in the area of ethics, responsibility and sustainability and its role in serving as a catalyst for fostering the responsible and sustainable development of business and society.
 - ❖ How does the School integrate ethics, responsibility and sustainability into its contributions to the business community and the wider society?
 - ❖ What services does the School provide concerning ethics, responsibility and sustainability to the management profession?
 - ❖ How does the School integrate ethics, responsibility and sustainability into its contributions to the academic community?
 - ❖ What is the School's policy for faculty and staff involvement in ethics, responsibility and sustainability?
 - ❖ How does the School integrate ethics, responsibility and sustainability into its communications?
- Describe the nature and extent of organisations' contribution to the School's ERS priorities. As appropriate cross-reference to the criteria in Chapter 10, with respect to community outreach and public engagement.
 - ❖ What role do connections and engagement with the world of practice play in the ERS agenda of the School?
 - ❖ To what extent does the School engage with ERS-related policy and practitioner bodies to support and progress its ERS agenda?
- Evaluate the key changes in the School's activities regarding ethics, responsibility and sustainability that have occurred in the past 5 years.
- Describe the role of the School in community outreach and public service.

- ❖ What is the School's strategy on the development and management of community relations and public engagement?
 - ❖ How does the School manage and coordinate community relations and public engagement activities?
 - ❖ What is the School's policy towards faculty and staff involvement in these activities?
 - ❖ How does the School monitor, evaluate and communicate its community outreach and public engagement activities?
- Summarise the School's overall contribution to the local, national and international environment, its role in developing the community and in acting as a catalyst for debate and dissemination of knowledge.

Supporting Information and Documents to be provided in the Self-Assessment Report

- Brief description of policies and projects in these areas
- Brief description of student-led projects in these areas
- Approaches to the assessment of ethics, responsibility and sustainability
- Examples of community outreach and public service activities

Information and Documents to be provided in the Base Room during the Peer Review

- Representative selection of educational materials (syllabi, teaching materials, assessments, etc.)
- Representative selection of research outcomes (published articles, research project reports, etc.)
- Copies of School policies and reports relating to ethics, responsibility and sustainability
- Minutes of committee meetings dealing with ethics, responsibility and sustainability issues

Chapter 10: Connections with Practice

The EQUIS Standard

The School should have a clearly articulated strategy and policy with regard to how it engages with and encourages impact from, and on, a range of stakeholders. These may include an appropriate mix from among the following: entrepreneurs, government, third sector, alumni, SMEs, larger corporations, trade unions, associations and policy-making or influencing bodies. The flows of influence are two-way: from stakeholders to the School and from the School to the stakeholders.

The Strategy should articulate the following:

- *How the School's work and activities develop student understanding of the practice and impact of business and management through interaction with a range of organisational and societal stakeholders*
- *How the School's work and activities impact organisational and societal stakeholders*
- *The ways in which the world of practice impacts on the School's academic activities, in both education and research*
- *The developments in work and activities that deliver engagement, connectivity and impact and future strategy to enhance these further*
- *The role of connections with practice in the School's efforts to internationalise and take forward its ERS agenda.*

Introduction

The EQUIS approach foregrounds the importance of intellectually rigorous education, robust development of practical insight and skills and a School-wide commitment to engaging with commercial and social stakeholders such that the School, its staff and students, wider stakeholder groups and society are all positively influenced in a two-way process. Schools have a responsibility to ensure the professional relevance of their programmes in those areas where the School seeks to have an impact, whether that is the international corporate environment, the entrepreneurial eco-system where it is embedded, the third sector or government and public sector organisations. This can only be achieved if there is an interface between the School and the organisations, companies and professions in which its graduates will subsequently work.

As a 'transversal' element of the EQUIS system, along with internationalisation, and ERS, connections with practice are not only to be described in one separate chapter. It is important that throughout previous chapters, there is some integrated discussion of the way in which connectivity and engagement impacts on the School and its work, in addition to how the School's work impacts on its chosen connections. In each of the chapters in this document, items relating to these connections are included in the assessment criteria. The purpose of this chapter, therefore, is to place these different perspectives (programmes, students, research etc.) into an organised, systematic

consideration of how the School is connected to and engaged in the world of practice and to what effect.

Central to this systematic consideration will be an explicit strategy and policies for designing and delivering connections with practice and that the realms of this connectivity are strategically important for the School's vision and mission. The strategy will then be evidenced in systematic processes to manage connections and engagement, supported by the necessary resources to facilitate strategy implementation. Such processes include overall strategy development for the School, the governance system, articulation of programme outcomes, internship and placement activities, faculty profile, research agenda and, where appropriate, executive education. Although involvement in executive education is not a requirement for accreditation, the existence of strong institutional connections with the relevant worlds of practice for the School is considered essential.

Reflecting the commitment by EQUIS to diversity, the criteria take into account the considerable variation that exists among business Schools. It is acknowledged that public university faculties of management do not necessarily define their mission as being to serve a business constituency whilst a non-university School delivering postgraduate and executive education will tend to emphasise business sectors as primary target markets, with variable focus on international and national corporates, SMEs, the third sector, entrepreneurs and start-ups. Whatever the particular emphasis and context, in all cases, a structured and effective relationship with the world of practice is seen as a necessary service to students individually and to society collectively. An adequate balance between academic quality and managerial relevance is one of the fundamental principles of EQUIS.

The Assessment Criteria

- Describe the School's strategy and policies regarding the connections and engagement with and impact on the world of practice.
- Define the major emphasis of this strategy in terms of sectors appropriate for the School, for example, corporates, SMEs, entrepreneurs, the third sector, professional, public and policy or government bodies.
- Do the overall strategic objectives make explicit reference to outcomes in these sectors?
- Describe the key processes used to manage the School's relationships with its primary strategic connections.
- How are the processes supported, for example, does the School have an 'external relations' office or department?
- How does the School ensure that its connections and engagement deliver into its programmes? Does the School ensure input from its connections into programme content, structure or delivery (for example through people or TEL activities)?

- How do students interact with the School's connections? Describe how this is organised and managed.
- How do faculty interact with the School's connections? Describe how this is organised and managed.
- What is the relationship between research, development and the School's connections and engagement activity? Summarise how research output has an impact on the world of practice and how research agendas are influenced by the School's connections and engagement. Is there any output (articles, joint programmes, start-ups) that have resulted from such joint work?
- Summarise the flow of funding from the world of practice in the investment and operational budgets.
- Describe the extent and nature of engagement with the major connections in the School.
- To what extent does the School enter into partnership with targeted companies and organisations?
- Summarise the international features of the School's engagement with the world of practice.
- Evaluate the key changes in the engagement activities of the School that have occurred in the past 5 years.

Supporting Information and Documents to be provided in the Self-Assessment Report

- List of the School's principal partners indicating the nature of their relationships (the information must be presented in a sufficiently detailed form so that the strength and quality of engagement and interactions can be evaluated).
- Provide details of funding from connections when applicable.

Information and Documents to be provided in the Base Room during the Peer Review

- Strategy and policy documents relating to the School's connections with practice.
- Evidence, if appropriate of outputs from the School's work with its major connections.

Further Information and Contacts

If you have any questions concerning the EQUIS Standards and Criteria, or would like to receive more information about the EQUIS accreditation system in general, please consult the EFMD website where all documentation is available to download:

<https://efmdglobal.org/accreditations/business-schools/equis/>

Alternatively you can contact the EFMD Quality Services Office:

equis@efmdglobal.org



EFMD PROGRAMME ACCREDITATION SYSTEM



EPAS STANDARDS & CRITERIA

Document Version 2019¹

We will ensure the confidentiality of data provided to EFMD and processed in the framework of the EPAS accreditation system. In comparative benchmarking tools, the School's data is only reported in aggregate, such that no individual school's data is identifiable.

Learn more about our privacy policy at <https://efmdglobal.org/privacy-policy/>.

¹ The EPAS documents are revised periodically and it is the responsibility of the Institution to always use the latest version of the documents. Older versions of the EPAS documents are only an acceptable reference with the prior approval from the EPAS Office. The EPAS documents are updated annually at the beginning of each calendar year.

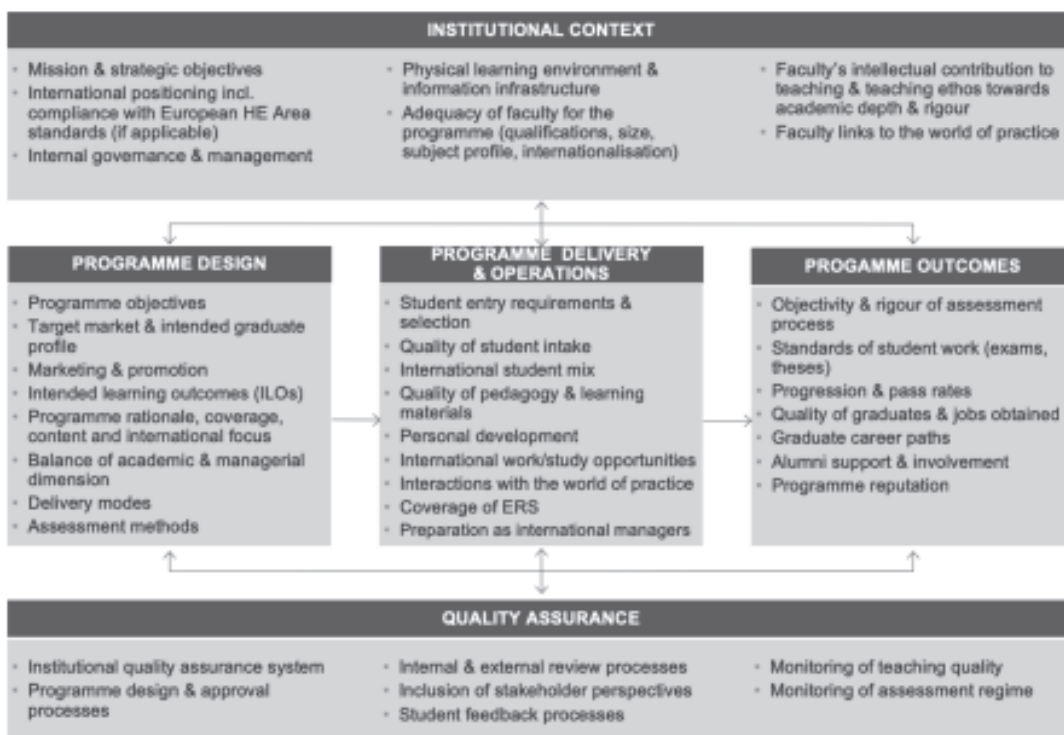
LIST OF ACRONYMS

AB	EPAS Accreditation Board
BL	Blended Learning
BSc	Bachelor of Science
DBA	Doctor of Business Administration
DL	Distance Learning
DS	Datasheet
ECTS	European Credit Transfer and Accumulation System
EPAS	EFMD Programme Accreditation System
EQUAL	European Quality Link
ERS	Ethics, Responsibility and Sustainability
FT	Full-time
FTE	Full-time Equivalent
HE	Higher Education
ILOs	Intended Learning Outcomes
LA	Learning Analytics
MA	Master of Arts
MBA	Master of Business Administration
ML	Mobile learning
MSc	Master of Science
OL	Online Learning
OCL	Out-of-class Learning
PhD/DPhil	Doctor of Philosophy
PRT	Peer Review Team
PRV	Peer Review Visit
PT	Part-time
QA	Quality Assurance
QP	Quality Profile
QS	Quality Services
SAR	Self-Assessment Report
SR	Student Report
TEL	Technology Enhanced Learning
VLE	Virtual Learning Environment

Introduction

The EFMD Programme Accreditation System (EPAS) is concerned with assessing whether a programme (or suite of programmes) meets a level of quality at international levels in order to justify the granting of EFMD Programme Accreditation. The standards and criteria for accreditation are based on a model for design, delivery and outcomes achieved within an environmental context and supported by appropriate quality assurance processes, as summarised in the diagram below.

Fig.1: EPAS Programme Accreditation Framework



Programme Accreditation Standards and Criteria

Standards are stated for each broad area and these are further explained by the criteria. The criteria are generally given in the form of questions without setting quantitative norms since they are generalizable to all levels and types of programmes. However, the degree of emphasis on the questions and the types of answers will vary for different types of programmes. It is expected that the appropriate EQUAL² Guidelines (see p. 26) will be respected for the designation of degree titles. Interpretation of these Standards and Criteria and the Guidelines for different programmes lies with the Peer Review Teams and ultimately with the EPAS Accreditation Board which aims to ensure consistency.

This document should be used by Institutions as the basis for their Self-Assessment Report (SAR) **which should follow the sequence of this document and the Quality Profile** (see EPAS Process Manual Annex 10). It is also the basis for discussions with the Peer Review Team (PRT) and their subsequent report and for their recommendations.

In writing the SAR, Institutions should use the bullet points in each of the criteria sections as a guide to what to describe, explain, summarise, analyse, assess and so on. However, it should be noted that **Institutions are not expected/required to answer every single question but only those that are relevant for the specific programme(s) being put forward for accreditation**. Specific data requirements are listed either to be included in the SAR (as appendices) or in the Base Room as exhibits and both should be referenced in the SAR text. Lists of what should be included in the SAR and what should be available in the Base Room as exhibits are given in Annexes 5 and 6 of the EPAS Process Manual. At the end of some chapters there is a section entitled "Notes" in which definitions or explanations are provided.

Programmes to be accredited

Institutions should specify on the front cover of the Self-Assessment Report which programmes are to be assessed by EPAS. The programmes must aim to produce graduates in the field of business and management. These may cover a diversity of programme types or levels such as:

- A. Bachelors or Licence (3 or 4 years)
- B. Masters (1 or 2 years, often Bologna style)
 - a. Generalist - e.g. MSc in Management
 - b. Specialist - e.g. MSc in Marketing or Finance
- C. Masters pre-Bologna (5 or more years) - e.g. French Grande Ecole ESC programme
- D. MBA (post-experience)
- E. Doctorate - e.g. PhD or DBA (see EPAS Process Manual Annex 12)

Eligibility for EPAS requires that a programme has had at least 2 graduating classes (normally over at least 2 years) and has produced at least 30 graduates over the last 2 years (see the Eligibility Guidelines in EPAS Process Manual, Section 4). However, a programme that has developed from one format to another will also be eligible

² EQUAL (European Quality Link) is the international association of quality assessment and accreditation agencies in the field of business and management education as well as national or regional associations of universities, business schools or graduates in management. See <https://efmdglobal.org/about-us/strategic-partners/equal/>.

provided that in total the 2-year graduations rule applies. This would typically be the case of a change from a Type C pre-Bologna Masters to a post-Bologna Type A Bachelors plus Type B Masters. Additionally, the Institution offering the programme should be of higher education status or level, rather than vocational. It must have been in existence for at least 5 years.

Chapter 1: The Institution in its National and International Context

1.1 The institutional context

Standard: The Institution should be able to demonstrate that it understands how both the national context and the international contexts (including the European Higher Education Area and the Bologna reforms where appropriate) may impact on its portfolio of programme offerings and its market positioning.

The Institution should be legitimate in its national context, have a clear strategy, be financially viable and be well resourced and managed such that it is able to offer the programmes on a sustainable basis. It should demonstrate that it is able to project itself credibly in its national and international contexts. It should also be able to demonstrate that it has a clear commitment to offering students an international learning experience, developing strong links with corporates and external organisations generally and that it both practises and teaches socially responsible management.

a) The environmental context

- Explain the national Higher Education system and its associated legal and regulatory framework.
- How does the national and international context impact on the positioning and strategy of the Institution?
- How does this context affect its ability to offer and deliver particular programmes?
- If appropriate, how does the development of the European Higher Education Area (EHEA) and its associated Bologna Agreement on the harmonisation of qualification structures impact on the Institution's mission and programmes?
- If appropriate, how have the Bologna proposals impacted on the design of the programmes being accredited? Are these programmes compatible with other European systems? Are there credit transfer arrangements with other institutions?
- How does the Institution ensure compatibility of its programmes with other international systems?

b) The Institution

- What body holds the authority for degree awarding powers (e.g. the State, the parent University, an accreditation agency or other stakeholder body or the Institution itself) and how are particular degree programmes authorised?
- What are the Institution's mission, vision and strategic objectives? Does it have a coherent strategic plan? For online/blended programmes, is there a link present between the institutional mission and the provision of Technology Enhanced Learning (TEL)?
- Is the Institution resourced, organised and managed in such a way as to facilitate the achievement of its objectives?
- What is the evidence for the established reputation and positioning of the Institution nationally and internationally?

- Describe the School's internal governance and management and the decision-making processes. Evaluate these in terms of effectiveness in contributing to the overall strategy and to the development of the programme portfolio. How do these processes support the development of the applicant programme(s)?
- How does competition with other institutions impact on the Institution's programmes?
- To what extent is providing an international learning experience³ an integral part of the Institution's ethos and activities?
- To what extent are external organisations (e.g., corporations, public entities, third sector) involved in the Institution's ethos and activities?
- To what extent are the concepts of Ethics, Responsibility and Sustainability (ERS) part of the Institution's ethos and activities?

Data requirements:

Base Room	<p>a) Strategic plan</p> <p>b) Financial statements – previous 3 years' accounts and next year's budget</p> <p>c) Policy documents on the international learning experience, connections with the world of practice and ERS</p> <p>d) Relevant Institution brochures</p> <p>e) Minutes of the Management Committee meetings for the past year</p> <p>f) External audit reports, evidence of rankings</p>
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1.2 Resources and facilities

Standard: *The Institution's infrastructure should be of such quality as to support the programmes.*

- Are the pedagogic facilities appropriate to the level of the programme?
- Are the social and welfare facilities appropriate to the student mix?
- Are the facilities and learning infrastructure appropriate for students with disabilities?
- Are the IT systems, library and other resources appropriate and modern?
- Is a learning platform (e.g. Blackboard, Moodle) available and is it widely used by faculty for interactive learning (in addition to using it for the logistics of course management, e.g. electronic submission of assignments)?

Data requirements:

SAR	<i>Brief description of IT resources and of other facilities (appendix)</i>
Base Room	<i>In case of an online programme, access for PRT members to the relevant VLE platform should be granted at least 4 weeks prior to the PRT visit.</i>

³ See note on Internationalisation at the end of Chapter 1.

1.3 Faculty

Standard: The faculty should be of sufficient quality and size to meet the needs of delivering the programme(s) under review. The Institution should demonstrate that the faculty have sufficient expertise and are sufficiently intellectually active for the level of the programme and that they are also engaged in pedagogic innovation and development. They should have appropriate experience and links to practice nationally and internationally. There should be appropriate faculty management processes.*

*[*Faculty may be interpreted as core (i.e. mainly employed by this Institution), adjunct, professional, or visiting faculty. Whatever the mix for a particular programme, the faculty body must be integrated into the programme team.]*

The expectations on faculty quality should match the level of the programme(s) under review. As a minimum, all faculty teaching on any programme should be expected to have a Master's degree or equivalent and to be sufficiently scholarly in their subject area as well as able to blend theory and practice. In programmes where there may be increasing levels of specialisation, e.g. 3rd year electives, MBA electives, the levels of qualifications and scholarly activity⁴ should match the programme level. For a taught specialist Masters programme, e.g. a Masters in Finance or in Marketing, most faculty should hold a relevant doctorate, or have an equivalent publication record and/or professional qualifications. At MBA level, the qualifications and research activity requirements should demonstrate that faculty can show the relevance to post-experience participants of their teaching input both of theory and practice. Finally at doctoral level, it is essential that the faculty involved are recognised as experts in their area.

Some programmes may be delivered primarily by visiting or virtual faculty which is acceptable in the EPAS system. However, the PRT should be convinced that the programme design and delivery are coherent, that the visiting faculty have input both to programme design and review and to operational issues of teaching methods and assessment, and that the students are able to receive appropriate support throughout the programme and not just on visit days.

- Do the faculty profiles match the demands of the programme?
- Do the faculty undertake sufficient scholarly activity (e.g. case writing, applied practice orientated research, and pedagogical development) to underpin the academic development of the programme and its students as well as having an impact on the practice of management?
- Do the faculty have a teaching ethos that requires students to read further academic literature around the topics being taught (in addition to the faculty's own teaching notes)? Do they expect students to make reference to academic literature in the assessment process? Does this lead to appropriate academic depth and rigour in the programme?
- Do the entire faculty understand and make use of the ILO (Intended Learning Outcomes) concept in course design and delivery?
- Are the faculty engaged in pedagogic developments and especially do they make use of technologies as appropriate within the learning and teaching process? How innovative is the pedagogy in general?
- Do they have the background and ability to bring an international dimension to the programme?

⁴ See note on Research at the end of Chapter 1.

- Are the faculty sufficiently well connected to the world of business and management generally speaking to facilitate the development of students as potential business people and managers?
- Do the faculty actively pursue the practice of socially responsible management and are these ideas incorporated into their teaching and other intellectual activity? Please set out the faculty's engagement with ERS.
- What are the faculty management processes including recruitment, workload allocation, performance appraisal and professional development?

Data requirements:

SAR *Aggregate data on all faculty members (whether core, adjunct, professional or visiting faculty) teaching in the applicant programme(s) by grade/category, age, gender, qualifications / doctorates, extent of research activity, international background, interactions with the world of practice.*

Base Room *Faculty list of the applicant programme by subject area with a table of all the modules/courses taught by each member, and their CVs/resumes. Where TEL is present, and especially for online programmes per se, those elements that have been designed or facilitated by others should also be included.*

Notes

- ❖ EPAS defines '**mission**' as the role for which the Institution was created or is currently mandated to fulfil. It answers the questions: 'Why does the Institution exist? What is it for? What does it do?'.
- ❖ EPAS defines '**vision**' as the way the Institution would like to position itself in the future, usually expressed as one or two simple but powerful ideas.
- ❖ It is the role of the '**strategy**' to plan the route towards realising the vision of the Institution within the scope of its mission. EPAS expects that there will be a formal strategy which will include clear and measurable (medium term) objectives, an action plan for achieving them and an estimate of the resources required (with sources) to implement the plan.
- ❖ **Internationalisation** is one of the transversal pillars of the EFMD accreditation systems. One of the distinguishing aspects of EFMD is also our capacity to apply standards and criteria in a given context without sacrificing quality or lowering standards. Within the EPAS framework, the teaching materials, delivery methods, including virtual interactions along with the programme content, the qualifications, background and diversity of faculty and students alike, and partnerships, all contribute to the students' international learning experience. The learning experience in itself cultivates other values such as tolerance, cultural sensitivities, between and among faculty and students alike that are equally important in an increasingly changing business and management environment.

Thus, internationalisation is multi-faceted; it implies far more than simply the number of different nationalities that make up the faculty or the student body. This can be seen visually in Section H (page 37) of the *Guidelines & Position Papers: Supporting Material for the EQUIS and EPAS Accreditation Systems* (see also Section G of that document). Section H is pertinent for EPAS accreditation particularly with respect to Chapter 1, especially with regard to 1.1 The Institutional

context, 1.2 Resources and facilities and 1.3 Faculty. Bear the international dimension in mind with respect to Chapters 2 and 3 in addition: what international considerations are particularly pertinent for the programme (set) under consideration for EPAS accreditation?

- ❖ With regard to **Research**, the EPAS Standards and Criteria are suitably general and lend themselves to a wide range of differing interpretations. Research is often characterised as relating to the production of highly rated academic journal articles primarily directed at other academic readers and has, therefore, limited impact on the practice of management. Practice-Orientated Production is aimed at practitioners and students (who may also be practitioners) and may have a much wider impact in management practice. Pedagogical Development is a fundamental element in learning and teaching. In the light of this, the EPAS Committee and EPAS Accreditation Board agreed in 2015 that EPAS should focus on Practice-Orientated and Pedagogical Development and research-informed teaching when considering the research aspect of the programme(s) under review. This will allow broader dimensions of the research-practice continuum to be considered.
- ❖ **Technology Enhanced Learning (TEL)** in the EPAS Standards and Criteria is covering an area of increasing importance to business schools and to programme development. It is an area of strategic importance. Is the business school able to invest in TEL and is it a part of the school's learning strategy? TEL is about how to use appropriate learning technologies to improve the students' learning process. In the EPAS context it is about faculty engagement in pedagogical development and the use of technology for this purpose. Consideration of TEL is also about curriculum design both pedagogically and the personal development of students, like digital skills as a part of ILOs and the content of the programme. TEL is also concerned with the delivery modes like online or blended or at a distance. Digitalisation might also be a part of the counselling and the follow up of students' progression, such as the use of robots and big data as well as links to the assessment scheme. Last but not at least, it is a question of new, innovative, flexible and effective ways of interactive learning. TEL is present in most dimensions of the EPAS Standards and Criteria. For more information on TEL, please refer to EPAS Process Manual Annex 13.

Chapter 2: Programme Design

2.1 Programme objectives and target markets

Standard: The programme objectives should be aligned with the overall strategy of the Institution and the needs of its stakeholders. The target market should be appropriate to the strategy and the programme team should be explicit about the student profile to be recruited and the graduate profile to be developed. Marketing and promotion of the programme should be of professionally high quality.

a) Programme objectives

- What are the programme objectives?
- How do these link with the institutional objectives?
- How will these meet the anticipated needs of the programme's stakeholders and how do they fit the national and international context?

b) Target market and target graduate profile

- What is the student or participant target market, e.g. entry level, geographic and international mix?
- How is the programme promoted in these markets? How integral is this promotion to the Institution's overall promotion activities?
- For what roles on graduation is the programme preparing students?
- What are the expectations of organisations recruiting graduates of the programme?
- What are the key attributes expected of the students on graduation?

Data requirements:

SAR Website address for programme publicity

Base Room a) Programme brochure
 b) Minutes from Committees dealing with programme strategy, design/reviews and modifications for the past year

2.2 Curriculum design

Standard: The Intended Learning Outcomes (ILOs) should be explicit and show how the programme objectives** will be achieved. The programme management team should have a clear rationale for the curriculum design and should demonstrate how the curriculum design achieves the ILOs and how it incorporates international aspects and connections with practice as well as awareness of the broader trends in society.*

[* The ILOs are defined as: What should the students know and be able to do by the end of the programme?]

[** It is useful to distinguish 'programme objectives' and 'intended learning outcomes'. The programme objectives are general in nature covering, for example, the target market, the profile of students to be recruited, the jobs for which students are to be prepared. For example, an MSc Finance may aim to recruit good Bachelor graduates in economics, or a cognate subject, to prepare them for roles in the financial services

sector. The intended learning outcomes are more specific and relate to what graduates are expected to know and be able to do, and how they are expected to behave, i.e. knowledge, skills and attitudes.]

a) Intended learning outcomes (ILOs)

- What are the intended learning outcomes of the programme in terms of:
 - Knowledge
 - Skills including interpersonal, analytical, digital and intercultural skills for example
 - Behaviours
 - International perspective
 - Understanding of the business world
 - Awareness of the broader trends in society (e.g. social responsibility)

b) Programme coverage and content

- Describe and explain the rationale for the broad curriculum structure for the programme:
 - Why does the curriculum consist of the particular list of courses and how do they link together in order to achieve the programme objectives and ILOs? Provide a diagram or matrix that shows how the course ILOs are achieved and how they then achieve the programme ILOs and objectives.
 - Explain how specialist options/majors depend on and relate to the core courses (where appropriate).
- Describe in more detail:
 - Sequence of courses and progression to more advanced courses, including specialist options/majors (where appropriate)
 - Expected teaching and learning commitments (i.e. hours in and out of class)
 - Broad teaching aims (e.g. fostering enthusiasm for the subject) and methods
 - Broad assessment aims and methods
- List the component modules or courses and make available module information such as:
 - Module description
 - Intended learning outcomes
 - Module syllabus or content
 - Pedagogic methods
 - Assessment objectives and methods

c) Academic depth and rigour

- Does the design incorporate an appropriate level of depth and rigour relative to the qualification being awarded?
- Does the design draw on current research in the field of study?
- Does the design promote an appropriate blend of theory with business practice?
- Is there an appropriate balance between intellectual development and the development of managerial skills?

d) Other curriculum design aspects

- Are the guidelines of external bodies (such as statutory and professional bodies and relevant subject associations) taken into account in the design, e.g. EQUAL⁵ Guidelines for MBA and other programmes, or PRME⁶ for ERS, or EOCCS⁷ Standards & Criteria for online courses/programmes?
- To what extent is the design up-to-date and/or innovative?
- How explicit is the international focus of the programme design in terms of:
 - Curriculum design
 - Course and module content
 - Development of intercultural and managerial skills
 - Availability of study or work abroad programmes
 - Development of knowledge of language(s) other than native tongue
- To what extent are the needs of the world of practice embedded in the design?
- How are the broader trends in society, including ERS, incorporated into the design?

Data requirements:

SAR *The overall programme rationale, definition and matrix of ILOs - the description of the structure and design should be brief but explicit*

Base Room *Formal documentation on programme specification and module descriptions as listed in p. 31 of the EPAS Process Manual Annexes (Annex 6).*

2.3 Design of delivery modes and assessment methods

Standard: *The methods of programme delivery should match the needs of the target market but also be designed to achieve the programme objectives and ILOs. The assessment regime should be designed so as to test the achievement of the ILOs by students with sufficient rigour and integrity.*

a) Delivery modes

- Define the delivery modes which may include
 - Full time study
 - Part time or modular
 - Distance, online, open or blended learning⁸
 - Work based learning, etc.
- How do these meet the needs of the defined target markets and the programme objectives?
- How do the delivery modes operate (e.g. PT schedule)?

⁵ EQUAL (European Quality Link): <https://efmdglobal.org/about-us/strategic-partners/equal/> or check the *Guidelines and Position Papers: Supporting Material for the EQUIS and EPAS Accreditation Systems* available on the EFMD website:

<https://efmdglobal.org/accreditations/business-schools/epas/epas-guides-documents/>.

⁶ Principles for Responsible Management Education (PRME): see www.unprme.org.

⁷ EOCCS (EFMD Online Course Certification System): for the EOCCS Standards & Criteria, see <https://efmdglobal.org/assessments/online-courses/eoccs/eoccs-guides-documents/>.

⁸ See the notes at the end of this chapter and also EPAS Process Manual Annex 13.

- Explain the programme structure and balance between in-class learning hours and out-of-class learning hours (e.g. do the total hours of students' work meet the requirements of the ECTS system, if applicable?). Do students receive adequate guidance for out-of-class learning (assignments, eLearning support, etc.)? In the case of an online programme, please explain the balance between asynchronous and synchronous learning processes⁹.
- How does the delivery mode stimulate the international learning process?
- How are the programmes managed (e.g. separate programme managers for each year group or a specific expert team for online programmes)?
- Are the management and administrative structures, processes and non-academic staff assigned to the programme appropriate?
- Are the student handbooks and guidance notes of appropriate standard?

b) **Assessment methods**

- Are the assessment methods designed to ensure that participants meet the agreed ILOs for the programme?
- Does the assessment regime explicitly identify the criteria for assessment and the range and relative weighting of the various assessment methodologies employed? Are these methods objective?
- Is there an appropriate range of assessment methods, e.g. individual examinations, course work, group assignments, projects or dissertations?
- Is there sufficient individual assessment in each course, e.g. more than 50%?
- What proportion of the course assessment is based on multiple choice question papers? The EPAS recommendation is for not more than 20%.
- Are there guidelines on the objective assessment of class participation?
- Is out-of-class learning (or synchronous learning for online programmes) adequately reflected in the design of the assessment regime?
- What provision is made for re-taking failed assessments or examinations? Is this appropriate and does it support the programme's aims and objectives?
- Is there a code of ethics (e.g. dealing with plagiarism) or a system to ensure authenticity in the case of online programmes?
- Is there an appeals system?

Data requirements:

<i>Base Room</i>	<i>a) Programme schedule for each year of study</i>
	<i>b) Table of number of students registered for each course</i>
	<i>c) Assessment regulations</i>

Notes

- ❖ In all EPAS documents, '**programme**' refers to a structured period of study, usually for a duration of one or more years, leading to a degree qualification as in 'MBA programme', 'Undergraduate programme', 'Masters programme', etc.
- ❖ The term '**course**' refers to a single unit of study in a particular subject within the programme as in 'Marketing course' or 'Finance course'. Each course is usually

⁹ See notes at the end of this chapter.

assessed separately and leads to a grade and a pre-established number of credits.

- ❖ The term '**module**' is sometimes used synonymously with 'course' and sometimes used to refer to an organised sequence within a course. In this sense, a course may be structured as a series of modules. For example, an Executive MBA programme may be organised into a series of one to three week modules over a period of two years.
- ❖ Delivery modes:
 - ❖ **Blended learning** - A concept which combines online learning and face-to-face learning, in order to complement the latter.
 - ❖ **Distance learning** - An approach to learning specifically designed to be carried out remotely utilising digital communication technologies. Communications between instructors and students are conducted via a range of these technologies.
 - ❖ **Online learning** - Learning delivered and administered via the Internet – either on campus (often combined with face-to-face interactions – blended learning) or off campus.

For further guidance on online/blended/distance learning, and on TEL more generally, please refer to EPAS Process Manual Annex 13.

- ❖ **Asynchronous (learning)** - A technology-enhanced method that enables the individual to learn outside of a fixed setting (i.e., regardless of a particular place and time).
- ❖ **Synchronous (learning)** - Refers to learning that takes place at a fixed place and setting for all participants involved. This may also be in an online learning environment.

Chapter 3: Programme Delivery & Operations

3.1 Student recruitment

Standard: The entry requirements for the programme should be appropriate for the target market but also be sufficiently rigorous so that the students can expect to achieve the programme objectives and to match the target graduate profile. The selection processes should be explicit and be applied consistently. The Institution should present potential students with a customer focus which should include appropriate induction processes.

The programme(s) submitted for accreditation must meet specific criteria in terms of the number of graduates and the number of students on the programme that are set out in the Datasheet and Section 4 of the EPAS Process Manual.

- What are the entry requirements for the programme in terms of academic and/or vocational qualifications and work experience (if appropriate)?
- What are the processes for handling enquiries, selection and admission to the programme? Are the stated entry requirements (e.g. a GMAT score of 600 or more) explicitly used in selection decision-making?
- What is the entry profile of the student body in terms of qualifications, age, nationality, diversity, and work experience?
- Is there a match between the entry and target profiles? How does the Institution evaluate the effectiveness of its recruitment processes?
- What induction processes are in place for the enrolment of new students or participants?

Data requirements:

SAR *Tables of student profiles (updated from Datasheet)*

Base Room *a) Sample of selection interview template, or video, if appropriate
b) Documentation on induction processes and online materials for induction of off-campus students*

3.2 Pedagogy

Standard: The Institution should provide a high quality educational experience to the students appropriate to the level of the programme. There should be a variety of pedagogic methods and appropriate use of innovation and modern technologies. The learning materials should be of high quality. Furthermore, there should be focus on student learning.

- Does the Institution employ a sufficiently diverse range of learning and teaching methods and what is the balance between them? How do these support the programme aims?
- To what extent are modern technologies employed, e.g. interactive learning platforms, mobile learning, etc.?
- Explain how faculty are encouraged to use effective learning and teaching methods.

- Does the content of the learning materials cover the content required by the curriculum design and the ILOs?
- How professional are the learning materials in style and production?
- Is additional academic literature made available and what are the expectations in this regard?
- Is the quality of teaching satisfactory?
- Explain the methods used to ensure that learning is student centred rather than teacher centred.

Data requirements:

Base Room Samples of learning materials (see EPAS Process Manual Annexes, Annex 6) and additional academic readings

3.3 Personal development of students

Standard: The Institution and the programme should support the development of students as well-rounded and confident individuals and as potential international managers.

- Does the Institution provide adequate support to develop learning skills in course participants? How is student counselling organised? What evidence is there that problems are diagnosed at an early stage and remedied where possible?
- Does the programme have general educational aims to develop transferable intellectual skills such as the ability:
 - to communicate and collaborate in digital environments
 - to argue rationally and draw conclusions based on a rigorous, analytical and critical approach to data
 - to carry out academic research
 - to demonstrate an awareness of the wider context of the programme of study
 - to develop interpersonal and team working skills
 - to synthesise general concepts and apply them to practical situations
 - to make a contribution to the community
 - to develop intercultural and international skills
 - to operate in an international context?
- How is student progress and development managed on an individual basis? How does this contribute to their overall success?
- Does the programme include sufficient individual project work for the development and assessment of a student's ability to integrate core subjects and to apply managerial skills?
- Are students provided with adequate opportunities to make practical project work as relevant and productive as possible? Are there opportunities for work based learning and/or internships and how many students take part?
- What opportunities are provided to allow students to benefit from group work including work in virtual teams and practical experience? How do these support the programme objectives?
- If applicable, show how TEL courses or modules enhance the personal development of students and how the use of TEL supports group work.

- If applicable, show how Learning Analytics is collected and used to monitor and manage student progress and to personalise the learning experience.

Data requirements:

Base Room *Handbooks and guidance notes; analytical reports*

3.4 International aspects¹⁰

Standard: To develop as potential international managers, students should be exposed to a diverse mix of students, faculty, teaching materials and international links.

- How is the international learning experience of the programme developed in terms of:
 - A diverse mix of students
 - International perspectives facilitated by international teaching materials and course content, plus a diverse team of core and visiting faculty
 - Language development
 - Uptake of study or work abroad programmes (where applicable)
- How is the international learning experience enhanced through the use of technology?
- Show how the mix of international partnerships enhances the international learning experience of the programme.
- What are the links to international organisations (private, public and not-for-profit) institutions in the context of the programme? How are these selected, established and managed?
- How well prepared are the graduates for careers in international management?

Data requirements:

SAR *List of international academic partners and business institutions, and the nature of the partnerships*

3.5 Interactions with the world of practice

Standard: The Institution should utilise its external connections in order to enhance the practical relevance of the programme and to facilitate the employability of its graduates.

- What links exist to the world of practice? How are these links selected and managed?
- How do these external connections impact on the programme in terms of:
 - Programme governance
 - Student recruitment and selection
 - Curriculum and module design
 - Teaching, facilitating, mentoring, project supervision
 - Technologies and software used on the programme
 - Provision of an international perspective

¹⁰ Once again, please refer to Sections G and H of the *Guidelines & Position Papers: Supporting Material for the EQUIS and EPAS Accreditation Systems*.

- Internships, career placement

Data requirements:

SAR *List of major relevant external connections and their nature (the information must be presented in a sufficiently detailed form so that the strength and quality of interactions with the world of practice can be evaluated at the module level)*

3.6 Ethics, Responsibility and Sustainability (ERS)

Standard: *The Institution should provide students with a perspective of the role of ERS in modern management so that, as future managers, they contribute to societal well-being.*

- Are institutional or programme-level ERS policies in place? How do they affect the programme?
- How is ERS incorporated into the programme in terms of:
 - Programme objectives
 - Intended Learning Outcomes
 - Curriculum and course design (dedicated courses, extent of transversal coverage of ERS)
 - Pedagogy (e.g. project work supporting social causes)
 - Assessment regime (in particular student thesis writing)
- Are there extracurricular student activities in support of social causes?

Data requirements:

Base Room *a) Policy documents related to ERS
b) Syllabi and sample of course materials
c) Sample of student project papers or theses with ERS focus*

Chapter 4: Programme Outcomes

4.1 Quality of student/participant work

Standard: The quality of the assessed students' work should reflect the intended learning outcomes and the intended graduate profile. Pass rates and progression statistics should be appropriate for the level of the programme.

- Are the assessments actually set at an appropriate standard for the level of the programme and have they been properly marked or graded?
- Does the assessment regime explicitly ensure that the course ILOs have been achieved and that in turn these ensure achievement of the programme level ILOs?
- Does the standard of students' work, including projects/theses, meet the programme objectives?
- Is the assessment regime applied with sufficient rigour?
- Does the students' work show evidence of academic depth and rigour (appropriate to the degree level), i.e. understanding of theory underpinning practice evidenced by references to academic literature?
- Does project work normally require problem solving, data collection and analysis, conclusions and critical thinking (e.g. understanding of limitations)? (NB: Purely descriptive work is unlikely to be adequate.)
- What steps are taken to ensure objectivity in terms of the standards being applied?
- How does the Institution ensure that the assessments relate to the individual student's own work and ability? For TEL modules and on-line assessments, set out how the Institution utilises technology to correctly identify students.
- Set out how the Institution ensures that processes for inputting student grades to the student data system are rigorous and comprehensive with appropriate checks and balances.
- What are the module pass rates and the overall progression statistics? Do these meet contextual expectations? (e.g. 100% pass rate at Bachelor level is unlikely to be acceptable)
- Where results for the final award or qualification are based on grades, what is the grade profile and does it meet international expectations?

Data requirements:

<i>SAR</i>	<i>Module pass rates for the core courses and overall progression statistics for the last 3 years</i>
<i>Base Room</i>	<i>Samples of course materials (a binder for each course) including exam papers (including resits), course work assignments, etc. and student answers to those assessments plus summary marks for each sample assessment. The PRT should be able to track from the questions set to the answers given by the students to the summary marks schedule.</i>

4.2 Graduate quality and career placement

Standard: *The quality of graduates produced should match the target graduate profile and meet international norms for the level of the programme. The Institution should provide assistance with career placement and the resulting jobs profile should match the programme expectations.*

a) Graduate quality

- Do the graduates appear to have developed the qualities expected from the programme?
- Does the actual range of jobs or careers obtained by graduates match the target profile? What kind of organisations employ the graduates and in what functions?
- What views do potential employers hold on the programme and are they recruiting from it?

b) Career placement

- Are the career placement services appropriate to the programme and sufficiently resourced?
- What kind of links are made to potential recruiting organisations?

Data requirements:

SAR	<i>a) Final graduation statistics for the last 3 years including grade profile where appropriate (e.g. % merit/distinction or honours grades) b) Table of proportions of graduates employed within 3 or 6 months of completing the programme and distribution of starting salaries c) Table of sample job functions d) Data, where available, on career progression profiles</i>
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4.3 Alumni

Standard: *The Institution should offer appropriate support to alumni activities for the mutual benefit of both.*

- What alumni services are available to graduates and are these appropriate? What is the take-up or usage of these services?
- Are alumni active in the Institution/programme activities and in what way, e.g. programme promotion, teaching sessions, provision of project work, graduate recruitment, etc.?
- Are the alumni active in fundraising?

Data requirements:

SAR	<i>Data, where available, on % membership and activity levels of the alumni association and career progression profiles</i>
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Base Room	<i>Brochures and programmes for alumni activities</i>
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4.4 Programme reputation

- What evidence is there that the programme has high national and/or international standing?
- What evidence is there that graduates are highly sought after by recruiting organisations?

Data requirements:

Base Room Press rankings and clippings

Chapter 5: Quality Assurance Processes

Standard: The Institution is expected to operate a formal, effective and rigorous quality assurance system to cover the design and approval of programmes, the monitoring of programme delivery, and undertaking periodic review of all aspects of the programme.

5.1 Design and review processes

a) Institutional systems

- What formal institutional quality systems are applied to programmes and how do they contribute to the achievement of the Institution's strategy?
- How does the Institution handle the degree-awarding function? What mechanisms are used to protect the integrity and validity of the process?
- What formal quality assurance systems are in place on the institutional level and how are they applied to the programme?
- How is quality assurance embedded in the Institution's governance (assignment of monitoring responsibilities, definition of reporting lines, external oversight, etc.)? What mechanisms are in place to ensure compliance?
- Are the Institution's quality assurance activities and systems periodically subjected to internal and external review?
- Has a Chief Quality Officer (or equivalent) been appointed within the Institution? Do dedicated staff support the Institution's quality assurance activities?
- Is an operational quality management system in place, which ensures the efficiency of administrative processes (e.g. handling of grades), their continuity and transparency? Does the quality management system meet the expectations of stakeholders, in particular students, faculty and administrative staff?
- Has the applicant programme or the Institution as a whole been subjected to audits by regulatory agencies, statutory bodies, professional associations or the parent organisation within the last three years?

b) Programme design/review and approval process

- What organisation structure supports the design/review process?
- How are various faculty perspectives (including virtual faculty) captured in the process?
- How do the student body, alumni and practitioners generally influence the design? Is feedback from these stakeholders collected systematically?
- What mechanisms exist for the assessment of consistency with the standards required by external bodies, where appropriate, for the programme content?
- How does the Institution assess the successful integration of core subjects and the application of cross-functional approaches to programme design and delivery issues?
- What are the (formal and informal) approval processes and what is the final validation procedure?

c) Periodic programme review

- What is the process for the review and revision of programmes?
- How is an internal review carried out and how often?
- What adjustments to the programme design have been made in the light of feedback from programme teams and key stakeholders?
- Is there a process for periodic fundamental reviews? Does this involve external input, e.g. external academics?

Data requirements:

SAR *Chart showing the QA process sequence*

Base Room *a) Audit reports from regulatory agencies or statutory/professional bodies (if any)*
b) Documentation on programme approval or validation and periodic review reports

5.2 Quality assurance on operations

- What quality messages arise from the student evaluations of individual faculty and if applicable, from TEL?
- How is the effectiveness of learning and teaching evaluated by management? Are peer observations utilised? Explain how TEL courses or modules, if any, are evaluated.
- What types of analytics are used to monitor retention and progression?
- How is the assessment regime itself evaluated by management, particularly when new or innovative approaches are being applied?
- How is consistency of standards across courses assured, e.g. is there a system of sample double marking?
- Do students receive appropriate feedback on their assessed work?

Data requirements:

SAR *Tables of summary student evaluations of teaching*

Base Room *a) Evidence of monitoring of assessments*
b) Samples of completed student evaluation forms

EQUAL Guidelines

The following Guidelines, which can be found in the document entitled *Guidelines and Position Papers: Supporting Material for the EQUIS and EPAS Accreditation Systems*¹¹, may be useful:

Section	Guidelines
A	Guidelines on Undergraduate Degrees in General Business & Management
B	Position Paper on Master's Degree Titles in Management Education in Europe
C	Position Paper on Master's Degree Titles in Management Education in Europe
D	EQUAL MBA Guidelines
E	Guidelines for Doctoral Programmes in Business and Management
F	EQUAL Guidelines on Collaborative Provision
G	EFMD Quality Services: Guidelines for Defining the International Dimension of Higher Education Institutions in Management and Business Administration
H	Assessing the Degree of Internationalisation of a Business School

EQUAL (European Quality Link) is the international association of quality assessment and accreditation agencies in the field of business and management education as well as national or regional associations of universities, business schools or graduates in management. See <https://efmdglobal.org/about-us/strategic-partners/equal/>.

¹¹ Available on the EFMD website:
<https://efmdglobal.org/accreditations/business-schools/epas/epas-guides-documents/>.

Section 4: Eligibility Guidelines

4.1. EPAS Eligibility Criteria

EPAS is designed to accredit high quality programmes which aim to develop graduates for careers in international business and management. Institutions offering such programmes are likely to have a strong national or international reputation and to have a clear international perspective. The Eligibility criteria for EPAS therefore consider both institutional and programme dimensions.

Item 1. Institutional status and reputation:

The Institution must demonstrate that its activities fall within the scope of institutions covered by the EPAS system. It must produce evidence that:

- a. It is an EFMD member in good standing; it needs to maintain this status while going through the accreditation process as well as during the entire period of accreditation.
- b. It is an Institution of higher education status or level, and has a mission of knowledge creation as well as of programme delivery. It must have been in operation for at least 5 years, which can involve the transition from a previous to the current structure.
- c. It has a strong national and preferably international reputation. Evidence for reputation should be factual and objective. Indicators may include accreditation by other bodies, highly positive national audit reports, strong media rankings, graduate employment data, list of high quality international partners or other equivalent measures of recognition.
- d. The Institution should be financially viable such that it is able to offer the programmes on a sustainable basis.

Item 2. Faculty:

The faculty (including adjunct or visiting faculty) must be of a size and be qualified appropriately for the level of the programme offered. A significant number are likely to hold doctorates and the faculty mix should have significant international expertise and experience. There should be evidence (e.g. publications) of high quality intellectual activity or scholarship (e.g. case development, consulting projects, applied research, and academic research) by faculty members so as to underpin the academic depth of the programme(s) under review.

Item 3. Programme nature:

The applicant programme must aim to produce graduates qualified within the broad field of business and management. The programme may have other components as well, but the core content (normally at least 50%) must be related to business and/or management. It must have a sound academic but also an appropriate practical approach and

include an international perspective. The programme should enjoy a good national reputation and be accredited at the national level (where available and appropriate).

Item 4. Programme level:

The programme must be at Bachelors (or equivalent) level or above. Programmes which are deemed to be at sub-Bachelors level or are essentially vocational or training programmes will not be eligible.

Item 5. Programme quality:

The programme length must be appropriate to the level of programme, e.g. minimum length equivalent to 3 years full-time for Bachelors and 1 year full-time for Masters. The programme content must have appropriate academic depth and rigour matching the level of degree offered and must be designed to develop the relevant intellectual skills and managerial competences of students and graduates.

Item 6. Credibility and sustainability:

In order to have an established reputation and credibility and to ensure its long-term viability, the programme should have been producing graduates for at least 2 cohorts (normally over at least 2 years). However, programmes that are in transition from one format to another (e.g. pre-Bologna 5 year programmes moving to post-Bologna 3 or 4 plus 1 or 2 year BA/MA structure) may be eligible if in total they meet the 2 cohort criterion. There must have been a minimum aggregate of 30 graduates from the programme in the 2 years up to the date of EPAS application.

Item 7. Minimum size of each intake for mutual learning:

To ensure interaction between students for mutual learning, programmes must have a minimum cohort size, or group intake of a number of students, appropriate to the programme level *for a programme to be eligible*. Normally there should be a minimum cohort size of 25 students for general management programmes and 20 students for specialist programmes for each mode of delivery and intake. In the case of continuous entry, numbers in each core course must exceed these minima. This minimum must be maintained throughout the accreditation process and accreditation period.

Item 8. International perspective:

In order to produce graduates prepared for an international management career, the programme must provide students with an international learning experience. This is likely to require an international/multicultural mix of students (or at least incoming exchange students), an international/multicultural mix of faculty (including visiting faculty), a diverse academic content, a mix of delivery methods, the opportunity for study/work abroad, a range of international partnerships, and the delivery of some course elements in English or another major foreign language.

Item 9. Business/practitioner perspective:

The programme must develop an understanding of the business and managerial world which is likely to require strong practitioner input to the programme and the opportunity for work based learning or internships. Students should be able to develop practical transferable skills.

Item 10. Ethics, responsibility and sustainability (ERS) perspective:

The programme must develop an understanding of the role of ethics, responsibility and sustainability in order to prepare students for the challenges and constraints of managing a modern organisation in its societal context.

Item 11. EPAS Standards and Criteria:

The perceived ability to meet the EPAS Standards and Criteria is **the key factor** for the Committee in making the decision on eligibility. The programme must have a reasonable prospect of satisfying the EPAS Standards within 2 years of being declared Eligible.

(Additional Eligibility criteria apply to **Doctoral programmes** – see Annex 12.)

4.2. General Guidance

Items 1-7 of the above Eligibility criteria are largely specific and/or quantitative in nature and therefore indicate quite clearly whether a particular programme satisfies those conditions, or not.

Items 8-10 however are judgemental and the standard sought for each of these criteria will vary according to the level of programme for which accreditation is sought. No quantitative norms have been set for these criteria since they are generally applicable to all levels and types of programmes. It is therefore the responsibility of the applicant Institution to present a convincing case that the programme being put forward satisfies the general standard indicated in the above list.

Institutions must continue to meet the Eligibility criteria during the eligibility period and the period of accreditation. They must inform the EPAS Office about any development that may affect their eligibility status in a material way. Institutions must immediately report if they no longer meet the Eligibility criteria. Their case will then be considered by the EPAS Committee or the Accreditation Board as appropriate.

Clarification of any of the above Eligibility criteria with respect to its application to a specific programme may be sought from the EPAS Office.

4.3. Specific Cases

Programmes that have recently undergone a change in format

Eligibility for EPAS requires that a programme has had at least 2 graduating classes (normally over at least 3 years) and has produced at least 30 graduates over the last 2 years (see above). However, a programme that has developed from one format to

another will also be eligible provided that in total the 2 year graduations rule applies, e.g. a change from a pre-Bologna 5 year Masters to a post-Bologna Bachelors plus Masters (see Section 1, paragraph 3.1 of this Manual and also the document entitled "Guidelines and Position Papers: Supporting Material for the EQUIS and EPAS Accreditation Systems").

Consortium-run programmes

EPAS is able to accept consortium-run programmes as well as those run by single Institutions. The policy and procedure for accrediting joint programmes is explained in detail in Annex 15: Policy on Collaborative Provision and Joint Programmes.

Further Information and Contacts

If you have any questions concerning the EPAS accreditation system, or would like to receive more information, please consult the EFMD website where all documentation is available to download:

<https://efmdglobal.org/accreditations/business-schools/epas/>

Alternatively, you can contact the EPAS Office at EFMD Quality Services:

epas@efmdglobal.org



EPAS FEE SCHEDULE

2019



This fee schedule covers new EPAS applications and re-accreditation applications submitted in 2019. For accredited Institutions starting the re-accreditation process in 2019, no eligibility fee will be due. The fee schedule at the time of the (re-)application remains valid throughout that cycle of the Institution's accreditation process.

ADMINISTRATIVE FEES

Application Fee € 6,860

*Invoiced upon receipt of a formal application to EPAS.
For accredited programmes, due at the time of starting the re-accreditation process.*

Eligibility Fee € 6,860

*Invoiced only upon a **positive** Eligibility decision by the EPAS Committee.
This fee is charged **only** to Institutions in the initial accreditation cycle, not to those starting a re-accreditation cycle.*

Review Fee

Review of first programme (or programme set)	€14,700
Review of second programme (or programme set)	€ 3,920

Invoiced two weeks in advance of the Peer Review Visit.

Accreditation Fee

1 st programme:	€ 980 per year or	€ 4,900 for 5 years € 2,940 for 3 years
2 nd programme:	€ 980 per year or	€ 4,900 for 5 years € 2,940 for 3 years

*Invoiced only upon a **positive** Accreditation decision by the EPAS Accreditation Board.*

Institutions have 2 options regarding the payment of the Accreditation Fee:

Option 1: The above amount can be paid in annual instalments of € 980 (or € 1,960 when 2 programmes have been accredited).

Option 2: The above amount can be paid at once in one single payment.

EXPENSES

Travel, lodging and other direct expenses incurred by Peer Reviewers are to be paid without delay by the Institution.

Peer Reviewers are advised to book their flights at the earliest opportunity to minimise the costs to the host Institution. Peer Reviewers should ask approval from the Institution before ticket purchase, copying the EPAS Office, and should endeavour to keep the costs as low as possible (a maximum of € 6,000 is envisaged but cannot be considered as the norm).

CANCELLATION, POSTPONEMENT AND LATE PAYMENTS

- a) Should the Institution decide to cancel or postpone the Peer Review Visit (PRV), the Institution will be liable for any non-refundable costs incurred by the Peer Reviewers at that time.
- b) The EPAS Office may cancel or postpone the Peer Review Visit
 - if the Self-Assessment Report (SAR), Datasheet and Student Report are inconsistent, have significant problem areas or are submitted with major delay; or
 - if it is evident that the programme(s) do not meet the eligibility criteria as set out in the EPAS Process core documents; or
 - if the visit is not conducted in an orderly manner even if the Peer Review Team (PRT) is already on site, with the explicit agreement between the EPAS Office, the Chairperson and another member of the PRT.

The Institution will have to cover any non-refundable costs incurred by the Peer Reviewers (e.g. flight tickets) up to the time of cancellation or postponement of the visit.

Any postponement, re-scheduling or cancellation of the Peer Review Visit by the Institution or the EPAS Office will require the payment of an administration fee of € 1,500 should this occur more than 6 months in advance of the planned PRV date. A fee of € 5,000 will be charged should this occur within less than 6 months from the scheduled PRV date.

In order to advance in the accreditation process, an Institution must be up to date in all its payments to EFMD.



Year of Establishment : 1967

Accredited Schools

250+

Global

11

Indian

MDI, Gurugaon; IMI, Delhi; IIM-I, Indore; The Great Lakes, Chennai; S. P. Jain, Mumbai; NMIMS, Mumbai; XLRI, Jamshedpur; IIM-C, Calcutta; IIM-L, Lucknow; IIM-K, Kozhikode; and TAPMI, Manipal.

Association of MBAs, AMBA based in London has had a change of its logo and also of its outlook to align with the dynamics of the schools it has been accrediting worldwide. The recent years have been highly successful for AMBA worldwide and even in India, it has reached the ten schools mark. AMBA started out as an association of MBA graduates and still maintains the ethos behind its founding, to cater to the student community. Incorporating this core theme into the newer Blue Diamond which is the symbol of its synergy with its constituent business schools.

Association of MBAs believes that programmes that accredit should be of the highest standards and reflect changing trends and innovation in postgraduate management education. To achieve this, the agency works with Business Schools to accredit MBA, MBM and DBA programmes globally, against defined criteria. The process includes input from all stakeholders including business school staff, students, graduates and employers.

Association of MBAs also reviews all its accredited programmes once every five years to ensure that quality is maintained and continuous improvement is achieved. The entire system is now online. The Assessment Management System (AMS) is the new easy-to-use online system which allows current and new business schools to manage their accreditation process seamlessly. Association of MBAs believes that accreditation gives business schools international credibility and status.

Website : www.mbaworld.com

THE ASSOCIATION OF MBAs (AMBA)

CRITERIA FOR THE ACCREDITATION OF MBA PROGRAMMES

Framework & Eligibility

This document sets out the criteria for MBA programme accreditation. While setting the standards that accredited provision is expected to meet, these criteria are not intended to be so prescriptive as to stifle innovation or to preclude other measures by which quality may be assessed.

At the core of the accreditation scheme is full recognition of the autonomy of individual degree-awarding Institutions to offer MBA programmes and of the need for individuals and employers to have an internationally recognised accreditation process based on external and peer review of MBA provision.

Accreditation assesses the current standards of postgraduate management education offered at an Institution while promoting a developmental philosophy and a commitment to continuous improvement and quality enhancement. Institutions gaining accreditation are expected to maintain and demonstrate this commitment to regular improvement within their own programmes over the duration of each accreditation period.

Assessors will base their recommendation on the overall context of the MBA provision under assessment, taking into account the quality of the Institution offering the MBA.

An Institution must have been graduating MBA students for a minimum of three years in order to be eligible for accreditation. Only one programme needs to meet this requirement and any additional or new programmes must be submitted as part of the portfolio. As an assurance of continuity and sustainability of quality provision, an Institution and its MBA provision will have conformed to the majority of the Association's criteria for a minimum period of three years prior to its first assessment.

Principle 1: The MBA Portfolio

In order to ensure clarity and transparency in the marketplace, all programmes awarded by the Institution bearing the designation MBA must be submitted for accreditation.

- 1.1 An Institution's MBA provision in its entirety must be tabled for assessment and meet the accreditation criteria. This includes any programmes that are offered and awarded which bear the name 'MBA'. All MBAs in the portfolio should meet the criteria below although with a different emphasis considering the target market. The School is responsible for fully identifying and communicating its MBA portfolio to AMBA, as well as to other stakeholders.

- 1.2 Portfolio assessment will include all programmes delivered at the Institution, outreach programmes, franchises, and programmes delivered in conjunction with partner Institutions. Programmes offered at multiple campuses should each undergo an on-site assessment to ensure the equivalence of experience for students at each site. All Institutions involved in the delivery of collaborative provision should normally expect an on-site assessment visit to assess the quality and equivalence of experience offered on the specific programmes, and partner Institutions with unaccredited MBA provision will be expected to apply for accreditation within the current review cycle of the multi-centre programme.
- 1.3 The awarding Institution must assume full responsibility for the quality of collaborative delivery, and is expected to make the initial application for AMBA accreditation.
- 1.4 Where an MBA programme is to be awarded jointly by more than one Institution, one (accredited) Institution is to be designated the lead provider and will be responsible for delivery by the partner Institution(s). This also applies to programmes which allow students to undertake exchanges or modules delivered by other Institutions.

Principle 2: Institutional Integrity, Sustainability & Distinctiveness

The Institution offering an MBA must be sustainable, financially viable, and committed to quality and continuous improvement. It should possess a distinctive market identity which provides the basis for a high quality and successful MBA portfolio.

- 2.1 The assessment of MBA provision will take account of the Institution offering the programmes. The Institution is generally expected to be the Business School or equivalent unit that offers degree programmes, including the MBA portfolio. Institutions offering accredited MBA programmes should have:
 - (i) an appropriate mission, explicitly expressed and regularly reviewed, which reflects its key strengths and underpins the design of the MBA portfolio;
 - (ii) a well-defined, credible and coherent strategy, realistically reflecting its resources and constraints as well as its stated mission, with specific reference to the MBA;
 - (iii) an effective and integrated organisation for the management and leadership of activities, with a significant degree of autonomy and control over its future;
 - (iv) a commitment to sustainability, good governance and continuous improvement which impact on the MBA, underpinned by well-defined and implemented policies. The Institution should therefore be able to demonstrate satisfactory outcomes from its own internal, national and possibly international audit processes, and should provide evidence that it has responded successfully to any recommendations resulting from these processes;

- (v) market legitimacy, secured financial viability and Institutional continuity;
 - (vi) a discrete identity and an appropriate degree of autonomy (e.g. from the wider University) for decision-making on issues such as strategic development and resourcing with respect to educational provision and management of educational resources, particularly with regards to the MBA;
 - (vii) identified its target population and have a developed sense of the market for its products, understanding the particular nuances required for an MBA;
 - (viii) a clearly articulated and effective policy with regards to its relations with the organisational and managerial world, with demonstrable impact on the MBA, including means of regular access to employer opinion and a well-developed customer orientation. Executive Education activity is expected in order to enhance the relationship between academia and business which will benefit MBA teaching; and
 - (ix) a clearly articulated strategy for partnerships with other academic Institutions, which enhances a range of opportunities for the benefit of the MBA portfolio.
- 2.2 Institutions should demonstrate that the level of overall resourcing is appropriate for postgraduate / post-experience students, which may include exclusive MBA facilities. Library, computing and research facilities must be of a high standard and should be accessible, at least electronically, out of normal working hours and at weekends. Access to industry-standard hardware and software is important, as is the availability of business databases and literature search facilities. Sufficient resources should be dedicated to innovation, improvement and the development of the MBA.

Principle 3: Faculty Quality & Sufficiency

The Institution must be able to provide the MBA portfolio with sufficient and balanced expertise in teaching, research and consultancy that guides the MBA learning experience in a cohesive and integrated way.

- 3.1 In order to provide suitably resourced and high quality faculty available for the MBA, it is expected that the Institution will have an explicit, mission-led faculty strategy as well as an efficient organisational structure.
- 3.2 The MBA teaching faculty should be of a size which can, with regard to the overall supervision and number of participants, fully resource the provision to the required standard for which accreditation is being sought.
- 3.3 The Institution should have a thorough and inclusive faculty development and recruitment policy to ensure that staff are suitably diverse, innovative, reflect the Institution's commitment to continuous improvement and continue to meet high standards.
- 3.4 Faculty teaching at MBA level must be appropriately qualified and credible. Therefore at least 75 percent of the Institution's teaching staff should have a relevant postgraduate degree. It is expected that the majority of faculty will hold a Doctorate. The Institution must also be able to provide relevant

evidence of the quality of teaching from within its faculty, and that those teaching on the MBA possess the highest teaching standards. The Institution must demonstrate that high quality faculty are selected for the MBA in a balanced manner.

- 3.5 The Institution should be able to demonstrate high levels of quality across its faculty as evidenced by relevant management research, scholarship and consultancy. The majority of the MBA teaching team should be actively involved in all three activities, and the Institution should be able to demonstrate that there are effective mechanisms by which results from research, consultancy and contact with the corporate world are regularly incorporated into the MBA provision.
- 3.6 To ensure that MBA learning is cutting-edge and innovative, research quality should be of a high standard in some areas of activity and show evidence of an international dimension. It is expected that a significant proportion of research output is relevant and demonstrably contributes to organisations and to society.
- 3.7 The Institution should formally address the issues of collegiality and integration of staff into the total teaching and learning environment of the School, including part-time faculty, faculty from another part of the Institution, staff from other Institutions and practitioners. All members of the MBA teaching team, irrespective of origin, should be fully integrated and subject to the Institution's quality assurance policy.

Principle 4: Programme Design & Leadership

Each MBA programme must be supported and periodically reviewed in a systematic way, with sufficient academic oversight and operational support. The MBA should be designed to represent best practice in management education, taking into account market trends and practices.

- 4.1 Sustainable academic leadership is essential for a high quality MBA, regardless of the primary faculty teaching model. There should be clearly defined roles relating to the academic leadership and administrative responsibilities for the MBA programmes with individuals identified for each. Those assigned roles of academic leadership should be credible and committed to the programme.
- 4.2 The Institution should be able to demonstrate a level and quality of professional leadership and support appropriate to the size of the MBA provision.
- 4.3 Mechanisms must exist to ensure sufficient feedback and response to student reactions to course delivery and content on the MBA.
- 4.4 MBA programmes must be regularly reviewed to ensure that they continue to meet the needs of the market, taking into account input from all stakeholders. The design and content of the programme should embrace a range of relevant theory firmly linked to the practical world of sustainable leadership, business and management. Formal programme re-design is expected to take place on a cycle approximately every five years, based on a re-evaluation of the currency and achievement of learning outcomes.

Principle 5: The Student Cohort Experience

The MBA is designed to be a postgraduate, post-experience qualification for high potential leaders; the admissions process must be rigorous in ensuring that an appropriate, sustainable and diverse cohort is recruited and maintained.

- 5.1 There should be an expectation on the part of the provider that the student will be able to fulfil the objectives of the programme and achieve the standard required for the award. Evidence will be required to show rigour in procedures and standards for admission, for example, standard testing and interviewing. Interviews are expected to form an important component of the admissions process.
- 5.2 The MBA is intended for a variety of able candidates, primarily graduates from any discipline; and / or, holders of an equivalent professional qualification. Exceptionally, mature and experienced managers with the potential to meet the learning requirements of the MBA may also be considered as candidates.
- 5.3 Students are expected to have a minimum of three years appropriate and relevant postgraduate work experience upon entry and the student body as a whole should average at least five years of such experience.
- 5.4 Evidence of language proficiency will be required to a suitable standard for Masters-level learning and for meaningful cohort interaction. Where teaching is in English, standardised evaluation of students for whom English is not a first language will be expected.
- 5.5 Cohesion and integrity of the student cohort is a key component of the MBA in order to maximise the learning experience. As such, admission with credit, advanced standing and / or exemptions in any form is not encouraged, and, exceptionally, should be limited to no more than 20 percent of the course of study. This can be increased to 33 percent for students from an accredited MBM programme. Additionally, no more than 20 percent of a student cohort may be admitted with any level of credit, advanced standing and exemptions. Where credit, advanced standing and exemptions are awarded, the Institution must be able to demonstrate that any learning undertaken prior to enrolment on an MBA programme, either within the Institution or elsewhere, is at Masters level and is comparable to that offered to students admitted directly onto the programme. Any prior learning for which credit, advanced standing and exemptions are awarded must have been acquired no later than five years before enrolment to an MBA programme.
- 5.6 In order to promote mutual learning among peers, students should be selected on the basis of the contribution they may be expected to make as well as the benefit they may gain. Given the important role members of the cohort play in enriching the learning process, student diversity across a range of metrics (such as nationality, gender, academic and work background) is essential. To achieve adequate group interaction and diversity, the expected intake on each accredited programme would be a cohort size (distinct learning group) of at least 20 students. Due regard will be given to the following factors: the need for a critical mass of participants; geographical factors which may serve to constrain a local market; and, the combination of cohorts from

different entry points (carousel) and modes of delivery – providing that cohort cohesion and integrity is maintained and managed above the 20 minimum threshold in each core class.

- 5.7 In order to ensure programme diversity and sustainability, individual cohorts should be internationally diverse and balanced where possible. This is especially important for full-time programmes where the international experience offered by the MBA is an industry standard.
- 5.8 Single Company and Consortia MBA programmes should ensure that final decisions on admissions, student progress, curriculum, assessment and award of the MBA remain under the control of the Institution. Since a major source of learning flows from the interaction between managers from a variety of backgrounds, it is essential that the profile of the student cohort conforms to criterion 5.6.
- 5.9 Mechanisms must be in place to ensure that students, especially international students, receive adequate pastoral care and support throughout their course of study. The Institution should also have a formal policy to support students with disabilities. All student policies should be clearly articulated.
- 5.10 Where students have been away from formal education for an extended period of time, explicit help in learning skills should be provided.

Principle 6: Competences, Graduate Attributes & Learning Outcomes

The MBA should have clearly articulated learning outcomes which can be measured and mapped through to course learning outcomes and assessment. Outcomes should broadly reflect AMBA MBA attributes and be aligned to the mission of the Institution.

- 6.1 Each individual MBA programme must have clearly stated aims, objectives and learning outcomes, which reflect the mission and strengths of the Institution. Learning outcomes should be clear and explicit in describing what participants are expected to know and be able to do as a result of the programme. They should make clear the ways in which the Institution recognises and assesses intellectual, analytical, personal and enterprise qualities as well as the specific knowledge developed by the programme.
- 6.2 Learning outcomes should be mapped and measured against curriculum design and assessment, to ensure that the programme is cohesive and that all intended graduate outputs are achieved.
- 6.3 Evidence must be provided that the MBA programme enables its participants to build on their prior professional experience and academic background to acquire a broad base of management knowledge and skills that enables them to:
 - (i) lead themselves and others in the achievement of organisational goals, contributing effectively to a team environment;
 - (ii) think critically and make decisions based on complex information;
 - (iii) maximise resources for the benefit of organisations and society;
 - (iv) know and understand organisations and their stakeholders;

- (v) integrate functional knowledge and apply strategic management skills at a senior level in changing business environments;
- vi) operate effectively in cross-cultural settings, understanding the importance of globalisation;
- (vii) understand the complexities of business ethics in a global environment and act with integrity;
- (viii) analyse complex data, understanding the financial implications of managerial decision-making; and
- (ix) enhance their careers and their commitment to lifelong learning.

Principle 7: Curriculum Breadth & Depth

The MBA curriculum should be comprehensive and integrative, and clearly delivered at the Masters level.

- 7.1 An MBA is a Masters-level programme of study and is postgraduate in nature. Institutions should be able to demonstrate that Masters-level learning is achieved across the programme, which should be embedded in either national or international definitions. The design of an MBA programme is based on the utilisation of significant relevant previous experience of the participants.
- 7.2 While all programmes should reflect the general character of the MBA, individual courses may be designed to meet the needs of a specific business function or sector. While it is encouraged that a programme includes some specialisation appropriate to the Institution's resources and strengths, the MBA should retain its generalist, broad character. Where an Institution offers the MBA designation for a programme which is recognisably functional, or specialist in nature, the Institution is expected to provide an explicit rationale for the MBA designation.
- 7.3 An MBA programme should encompass relevant knowledge and understanding of organisations, the external context in which they operate, their stakeholders and how they are managed. While a specific module is not expected for each of the below, all programmes should demonstrate that students acquire a significant understanding of the major areas of knowledge which underpin general management, including:
 - (i) the concepts, processes and Institutions in the production and marketing of goods and / or services and the financing of business enterprise or other forms of organisation;
 - (ii) the concepts and applications of accounting, of quantitative methods and analytics, and management information systems including digital innovations;
 - (iii) organisation theory, behaviour, HRM issues and interpersonal communications;
 - (iv) the processes and problems of general management at the operational and strategic level;
 - (v) macro and micro economics;
 - (vi) business research methods and consultancy skills;

- (vii) the impact of environmental forces on organisations, including: legal systems; demographics; ethical, social, and technological change issues and risks;
 - (viii) explicit coverage of the ability to respond to and manage change;
 - (ix) business policy and strategy;
 - (x) leadership and entrepreneurship;
 - (xi) an understanding of the impact of sustainability, ethics and risk management on business decisions and performance, and on society as a whole;
 - (xii) further contemporary and pervasive issues, such as creativity, enterprise, innovation, e-commerce, and knowledge management; and
 - (xiii) the international dimension to the above, including political risk and contemporary processes of regionalisation, emerging markets, global governance and globalisation.
- 7.4 To ensure an international dimension to the programme, the curriculum should take care to incorporate an understanding of management styles and practices from different regions and cultures, and to include diversity in examples and / or case studies. Examples should encompass a range from prevalent international business standards to local norms and expectations. International study opportunities are to be encouraged where they enhance the student learning experience.
- 7.5 An MBA should contain substantial evidence of programme integration. In many cases this is achieved primarily as an in-company project, which demonstrates each individual student's ability to integrate the functional areas of management. Where included, such a project should be practically based and allow candidates to demonstrate an understanding of theory and its application at Masters level. The expectations, learning outcomes and assessment criteria should be made explicit. Research and consultancy skills training should be provided in preparation for the above. Any other methods of integration are acceptable but evidence that such methods are effective and substantial is expected. Where programmes are designed on a modular basis, the design should, given the importance of a multi-disciplinary approach to management problems, clearly provide means by which the integration of individual subjects is achieved.
- 7.6 Evidence will be sought that programme design and review has incorporated an understanding of the balance between theory and practice, and between functional and integrative teaching.
- 7.7 Personal growth is an important element of an MBA, and should be a key and integrated element of an accredited programme. The programme must be explicit about the means by which transferable management skills are developed throughout the programme. Such skills include, but are not restricted to: ability to manage change and risk; communication; leadership; teamwork; dealing with ambiguity; negotiation; problem solving; critical thinking; and ethical values.

- 7.8 Innovation in MBA programme design and delivery is strongly encouraged, particularly in the ways in which such developments enhance integration, sustainability, personal growth, and the sharing of cohort experiences.

Principle 8: Assessment Rigour & Relevance

The MBA assessment strategy must be robust, varied and to standards that are consistently applied at the Masters level.

- 8.1 The key purpose of student assessment is to enable students to demonstrate that they have met the objectives and achieved the learning outcomes of the programme at the standard required for the award of an MBA degree. The assessment scheme should have detailed criteria and specify the range and relative weights of the various assessment methods used; it should be comprehensive and consistent across the various subject areas, and underpinned by a suitable assessment strategy.
- 8.2 The assessment scheme should reflect the particular aims and characteristics of the course. A diverse approach to assessment methods is expected, and individual examinations should play a balanced role in any such scheme since they are seen as testing intellectual rigour under controlled conditions. While innovation in assessment methods is encouraged, particularly where new teaching and learning methods are being used, detailed evaluation by the School of such innovations will also be looked for.
- 8.3 Assessment should also be used to provide feedback to students in a consistent and timely manner and assist in the subsequent individual and group learning.
- 8.4 Evidence is required that steps are taken to ensure that the individual's own work is being assessed, with an explicit policy with regards to plagiarism.
- 8.5 Assessment standards should be consistently reviewed and applied at Masters level across the programme and the portfolio. This includes instances where delivery and assessment is undertaken at partner sites and on student exchanges.

Principle 9: Delivery & Interaction

In order to develop sufficient generalist management knowledge, skills and values, the MBA programme requires substantial interaction between faculty and the cohort group, in addition to providing appropriate space for private study and reflection.

- 9.1 The applied nature of much of the MBA demands a variety of teaching and learning methods, including lectures, seminars, workshops, action learning, reading, individual and group projects, distance learning, computer-based training and in-company training. Cooperation of employers is to be encouraged and it is expected that much of the learning will be practically based.
- 9.2 The duration of an MBA programme is expected to be equivalent to at least one year's full-time study and normally at least two years' part-time study.

More flexible modes of delivery should be expected to take between two to three years to complete, with a clear and managed progression rate and an upper limit in exceptional circumstances of not more than seven years.

- 9.3 An MBA programme will correspond to the equivalent of at least 1,800 hours learning effort, which should incorporate suitable time for faculty – cohort interaction (contact time), group work, individual reading and preparation, and reflection. The design of the programme must ensure that this can be achieved within the standard set duration, accounting for other responsibilities that students will have outside of the study environment.
- 9.4 The total number of contact hours is expected to be at least 500. Contact hours are defined as compulsory interaction between the learning group and faculty, which in traditional delivery modes would be delivered completely synchronously. The minimum requirement for any synchronous element is expected to be 120 hours, usually reserved for online delivery, which can include the use of demonstrably effective technologies that enable synchronous interaction between the student cohort and faculty. In all cases the balance of 500 contact hours must be mandatory interactive student-faculty learning, although this can be delivered asynchronously.
- 9.5 Acceptable delivery modes range across a spectrum from traditional face-to-face through to fully online, with many blended variations in-between. Innovative approaches to design and delivery are welcomed if they enhance learning opportunities and can maintain the coherence and integrity of the course, while meeting the general standards outlined in this document. It is expected that cohort integration is achieved through programme and delivery design even on the most flexible of delivery modes.
- 9.6 Much of the learning in an MBA is expected to take place between members of the learning group, and opportunities for collaborative learning should be provided. Such interaction can be face-to-face and / or through the application of a virtual learning environment, as long as this encourages and supports substantial synchronous interaction.
- 9.7 It is expected that all programmes will contain some element of support through an online platform which students can access off-campus and out-of-hours.
- 9.8 Some programmes may be designed to deliver a significant part – or indeed all – of the learning experience at a distance, ranging along a spectrum from offering one section or module of the course online, to ‘blended learning’, to ‘distance learning’ in its purest sense. In such cases, it is expected that all standards outlined in this document will continue to be met. Programmes delivered by such modes must ensure that students receive an equivalent learning experience to that of students studying on a face-to-face basis. Flexibility is an important feature but should not be to the detriment of the student cohort learning experience, which is a cornerstone of the MBA. Within this framework, the criteria may be adapted to account for a significant evolution in technology-assisted learning that may occur throughout the lifecycle of this document. Accreditation will therefore focus particularly on examining evidence that there is:

- (i) a physical base from which the programme operates, which provides an effective logistical and administrative infrastructure that ensures that all participants engage with the programme as intended, that monitors this engagement, and that consistency is maintained year on year. This should also extend to include local teaching and support facilities where appropriate;
- (ii) a specifically designed quality assurance system to ensure the continued quality and currency of all staff, systems and teaching materials, with a systematic process of periodic quality review;
- (iii) remote out-of-hours access for all students to the necessary study materials, library resources and software, with dedicated technical support available and readily accessible;
- (iv) consistent and accessible academic leadership which provides cohesion for the programme underpinned by appropriate research and scholarly activity, and with responsibility for the review of course content, delivery and academic standards;
- (v) a tailored system of programme management and support, ensuring transparent coordination and regular communication between the various departments involved in the delivery of the programme;
- (vi) a customised system for regular and responsive student engagement with the Institution, to include access to academic and support staff, student feedback and pastoral care;
- (vii) a means to ensure that students studying at a distance receive appropriate career development opportunities, in addition to evidence that the development of transferable skills are addressed explicitly;
- (viii) a transparent system to regularly monitor student interaction and progression on the programme, with effective means to remedy any issues that arise as a result of this monitoring;
- (ix) a structured, effective and interactive platform to provide, encourage and monitor interaction between the peer group / cohort, and with faculty / tutors, both synchronously and asynchronously, across key elements of the course. This should provide an effective means for group work as well as an opportunity for networking and peer support; and
- (x) a robust and secure assessment system, which guards against plagiarism, ensures the correct identity of submitted work, and allows for appropriate feedback to students, both formative and summative.

Principle 10: Impact & Lifelong Learning

Graduates should be able to demonstrate significant career enhancement as a result of their MBA and should be supported in their continual development by the Institution.

10.1 Facilities should exist to assist in employment for students at the conclusion of their studies, with career development opportunities available irrespective of delivery mode and employment status. Employment services should be

cognisant of the specific requirements and career aspirations demanded by MBA students.

- 10.2 A well-established and active association of MBA alumni is expected, which provides tangible networking and lifelong learning opportunities for its members.
- 10.3 An accredited MBA should be able to provide evidence of significant impact and return on investment for its graduates and other stakeholders. When assessing the overall quality of the programme, consideration will be given to the value added by the MBA programme to work experience and career development. The views and experiences of appropriate alumni, employers and sponsors will also be sought. The transfer of learning from the programme to the place of work will be evaluated, and evidence that these outcomes are being met by graduates in the workplace is expected. An inclusive view of the measurement and articulation of impact and the return on investment of the MBA is encouraged, taking into account the contribution to society and value creation.
- 10.4 The Institution should have appropriate mechanisms to regularly review the long term success and impact of graduates, and to evaluate the currency and achievement of programme learning outcomes.

CRITERIA FOR THE ACCREDITATION OF MBM PROGRAMMES

Framework & Eligibility

This document sets out the criteria for MBM programme accreditation. While setting the standards that accredited provision is expected to meet, these criteria are not intended to be so prescriptive as to stifle innovation or to preclude other measures by which quality may be assessed.

At the core of the accreditation scheme is full recognition of the autonomy of individual degree-awarding Institutions to offer MBM programmes and of the need for individuals and employers to have an internationally recognised accreditation process based on external and peer review of MBM provision.

Accreditation assesses the current standards of postgraduate management education offered at an Institution while promoting a developmental philosophy and a commitment to continuous improvement and quality enhancement. Institutions gaining accreditation are expected to maintain and demonstrate this commitment to regular improvement within their own programmes over the duration of each accreditation period.

Assessors will base their recommendation on the overall context of the MBM provision under assessment, taking into account the quality of the Institution offering the MBM.

An accredited MBA portfolio is normally a pre-requisite for the assessment of an Institution's MBM portfolio; however, if an Institution does not offer an MBA, then MBM accreditation may be permitted in exceptional circumstances. In such cases, an Institution must have been graduating MBM students for a minimum of three years in order to be eligible for accreditation. As an assurance of continuity and sustainability of quality provision, an Institution and its MBM provision will have

conformed to the majority of the Association's criteria for a minimum period of three years prior to its first assessment.

Principle 1: The MBM Portfolio

While the Institution may choose the programmes that it wishes to submit for MBM accreditation, in order to ensure clarity and transparency in the marketplace, all programmes that bear the same title, irrespective of delivery mode or location, must be assessed.

- 1.1 The designation 'MBM' can be applied to any management degrees that have a substantial general management component. An Institution may choose the programmes that it wishes to submit for MBM accreditation. The School is responsible for fully identifying and communicating its accredited MBM portfolio to AMBA, as well as to other stakeholders.
- 1.2 In order to ensure clarity and transparency in the marketplace, all programmes with the same name, irrespective of delivery mode or location, must be assessed. Programmes offered at multiple campuses should each undergo an on-site assessment to ensure the equivalence of experience for students at each site. All Institutions involved in the delivery of collaborative provision should normally expect an on-site assessment visit to assess the quality and equivalence of experience offered on the specific programmes, and partner Institutions with unaccredited MBM provision will be expected to apply for accreditation within the current review cycle of the multi-centre programme. The awarding Institution must assume full responsibility for the quality of collaborative delivery, and is expected to make the initial application for AMBA accreditation where applicable.
- 1.3 Where an MBM programme is to be awarded jointly by more than one Institution, one (accredited) Institution is to be designated the lead provider and will be responsible for delivery by the partner Institution(s). This also applies to programmes which allow students to undertake exchanges or modules delivered by other Institutions.

Principle 2: Institutional Integrity, Sustainability & Distinctiveness

The Institution offering an MBM must be sustainable, financially viable, and committed to quality and continuous improvement. It should possess a distinctive market identity which provides the basis for a high quality and successful MBM portfolio.

- 2.1 The assessment of MBM provision will take account of the Institution offering the programmes. The Institution is generally expected to be the Business School or equivalent unit that offers degree programmes, including the MBM portfolio. Institutions offering accredited MBM programmes should have:
 - (i) an appropriate mission, explicitly expressed and regularly reviewed, which reflects its key strengths and underpins the design of the MBM portfolio;
 - (ii) a well-defined, credible and coherent strategy, realistically reflecting its resources and constraints as well as its stated mission, with reference to Masters programmes;

- (iii) an effective and integrated organisation for the management and leadership of activities, with a significant degree of autonomy and control over its future;
 - (iv) a commitment to sustainability, good governance and continuous improvement which impact on the MBM, underpinned by well-defined and implemented policies. The Institution should therefore be able to demonstrate satisfactory outcomes from its own internal, national and possibly international audit processes, and should provide evidence that it has responded successfully to any recommendations resulting from these processes;
 - (v) market legitimacy, secured financial viability and Institutional continuity;
 - (vi) a discrete identity and an appropriate degree of autonomy (e.g. from the wider University) for decision-making on issues such as strategic development and resourcing with respect to educational provision and management of educational resources, which support the MBM;
 - (vii) identified its target population and have a developed sense of the market for its products, understanding the specific needs of the MBM portfolio;
 - (viii) a clearly articulated and effective policy with regards to its relations with the organisational and managerial world, with demonstrable impact on the MBM, including means of regular access to employer opinion and a well-developed customer orientation; and
 - (ix) a clearly articulated strategy for partnerships with other academic Institutions, which enhances a range of opportunities for the benefit of the MBM portfolio.
- 2.2 Institutions should demonstrate that the level of overall resourcing is appropriate for postgraduate students. Library, computing and research facilities must be of a high standard and should be accessible, at least electronically, out of normal working hours and at weekends. Access to industry-standard hardware and software is important, as is the availability of business databases and literature search facilities. Sufficient resources should be dedicated to innovation, improvement and the development of the MBM.

Principle 3: Faculty Quality & Sufficiency

The Institution must be able to provide the MBM portfolio with sufficient and balanced expertise in teaching, research and consultancy that guides the MBM learning experience in a cohesive and integrated way.

- 3.1 In order to provide suitably resourced and high quality faculty available for the MBM, it is expected that the Institution will have an explicit, mission-led faculty strategy as well as an efficient organisational structure.
- 3.2 The MBM teaching faculty should be of a size which can, with regard to the overall supervision and number of participants, fully resource the provision to the required standard for which accreditation is being sought.

- 3.3 The Institution should have a thorough and inclusive faculty development and recruitment policy to ensure that staff are suitably diverse, innovative, reflect the Institution's commitment to continuous improvement and continue to meet high standards.
- 3.4 Faculty teaching at MBM level must be appropriately qualified and credible. Therefore at least 75 percent of the Institution's teaching staff should have a relevant postgraduate degree. It is expected that the majority of faculty will hold a Doctorate. The Institution must also be able to provide relevant evidence of the quality of teaching from within its faculty, and that those teaching on the MBM possess the highest teaching standards. The Institution must demonstrate that high quality faculty are selected for the MBM in a balanced manner.
- 3.5 The Institution should be able to demonstrate high levels of quality across its faculty as evidenced by relevant management research, scholarship and consultancy. The majority of the MBM teaching team should be actively involved in all three activities, and the Institution should be able to demonstrate that there are effective mechanisms by which results from research, consultancy and contact with the corporate world are regularly incorporated into the MBM provision.
- 3.6 To ensure that MBM learning is cutting-edge and innovative, research quality should be of a high standard in some areas of activity and show evidence of an international dimension. It is expected that a reasonable proportion of research output is relevant and demonstrably contributes to organisations and to society.
- 3.7 The Institution should formally address the issues of collegiality and integration of staff into the total teaching and learning environment of the School, including part-time faculty, faculty from another part of the Institution, staff from other Institutions and practitioners. All members of the MBM teaching team, irrespective of origin, should be fully integrated and subject to the Institution's quality assurance policy.

Principle 4: Programme Design & Leadership

Each MBM programme must be supported and periodically reviewed in a systematic way, with sufficient academic oversight and operational support. The MBM should be designed to represent the latest thinking in management education, taking into account market trends and practices.

- 4.1 Sustainable academic leadership is essential for a high quality MBM, regardless of the primary faculty teaching model. There should be clearly defined roles relating to the academic leadership and administrative responsibilities for the MBM programmes with individuals identified for each. Those assigned roles of academic leadership should be credible and committed to the programme.
- 4.2 The Institution should be able to demonstrate a level and quality of professional leadership and support appropriate to the size of the MBM provision.

- 4.3 Mechanisms must exist to ensure sufficient feedback and response to student reactions to course delivery and content on the MBM.
- 4.4 MBM programmes must be regularly reviewed to ensure that they continue to meet the needs of the market, taking into account input from all stakeholders. The design and content of the programme should embrace a range of relevant theory firmly linked to the practical world of sustainable business and management. Formal programme re-design is expected to take place on a cycle approximately every five years, based on a re-evaluation of the currency and achievement of learning outcomes.

Principle 5: The Student Cohort Experience

The MBM is designed to be a postgraduate, general management qualification for high quality career entrants; the admissions process must be rigorous in ensuring that an appropriate, sustainable and diverse cohort is recruited and maintained.

- 5.1 There should be an expectation on the part of the provider that the student will be able to fulfil the objectives of the programme and achieve the standard required for the award. Evidence will be required to show rigour in procedures and standards for admission, for example, standard testing and interviewing. Interviews are expected to form an important component of the admissions process.
- 5.2 The MBM can be aimed at graduates from any discipline, and any specific admissions requirements must be made clear to all applicants in the admissions procedures.
- 5.3 It is not necessary to require prior work experience for accredited MBM programmes, and any such admissions requirements must be made clear to all applicants in the admissions procedures, as well as having a clear rationale with regards to the pedagogy of the programme.
- 5.4 Evidence of language proficiency will be required to a suitable standard for Masters-level learning. Where teaching is in English, standardised evaluation of students for whom English is not a first language will be expected.
- 5.5 In order to ensure a rounded learning experience for students from a wide range of backgrounds and to maintain cohesion and integrity of the student cohort, admission with credit, admission with advanced standing and exemptions will not normally be accepted for accredited MBM programmes.
- 5.6 In order to promote mutual learning among peers, students should be selected on the basis of the contribution they may be expected to make as well as the benefit they may gain. Given the important role members of the cohort play in enriching part of the learning process, student diversity across a range of metrics (such as nationality, gender, academic and work background) is expected. To achieve adequate group interaction and diversity, the expected intake on each accredited programme would be a cohort size (distinct learning group) of at least 20 students. Due regard will be given to the following factors: the need for a critical mass of participants; geographical factors which may serve to constrain a local market; and, the combination of cohorts from different entry points (carousel) and modes of delivery –

providing that cohort cohesion and integrity is maintained and managed above the 20 minimum threshold in each core class.

- 5.7 In order to ensure programme diversity and sustainability, individual cohorts should be internationally diverse and balanced where possible.
- 5.8 Single Company and Consortia MBM programmes should ensure that final decisions on admissions, student progress, curriculum, assessment and award of the MBM remain under the control of the Institution.
- 5.9 Mechanisms must be in place to ensure that students, especially international students, receive adequate pastoral care and support throughout their course of study. The Institution should also have a formal policy to support students with disabilities. All student policies should be clearly articulated.
- 5.10 In cases where students have been away from formal education for an extended period of time, explicit help in learning skills should be provided.

Principle 6: Competences, Graduate Attributes & Learning Outcomes

The MBM should have clearly articulated learning outcomes which can be measured and mapped through to course learning outcomes and assessment. Outcomes should broadly reflect AMBA MBM attributes and be aligned to the mission of the Institution.

- 6.1 Each individual MBM programme must have clearly stated aims, objectives and learning outcomes,

which reflect the mission and strengths of the Institution. Learning outcomes should be clear and explicit

in describing what participants are expected to know and be able to do as a result of the programme.

They should make clear the ways in which the Institution recognises and assesses intellectual, analytical,

personal and enterprise qualities as well as the specific knowledge developed by the programme.

- 6.2 Learning outcomes should be mapped and measured against curriculum design and assessment, to ensure that the programme is cohesive and that all intended graduate outputs are achieved.

- 6.3 MBM graduates will be able to utilise the broad theoretical knowledge, skills and practical experience gained during their studies to:

- (i) think critically and formulate reasoned opinions based on complex information;
- (ii) integrate functional knowledge and apply strategic management skills at a junior level in changing business environments;
- (iii) understand organisations and their stakeholders;
- (iv) operate effectively in cross-cultural settings, understanding the nature of globalisation;
- (v) understand the importance of business ethics in a global environment and act with integrity;

- (vi) analyse complex data, understanding the financial implications of managerial decision-making;
- (vii) work effectively within a diverse team environment; and
- (viii) develop a management career and a commitment to lifelong learning.

Principle 7: Curriculum Breadth & Depth

The MBM curriculum should be comprehensive and integrative, and clearly delivered at the Masters level.

- 7.1 An MBM is a Masters-level programme of study and is postgraduate in nature. Institutions should be able to demonstrate that Masters-level learning is achieved across the programme, which should be embedded in either national or international definitions. The design and approach of the programme should reflect the nature of students who may not have completed a first degree in business and management, and who may not have any practical managerial experience.
- 7.2 While all programmes should reflect the general character of the MBM, individual courses may be designed to meet the needs of a specific business function or sector. While it is encouraged that a programme includes some specialisation appropriate to the Institution's resources and strengths, the MBM should retain its generalist, broad character. Where an Institution offers the MBM designation for a programme which is recognisably functional, or specialist in nature, the Institution is expected to provide an explicit rationale for the designation within a general management orientation.
- 7.3 An MBM programme should encompass relevant knowledge and understanding of organisations, the external context in which they operate, their stakeholders and how they are managed. While a specific module is not expected for each of the below, all programmes should demonstrate that students acquire a significant understanding of the major areas of knowledge which underpin general management, including:
 - (i) the concepts, processes and Institutions in the production and marketing of goods and / or services and the financing of business enterprise or other forms of organisation;
 - (ii) the concepts and applications of accounting, of quantitative methods and analytics, and management information systems including digital innovations;
 - (iii) organisation theory, behaviour, HRM issues and interpersonal communications;
 - (iv) the processes and problems of general management at the operational and strategic level;
 - (v) macro and micro economics;
 - (vi) business research methods and consultancy skills;
 - (vii) the impact of environmental forces on organisations, including: legal systems; demographics; ethical, social, and technological change issues;
 - (viii) explicit coverage of the ability to respond to and manage change;

- (ix) business policy and strategy;
 - (x) theories of leadership and entrepreneurship;
 - (xi) an understanding of the impact of sustainability, ethics and risk management on business decisions and performance, and on society as a whole;
 - (xii) further contemporary and pervasive issues, such as creativity, enterprise, innovation, e-commerce, and knowledge management; and
 - (xiii) the international dimension to the above, including political risk and contemporary processes of regionalisation, emerging markets, global governance and globalisation.
- 7.4 To ensure an international dimension to the programme, the curriculum should take care to incorporate an understanding of management styles and practices from different regions and cultures, and to include diversity in examples and / or case studies. Examples should encompass a range from prevalent international business standards to local norms and expectations. International study opportunities are to be encouraged where they enhance the student learning experience.
- 7.5 An MBM should contain substantial evidence of programme integration. In many cases this is achieved primarily as a final project, which demonstrates each individual student's ability to integrate the functional areas of management. Where included, such a project should be practically based and allow candidates to demonstrate an understanding of theory and its application at Masters level. The expectations, learning outcomes and assessment criteria should be made explicit. Research and consultancy skills training should be provided in preparation for the above. Any other methods of integration are acceptable but evidence that such methods are effective and substantial is expected. Where programmes are designed on a modular basis, the design should, given the importance of a multi-disciplinary approach to management problems, clearly provide means by which the integration of individual subjects is achieved.
- 7.6 Evidence will be sought that programme design and review has incorporated an understanding of the balance between theory and practice, and between functional and integrative teaching. Given the likely lack of work experience for most MBM students, opportunities for explicit practical learning and work experience during the programme is strongly encouraged.
- 7.7 The programme should be explicit about the means by which transferable management skills are developed throughout the programme. Such skills include, but are not restricted to: communication; teamwork; dealing with ambiguity; negotiation; problem solving; critical thinking; and ethical values.
- 7.8 Innovation in MBM programme design and delivery is strongly encouraged, particularly in the ways in which such developments enhance integration, sustainability, personal growth, and the sharing of cohort knowledge and ideas.

Principle 8: Assessment Rigour & Relevance

The MBM assessment strategy must be robust, varied and to standards that are consistently applied at the Masters level.

- 8.1 The key purpose of student assessment is to enable students to demonstrate that they have met the objectives and achieved the learning outcomes of the programme at the standard required for the award of a Masters degree. The assessment scheme should have detailed criteria and specify the range and relative weights of the various assessment methods used; it should be comprehensive and consistent across the various subject areas, and underpinned by a suitable assessment strategy.
- 8.2 The assessment scheme should reflect the particular aims and characteristics of the course. A diverse approach to assessment methods is expected, and individual examinations should play a balanced role in any such scheme since they are seen as testing intellectual rigour under controlled conditions. While innovation in assessment methods is encouraged, particularly where new teaching and learning methods are being used, detailed evaluation by the School of such innovations will also be looked for.
- 8.3 Assessment should also be used to provide feedback to students in a consistent and timely manner and assist in the subsequent individual and group learning.
- 8.4 Evidence is required that steps are taken to ensure that the individual's own work is being assessed, with an explicit policy with regards to plagiarism.
- 8.5 Assessment standards should be consistently reviewed and applied at Masters level across the programme and the portfolio. This includes instances where delivery and assessment is undertaken at partner sites and on student exchanges.

Principle 9: Delivery & Interaction

In order to develop sufficient generalist management knowledge, skills and values, the MBM programme requires substantial interaction between faculty and the cohort group, in addition to providing appropriate space for private study and reflection.

- 9.1 The nature of the MBM, combining management theory with an introduction to its practical implications, requires a variety of teaching and learning methods, including lectures, seminars, workshops, action learning, reading, individual and group projects, distance learning, computer-based training and in-company training. Cooperation of employers is to be encouraged and it is expected that some of the learning will be practically based.
- 9.2 The duration of an MBM programme is expected to be equivalent to at least one year's full-time study and normally at least two years' part-time study. More flexible modes of delivery should be expected to take between two to three years to complete, with a clear and managed progression rate and an upper limit in exceptional circumstances of not more than seven years.
- 9.3 An MBM programme will correspond to the equivalent of at least 1,800 hours learning effort, which should incorporate suitable time for faculty – cohort

interaction (contact time), group work, individual reading and preparation, and reflection. The design of the programme must ensure that this can be achieved within the standard set duration, accounting for other responsibilities that students may have outside of the study environment.

- 9.4 The total number of contact hours is expected to be at least 300. Contact hours are defined as compulsory interaction between the learning group and faculty, which in traditional delivery modes would be delivered completely synchronously. The minimum requirement for any synchronous element is expected to be 100 hours, usually reserved for online delivery, which can include the use of demonstrably effective technologies that enable synchronous interaction between the student cohort and faculty. In all cases the balance of 300 contact hours must be mandatory interactive student-faculty learning, although this can be delivered asynchronously.
- 9.5 Acceptable delivery modes range across a spectrum from traditional face-to-face through to fully online, with many blended variations in-between. Innovative approaches to design and delivery are welcomed if they enhance learning opportunities and can maintain the coherence and integrity of the course, while meeting the general standards outlined in this document. It is expected that cohort integration is achieved through programme and delivery design even on the most flexible of delivery modes.
- 9.6 Some of the learning in an MBM is expected to take place between members of the learning group, and opportunities for collaborative learning should be provided. Such interaction can be face-to-face and / or through the application of a virtual learning environment, as long as this encourages and supports synchronous interaction where appropriate.
- 9.7 It is expected that all programmes will contain some element of support through an online platform which students can access off-campus and out-of-hours.
- 9.8 Some programmes may be designed to deliver a significant part – or indeed all – of the learning experience at a distance, ranging along a spectrum from offering one section or module of the course online, to ‘blended learning’, to ‘distance learning’ in its purest sense. In such cases, it is expected that all standards outlined in this document will continue to be met. Programmes delivered by such modes must ensure that students receive an equivalent learning experience to that of students studying on a face-to-face basis. Flexibility may be enabled but should not be to the detriment of the student learning experience, which requires a certain intensity to allow for suitable knowledge transfer and integration to occur. Within this framework, the criteria may be adapted to account for a significant evolution in technology-assisted learning that may occur throughout the lifecycle of this document. Accreditation will therefore focus particularly on examining evidence that there is:
 - (i) a physical base from which the programme operates, which provides an effective logistical and administrative infrastructure that ensures that all participants engage with the programme as intended, that monitors this engagement, and that consistency is maintained year on year. This

should also extend to include local teaching and support facilities where appropriate;

- (ii) a specifically designed quality assurance system to ensure the continued quality and currency of all staff, systems and teaching materials, with a systematic process of periodic quality review;
- (iii) remote out-of-hours access for all students to the necessary study materials, library resources and software, with dedicated technical support available and readily accessible;
- (iv) consistent and accessible academic leadership which provides cohesion for the programme underpinned by appropriate research and scholarly activity, and with responsibility for the review of course content, delivery and academic standards;
- (v) a tailored system of programme management and support, ensuring transparent coordination and regular communication between the various departments involved in the delivery of the programme;
- (vi) a customised system for regular and responsive student engagement with the Institution, to include access to academic and support staff, student feedback and pastoral care;
- (vii) a means to ensure that students studying at a distance receive appropriate career development opportunities, in addition to evidence that the development of transferable skills are addressed explicitly;
- (viii) a transparent system to regularly monitor student interaction and progression on the programme, with effective means to remedy any issues that arise as a result of this monitoring;
- (ix) a structured, effective and interactive platform to provide, encourage and monitor interaction between the peer group / cohort, and with faculty / tutors, both synchronously and asynchronously, across key elements of the course. This should provide an effective means for group work as well as an opportunity for networking and peer support; and
- (x) a robust and secure assessment system, which guards against plagiarism, ensures the correct identity of submitted work, and allows for appropriate feedback to students, both formative and summative.

Principle 10: Impact & Lifelong Learning

Graduates should be able to demonstrate significant career growth as a result of their MBM and should be supported in their continual development by the Institution.

10.1 Facilities should exist to assist in employment for students at the conclusion of their studies, with career entry opportunities and support available irrespective of delivery mode and employment status.

10.2 A well-established and active association of MBM alumni is expected, which provides tangible networking and lifelong learning opportunities for its members.

- 10.3 An accredited MBM should be able to provide evidence of impact and return on investment for its graduates and other stakeholders. When assessing the overall quality of the programme, consideration will be given to the value added by the MBM programme to career entry professionals and / or entrepreneurs. The views and experiences of appropriate alumni, employers and sponsors will also be sought. An inclusive view of the measurement and articulation of impact and the return on investment of the MBM is encouraged, taking into account the contribution to society and value creation.
- 10.4 The Institution should have appropriate mechanisms to regularly review the long term success and impact of graduates, and to evaluate the currency and achievement of programme learning outcomes.

CRITERIA FOR THE ACCREDITATION OF DBA PROGRAMMES

Framework & Eligibility

This document sets out the criteria for DBA programme accreditation. While setting the standards that accredited provision is expected to meet, these criteria are not intended to be so prescriptive as to stifle innovation or to preclude other measures by which quality may be assessed.

At the core of the accreditation scheme is full recognition of the autonomy of individual degree-awarding Institutions to offer DBA programmes and of the need for individuals and employers to have an internationally recognised accreditation process based on external and peer review of DBA provision.

Accreditation assesses the current standards of postgraduate management education offered at an Institution while promoting a developmental philosophy and a commitment to continuous improvement and quality enhancement. Institutions gaining accreditation are expected to maintain and demonstrate this commitment to regular improvement within their own programmes over the duration of each accreditation period.

Assessors will base their recommendation on the overall context of the DBA provision under assessment, taking into account the quality of the Institution offering the DBA.

The key component and metric of DBA quality is the research thesis itself, which must demonstrate Doctoral quality as well as a significant contribution to management practice. As such, only programmes which have graduated at least three DBA students over the last three years are eligible for DBA accreditation. As an assurance of continuity and sustainability of quality provision, an Institution and its DBA provision will have conformed to the majority of the Association's criteria for a minimum period of three years prior to its first assessment. An accredited MBA portfolio is normally a pre-requisite for the assessment of an Institution's DBA portfolio; however, if an Institution does not offer an MBA, then DBA accreditation may be permitted in exceptional circumstances.

Principle 1: The DBA Portfolio

In order to ensure clarity and transparency in the marketplace, all programmes awarded by the Institution bearing the designation DBA must be submitted for accreditation.

- 1.1 An Institution's DBA provision in its entirety must be tabled for assessment and meet the accreditation criteria. This includes any programmes that are offered and awarded which bear the name 'DBA'. All DBAs in the portfolio should meet the criteria below although with a different emphasis considering the target market. The Institution is responsible for fully identifying and communicating its DBA portfolio to AMBA, as well as to other stakeholders.
- 1.2 Portfolio assessment will include all programmes delivered at the Institution, outreach programmes, franchises, and programmes delivered in conjunction with partner Institutions. Programmes offered at multiple campuses should each undergo an on-site assessment to ensure the equivalence of experience for students at each site. All Institutions involved in the delivery of collaborative provision should normally expect an on-site assessment visit to assess the quality and equivalence of experience offered on the specific programmes, and partner Institutions with unaccredited DBA provision will be expected to apply for accreditation within the current review cycle of the multi-centre programme. The awarding Institution must assume full responsibility for the quality of collaborative delivery, and is expected to make the initial application for AMBA accreditation.
- 1.3 Where a DBA programme is to be awarded jointly by more than one Institution, one (accredited) Institution is to be designated the lead provider and will be responsible for delivery by the partner Institution(s). This also applies to programmes which allow students to undertake exchanges or modules delivered by other Institutions.

Principle 2: Institutional Integrity, Sustainability & Distinctiveness

The Institution offering a DBA must be sustainable, financially viable, and committed to quality and continuous improvement. It should possess a distinctive market identity and a research culture which provides the basis for a high-quality and successful DBA portfolio.

- 2.1 The assessment of DBA provision will take account of the Institution offering the programmes. The Institution is generally expected to be the Business School or equivalent unit that offers degree programmes, including the DBA portfolio. Institutions offering accredited DBA programmes should have:
 - (i) an appropriate mission, explicitly expressed and regularly reviewed, which reflects its key strengths and underpins the design of the DBA portfolio, acknowledging the significance of research and research training;
 - (ii) a well-defined, credible and coherent strategy, realistically reflecting its resources and constraints as well as its stated mission, with specific reference to high-quality research;
 - (iii) an effective and integrated organisation for the management and leadership of activities, with a significant degree of autonomy and control over its future;
 - (iv) a commitment to sustainability, good governance and continuous improvement which impact on the DBA, underpinned by well-defined and implemented policies. The Institution should therefore be able to

demonstrate satisfactory outcomes from its own internal, national and possibly international audit processes, and should provide evidence that it has responded successfully to any recommendations resulting from these processes;

- (v) market legitimacy, secured financial viability and Institutional continuity;
 - (vi) a discrete identity and an appropriate degree of autonomy (e.g. from the wider University) for decision-making on issues such as strategic development and resourcing with respect to educational provision and management of educational resources, including with regards to the DBA;
 - (vii) identified its target population and have a developed sense of the market for its products, understanding the particular target market for the DBA;
 - (viii) a clear and effective policy with regards to its relations with the organisational and managerial world, with demonstrable impact on the DBA, particularly with respect to applied trans-disciplinary research; and
 - (ix) a clearly articulated strategy for partnerships with other academic Institutions, which enhances a range of opportunities for the benefit of the DBA portfolio.
- 2.2 Institutions should demonstrate that the level of overall resourcing is appropriate for post-experience researchers. Library, computing and research facilities must be of a high standard and should be accessible, at least electronically, out of normal working hours and at weekends. Access to industry-standard hardware and software is important, as is the availability of business databases and literature search facilities. Sufficient resources should be dedicated to innovation, improvement and the development of the DBA.
- 2.3 The Institution must be able to offer an explicit rationale for offering a DBA, as opposed to, or in addition to, an MPhil or a PhD.

Principle 3: Supervision Quality & Sufficiency

The Institution must be able to provide the DBA portfolio with sufficient and balanced expertise in research and consultancy that creates a platform for highly qualified and relevant supervisory teams available for each DBA participant.

- 3.1 In order to provide a suitably resourced and high-quality pool of supervisors and faculty available for the DBA, it is expected that the Institution will have an explicit, mission-led faculty strategy as well as an efficient organisational structure, with a strong research focus.
- 3.2 The DBA supervisory and teaching team should be of a size which can, with regard to the overall supervision and number of participants, fully resource the provision to the required standard for which accreditation is being sought.
- 3.3 The Institution should have a thorough and inclusive faculty development and recruitment policy to ensure that staff are suitably diverse, innovative,

reflect the Institution's commitment to continuous improvement and continue to meet high standards. In addition, the supervisory staff must be able to demonstrate appropriate networks and structures for their professional development as researchers and supervisors, which may take place outside of the Institution.

- 3.4 The Institution should provide a high-quality research environment for the DBA, and be able to demonstrate high levels of quality in the DBA teaching and supervisory team as evidenced by past and current trans-disciplinary management research that demonstrably impacts management practice, scholarship and consultancy, and that exemplifies the research interests and outcomes within an organisational context. It is expected that a significant proportion of research output is of international quality, relevant, and demonstrably contributes to organisations and to society.
- 3.5 Faculty, including DBA supervisors and those teaching on any taught element of the DBA programme, must be appropriately qualified and credible, and be able to teach at Doctoral level. It is expected that the majority of faculty will hold a Doctorate, or have a credible research and research publication record.
- 3.6 Adequate thesis supervision for DBA students by experienced members of the School's faculty is essential. Each DBA student should preferably be allocated at least two supervisors as part of a supervisory team, in order to provide a range of research expertise and to ensure continuity. Both supervisors must display excellence in recent research output, and at least one supervisor must have experience as a PhD and / or DBA supervisor, having been part of a supervisory team for at least one successful Doctoral candidate. One supervisor must also be experienced in the subject / topic area being researched by the DBA student. The supervisors must be able to devote adequate time to each student they are supervising.
- 3.7 All supervisors should normally hold a Doctorate, unless there is other evidence of research expertise in their field.
- 3.8 The Institution should formally address the issues of collegiality and integration of staff into the total teaching and learning environment of the School, including part-time faculty, faculty from another part of the Institution, staff from other Institutions and practitioners. All members of the DBA teaching team, irrespective of origin, should be fully integrated and subject to the Institution's quality assurance policy.

Principle 4: Programme Design & Leadership

Each DBA programme must be supported and periodically reviewed in a systematic way, with sufficient academic oversight and operational support. The DBA should be designed to represent best practice in management research and application, taking into account market trends and practices.

- 4.1 Sustainable academic leadership is essential for a high-quality DBA programme, independent of the supervisory model. There should be clearly defined roles relating to the academic leadership and administrative responsibilities for the DBA programmes with individuals identified for each.

Those assigned roles of academic leadership should be credible and committed to the programme.

- 4.2 The Institution should be able to demonstrate a level and quality of professional leadership and support appropriate to the size of the DBA provision.
- 4.3 Mechanisms must exist to ensure sufficient feedback and response to student reactions to course delivery and content on the DBA.
- 4.4 DBA programmes must be regularly reviewed to ensure that they continue to meet the needs of the market, taking into account input from all stakeholders. Formal programme re-design is expected to take place on a cycle approximately every five years, based on a re-evaluation of the currency and achievement of learning outcomes.
- 4.5 The relationship between the supervisor and the student, and the requirements of both parties, must be clearly outlined, and progress of these responsibilities must be officially monitored. Supervisors and students should communicate formally at regular intervals and appropriate junctures. Informal meetings and / or communication are expected with greater regularity. In order to monitor and support progression there should also be a formal annual review of the student's progress by a DBA supervisory panel. The supervisory team should include one first point of contact for the student, and this should be clearly communicated to all parties.
- 4.6 The supervisor must ensure that the student receives constructive and effective feedback, and has input into the assessment of the student's developmental requirements.

Principle 5: The Participant Experience

The DBA is designed to be a Doctoral, applied post-experience qualification for senior executives; the admissions process must be rigorous in ensuring that an appropriate intake is recruited and aided in progression and completion.

- 5.1 There should be an expectation on the part of the provider that the student will be able to fulfil the objectives and demands of the programme and achieve the standard required for the award. Evidence will be required to show rigour in procedures and standards for admission, for example, standard testing and interviewing. Interviews are expected to form an important component of the admissions process.
- 5.2 The DBA is intended for those with previous managerial experience who wish to make a significant contribution to the enhancement of professional practice in the management area via the critical review and systematic application of appropriate theories and research to professional practice. The DBA is targeted at holders of an MBA or a Masters-level degree in Management, or holders of an equivalent professional qualification, and mature and experienced managers with the potential to meet the learning and research requirements of the DBA.
- 5.3 In general, students are expected to have a minimum of five years postgraduate work experience prior to DBA study, with a three-year minimum

allowed in exceptional cases. At least some of this experience should be at a senior level.

- 5.4 Evidence of suitable language proficiency will be required. In most cases the DBA thesis should be prepared and presented entirely in English, unless a specific rationale is provided for using a local language. Where teaching is in English, standardised evaluation of students for whom English is not a first language will be expected.
- 5.5 DBA selection should take into account the motivation and likely progression of students to complete within the expected timescale. Demonstrably effective mechanisms must exist to support student progression throughout the course of study.
- 5.6 As part of the research process, each student must submit a research proposal, and evidence of its evaluation by the Institution will be required.
- 5.7 There should be mechanisms in place to ensure interaction between DBA students, and other members of the postgraduate research body as part of a wider and inclusive research community.
- 5.8 The entitlements and responsibilities of being a research student should be clearly defined and articulated to the student prior to commencing the DBA.
- 5.9 Where a DBA student is involved in teaching at the Institution, training and adequate development opportunities should be provided.
- 5.10 There will be no exemptions allowed for the DBA thesis. Exemptions may be allowed on any part of the research methods taught element of the DBA, provided that any prior learning is at the appropriate Doctoral level standard, and that the prior learning was achieved in the last five years.
- 5.11 Mechanisms must be in place to ensure that students, especially international students, receive adequate pastoral care and support throughout their course of study. The Institution should also have a formal policy to support students with disabilities. All student policies should be clearly articulated.
- 5.12 Where students have been away from formal education for an extended period of time, explicit help in learning skills should be provided.

Principle 6: Competences, Graduate Attributes & Learning Outcomes

The DBA should have clearly articulated learning outcomes which can be measured and mapped through to course learning outcomes and assessment. Outcomes should broadly reflect AMBA DBA attributes and be aligned to the mission of the Institution.

- 6.1 Each individual DBA programme must have clearly stated aims, objectives and learning outcomes, which reflect the mission and strengths of the Institution. Learning outcomes should be clear and explicit in describing what participants are expected to know and be able to do as a result of the programme. They should make clear the ways in which the Institution recognises and assesses intellectual, analytical, personal and enterprise qualities as well as the specific research expertise developed by the programme.

- 6.2 Learning outcomes should be mapped and measured against curriculum design and assessment, to ensure that the programme is cohesive and that all intended graduate outputs are achieved.
- 6.3 Evidence must be provided that the DBA programme enables its participants to build on their prior professional experience and academic interests to develop research expertise that enables them to:
 - (i) contribute to the enhancement of trans-disciplinary professional practice in management;
 - (ii) bring new and relevant scholarship to bear on new business and management problems;
 - (iii) create, apply, and then integrate new knowledge;
 - (iv) provide an evidence-based approach to critically analyse and evaluate management problems understanding the role and limitations of research in solving these problems;
 - (v) be able to present scholarly research to both academic and non-academic audiences;
 - (vi) adopt innovative and creative solutions to business problems and opportunities;
 - (vii) provide leadership for change in multiple contexts for a variety of stakeholders; and
 - (vii) work in a variety of organisational contexts.

Principle 7: Research Output & Support

The DBA should produce a significant Doctoral-level transdisciplinary research output that advances research in business and management and is relevant to practice.

Thesis

- 7.1 The DBA thesis, based on research carried out throughout the DBA programme, is the primary piece of work that will be assessed for the award of the DBA degree. The thesis should make a contribution to the enhancement of professional practice in management as well as a contribution to knowledge via the application and development of theoretical frameworks, methods, and techniques.
- 7.2 Assessment by a portfolio of publishable research is acceptable, but this must be accompanied by an assessed linking document which encompasses elements of critical thinking and the contribution to practice.
- 7.3 Any thesis not written and presented in English must be accompanied by a full English translation of results and implications to enable wider dissemination of research outputs.
- 7.4 There should be a clearly defined progression rate with regards to the completion of the thesis, including submission of the thesis and deadlines for progression.
- 7.5 Regular support, feedback and progression monitoring during the thesis stage

is essential to provide appropriate guidance and to encourage timely completion.

Taught Courses

- 7.6 The DBA is a research based, rather than a taught qualification. However, taught components are acceptable and can be useful in developing knowledge and skills, as long as such components allow adequate time for research and the preparation of the final thesis.
- 7.7 Research methodology training is an essential part of the DBA. Such training should be formally scheduled at a level appropriate for Doctoral study (at least at the Masters level) and should include: research design; data collection and analysis; the application of various research methods; management of research projects; and research presentation. This training should be assessed to certify the student's competence in these areas.
- 7.8 Any DBA taught components should be taught and assessed at the Doctoral level and have clearly stated aims, objectives and learning outcomes. Learning outcomes should be clear and explicit in describing what participants are expected to know and be able to do as a result of the component. They should make clear the ways in which the Institution recognises and assesses intellectual, analytical, personal and enterprise qualities as well as the specific knowledge being developed by any taught element of the programme.
- 7.9 Personal growth is an important element of a DBA, and should be a key and integrated element of an accredited programme. The programme must be explicit about the means by which transferable management skills are developed throughout the programme. Such skills include, but are not restricted to: ability to manage change; communication; leadership; teamwork; dealing with ambiguity; negotiation; problem solving; critical thinking; and ethical values.
- 7.10 Innovation in DBA programme design and delivery is strongly encouraged, particularly in the ways in which such developments enhance integration, sustainability, personal growth, and the sharing of experiences amongst researchers.

Principle 8: Assessment Rigour & Relevance

The DBA assessment strategy must be robust and rigorous to ensure that output meets the requirements for Doctoral-level study with demonstrable practical relevance.

- 8.1 The DBA thesis is the primary form of assessment for the award of the DBA qualification. The assessment criteria should be explicit, readily available and require a standard to Doctoral level. The criteria should also express and evaluate the applied nature of the research outcomes, with specific and explicit attention to the expected impact of the research on management practice.
- 8.2 Assessment of the thesis should include an in-depth, face-to-face Viva Voce (oral) examination.

- 8.3 The Viva should be assessed by a minimum of two appropriately qualified examiners, who hold a Doctoral level research degree. At least one of these examiners should come from outside the Institution. At least one external examiner should be research active in the field being assessed. Examiners must be independent of each other, and not previously involved in the research being assessed.
- 8.4 Examiners should be provided with guidelines on assessing the thesis prior to the Viva, and are expected to produce individual reports prior to, and following the Viva, detailing the reasons for the judgement reached. In order to ensure DBA outcomes, the Viva and the reports should include specific examination and feedback on the practical application and impact of the research.
- 8.5 There should be clear processes to deal with split decisions of the examination panel.
- 8.6 There should also be processes in place to ensure that each Viva is conducted in a fair and consistent manner. Appeals or complaints procedures should be clearly stated and available to the student.
- 8.7 The key purpose of assessment is to enable students to demonstrate that they have met the objectives and achieved the learning outcomes of the programme at the standard required for the award of a DBA degree. The assessment scheme for any taught components should have detailed criteria and specify the range and relative weights of the various assessment methods used; it should be comprehensive and consistent across the various subject areas, and underpinned by a suitable assessment strategy.
- 8.8 While innovation in assessment methods is encouraged, particularly where new teaching and learning methods are being used, detailed evaluation by the School of such innovations will also be looked for.
- 8.9 Assessment should also be used to provide feedback to students in a consistent and timely manner and assist in the subsequent individual and group learning.
- 8.10 Evidence is required that steps are taken to ensure that the individual's own work is being assessed, with an explicit policy with regards to plagiarism.
- 8.11 Assessment standards should be consistently reviewed and applied at Doctoral level across the programme and the portfolio. This includes instances where delivery and assessment is undertaken at partner sites and on student exchanges.
- 8.12 Any policy regarding fall-back qualifications for those that do not complete the DBA must be made explicit, with rigorous criteria for the evaluation of these qualifications applied.

Principle 9: Delivery & Access

The programme should be designed and delivered in such a way to enable busy senior executives to develop sufficient skills in applied research methods and to produce Doctoral-level research, in addition to providing appropriate space for personal development and reflection.

- 9.1 Programmes may be full-time, part-time, distance / open learning or multi-mode. Innovative approaches to design and delivery are welcomed if they enhance learning opportunities and can maintain the coherence and integrity of the course. It is essential that the Institution can demonstrate that students are integrated into a wider research community, irrespective of the delivery mode by which they are studying.
- 9.2 Distance / open learning DBA programmes will be expected to meet these criteria in full, with particular attention being paid to the effective operation of the following:
 - (i) access to research and library facilities;
 - (ii) integration of the supervisory and faculty team;
 - (iii) both formal and informal interaction between the supervisory team and the student;
 - (iv) interaction between students and other members of the postgraduate research body both as part of the student learning group and a wider research community;
 - (v) the monitoring and maintenance of student progression;
 - (vi) quality of the delivery and learning process for taught courses, including research methods; and
 - (vii) policies and procedures to ensure that the individual's own work is being considered, and that assessment standards are consistent.
- 9.3 The duration of a DBA programme shall meet the general Doctoral requirement that it should be equivalent to three year's full-time study. For what might be regarded as a standard course for a normal entrant, the minimum duration is likely to be four calendar years on a part-time basis.

Principle 10: Impact & Lifelong Learning

Graduates should be able to demonstrate significant impact as a result of their DBA in a variety of organisational contexts, and should be supported in their continual development by the Institution.

- 10.1 Facilities should exist to assist in employment for students at the conclusion of their studies where necessary, with career development opportunities available irrespective of delivery mode and employment status.
- 10.2 A well-established and active association of DBA alumni is expected, which provides tangible networking and lifelong learning opportunities for its members.
- 10.3 An accredited DBA should be able to provide evidence of significant impact and return on investment for its graduates and other stakeholders providing DBA holders with legitimacy among both academics and practitioners. When assessing the overall quality of the programme, consideration will be given to the value added by the DBA programme to work experience, research impact and career development. The views and experiences of appropriate alumni, employers and sponsors will also be sought. The transfer of learning from the programme to the place of work will be evaluated, and evidence

that these outcomes are being met by graduates in the workplace is expected. An inclusive view of the measurement and articulation of impact and the return on investment of the DBA is encouraged, taking into account contribution to society and value creation.

- 10.4 The Institution should have appropriate mechanisms to regularly review the long-term success and impact of graduates, and to evaluate the currency and achievement of programme learning outcomes.

GLOSSARY

Asynchronous: interaction that is not in real time. This can be enabled through effectively managed and monitored interaction through discussion boards, for example.

Contact Hours: compulsory interaction between the learning group and faculty. This does not normally include one-to-one interaction, or student group work without faculty support. One contact hour is expected to be 60 minutes.

Franchise: an Institution offering another Institution's programme and degree award, but delivering the majority of teaching.

Institution: the Business School, or equivalent organisational unit offering the programme / portfolio seeking accreditation. AMBA will also consider the relationship between the Institution and any parent body, particularly where any other programmes are offered that may require inclusion into the Institutional portfolio on the basis of market clarity.

Master in Business & Management (MBM): a blanket term to describe any postgraduate general management programmes that do not meet the post-experience requirements and outcomes of an MBA. Programme titles that may be eligible can include, but are not limited to Master in Management, Master in International Business, Master in Finance, Master in Entrepreneurship, Master in Leadership.

Masters-level Learning: many academic Institutions refer to the Dublin Descriptors for the requirements of Masters-level learning.

Portfolio: all programmes bearing the designation 'MBA' awarded by the Institution must be submitted for assessment and pass accreditation standards. In the interest of market clarity, any programmes offered outside of the Institution but bearing the same degree award is also expected to be included in the portfolio, unless agreed by AMBA on the basis of market separation.

Student Learning Hours: total student activity required to complete the programme. While in many respects a notional figure, due to the fact that students learn at different speed and in different ways, this would include contact hours, group work, one-to-one student / faculty sessions (supervision), private study and reflection.

Synchronous: real time interaction, traditionally face-to-face but can be enabled through the use of appropriate technology.





Business Graduates Association (BGA)

The Business Graduates Association is an international membership and quality assurance body of world-leading and high-potential Business Schools who share a commitment for responsible management practices and lifelong learning, and are looking to provide positive impact on their students, communities, and the economy as a whole.

The Business Graduates Association's (BGA) vision is to be the leading global movement for responsible management, positive impact and lifelong learning.

Business Schools continue to face tremendous challenges. The world is changing at an unprecedented pace, with fresh, disruptive innovations and groundbreaking technologies redefining how people work and communicate.

The business landscape is becoming ever-more competitive, forcing organisations to compete on a global scale, while attempting to be more socially responsible.

This dynamic backdrop calls for future-proof business talent; leaders and managers who are ready to tackle the needs of the economy today and tomorrow.

This provides a unique opportunity for Business Schools, in terms of creating, nurturing and developing leaders, but remaining ahead of the curve and pre-empting future demands is no easy task.

Business Schools play a vital role in preparing students for future employment, by giving them the tools and skills to succeed in their professional lives. And, while this is a vital aspect of a Business School, BGA believes that Schools also need to focus on the personal growth of their students. This includes the cultivation of social skills, ethical behaviour, self-confidence, and humility, all of which form the foundation of socially-conscious and responsible leaders.

BGA can play a significant part by providing Business Schools as well as students and graduates the necessary guidance for selfimprovement and continuous learning. BGA rests its key principles on more than 50 years of experience from the Association of MBAs (AMBA), which accredits the top 2% of MBA programmes in the world, as well as industry professionals who have decades of experience in both business and education.

BGA's mission is to ensure that Business Schools innovate and venture beyond conventional means of teaching and research, where the impact and results of that teaching are stressed in our Continuous Impact Model (CIM). Likewise, we

position our platform towards students and graduates to support their professional growth, forming a powerful international network in which 'leaders never stop learning'.

1. Guidance for Business Schools

1.1 Introduction

The Business Graduates Association is an international impartial authority on business education, and is part of the Association of MBAs and Business Graduates Association (AMBA & BGA). The organisation was established in 1967. BGA's charitable objective is to advance the principles of responsible management, positive impact and lifelong learning at institutions offering business and management education. BGA is the leading professional membership association connecting Business Schools and employers, students and graduates.

1.1.1 Governance

AMBA & BGA is a charity registered in the UK, governed by a Board of Trustees known as the International Management Board (IMB). A full list of the organisation's trustees can be found on the BGA website at businessgraduatesassociation.com. Accreditation oversight is devolved by the IMB to the BGA Accreditation Board (BAB), a sub-committee of the International Accreditation Advisory Board (IAAB). The AMBA & BGA Articles of Association can be found on the BGA website.

1.1.2 Who is this document for?

This document is for Business School staff who are considering accreditation of their Business School or those with a re-accreditation visit due.

1.1.3 What is the document for?

This document is intended as an introduction to BGA accreditation only. It should not replace communication with BGA staff who can provide support and critical information before the BGA assessment visit.

The guidance in this document provides details about the BGA accreditation criteria such as expected documentation to be submitted, charts, and descriptions required under each section.

BGA ensures high quality, timely and customer-focused accreditation based on a unique formula of a dedicated account manager for support and advice, a Peer Review Team (PRT) and appropriate documentation. Three types of accreditation are covered in this document:

- 1) Accreditation of new institutions:** Institutions following this route will be required to make a full application through all three stages of the process, submit relevant documentation including their Continuous Impact Model

(CIM), Self-Assessment Form (SAF) and Self-Audit Report (SAR), and receive a visit from a BGA PRT.

- 2) **Re-accreditation:** BGA accreditation is awarded for a defined period of time, and institutions are prompted when their accreditation is due for renewal. Institutions will need to complete the final stage of the process and also submit relevant documentation including the SAF and SAR and receive a visit from a BGA PRT.
- 3) **AMBA & BGA joint accreditation:** AMBA-accredited institutions can apply for AMBA & BGA joint accreditation. The joint accreditation emphasises the importance of an institution's overall impact and value creation for students, employers, and communities, with a focus on responsible management, while maintaining the same level of rigour found in AMBA's accreditation of post-graduate business programmes (primarily the MBA). The process has been designed to minimise work by combining the AMBA & BGA accreditation principles and required documentation.

A joint accreditation can only be started if an institution is already AMBA or BGA accredited. Both accreditation processes will be handled separately if an institution wishes to undergo both accreditations for the first time. It is therefore recommended that an institution undergoes one of the two accreditation's separately in the first instance.

A joint accreditation requires the following documents:

- AMBA Self-Assessment Form
- BGA Self-Assessment Form (for the second sample programme)
- AMBA Self-Audit Report
- Condensed BGA Self-Audit Report requiring the completion of the following sections:
 - 1.10, 1.11, 1.14, 1.15
 - 4: Programmes
 - 5: Impact

Care has been taken to ensure that the rigour of the process is maintained. While every effort will be made to add significant advice on quality enhancement during the joint accreditation (which is an important element of both AMBA and BGA accreditation process) the focused nature of this visit will be primarily based on quality assurance.

For a comprehensive review of the AMBA accreditation criteria, please see the AMBA website for further details.

Institution definition — An “institution” is classified as any degree-awarding organisation such as a Business School, university, or similar entity at which the business degree is regionally or nationally recognised. BGA will work with the organisational entity, or Business School, to determine the most appropriate parameters for the institutional scope.

2. Core Principles of BGA Accreditation

2.1 Rationale

BGA's rigorous assessment criteria ensure that only institutions who can fully demonstrate their quality are accredited. BGA's accreditation is focused on measuring changes in impact, developing feedback loops, and applying feedback to improve against BGA's accreditation criteria. This unique, in-depth and detailed approach means that the highest standards of teaching and learning are guaranteed by BGA accreditation. BGA believes that institutions should demonstrate best practice and reflect changing trends and innovate to continuously meet market demands. The BGA accreditation process reflects this commitment to fostering innovation and challenges institutions to continuously perform at the highest level.

2.2 Guiding principles

The BGA accreditation process is designed to provide stakeholders such as potential students and employers with a quality indicator so that they can make informed choices and decisions. BGA represents its stakeholders by ensuring that BGA only accredits institutions which demonstrate current best practice in business and management education, including a clear grasp on responsible management impact, coverage of relevant syllabus topics, and a provision of support for students and alumni which enhance the overall learning experience.

As a registered charity, accreditation also facilitates BGA's work to improve standards in business education and share best practice with emerging markets and developing Business Schools. BGA's experienced peer review teams, thought leadership and research, and representation of the business education sector all contribute to achieving this. The accreditation process is meant to both examine and consult the institution. journey where it receives recommendations in terms of programme and curriculum design, alumni services, admissions strategies, and much more.

The BGA accreditation criteria is overseen by the BGA Accreditation Board (BAB) which is formed of deans and senior academics from AMBA & BGA's global network of accredited Business Schools. Relevance and consistency is key to the accreditation process; the accreditation criteria are reviewed fully every five years. The BAB will conduct the next full review of the BGA accreditation criteria in 2024, and will include extensive consultation with key stakeholders; employers, graduates, students and Business Schools.

3. Accreditation Process

3.1 New institutions

There are three stages for institutions without prior BGA accreditation. At each stage there are documents to submit and corresponding payments in order to progress to the next stage. The three stages are:

- Application stage
- Development stage
- Assessment stage

Institutions must be fully paid members of BGA before they can initiate BGA accreditation.

3.2 Application stage

Interested institutions are advised to first contact the BGA accreditation team at accreditation@businessgraduatesassociation.com so that they may discuss the mission and key strategic objectives of the institution and the relevant BGA accreditation criteria with the senior management team of the institution. This time can be used to answer any questions regarding the criteria or process. The BGA team is also happy to meet with senior members of the institution at BGA's London office and correspond via e-mail and telephone. BGA accreditation staff may also be able to visit the institution, even if it is based overseas, under certain circumstances.

Once the institution is ready to make a formal application, please contact BGA at accreditation@businessgraduatesassociation.com so that it can be allocated a specific account manager who will progress the application through to completion.

New institutions must confirm that they understand the BGA accreditation process and criteria by sending a formal letter of intent, agreeing to the relevant terms and conditions. An example of this can be found in Appendix 2. The institution will then be asked to submit their application form which will be reviewed by their account manager. BGA will provide a template application form for use.

The BGA account manager will be able to provide the institution with guidance and support when completing the form which is used to determine that :

- i) The main quantifiable criteria for accreditation are being met by the institution
- ii) To ensure that institution does not progress any further and complete unnecessary work or payments without this check being carried out by a member of BGA staff.

Once the application form has been reviewed, and any issues resolved, the institution will be formally invited to become a candidate for accreditation and will progress to the next stage. Please note that once BGA has received the non-refundable registration fee and application form from the institution, it is anticipated that it can take up to four weeks for BGA to confirm the institution's eligibility.

3.3 Development stage

Once the institution is formally recognised as a candidate for accreditation, it will progress to the development stage of the accreditation process. The development

stage consists of; the selection of an academic mentor from the AMBA & BGA network of Business Schools; and the development of impact metrics using BGA's Continuous Impact Model (CIM), which measures changes in impact under six distinct dimensions. These are:

- Intent
- Graduate achievement
- Value creation
- Society
- Ecosystem
- Scholarship

Institutions will be required to develop metrics, which are tailored to its mission and key strategic objectives, under each dimension. The academic mentor will play a key role in advising the institution on developing and measuring appropriate metrics - however it is not in their remit to operationalise the CIM or produce any other accreditation documentation. For a full description and guidelines on the CIM, please see the document 'CIM Guidelines'.

The institution will be required to submit measurements against each metric at the end of each year to their accreditation account manager and academic mentor. If the institution can demonstrably show positive improvements with narratives that support the changes, the data will be submitted to the BAB for review.

In instances when the submission is deemed unacceptable by the BAB, full written feedback will be supplied by the mentor as to why further development is required regarding the impact metrics. Note that it can take up to four weeks for the BAB to fully review CIM progress and provide the institution with feedback on whether it can proceed to the next stage in the accreditation process.

3.4 Assessment stage

The BGA account manager will inform the institution whether eligibility has been confirmed. In some cases BGA will arrange for a member of BGA staff to complete a pre-assessment visit. This can be useful for institutions who are new to accreditation and require additional support. In such instances, the institution will be asked to bear any costs incurred by this visit.

Once eligibility is confirmed by the BAB, and any necessary pre-assessment visit is complete, the institution moves into the assessment stage. At this point, the account manager will send the institution the Self- Assessment Form (SAF) template for the institution to complete, which is a data-driven document that collects information about an institution's programmes, faculty, students, alumni initiatives, and more.

Alongside the SAF, the institution will also be asked to complete a final document known as the Self-Audit Report (SAR). The SAR contains more detailed information about the institution, its initiatives under social responsibility, and programmes,

and must demonstrate how each of the BGA accreditation criteria are met using the impact metrics developed during the development stage. It is a lengthy narrative document of approximately 100 pages in length, and is an opportunity for an institution to showcase its strengths against the BGA criteria.

Both the SAF and SAR will be due for submission three weeks before the assessment visit, allowing the Peer Review Team (PRT) sufficient time to become familiar with the materials. Prior to submission, the account manager will work together with the institution to set dates for the assessment visit to take place. In most cases, the institution will need at least three months' notice to prepare and arrange for the assessment visit.

Once the assessment visit dates are set, the account manager will organise the accreditation PRT. In order to comply with UK Anti-Bribery and Corruption legislation, institutions may not suggest team members. The PRT information will be provided by BGA as soon as it is confirmed. Institutions will also be sent the 'Base Room Requirements' and a template 'Agenda' for the assessment visit that will indicate which members of institution's staff should attend each session. Information on the accreditation visit, what to expect, and how to prepare, can be found in section 2.4. The 'Base Room Requirements' can be downloaded directly from the BGA member portal. BGA uses the same template agenda at all assessment visits to ensure each institution has the same opportunity to present themselves to the BGA PRT.

Following the accreditation visit from the PRT, a full invoice for travel, accommodation and subsistence incurred by the PRT during the visit will be compiled and submitted to the institution. This is known as the 'Recharges Invoice'. It is anticipated that the recharges invoice can take between four to six weeks to compile and submit to the institution. Once the assessment visit is complete the PRT will produce a final report, usually within six weeks of the date of the accreditation visit. This report will be sent to the institution once BGA has received full payment for any costs incurred by the PRT. During this stage BGA welcomes any amendments the institution would like to make to the factual parts of the documentation. Please note that it is not possible to change any opinions or analysis in the PRT's report.

Once BGA has received the institution's feedback, the report will be submitted to the BAB Endorsement Committee who will review the recommendations from the PRT and make a final decision. The institution will receive an update from their account manager once the decision has been endorsed (usually within four weeks) and a copy of the final version of the Accreditation Report as well as an Impact Report, showcasing the institution's impact measurements. The report will also contain information about when the institution will be due for re-accreditation.

4. Re-Accreditation Process

Institutions which have previously been accredited by BGA, and are due for re-accreditation, will undergo a review of the already established impact metrics and

the final stage of the accreditation process. They are also listed and explained below:

- Review of impact metrics
- Assessment stage

4.1 Review of impact metrics

BGA will send the institution a reminder between twelve and nine months before the re-accreditation visit is due. The institution will be asked to sign the BGA 'Re-Assessment Costs' schedule to confirm that it is happy with the charge for the re-assessment visit and to pay for any assessor expenses incurred during the visit. In preparation for the assessment visit, institutions should view and download copies of the BGA accreditation criteria online.

The institution will be required to submit an update on their impact metrics six months in advance of the reaccreditation visit. It is expected that institutions will have continuously collected data to feed into their developed impact metrics. A narrative is expected to accompany the review to explain any changes.

An institution may decide to include further metrics if significant changes have been made to the mission and key strategic objectives of the institution. In these cases, it is best to inform the BGA account manager of the changes providing information about which metrics are affected and whether an academic mentor is required to play a supportive role.

The BGA account manager will review the impact metrics and will include any feedback if necessary for the creation of the accreditation documents in the next stage.

4.2 Assessment stage

The institution will need to arrange dates for the assessment visit with BGA and provide a named point of contact for BGA to liaise with. The following documents will be required three weeks before the assessment visit:

- Self-Assessment Form (SAF)
- Self-Audit Report (SAR)

The BGA account manager will be able to provide guidance and support when an institution is completing these documents.

The BGA account manager will be able to confirm the names of the Peer Review Team (PRT) approximately two to three months before the assessment visit. The 'Base Room Requirements' and a template agenda for the visit will be sent to the institution, which indicates the members of staff should attend each session. BGA uses the same template agenda at all assessment visits to ensure each institution has the same opportunity to presenting themselves to the BGA PRT.

Following the accreditation visit from BGA, a full invoice for travel, accommodation and subsistence incurred by the PRT during the visit will be compiled and submitted to the institution. This is known as the 'Recharges Invoice'. It is anticipated that the recharges invoice can take between four to six weeks to compile and submit to the institution.

Once the assessment visit is complete, the PRT will produce a final report, usually within six weeks of the date of the accreditation visit. This report will be sent to the institution once BGA has received full payment for any costs incurred by the PRT. During this stage BGA welcomes any amendments the institution would like to make to the factual parts of the documentation. Please note that it is not possible to change any opinions or analysis in the PRT's report.

Once BGA has received the institution's feedback, the report will be submitted to the BAB Endorsement Committee who will review the recommendations from the PRT and make a final decision. The institution will receive an update from its BGA account manager once the decision has been endorsed (usually within six weeks) and a copy of the final version of the Accreditation Report as well as an Impact Report, showcasing the institution's impact measurements. The report will also contain information about when the institution will be due for re-accreditation.

5. AMBA & BGA Joint Accreditation Process

Institutions which have previously been accredited by AMBA, and who are due for re-accreditation, are eligible to combine their AMBA accreditation with a BGA accreditation. An AMBA & BGA accreditation visit uses a condensed approach to limit both workload and costs for the institution.

5.1 Letter of intent

An institution wishing to undergo a joint accreditation must submit a letter of intent showcasing they understand the costs and process involved in a joint accreditation process. Alongside the letter of intent, the institution is required to submit a scanned copy of the 'AMBA & BGA joint accreditation' document. These should ideally be submitted nine months prior to the re-accreditation visit.

It is highly recommended that an institution contacts their AMBA account manager to discuss the joint accreditation process in detail and whether the institution meets the BGA accreditation criteria. Once ready, it can submit its letter of intent and scanned copy of the 'AMBA & BGA joint accreditation' to accreditation@businessgraduatesassociation.com.

5.2 Assessment stage

The institution will need to arrange dates for the assessment visit in accordance with AMBA requests. The following documents will be required three weeks before the assessment visit:

- AMBA Self-Assessment Form
- BGA Self-Assessment Form (for the second sample programme)
- AMBA Self-Audit Report
- Condensed BGA Self-Audit Report requiring the completion of following sections:
 - 1.10, 1.11, 1.14, 1.15
 - 4: Programmes
 - 5: Impact

The AMBA account manager will be able to provide guidance and support when an institution is completing these documents. It is recommended that the SAF and SAR documents are submitted to AMBA & BGA at least three weeks prior to the assessment visit.

6. The Accreditation Visit

BGA will convene a PRT which will include a BGA representative and three senior staff from other AMBA or BGA accredited institutions. AMBA & BGA maintains a Faculty of Assessors in excess of 100 individuals who carry extensive experience in undergraduate and postgraduate business education; many are Deans of Business Schools, Programme Directors/Managers or Module/Unit Leaders. BGA will endeavour to ensure no representatives of local competitor institutions are placed on the PRT, however if there are any questions or concerns, institutions are advised to contact their account manager. The institution has the right to veto any assessor of the PRT if it is uncomfortable with the suggested assessors.

Unlike other accreditation organisations, AMBA & BGA pays their PRT members a consultancy fee, and strives to ensure that the service received by the PRT is professional and consistent. Feedback on assessment from the PRT visits is highly encouraged and can be discussed in confidence with a BGA account manager. All members of the BGA Faculty of Assessors receive initial training and regular refresher sessions. In most cases BGA aims to select at least one member of the PRT from the continent in which the institution operates, and BGA also aims to add an international member to every team so that the institution can gain the most from the peer review process. BGA also ensures that any new assessors (maximum one per team) are always paired with an experienced PRT.

Institutions are required to provide the PRT with a 'base room' that can be used throughout the accreditation visit. This should be a separate room to that used for the formal meetings. The base room should be private, and the PRT will work there and leave personal items including luggage. In addition to the documentation submitted to the PRT in advance of the visit, all institutions are asked to provide base room documentation. The BGA account manager will inform the institution of any specific additional documents that should be provided. See the 'Base Room Requirements' document for further information.

BGA will arrange travel for the PRT members to the city where the accreditation is taking place, however it is strongly recommended that the institution organises

airport transfers in addition to pick up and return to the hotel each day. It is recommended that the PRT travel as a group where possible throughout the assessment visit. BGA asks institutions to organise suitable hotel accommodation for the PRT members. The BGA account manager will advise the best time and way to arrange this.

Hotel accommodation should be of a high standard, and preference should be given to establishments which are located close to the institution. Long commutes between the hotel and the institution should be avoided. PRT members are happy to walk to the institutions from the hotel if it is a suitable distance, however institutions are advised to check with the BGA account manager about this, as PRT members may have heavy bags and documents or lack suitable outdoor clothing.

6.1 Accreditation outcomes

At the end of the second day of the visit, the PRT will provide initial verbal feedback to the institution, which will include a preliminary accreditation decision, a set format is used to deliver this. The format includes commendations, recommendations and conditions of accreditation. Please bear in mind that this feedback is preliminary in nature and will need to be ratified by the BAB Endorsement Committee in the post-assessment stage of the process.

The PRT who visit the institution have only the following options available to them:

- New institutions: Accreditation for 5 years
 Accreditation for 3 years
 Deferral of accreditation (with a reduced visit within one year)
 Denial of accreditation
- Re-Accreditation: Accreditation for 1 year
 Accreditation for 2 years
 Accreditation for 3 years
 Accreditation for 5 years
 Removal of accreditation

In instances where a shorter period of accreditation has been awarded (e.g. one or two years), the institution is usually asked to report back to BGA within a defined period of time, in order to indicate how any changes are being implemented to address any concerns raised. This is called a Progress Report, and is usually supported by documentary evidence. In some circumstances BGA may arrange for a reduced assessment team (usually two members) to visit the institution to ensure that the concerns have been addressed and resolved sufficiently.

In instances where institutions have multiple delivery sites or partners, BGA is ideally required to visit at least one overseas location during the accreditation cycle. This will be pre-arranged with the institution and will be a one day visit undertaken by an BGA representative. A full template agenda will be provided by BGA.

Any report and findings made during the accreditation visit are confidential to BGA and the institution. Other than the institution's accreditation status (i.e. accredited or non-accredited), BGA does not share the outcomes of the assessment such as length of accreditation or the written reports with third parties, and all BGA accreditation assessors are trained to understand the importance of confidentiality. The Impact Report is the only aspect of the accreditation that is communicated externally.

6.2 Finalising the accreditation

The accreditation is only complete once the BGA account manager has sent the institution a copy of the BABendorsed Accreditation Report and the Impact Report, along with the certificate 'Completion Letter'. The institution will also receive an official confirmation letter from BGA. New institutions will receive a certificate of accreditation. Re-accredited institutions will receive an updated certificate.

BGA will enter the details of the accreditation onto the BGA website site once the PRT and the institution are happy with the final report. Institutions can request a formal presentation and acknowledgement of BGA accreditation at the next annual Global Conference by speaking to their account manager.

Please note that in order to maintain BGA Accreditation, institutions are required to pay their annual membership fees.

6.3 Appeals

In exceptional circumstances, institutions may appeal specific aspects of the BABendorsed accreditation decision such as; failure to follow due process or a disregard of material facts. Appeals on the basis of accreditation judgements will not be accepted. Appeals are rare and need to be supported with evidence. They should be submitted in writing to accreditation@businessgraduatesassociation.com within two weeks of receipt of the final report.

6.4 Payments

At each stage of the accreditation process, BGA will send an invoice when payment is due. If the institution has a purchase order number that they would like BGA to use, then they are advised to let their account manager know so that the purchase order number can be included in all invoices. Institutions should note that all payments are non-refundable. Some payments are also limited by set periods of time, and will expire if the institution does not proceed to the next stage within the specified period. See the BGA website or the Assessment Cost document for further details on accreditation fees.

6.5 Timescale

The BGA accreditation process is designed to move at each institution's own pace, and progression between stages rely on the production of documentation as well

as collection of data that supports measurable positive impact. BGA endeavours to provide a timely, efficient and customer focused process and progresses each application to the next stage as quickly as possible. Please see appendix 8 for a detailed breakdown.

7. Maintaining the Relationship with BGA

7.1 Promoting BGA Accreditation

Promoting BGA accreditation is an essential part of demonstrating the world-class quality of the institution's impact in the highly competitive market for potential students. BGA also supports institutions by promoting their accreditation to reach potential students in a number of ways.

7.1.1 Maintaining the Business School profile

Institutions are advised to keep their Business School profile up to date on BGA's Business School search. The search function is where the institution's impact report is available to the general public, and contains essential information for prospective students, faculty, and employers. Institutions can make changes to their profile by contacting accreditation@businessgraduatesassociation.com.

7.1.2 Using the BGA logo

The Business Graduates Association is recognised worldwide as a quality brand. BGA-accredited institutions are encouraged to use the 'BGA Accredited' logo on marketing collateral, website and course literature. Institutions who become accredited receive the accredited logo alongside general guidelines.

7.1.3 Business Impact

BGA accredited institutions receive a feature article in BGA's magazine, *Business Impact*. The articles showcase how the institution achieved accreditation, as well as the institution's efforts in sustainability and social responsibility practices. *Business Impact* is available to the entire AMBA & BGA network, as well as their associated student networks.

7.1.4 Awards

The AMBA & BGA Excellence Awards recognise high achievers from the Business School industry, and every year accredited institutions, as well as their students and graduates, are invited to participate in the competition.

7.1.5 Conferences and workshops

BGA organises three annual conferences: Global, Asia Pacific and Latin America. BGA conferences are a great way to meet staff from other BGA institutions to

share ideas, best practice and to engage with current trends within business and management education. All BGA institutions are eligible and encouraged to nominate speakers, themes or topics for the conference programme, and if interested should contact membership@businessgraduatesassociation.com.

7.1.6 Research

BGA accredited institutions receive exclusive access to the latest research publications, global statistics and a direct line to the BGA research department. BGA also provides advocacy and lobbying through AMBA & BGA's policy work for the business education sector.

7.1.7 Student and graduate membership

BGA offers an extensive student membership platform (and graduate membership for accredited institutions) exclusively tailored to students as well as alumni of accredited institutions. The platform is fully designed to support students and alumni in their careers by giving them the following services:

- Employer training videos, written tutorials and interactive career resources;
- CV builder, aptitude tests, career assessments and bite-size online courses;
- Webinar series on career advice and soft-skills development;
- *Business Impact* access, housing a plethora of global business stories and thought-leadership;
- Up to 30% off best-selling leadership and management books from leading publishers including Routledge, Harvard Business Press, MIT Press, Bloomsbury, Kogan Page and Wiley;
- Exclusively negotiated benefits with hand-picked partners including IHG, The Economist, VIP Lounge Access and more.

Appendix 1: BGA Accreditation Process

Application State

- 1) Institution expresses interest in accreditation
- 2) Institution sends formal 'Letter of Intent' agreeing to assessment terms & conditions
- 3) Institution pays non-refundable application fee (valid for one year)
- 4) Institution completes application form
- 5) Institution invited to be a formal candidate for accreditation

Development stage

- 1) Institution pays annual accreditation process fee
- 2) Institution assigned academic mentor
- 3) Institution develops impact metrics using the Continuous Impact Model (CIM)
- 4) Institution measures and details impact metrics
- 5) Institution submits impact metrics to the BAB 6) BAB sends institution confirmation to proceed to the assessment stage

Assessment stage

- 1) Institution completes Self-Assessment Form (SAF)
- 2) Institution completes Self-Audit Report (SAR)
- 3) Institution pays assessment visit fee
- 4) Preparation of assessment visit and peer review team (PRT)
- 5) PRT visit
- 6) Initial feedback given to the institution
- 7) Institution pays assessment visit PRT expenses

Post-assessment

- 1) Report compiled by PRT
- 2) Factual checking of report by the institution
- 3) Report considered by BAB for endorsement
- 4) Final Accreditation decision of up to five years for new institutions or deferral of one year. For re-accreditation up to five years may be awarded, or removal of accreditation.
- 5) Full re-assessment due at the end of accreditation cycle

Appendix 2: Example Letter of Intent

Before BGA can begin the accreditation process, it needs to have received a letter of intent from the institution. **Before completing the letter of intent, the institution should request the relevant 'Cost of Assessment' schedule for the region from the accreditation team. The cost schedule can also be downloaded on the BGA portal.** The letter must be written on the institution's headed paper and signed by the Head of School (dean or equivalent). It must include the following wording:

This letter states the commitment of <name of school> to formally proceed with the BGA accreditation process. I confirm that <name of school> accepts the BGA criteria for accreditation, and I confirm that we have read and accept the attached cost schedule and process diagram.

In addition, please attach a copy of the accreditation costs (which BGA will provide) and a copy of the accreditation process (see Appendix 1) all signed by the Dean / Head of School. This should be addressed to: AMBA & BGA, 25 Hosier Lane, London, EC1A 9LQ, UK. The letter and signed cost schedule can be scanned and submitted by email to the designated BGA account manager.

Appendix 3: Accreditation Visit — Additional Fees

During the assessment visit, the Peer Review Team (PRT) of four will incur expenses for:

- Subsistence (food, drinks, Wi-Fi, printing)
- Travel relating to the assessment visit, including airport transfers
- Any other reasonable expenses attached to the assessment visit

Hotel accommodation is booked and paid for by the institution in advance of the visit for all four members of the PRT. This may also include the cost of meals the day before the visit. On average a PRT member will not require more than three nights' accommodation, and no less than one night. Where long-haul travel occurs (e.g. including a time-difference of more than eight hours, a fourth night's accommodation for assessors will be required. This will depend largely upon their origin and travel time/availability.

All BGA PRT members are required, as paid consultants, to adhere to BGA's own expenses policy which states that only expenses related to the assessment visit activities can be claimed. All PRT members are asked to submit receipts and expense claims directly to BGA (not via the host institution) and they are scrutinised by BGA before the final re-charge invoice is generated. Institutions are also entitled to request full copies of all receipts if they so wish.

AMBA & BGA adheres to UK Anti-Bribery & Corruption Legislation. BGA assessors are not encouraged to invite guests (such as family members) to assessment visits. When this occurs guests should play no part in the assessment visit and the assessor will need to pay the hotel directly for any additional expenses such as double occupancy rate and additional breakfast.

Appendix 4: Eligibility Committee Members

New institutions applying for accreditation are reviewed first by an BGA accreditation team member who examines the 'Application Form'. Institutions that pass this stage are then asked to work in their impact metrics during the development stage. Final submission of the impact metrics are reviewed by the Eligibility Committee, which is part of the BGA Accreditation Board (BAB). Institutions cannot progress any further until the Eligibility Committee have approved the impact metrics.

The full list of Eligibility Committee members is shown below:

Eligibility Committee members

Dr Mark Oakley	Former pro vice-chancellor	Aston University, UK
Professor Philip McLaughlin	Former dean and director	Bordeaux Ecole de Management, France
Professor Martyn Jones	Deputy vice-chancellor (international)	Kingston University, UK

Appendix 5: Endorsement Committee Members

Each accreditation report produced by the Peer Review Team (PRT) is subject to review by three members of the Endorsement Committee, also another part of the BGA Accreditation Board (BAB). Accreditation recommendations are not finalised until they have been endorsed by this committee and a full list of Endorsement Committee members is shown below:

The full list of Endorsement Committee members is shown below:

Endorsement Committee members

Professor Andrew Lock (Chair)	Former dean	Leeds University Business School, University of Leeds, UK
Professor Philip McLaughlin	Former dean and director	Bordeaux Ecole de Management, France
Dr Mark Oakley	Former pro vice-chancellor	Aston University, UK
Carlos Ramos MBA	International adviser	AMBA & BGA, Argentina
Professor Martyn Jones	Deputy vice-chancellor (international)	Kingston University, UK

Appendix 6: Endorsement Process (Post-Assessment)

The final endorsement of accreditation is made by the BGA Accreditation Board (BAB), based on a recommendation from the Peer Review Team (PRT) in the format of a comprehensive report. Once an onsite visit has taken place, the process for endorsing the PRT's recommendation is as follows:

1. The assessment report is compiled by the BGA accreditation director
2. The report is agreed by the PRT (four members)
3. The report is returned to the institution for factual verification
4. The report is submitted to three members of the endorsement committee
5. The final accreditation decision is confirmed or rejected with the following possible outcomes:
 - a. Accreditation for one, two, three or five years for re-accreditation, and three or five years for new institutions
 - b. Deferral of accreditation (with a reduced visit within one year, available for new institutions only) or
 - c. Definitive denial of accreditation.
6. If accreditation is endorsed, a full on-site peer reviewed re-assessment is carried out at the end of the agreed accreditation period (maximum of 5 years).

Appendix 7: BGA Accreditation Appeal Process

On receipt of the final accreditation decision provided by the BGA Accreditation Board (BAB), the institution has the opportunity to appeal the decision. BGA's appeal process is outlined below:

- I. The institution has the right to appeal an accreditation decision made by the BAB. Appeals can only be accepted based on the grounds of a failure to follow due process or a disregard of material facts. Appeals simply on the basis of accreditation judgements will not be accepted.
- II. A BAB Appeal Sub-committee will be established, consisting of three members of the BAB to be nominated by the BAB Chair, who were not a member of the original BAB Endorsement Committee and who have no conflict of interest with the institution or the accreditation process of the institution.
- III. The institution may make written representations in writing to the Appeal Sub-committee, in which the institution will have the opportunity to provide all the evidence that will be considered. It is incumbent on the institution to provide all the information and evidence necessary to state its case for appeal at this time.
- IV. The appeal should be sent to the relevant account manager with responsibility for the appealing institution, within two weeks of receiving the final endorsed accreditation report.
- V. The BAB Appeal Committee will consider any appeal made and return its official decision within four weeks of receipt of the appeal.
- VI. The Appeal Sub-committee will come to a majority verdict, and this decision will be final. In the case of significant disagreement amongst the Appeal Committee of the BAB, the matter may be referred to BGA's International Management Board (IMB).

Appendix 8: Time Frames

BGA Tasks

Estimated Time Frame

Application stage

Review institution application form

Within four weeks of receipt of application form

Development stage

Selection of academic mentor

Within four weeks

Confirm eligibility

Within four weeks of receipt of impact metrics

Assessment stage

Issue assessment and impact report to institution

Within six weeks of assessment visit

Endorse report

Within 4 weeks of receipt of institution comment

Institution Tasks

Estimated Time Frame

Application stage

Submit letter of intent

At time convenient to the institution

Pay application stage fee

Within four weeks of sending letter of intent

Submit application form

Within 1 year of payment of application stage fee

Development stage

Pay development stage fee

Within four weeks of acceptance into the development stage

Collection and submission of impact metrics to BAB

At least eighteen months

Assessment stage

Submit Self-Assessment Form (SAF) + Self-Audit Report (SAR)

Within three years of acceptance into assessment stage (three weeks prior to assessment visit)

Pay assessment stage fee

At least eight to twelve weeks before assessment

Pay PRT expenses invoice

Within 30 days of receipt of invoice

Appendix 9: Accreditation Assessment Agenda

Day One

<i>Time</i>	<i>Agenda Item</i>	<i>Criteria</i>	<i>Personnel</i>
09.00-09.30	Tour of facilities (teaching, it and library facilities) Assessors		
09.30-13.00	Private meeting (assessment team in base room)		Assessors
13.00-14.00	Lunch with Dean & key staff		Dean Sr. Executive Team
14.00-16.00	The institution Faculty Students Programmes	1 2 3 4	Dean (15 Minutes Presentation) Programme Directors Senior Academic Faculty Admissions/Mkt. Team
16.00-16.15	Private break		Assessors
16.15-18.00	Impact Responsible management	5 All	Careers/alumni staff Dean (optional) Staff responsible for CSR

Day Two

<i>Time</i>	<i>Agenda Item</i>	<i>Criteria</i>	<i>Personnel</i>
09.00-10.00	Sample Programme One Management	4	Programme Director/s Senior academic faculty Dean (optional)
10.00-11.00	Private meeting with students, graduates & employers (representatives) from key employers Sample Programme One)	All	Current students, graduates and key employers
11.00-11.15	Private break		Assessors
11.15-12.15	Sample Programme Two	4	Programmes Director/s Senior academic faculty Dean (optional)
12.15-13.15	Private meeting with students, graduates & employers (representatives) from key employers Sample Programme Two)	All	Current students, graduates and key employers
13.15-14.15	Private lunch		Assessors
14.15-15.15	Open discussion with faculty		Sample of faculty — some from sample programmes (non-management faculty only)
15.15-16.30	Private meeting of assessment team		Assessors (base room)
16.30-17.00	Feedback to institution		Dean and any other personnel as institution sees fit

Criteria

1. The institution

Mission / vision / strategy

1.1 The institution is expected to have an appropriate mission, which is explicitly expressed and regularly reviewed, and which reflects its key strengths and market positioning. [3]

- State mission, vision and values of the institution
- Outline review process for the mission statements, including timelines
- Explain how the mission differentiates the institution from competitors and reflects its key strengths
- Describe the unique value proposition of the institution

1.2 The institution should have a well-defined, credible and coherent strategy, realistically reflecting its resources and constraints as well as its stated mission. [3]

- Summarise the Institution's current strategy
- Assess the viability of the strategy in terms of resources & constraints
- Explain how the strategy reflects the Institution's mission
- Provide SWOT analysis for the Institution
- Appendix: full strategy document

1.3 The institution should, through its mission and strategy, demonstrate a commitment to sustainability, good governance and continuous improvement, underpinned by well-defined and implemented policies. [3]

- Assess the ways in which mission & strategy demonstrate a commitment to
 - Sustainability
 - Good governance
 - Continuous Improvement
- Outline policies

1.4 The mission and strategy should take into account the role of the institution in meeting the demands of the economy (whether local, national, regional or global), and the way that this contribution drives social transformation. [1]

- Assess mission and strategy in light of this criterion.

Leadership and governance

1.5 The institution should have a sound leadership structure, which allows for effective but controlled decisionmaking, ethical governance and succession planning, and an effective and integrated organisation for the management and

leadership of activities, with a significant degree of autonomy and control over its future. [3]

- Outline institutional organisational structure
- Explain design of organisational structure
- Outline details of autonomy from any higher institution (e.g. university)
- Describe how the Institution is represented within the parent institution
- Base room: provide minutes of all relevant institutional committees for the last three years

1.6 There should be appropriate mechanisms that enable all stakeholders to have a suitable voice within the leadership and direction of the institution. This may include an advisory board, board of governors, faculty committee and staff-student committee. [7]

- Outline committee structures involving stakeholders
- Supply terms of reference and current membership for such committees
- Base room: minutes of meetings

1.7 The institution should be able to demonstrate market legitimacy, secured financial viability and institutional continuity.

- Explain market legitimacy e.g. degree awarding powers, national recognition or any other sources
- State any guarantees of institutional continuity and / or sustainability
- Give details of financial autonomy, particularly with regards to an element of control over institutional income
- Provide headline financial statements for the institution over the last three years
- Analyse the financial statements provided
- Appendix: provide full financial statements for the institution for the last three years

Continuous Improvement

1.8 The institution should be able to demonstrate satisfactory outcomes from its own internal national (and possibly international) audit processes, and should provide evidence that it has responded successfully to any recommendations resulting from these processes. [5]

- Outline any mandatory or voluntary audit processes (internal and external)
- Provide evidence of responses to audit outcomes
- Base room: Audit reports

1.9 The institution must be able to demonstrate a commitment to continuous improvement, which is typified by actions and feedback loops from a variety of stakeholder inputs. [5]

- Provide evidence of other improvements made as a result of feedback in the last three years

Diversity

1.10 The institution must have a transparent and demonstrably effective policy to ensure equality for all to promote diversity. The institution should play an active role in supporting equality and diversity in the workplace. [8]

- Outline institutional policies on equality and diversity

Connectedness

1.11 The institution should be able to demonstrate value adding connections to its ecosystem, including (but not limited to); its wider parent institution, local organisations, government agencies and the regional environment. [4/7]

- Outline the ways in which the Institution engages with its ecosystem
- Provide details of the way these engagements benefit both / all parties

1.12 The institution should have a clearly articulated strategy for partnerships with other academic institutions, which demonstrably enhance internationalisation.[4]

- Outline policy
- List of partner academic institutions
- Outline of recent engagement / outcomes with academic partners
- Provide examples of academic partnerships enhancing internationalisation
- Base room: contracts and agreements with other academic institutions

1.13 Employers should be formally involved in the governance of the institution, and also in the review of programmes, curriculum and learning outcomes, where appropriate. [7/9]

- Outline role of employers in the governance and review of the Institution and its programmes

The institution must have a clearly articulated and effective policy with regards to its relations with the organisational and managerial world, including means of regular access to employer opinion and a well-developed customer orientation.[9]

- Outline policy and structure for relationships with external customers and the organisational world
- Briefly outline executive education activity, including programmes and financial contribution

Responsible management

1.14 The institution should have clear policies to address its position within — and impact on — society. It should have a clearly articulated policy with regards to its own positive impact on society, responsible management and ethical activity, with a means by which this is demonstrated through its activities and its programmes. [2/6]

- Outline policies to support responsible management

1.15 The institution should have a clear understanding of its role in addressing the UN Sustainable Development Goals (SDGs)*, with a means to measure its progress in, and impact on, these elements. [2]

- Outline ways in which the Institution's activities positively impact on the UN SDGs
- Provide metrics to demonstrate progress

Resources

1.16 The institution should demonstrate that the level of overall resourcing is appropriate for its target audience. Library, computing, and research facilities should be of a professional standard and should be accessible, at least electronically, out of normal working hours and at weekends, providing access to industry-standard hardware and software, business databases and literature search facilities.[6]

- State number, features (e.g.: equipment, layout, etc.) & size of teaching rooms and breakout rooms available
- Identify any additional facilities provided, including social space
- Outline library resources available for business-related subjects, including access & opening hours
- List number of business & management related books; number of periodical subscriptions; business & management related databases; other electronic resources, other materials
- Supply details of online facilities for learning resources, stating any limits of availability

1.17 The institution should have effective policies and mechanisms to promote and support innovation, with sufficient resources dedicated to innovation and improvement. [6]

- Outline policies to support innovation
- Describe investment in innovation, improvement & development over the last three years, in addition to any future allocation

2. Faculty

Strategy

2.1 In order to provide suitably resourced and high quality faculty available for all programmes, the institution is encouraged to have an explicit, mission-led faculty strategy as well as an efficient organisational structure. The teaching faculty should be of a size which can fully resource the provision of programmes offered with regard to the overall number of students. [7]

- Outline faculty strategy, including faculty model, plans for faculty recruitment, and target profiles
- Explain how faculty strategy links to institutional mission
- Describe faculty structure, including organisational diagram
- State number of faculty full-time equivalents (FTE) for both full-time and adjunct faculty (part-time faculty, practitioners and visiting faculty)

Research, scholarship and teaching

2.2 The research and teaching strategy should be authentic, achievable, and linked to the mission of the institution. The institution should be able to demonstrate suitable levels of quality across its faculty as evidenced by relevant management research, scholarship and consultancy. [6/5]

- State headline faculty qualifications
- Analyse the information provided in table 2.a of the self-assessment form (SAF)
- Describe how faculty are selected to teach on programmes
- Outline policy / process to ensure high quality teaching e.g. student feedback
- Provide examples of institutional responses to teaching audits
- Outline incentives for high quality teaching
- Assess the balance of current faculty with regards to research, scholarship and consultancy
- Describe institutional strengths in research, scholarship & consultancy
- Provide details of any policies which support this balance
- Outline faculty consultancy policy
- Provide examples of consultancy activities influencing teaching
- Appendix: list of consultancy projects undertaken and income obtained, listed by faculty name
- Base room: provide further details of national teaching audits (if applicable)
- Base room: full faculty CVs

2.3 It is expected that a significant proportion of research output is relevant and demonstrably contributes to organisations and to society. [6/2]

- Outline current research strategy / policy
- Assess current research output in relation to the above

- State how research is organised and supported e.g. research centres, director of research
- Provide details of any doctoral programme(s), including completion rates for each, explaining the ways in which they support the institution's research strategy
- Describe the international dimension of current research output
- Assess the impact of recent research on organisations and / or society
- Provide examples of faculty research impact on teaching
- Appendix: provide quantifiable details of research output, income and sources over the last three years
- Outline policy on research relevance
- Provide evidence of how recent research contributes to real organisations and society

2.4 All faculty members, irrespective of designation and employment status, should have access to support for the development of their research and teaching skills, with a focus on continuous improvement and innovation. Faculty should be committed to innovating in the classroom and are expected to be supported in developing their teaching, research and scholarship by the institution. [5/6]

- Outline faculty development policy for all staff
- Provide details of development policy for new faculty

2.5 Research and scholarship should have demonstrable impact on the wider community, including — but not limited to — the academic community. [6]

- Outline research impact policy
- Provide examples of research and scholarship impact

2.6 Innovative approaches to the teaching of the importance of society and the environment in business are strongly encouraged. [6/2]

- Provide examples of engaged teaching in the spheres of society, the environment, and responsible management

2.7 The institution should formally address the issues of collegiality and integration of staff into the total teaching and learning environment of the institution, including part time faculty, faculty from another part of the institution, staff from other institutions and practitioners, where appropriate. [7]

- Describe integration mechanisms for all faculty — Outline policy for integration of new faculty
- State any specific integration policies relating to adjunct / part time faculty
- Base room: faculty handbook and other relevant information

Diversity

2.8 The faculty mix should be appropriately broad and balanced, to include a range of qualified career academics, academics with prior or concurrent careers in

the corporate world, and practitioners. All faculty are expected to be able to demonstrate an understanding of the way in which their field(s) impacts the world of contemporary business. [8]

- Assess faculty qualifications

2.9 The institution should have a thorough and inclusive faculty development and recruitment policy to ensure that all staff are suitably diverse, innovative, reflect the institution's commitment to continuous improvement and continue to meet high standards. [8/5/6]

- Analyse faculty diversity statistics

3. Students Marketing

3.1 The institution should display an understanding of its core target markets, and have a developed sense of the market demand for its products. The marketing strategy should include targets based around the sustainability of the programmes and optimal numbers based on the pedagogical approach. [3/6]

- Summarise marketing strategy
- Base room: full marketing strategy

Recruitment

3.2 Recruitment processes should be transparent, rigorous, consistent, and suitable for the type of programme applied for. Any pre-requisites for admission should be clearly identified and communicated. [3]

- Outline standard admission requirements for each level of programme, explaining any deviations for particular programmes
- Explain processes for ensuring rigorous and transparent admissions processes e.g. admissions boards
- Sample: student data from sample programmes, with analysis

3.3 There should be an expectation on the part of the institution that the student will be able to fulfil the objectives of the programme and achieve the standard required for the award. Evidence will be required to show rigour in procedures and standards for admission, for example, standard testing and interviewing. [3]

- Outline interview policy
- Evaluate the use of any standardised testing, including equability with international norms where internal tests are utilised
- Sample: state full admissions requirements for each programme; where standardised tests are used, state minimum scores required and / or expected
 - o Outline admissions process
 - o Clarify the role of interviews in the admissions process, including when they are applied and the person(s) responsible for undertaking them

- o Analyse the information on admissions provided in table 5.a.ii of the SAF
- o Explain progression and completion data stated in table 5.a.iii of the SAF, analysing deferral and referral data

Diversity

3.4 In order to create a dynamic learning environment and to ensure sustainability, the student population should be diverse and balanced where possible. [8]

- Explain policies for student diversity
- Assess student diversity statistics
- Sample: analyse student data with respect to this criterion

3.5 Evidence of language proficiency will be required to a suitable standard for the level of award, where applicable. Mechanisms must be in place to ensure that students — especially international students — receive adequate pastoral care and support throughout their course of study. [8]

- Provide details of any programmes taught in non-native languages
- Outline language evaluation policy
- Evaluate the use of any standardised language testing, including equability with international norms where internal tests are utilised
- State any remedial policies for students in need of language support and development
- Outline policy for pastoral care, including facilities and resources available
- State details of any induction period, including details of activities undertaken
- Base room: student handbook and other relevant information

3.6 The institution should have a formal policy to support students with disabilities. All student policies should be clearly articulated. [8]

- State policy for students with disabilities, including facilities and resources available
- Explain where such policies are explicitly available
- Provide details of support provided to enhance student access

4. Programmes

Level

4.1 Programmes should be designed and delivered at the appropriate level, based on national or reputable international standards. [3]

- Explain institutional definitions of programme levels (e.g. undergraduate / postgraduate / doctorate)

- Assess the way these definitions conform with national and / or international norms e.g. Dublin Descriptors
- Describe any formal mechanisms to ensure adherence to these norms e.g. national audits
- Outline formal policies to ensure programmes are delivered at the correct level

Design

4.2 Sustainable academic leadership is important, regardless of the primary faculty teaching model. There should be clearly defined roles relating to the academic leadership and administrative responsibilities for each programme with individuals identified for each. Those assigned roles of academic leadership should be credible and committed to the programme. The institution should be able to demonstrate a level and quality of professional leadership and support, appropriate to the size of the programme portfolio. [3]

- Outline academic leadership structure
- Outline administrative structure related to programmes

4.3 Programmes must be regularly reviewed to ensure that they continue to meet the needs of the market, taking into account input from all stakeholders. The design and content of the programme should embrace a range of relevant theory, firmly linked to the practical world of sustainable leadership, business and management. Formal programme re-design is expected to take place on a cycle approximately every five years, based on a re-evaluation of the currency and achievement of learning outcomes. [6/7]

- Explain process & timelines for comprehensive programme review
- Provide summary of the most recent programme review for sample programmes
- Explain process for incremental review e.g. updating of courses, changing electives
- Indicate how and when stakeholder input is taken into account in the programme's design and review processes
- Base room: full details of the most recent programme review for sample programmes

Curriculum

4.4 Programmes should be broadly designed to meet the stated title of the award. Where possible, even the most specialist programmes should be situated within the broader world of management and sustainability.

- Outline processes to ensure programmes are delivered at the appropriate level
- Base room: minutes of relevant meetings

- Assess the way in which all programmes consider the wider context of management and sustainability
- SAMPLE: analyse curricula in light of this criterion
- Base room: full module descriptors for all core courses of sample programmes

4.5 To ensure an international dimension to the programme, curricula should take care to incorporate an understanding of management styles and practices from different regions and cultures, and to include diversity in examples and / or case studies. Examples should encompass a range from prevalent international business standards to local norms and expectations. International study opportunities are to be encouraged where they enhance the student learning experience. [8]

- Summarise teaching & learning strategy
- Outline any other policies to ensure internationalisation and diversity in teaching
- Provide any other examples that demonstrate this criterion is met
- Base room: teaching & learning strategy
- Sample: analyse curricula in light of this criterion

4.6 Programmes should explicitly address the development and enhancement of a range of appropriate soft skills, in addition to the technical skills relevant to the programme title / award. [9]

- Outline formal policies on soft skills development
- Provide details of internal resources devoted to soft skills development — Provide details of any external resources regularly utilised
- Clarify the ways in which these skills are measured through learning outcomes and assessment
- Sample: analyse curricula in light of this criterion

Feedback

4.7 Mechanisms must exist to ensure sufficient feedback and response to student reactions to course delivery and content. [7/6]

- Outline formal feedback structure for students e.g. post-module evaluations, student council, staffstudent committee
- Explain the feedback loop for these mechanisms, providing examples of changes implemented as a result
- Provide details of any informal mechanisms for student feedback
- Base room: minutes of any relevant meetings
- Base room: evidence of student feedback surveys (including results)

Learning outcomes

4.8 All programmes must have clearly stated aims, objectives and learning outcomes, which reflect the mission and strengths of the institution. Learning

outcomes should be clear in describing what participants are expected to know and be able to do as a result of the programme. They should make clear the ways in which the institution recognises and assesses intellectual, analytical, personal and enterprise qualities as well as the specific knowledge developed by the programme. [5/6]

- Outline process for the formulation and review of learning outcomes
- Assess the ways in which learning outcomes cover intellectual, analytical, personal and enterprise qualities as well as knowledge

4.9 Learning outcomes should be mapped and measured against curriculum design and assessment, to ensure that the programme is cohesive and that all intended graduate outputs are achieved. [5/6]

- Outline process for the mapping of learning outcomes to curriculum design and assessment
- Sample: mapping matrix for all sample programmes 4.10 All graduates should leave the institution with an appropriate understanding of the requirements of responsible management and ethics and how to apply the skills and knowledge into the workplace. [2]
- Explain how responsible management and ethics are covered in learning outcomes across programmes
- Sample: analyse curricula in light of this criterion

4.11 Employers should be confident of recruiting and sponsoring ethical, responsible graduates. [7]

- Provide any evidence that addresses ethical & responsible graduate outcomes

Innovation

4.12 Innovation in programme design and delivery is strongly encouraged, particularly in the ways in which such developments enhance integration, sustainability, personal growth, and the sharing of experiences. [6/2]

- Outline formal processes to support and encourage innovation
- Provide examples of innovation in programme design & delivery

4.13 Innovative approaches to the teaching of the importance of society and the environment in business are to be strongly encouraged. [6]

- Provide examples of innovation in the teaching of society and the environment

4.14 Employers should be involved in providing innovative, experiential learning for students where appropriate. [7/9]

- Describe how employers are utilised in teaching and learning

Assessment

4.15 The key purpose of student assessment is to enable students to demonstrate that they have met the objectives and achieved the learning outcomes of the programme at the standard required for the relevant award. The assessment scheme should have detailed criteria and specify the range and relative weights of the various assessment methods used; it should be comprehensive and consistent across the various subject areas, and underpinned by a suitable assessment strategy. The assessment scheme should reflect the particular aims and characteristics of the course. A diverse approach to assessment methods is encouraged. [3]

- Summarise assessment strategy
- Outline policy for setting and reviewing assessment methods within modules/ courses
- Explain grading scheme and the criteria for achieving a pass in coursework and examinations (in addition to merits or distinctions where applicable
- Outline policies for referral / appeals etc.
- Base room: full assessment strategy document
- Sample: analyse assessment strategy for the programme in light of this criterion
- Base room: extensive examples of marked coursework and examinations from sample programmes (range from fail to excellent), with grades and feedback

4.16 Assessment should also be used to provide feedback to students in a consistent and timely manner, and assist in subsequent individual and group learning. [6]

- State policy on formative and summative feedback, including length, type and timelines
- Outline formal and informal mechanisms for student feedback on assessment — written / verbal / individual / group
- Appendix: assessment feedback pro forma

4.17 Evidence is required to demonstrate that steps are taken to ensure that the individual's own work is being assessed, with an explicit policy with regards to plagiarism. [6]

- State plagiarism policy
- Outline any methods used to detect plagiarism
- Provide details of any training provided to students to understand and avoid plagiarism

Feedback

4.18 Assessment standards should be consistently reviewed and applied at the appropriate level across the programme and the portfolio. This includes instances when delivery and assessment is undertaken at partner sites and on student exchanges. [6]

- Describe oversight mechanisms to ensure that assessment is carried out at the required level e.g. board of examiners, moderation, second marking, external examiners, assessment handbook, with examples of an effective feedback loop
- Provide details of any quality control mechanisms or actions taken regarding assessment standards provided at partner sites or student exchanges
- Base room: minutes of meetings for any relevant committees

4.19 While innovation in assessment methods is encouraged, particularly if new teaching and learning methods are being used, detailed evaluation by the institution of such innovations will also be assessed. [6]

- Outline any innovations in assessment, including any evaluation of their effectiveness

Delivery

4.20 Delivery modes may range across a spectrum from traditional face-to-face through to fully online, with many blended variations in-between. Innovative approaches to design and delivery are welcomed if they enhance learning opportunities and can maintain the coherence and integrity of the course. Some programmes may be designed to deliver a significant part — or indeed all — of the learning experience at a distance, from offering one section or module of the course online, to 'blended learning', to 'online learning' in its purest sense. In such cases, it is expected that all standards outlined in this document will continue to be met. Programmes delivered by such modes must ensure that students receive an equivalent learning experience to that of students studying on a face-to-face basis. Flexibility is an important feature but should not be to the detriment of the cohesive student learning experience. [6]

- Sample: explain the delivery mode of the programme, stating main delivery pattern e.g. weekdays, weekends, four days every month
- List all programmes that have a significant element of distance delivery, particularly distance learning or blended learning programmes. This criterion is only applicable if such programmes are offered.
 - o Outline rationale for delivering elements of the course at a distance, and how this links to the mission and strategy of the institution
 - o Outline key resources and in-house expertise in delivering appropriate content at a distance
 - o Explain processes for monitoring student access and engagement, and any remedial action taken where necessary
 - o Explain how the system enables, supports and encourages synchronous and asynchronous interaction between the cohort, groups, and faculty
 - o Explain how the system produces effective learning for students through both synchronous and asynchronous delivery
 - o Explain how assessment is undertaken at a distance, addressing plagiarism and unethical behaviour

- o Describe the means by which appropriate and timely formative and summative feedback is provided
- o Base room: Provide all assessors with full access to the distance learning platform

4.21 It is expected that all programmes will contain some element of support through an online platform which students can access off-campus and out-of-hours. [7]

- Provide details of the virtual learning environment, including accessibility and range of features
- Describe policies for use by both students and staff e.g. voluntary or mandatory engagement, minimum requirements

Responsible management

4.22 Innovative approaches to teaching of the importance of society and the environment in business are to be strongly encouraged. All faculty members are expected to be able to understand the importance of ethics, sustainability and responsible management within their subject areas, and to bring these to bear on their teaching and research. [2]

- Provide details of faculty training and support provided in this regard

4.23 All programmes should explicitly address an understanding of the impact of sustainability, ethics and risk management on business decisions and performance, and on society as a whole; as well as the impact of environmental forces on organisations, including: legal systems; demographics; ethical, social, and technological change issues. [2]

- Outline formal processes to ensure that sustainability, ethics and risk management is covered on all programmes
- Sample: analyse curricula in light of this criterion

5. Impact Careers

5.1 Facilities should exist to assist in employment for students at the conclusion of their studies, with career development opportunities available irrespective of seniority, delivery mode and employment status. [9]

- Outline careers services offered at the Institution, both in terms of placement and career development
- Explain any contribution made by careers services to teaching and learning
- State highlights of any careers data
- Base room: full details of any careers data / surveys

5.2 The institution should consider the wider role of society in providing valuable employment opportunities for its students and graduates. [1/9]

- Explain how the institution works with non-traditional sources to provide employment opportunities

Alumni

5.3 A well-established and active alumni body is expected, with appropriate governance structures and funding, to provide tangible networking opportunities for its members. [7]

- Describe the organisation, status and size of the alumni association
- Outline institutional alumni services for networking, including frequency, location and attendance
- Explain means by which alumni are actively engaged in supporting the institution

5.4 Mechanisms should exist (usually through an alumni association) to ensure that alumni have access to the latest developments and innovations in management through lifelong learning opportunities. [7/6]

- Describe lifelong learning opportunities available to alumni
- Provide details of alumni use of these services

5.5 Through its service offering, the alumni association should be a conduit to support the continued employability of graduates as well as that of current students. [9/5]

- Provide any additional detail of employment opportunities provided through the alumni association

5.6 Alumni are also expected to understand and champion the principles of equality and respect for diversity. [8]

- Outline the ways in which the alumni association meets this criterion

Value creation

5.7 The institution should be able to tangibly demonstrate the positive contribution that its activities make to economic development, including (but not limited to): job creation, new value creation, and graduate careers and salaries. The institution should be explicit about the ways in which it impacts positively on the environment and society in a sustainable manner. [9/6/2]

- State any institution policies around impact
- Provide a brief summary of how the institution is meeting this criterion

5.8 The institution should have appropriate mechanisms to regularly review the long term success and impact of its graduates, and to evaluate the currency and achievement of programme learning outcomes. [6]

- Describe mechanism and feedback loop to capture the views of graduates and employers on the currency and achievement of learning outcomes
- Provide examples of any changes made to learning outcomes or programme design as a result of this activity

5.9 An institution should be able to provide evidence of significant impact and return on investment for its graduates and other stakeholders. The views and experiences of appropriate alumni, employers and sponsors will be sought. The transfer of learning from the programme to the place of work will be evaluated, and evidence that these outcomes are being met by graduates in the workplace is expected. An inclusive view of the measurement and articulation of impact and the return on investment of programmes is encouraged, taking into account contribution to society and value creation. [6]

- Provide testimonials from key employers and alumni
- Provide a sample list of main employers and sponsors with contact name, address and telephone number (employing organisations may be contacted for their opinions about the institution)
- Give detailed examples of graduates demonstrating impact as a result of their studies. Examples can include, but are not limited to: placement / career / salary data; business & value creation / entrepreneurial activities, societal impact & charitable activities; research & publications
- State any other information which demonstrates tangible impact

5.10 The institution should have a tacit and measurable understanding — both academic and professional — of its impact on all stakeholders (faculty, students, alumni, employers, society), with tangible feedback loops to ensure continuous improvement as a result of this analysis. [5/6/7]

- Provide a summary of evidence captured through the Continuous Impact Model (CIM)
- Base room: full CIM evaluation





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ACBSP accredits business schools and their programmes. Following approval of the application for candidacy, the accreditation journey begins. A mentor who is familiar with the process will be assigned to work with the schools through the accreditation process. Work begins with Preliminary Visit Questionnaire. Two separate documents are used, one for associate degree programs and one for baccalaureate/graduate degree programs. This is done with the assistance of the mentor with a final response to their mentor. The candidate will develop an action plan intended to help all involved determine the readiness of the business school to enter the self-study process. After the preliminary visit questionnaire is complete, an evaluation (gap analysis) is made by the mentor, staff, and institution business unit to determine readiness to begin the self-study. An action plan is developed to close the gaps found during the analysis. When all agree the school is ready, the self-study begins. The self-study is based on the ACBSP Standards and Criteria for Demonstrating Excellence and identifying possible areas for improvement. When the self-study is complete, it is submitted to the ACBSP office, the Board of Commissioners would study the self-study and make the final decision.

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GENERAL INFORMATION

Introduction

This document presents the criteria by which ACBSP member institutions may demonstrate compliance with the accreditation standards of the Associate Degree Commission and the Baccalaureate/Graduate Degree Commission. The standards have been approved by vote of the membership of the two commissions. The criteria have been developed and approved by the two Boards of Commissioners.

The two Boards of Commissioners are elected by the members of the Associate Degree Commission and the Baccalaureate/ Graduate Degree Commission and have the responsibility for administering all accreditation activities for the Associate Degree-granting institutions and Baccalaureate/Graduate degree-granting institutions, including developing and interpreting the standards, and making final decisions pertaining to accreditation.

The accreditation process begins with determining that the institution meets the eligibility requirements, budgets for anticipated costs on the timetable established to complete the process, and files an Application for Candidacy Status.

The ACBSP accreditation philosophy is based on a mission-driven systematic approach to continuously advance academic quality. Promoting access and inclusiveness that recognizes the diversity of institutional missions, worldwide, is an ACBSP guiding principle. The ACBSP standards and criteria present historically validated, leading-edge practices that business schools and programs can use to evaluate, plan, perform, and measure results.

Qualitative Scoring Band Tables

The following process tables provide the user with information about qualitative scoring bands. These bands are used by peer review evaluators and members of the Board of Commissioners when evaluating a member's self-study report and/or site visit data to determine the approximate degree to which a business unit meets the ACBSP accreditation Standards and Criteria for Educational Performance Excellence.

Table O1 Qualitative Process Scoring Bands

Qualitative Score	Approach	Deployment	Learning	Integration
Best in Class	An <u>effective, systematic approach</u> , fully <u>responsive</u> to the overall requirements of the standards and criteria, is evident.	The approach is <u>fully deployed</u> without <u>significant weaknesses or gaps</u> in any areas or work units.	<u>Fact-based, systematic evaluation and improvement and organizational learning</u> are key organization-wide tools; <u>refinement and innovation, backed by analysis and sharing</u> , are evident throughout the organization.	The approach is <u>well integrated</u> with organizational needs identified in response to the other standards.
Very Good to Excellent	An <u>effective, systematic approach</u> , responsive to the <u>overall requirements</u> of the standards and criteria, is evident.	The approach is <u>well deployed</u> , with no significant gaps.	<u>Fact-based, systematic evaluation and improvement and organizational learning</u> are key management tools; there is clear evidence of <u>refinement and innovation</u> as a result of organizational-level analysis and sharing.	The approach is <u>integrated</u> with organizational needs identified in response to the other standards.
Very Good	An <u>effective, systematic approach</u> , responsive to the <u>overall requirements</u> of the standards and criteria, is evident.	The approach is <u>well deployed</u> , although deployment <u>may vary</u> in some areas.	A <u>fact-based, systematic evaluation and improvement process</u> and some organizational learning are in place for improving the efficiency and effectiveness of key processes.	The approach is <u>aligned with organizational needs</u> identified in response to the other standards.
Good	An <u>effective, systematic approach</u> , responsive to the <u>basic requirements</u> of the standards is evident.	The approach is <u>deployed</u> , although <u>some areas</u> are in <u>early stages</u> of deployment.	The <u>beginning of a systematic approach</u> to evaluation and improvement of key processes is evident.	The approach is in <u>early stages of alignment</u> with <u>basic organizational needs</u> identified in response to the other criteria.
Improvements Needed	The <u>beginning of a systematic approach</u> to the <u>basic requirements</u> of the standards is evident.	The approach is <u>in the early stages of deployment</u> in most areas inhibiting progress in achieving the basic requirements of the standard.	<u>Early stages</u> of a transition from reacting to problems to a general improvement orientation are evident.	The approach is <u>aligned</u> with other areas or work units largely through <u>joint problem solving</u> .
Major Improvements Needed	<u>No systematic approach</u> is evident; information is anecdotal.	<u>Little or no deployment</u> of an approach is evident.	An <u>improvement orientation is not evident</u> ; improvement is achieved through reacting to problems.	<u>No organizational alignment</u> is evident; individual areas or work units operate independently.

Table O2 Qualitative Results Scoring Bands

Qualitative Score	Levels	Trends	Comparisons	Linkages
Best in Class	Current performance is <u>excellent</u> in most areas of importance to the criteria.	<u>Excellent</u> improvement trends and/or <u>sustained excellent performance levels</u> are reported in most criteria.	Evidence of <u>industry and benchmark leadership</u> is demonstrated in many criteria.	Results <u>fully address</u> key customer, market, process, and <u>action plan requirements</u> .
Very Good to Excellent	Current performance is <u>good to excellent</u> in most areas of importance to the criteria.	<u>Most</u> improvement trends and/or current performance levels are <u>sustained</u> .	<u>Many to most reported trends and/or current performance levels</u> , evaluated against <u>relevant comparisons</u> and/or <u>benchmarks</u> , show areas of <u>leadership</u> and very good relative performance.	Results address <u>most</u> key customer, market, process, and <u>action plan requirements</u> .
Very Good	Improvement trends and/or good performance levels are reported for <u>most areas addressed</u> in the criteria.	<u>No pattern of adverse trends</u> and <u>no poor performance levels</u> are evident in areas of importance to your organization's key business requirements.	<u>Some trends and/or current performance levels</u> , evaluated against <u>relevant comparisons</u> and/or <u>benchmarks</u> , show areas of <u>good to very good</u> relative performance.	Results address <u>most</u> key customer, market, and process requirements.
Good	Improvements and/or good performance levels are <u>reported</u> in <u>many areas</u> addressed in the criteria.	<u>Early stages</u> of developing trends are evident.	<u>Early stages</u> of obtaining comparative information are evident.	Results are <u>reported for many areas of importance</u> to your organization's key business requirements.
Improvements Needed	A <u>few</u> business results are reported; there are <u>some improvements</u> and/or <u>early good performance levels</u> in a few areas in criteria reported.	<u>Little or no</u> trend data are reported.	<u>Little or no</u> comparative information is reported.	Results are <u>reported for a few areas of importance</u> to your organization's key business requirements.
Major Improvements Needed	There are <u>no</u> results or <u>poor</u> results in criteria reported.	Trend data are either <u>not reported</u> or show mainly <u>adverse trends</u> .	Comparative information is <u>not reported</u> .	Results are <u>not reported for any</u> areas of importance to the organization's key business requirements.

Mission Statement

"ACBSP promotes continuous improvement and recognizes excellence in the accreditation of business education programs around the world."

ACBSP fulfills its mission by establishing, promoting, and recognizing educational practices that contribute to the continuous improvement of business education and by accrediting business programs that adhere to these teaching and learning practices of excellence. ACBSP provides mission-based accreditation and quality assurance services to associate, baccalaureate, masters, and doctorate degrees for business programs throughout the United States and the world. It is the only association that offers specialized business accreditation for all four levels of degree programs.

Guiding principles of the association that are inherent in the adoption of standards and criteria leading to teaching excellence have been a part of ACBSP from the beginning. These principles are:

- ACBSP embraces the virtues of teaching excellence, emphasizing to students that it is essential "to learn how to learn."
- ACBSP views research as a tool to facilitate improved teaching. Institutions are strongly encouraged to pursue a reasonable, mutually beneficial balance between teaching and research.
- ACBSP emphasizes the importance of high-quality classroom performance and of faculty involvement within the contemporary business world.
- ACBSP encourages creative approaches to teaching and the use of advanced technology.
- ACBSP focuses on providing leadership to develop global alliances for improving business curricula throughout the world.
- ACBSP continually pursues its quest to implement student outcomes assessment programs necessary to further enhance the quality of business education.
- ACBSP continually develops new services and activities to support the attainment of the organization's strategic vision and mission.

The mission, core values and concepts, and guiding principles are ACBSP's foundation. Nevertheless, ACBSP is dedicated to the continued revision and updating of criteria in order to fulfill the standards that lead to teaching excellence.

Core Values and Concepts

The ACBSP standards and criteria draw heavily from the Malcolm Baldrige Performance Excellence in Education Criteria and historically proven ACBSP standards and criteria.

These criteria are built upon a set of core values and concepts. These values and concepts are the foundation for developing and integrating all requirements.

These core values and concepts are:

Learning-Centered Education

The focus of education is on learning and the needs of learners. Business programs need to focus on students' active learning and development of problem-solving skills.

Leadership

Administrators and leadership ensure the development of the strategies, systems, and methods for achieving excellence and the creation of clear and visible directions and high expectations.

Continuous Improvement and Organizational Learning

Business programs should pursue regular cycles of planning, execution and evaluation of every process and system. Ongoing improvement of these processes and systems leads to ever higher quality and student/stakeholder satisfaction.

Faculty and Staff Participation and Development

Success in improving performance depends critically upon the capabilities, skills, and motivation of the faculty and staff. Faculty and staff success depends upon having meaningful opportunities to develop and practice new knowledge and skills. Business programs should invest in faculty member and staff development efforts.

Partnership Development

Business programs should seek to build internal partnerships (those that promote cooperation among the faculty, staff and student groups) and external partnerships (those with other schools, businesses, business associations, and the community) to better accomplish overall goals.

Design Quality

Design of educational programs, curricula, and learning environments should include clear learning objectives, taking into account student needs, and an effective means for gauging student progress.

Management by Fact

Measurement information, data, and analysis are critical to sound planning and improvement. Business programs should put systems in place to collect, analyze, and utilize accurate and timely data.

Long-Range View

Business programs must be willing to make a long-term commitment to students and all stakeholders. This includes anticipating changes and creating an assessment system focused on learning.

Public Responsibility and Citizenship

Business programs should understand the importance of serving as a role model in their operation as an institution. They should also recognize the need to lead and support publicly important purposes within reasonable limits of their resources.

Fast Response

An important measure of institutional effectiveness is fast and flexible response to the needs of students/stakeholders. Such an emphasis can help simplify work systems and processes.

Results Orientation

The performance system of the business programs should focus on results that reflect and balance the needs and interests of students and all stakeholders.

Policies on Accreditation

ACBSP is committed to mission-based accreditation, which serves the dual role of promoting accountability (i.e., assuring multiple audiences that member programs are meeting acceptable standards of excellence, academic quality, and integrity) and promoting continuous academic improvements.

In performing the dual role of accreditation for its members, ACBSP will adhere to and be governed by the following principles:

1. Creating a link between criteria and standards and institutional/program mission
2. Allowing flexibility in defining quality
3. Linking the assessment process to outcomes instead of input measures
4. Creating an environment that supports innovation and experimentation
5. Encouraging broad consultation in the development of standards
6. Emphasizing student assessment in accreditation
9. Eliminating excessive and irrelevant data requests
10. Developing a minimal baseline database
11. Decreasing the costs of accreditation
12. Lengthening the time cycle between reviews, when appropriate
14. Increasing the consistency of comments and recommendations from different reviewers at different institutions
15. Separating accreditation from advocacy for more resources
16. Recognizing the broader institutional goals
17. Stating accreditation requirements clearly
18. Ensuring that accreditation does not dictate program curriculum
19. Assuring a continual review process of all standards and criteria
20. Compressing the timeline of any self-study from initiation through conclusion, when appropriate

These policies will enhance the usefulness of ACBSP's specialized accreditation for business programs.

INSTITUTIONAL OVERVIEW

The contents of the self-study begin with completing and submitting information about the institution in general, and business programs specifically in the ACBSP online reporting portal (request access from ACBSP accreditation staff if access has not already been provided). Following is an outline that may be used to create the overview.

The intent of the overview is to address what is most important to the business programs, the key factors that influence how business programs operate, and where the business programs are headed. The information provided here establishes the foundation to evaluate to the standards and criteria.

1. **Contact Information**

Name of institution:

Name of business school or program:

Name/title of president/chancellor:

Address of president (if different from primary contact address below):

Name/title of chief academic officer:

Name/title of business unit head:

Name/title of business unit Champion:

Name/title of business unit Co-Champion:

Academic year covered by the self-study:

The institution's self-study coordinator contact information:

Name:	Title:
Campus Address:	Email:
City:	State/Province
Country:	Zip/Postal Code:
Phone:	Fax:

Date of submission of this self-study:

The primary institutional contact information during the accreditation site visit:

Name:	Title:
Campus Address:	Email:
City:	State/Province
Country:	Zip/Postal Code:
Phone:	Fax:

Proposed date of accreditation site visit:

2. Identification of Individuals Who Helped Prepare the Self-Study

Name	Title

3. Review of All Academic Activities

a. Business Degrees Offered by Business Unit. ACBSP accredits degree programs in business and business-related fields. The ACBSP accreditation process considers the traditional specializations in business, including accounting, business administration, finance, marketing, and management. Any of these specialized programs offered by the business unit seeking accreditation must be included in the self-study to be considered for accreditation. The accreditation process includes a review of all academic activities associated with the business programs. In other words, if an institution offers business degrees at the associate, bachelor, master, and doctorate levels, the accreditation process embraces all of these in the self-study.

b. Adding New Programs. When a new degree program in business is added after the programs have been accredited, it must be referred to in the business program's Quality Assurance report to ACBSP. The new degree program needs to be operational, with enrolled students, for at least two years and have graduates before it can be considered for accreditation.

c. Business Programs Not Offered by Business Unit. At the institution's written request, other business-related programs may be either included or excluded from the accreditation process. If they are to be excluded, appropriate justification should be set forth in the self-study material, and evidence must be included to ensure that the general public is clearly informed that these programs are not accredited.

d. Branch Campuses/Extension Centers. If an institution has a branch campus or campuses or if there are extension centers or other types of auxiliary operations where business courses are taught, then the accreditation process will include all of these locations in the self-study. On a case-by-case basis, such entities may be excluded.

If they are to be excluded, appropriate justification should be set forth in the self-study material, and evidence must be included to ensure that the general public is clearly informed that these programs are not accredited. There also must be sufficient distinction between accredited degrees and those degrees offered by excluded segments, to justify their exclusion. An institution may ask in advance of conducting the self-study for a determination of inclusion or exclusion from the self-study.

Column A: List all business or business-related programs (including those with designations in the degree or major title such as "business," "industrial," "administration," "management," or "organizational").

Column C: Indicate with "yes" or "no" whether the program is to be accredited by ACBSP.

Column D: Indicate number of degrees conferred during self-study year

4. Organizational Charts

Place in an Appendix of the self-study a copy of:

- 1) the institution's organizational chart; and
- 2) business program's organizational chart

Identify here the Appendix number: _____

5. Conditions of Accreditation

a. Institutional Accreditation. Institutions operating in the United States must be accredited by their regional body. Non-U.S. institutions must have equivalent accreditation or recognition as appropriate. For non-U.S. institutions, this is typically a copy in an Appendix of a certified translation of an official document from an appropriate government organization in their respective countries stating recognition, accreditation, and/or their right to grant degrees.

Membership in ACBSP requires regional accreditation or the filing of the official document by non-U.S. institutions. It is not necessary to provide these documents unless ACBSP staff cannot verify this information or there have been changes in the status. If this cannot be verified or is questioned, the institution will be required to provide documentation before the process can continue. Please note below any changes in regional or national accreditation status.

Changes:

b. Statement of Mission—Institution. Provide the approved statement of mission for the institution and state whether it is listed in the institution's catalog or program offerings bulletin (see subsection d).

Statement of Mission:

c. Statement of Mission—Business Unit's. The business unit will be evaluated to the ACBSP Standards and Criteria within the framework of institutional and business unit mission. Business programs must have a mission consistent with that of ACBSP. State the mission of the business programs and whether the mission is listed in the catalog or program offerings bulletin (see subsection d).

Statement of Mission:

d. Public Information

Note: See standard 1 and standard 7 important public information requirements.

Access to the online system will be available once candidacy status has been established.

The completed self-study should be submitted to ACBSP using the ACBSP online reporting system.

Provide an electronic copy or website link to the catalog or bulletin.

Please state the catalog page number(s) where each of the following is located:

- 1) listing of the business degree programs - page number(s) _____
- 2) the academic credentials of all faculty members - page number(s) _____
- 3) the academic policies affecting students, along with a clear description of the tuition and fees charged the students - page number(s) _____
- 4) the statement of mission of the institution - page number(s) _____
- 5) the statement of mission of the business unit or Program - page number(s) _____

e. Accreditation of Doctoral Programs. Accreditation of doctoral programs requires meeting the following requirements:

- 1) Institution must have ACBSP accredited programs at the baccalaureate and/or master's level;
- 2) Institution must perform a self-study addressing the seven standards and related subcategories to the extent appropriate;
- 3) Program must be authorized by the appropriate regional accrediting organization and/or the appropriate governmental agency; and
- 4) Accreditation can only be awarded after individuals have graduated from the program.

If this self-study includes accreditation of a doctoral program, please indicate below that you have met these requirements, or you intend to meet these requirements. (Attach documents as required).

f. Please list below all campuses of your institution where a student can earn a business degree.

6. Business Program's Organizational Profile

The Organizational Profile is a snapshot of your business programs, the key influences on how you operate, and the key challenges you face. It consists of two parts: Organizational Description and Organizational Challenges.

The importance of Beginning with Organizational Profile. Your Organizational Profile is critically important because:

- It is the most appropriate starting point for self-assessment;
- It helps the institution identify potential gaps in key information and focus on key performance requirements and organizational performance results;
- It is used by ACBSP in all stages of review, including the site visit, to understand your organization and what you consider important;
- It also may be used by itself for an initial self-assessment; and
- If you identify topics for which conflicting, little, or no information is available, you can use these topics for goal-setting and action-planning.

Submit your responses to both the Organizational Description and the Organization Challenges on documents included within the self-study as an Appendix, or immediately following these pages. Limit the response to the Organizational Profile to not more than five pages.

a. Organizational Description

Describe your organization's environment and key relationships with students and other stakeholders.

Within your response, include answers to the following:

- 1) Organizational Environment
 - a) What delivery mechanisms are used to provide your education programs, offerings, and services to students?
 - b) What is your organizational context/culture?
 - c) What is your stated vision?

- d) What are your stated values?
 - e) What is your faculty and staff profile? Include education levels, workforce and job diversity, organized bargaining units, and use of contract employees?
 - f) What are your major technologies, equipment, and facilities?
- 2) Organizational Relationships
- a) What are your key student segments and stakeholder groups? What are their key requirements and expectations for your programs and services? What are the differences in these requirements and expectations among students and stakeholder groups?
 - b) What are your key partnering relationships and communication mechanisms?

Notes: Student segment and stakeholder group requirements might include special accommodation, customized curricula, reduced class size, customized degree requirements, student advising, dropout recovery programs, and electronic communication.

Communication mechanisms should be two-way and might be in person, electronic, by telephone, and/or written. For many organizations, these mechanisms might be changing.

b. Organizational Challenges

Describe your organization's competitive environment, your key strategic challenges, and your system for performance improvement.

Within your response, include answers to the following questions:

1. Competitive Environment
 - a. What is your competitive position? Include your relative size and growth in the education sector and the number and type of competitors.
 - b. What are the principal factors that determine your success relative to that of your competitors and other organizations delivering similar services? Include any changes taking place that affect your competitive situation.
2. Strategic Challenges
 - a. What are your key strategic challenges? Include education and learning, operational, human resource, and community challenges, as appropriate.
3. Performance Improvement System
 - a. How do you maintain an organizational focus on performance improvement? Include your approach to systematic evaluation and improvement of key processes and to fostering organizational learning and knowledge sharing.

Notes: Factors might include differentiators such as program leadership, services, e-services, geographic proximity, and program options.

Challenges might include electronic communication with key stakeholders, reduced educational program introduction cycle times, student transitions, entry into new markets or segments, changing demographics and competition, student persistence, and faculty/staff retention.

STANDARDS AND CRITERIA

Standard 1 - Leadership

The business unit must have systematic leadership processes that promote performance excellence and continuous improvement. Values and expectations must be integrated into the business unit's leadership process to enable the business unit to address its societal responsibilities and community involvement.

The following information must be provided for this standard to be met:

Leaders must establish performance expectations for some of the listed student achievements identified by the Council for Higher Education Accreditation (CHEA) in the list of examples below.

You do not have to establish performance expectations for every item below.

Use Table 1 in the evidence file to establish measurable performance expectations. The results of these expectations will be reported in Standard 7 and made public on your business program web page.

These are examples of student achievement identified by CHEA.

- Attrition (e.g. Less than 40%)
- Retention (e.g. Greater than 40%)
- Graduation by program and year (e.g. 2019 Accounting 25, Marketing 31)
- Licensure pass rates (e.g. CPA 78%)
- Job placement rates (e.g. Accounting 100%, Marketing 91%)
- Employment advancement (e.g. Accounting 12, Marketing 9)
- Acceptance into graduate programs (e.g. Accounting 12, Marketing 5)
- Successful transfer of credit (e.g. Accounting 14, Marketing 7)
- Other (e.g. Hired after internship: (e.g. Accounting 2, Marketing 11)

Note: Website links must be on the business landing page, clearly identified as public information of/or student achievement and lead directly to information regarding business student achievement. Provide the link in Section III of the online reporting portal.

The following criteria provide evidence of continual improvement of academic quality.

Criterion 1.1 – Approach - Leadership Processes that Support Continuous Quality Improvement

Complete Table 1.1 in the evidence file.

Criterion 1.1.a - Mission and Values.

Describe the processes used by the business unit's leadership to establish its stated mission and values (as identified in the overview) with input from the members of its stakeholder groups (as identified in the overview).

Criterion 1.1.b - Performance Measurements.

Describe the business unit's key performance measurement processes for monitoring the achievement of its stated mission and values.

Criterion 1.1.c - Social and Community Responsibility.

Describe the processes used by the business unit's leadership to create and monitor an environment that fosters social and community responsibility.

Criterion 1.1.d - Impacts on Society.

Describe the processes used by the business unit's leadership to identify and address the impact on society of its program offerings, services, and operations.

Evidence might include: job description(s) for the business unit's leaders; applicable policies and procedures; agendas and minutes from meetings where processes are established; performance indicators being tracked, analyzed and met; communications from leaders to stakeholders

Criterion 1.2 - Deployment - Provide evidence that the above described processes are fully deployed across the business unit.

Complete Table 1.2 in the evidence file.

Evidence might include: applicable policies and procedures; deployment schedules; faculty and student handbooks, codes of conduct; financial audit schedules; memos on the topics; presentations on the process deployment;

Criterion 1.3 - Results - Provide evidence of the analysis of data produced by the above described processes.

Complete Table 1.3 in the evidence file.

Evidence might include: minutes of meetings discussing the data; financial audits; survey results; charts, tables, graphs, etc.

Criterion 1.4 - Improvements - Provide evidence of key actions taken by the business unit's leaderships to improve the teaching and learning environment based on the above results.

Evidence might include: A list of process, key results, and actions taken.

Standard 2 - Strategic Planning

The business unit must have a systematic process for developing a strategic plan that leads to continuous improvement. The strategic plan must include implementation goals and progress measures.

The following information must be provided for this standard to be met:

A copy of the business unit's documented strategic plan must be provided that includes strategic objectives that are measurable and have a timeline.

The following criteria provide evidence of continual improvement of academic quality.

Criterion 2.1 - Approach - Strategic Planning

Criterion 2.1.a-Institutional-Business Unit Mission & Vision Alignment

Describe the systematic process for developing the strategic plan and how the business unit's program(s), budget, and strategic plan align with the institution's mission, and vision. A copy of the unit's documented strategic plan **must** be provided in the evidence file.

Evidence items might include: Comparison table of the business unit's mission and values to that of the Institution; meeting minutes referencing mission, vision, budgeting; regional accrediting documentation referencing institutional & units' missions.

Criterion 2.1.b Stakeholder Input

Describe how faculty, staff, and stakeholders are involved in the development of the business unit's strategic plan.

Evidence might include: Meeting minutes; advisory board minutes; linkage to decisions based on the analysis of data from standards 3-7; feedback data from surveys.

Criterion 2.1.c Communication Linkage

Describe how the business unit communicates the strategic plan throughout the business unit.

Evidence might include: Meeting minutes; documentation from web, share point or other collaboration and documentation application.

Criterion 2.2 - Deployment - Strategic Implementation

Criterion 2.2.a. - Key Short-Term & Long-Term Strategic Objectives with Timetable

Use Table 2.2.a. to describe the business unit's key short-term and long-term strategic objectives to address key student, stakeholder, and program performance requirements and the timetable for implementation and completion, including who, what, when, and how.

Note: Human resource strategic objectives and action plans should be presented under Standard 5.

Criterion 2.2.b. – Performance measures

Describe the performance measures implemented to assess and track each of the business unit's action plans.

Criterion 2.3 - Results - Performance and Process Effectiveness Results

Criterion 2.3.a. – Performance Effectiveness

In review and analysis of standards 1-7, briefly summarize and provide the results of key measures indicating the accomplishment of the business unit's strategy and action plans. Measures of accomplishment should address the business unit's strategic objectives and goals identified in Criterion 2.1 and action plan performance measures and projected performance in Criterion 2.2.

Criterion 2.3.b. – Process Effectiveness

In review and analysis of standards 1-7, briefly summarize the business unit's overall process effectiveness. Process results should relate to key organizational requirements and expectations of each standard.

Criterion 2.3.c. – Communication of Performance Results

Briefly describe how the performance results are communicated to the stakeholders.

Criterion 2.4 – Continuous Improvement - Strategic Planning

Criterion 2.4.a. – Performance and Process

Use Table 2.2.a. in the evidence file to provide evidence of meeting this criterion. Additionally, provide a summary of potential opportunities for improvement (OFI) relative to the strategic plan in review and analysis of Criterion 2.3.a, 2.3.b, and 2.3.c.

Standard 3 - Student and Stakeholder Focus

The business unit must have a systematic process to determine requirements and expectations of current and future students and other key stakeholders. The process must measure stakeholder participation and satisfaction and use the results for continuous improvement.

The following information must be provided for this standard to be met:

1. A list of student segments served.
2. A list of other stakeholders beside students.
3. A list of methods used to communicate with students and stakeholders
4. A list of improvements made from knowledge gained from students and stakeholders.
5. Use Table 3.1 Student and Stakeholder Groups to provide this evidence

The following criteria provide evidence of continual improvement of academic quality.

Criterion 3.1 - Approach

Criterion 3.1 Business programs must determine the student segments its educational programs will address and other key stakeholders of the business programs.

- 3.1.a List the business unit's key student segments (e.g. undergraduate, graduate, online, on-ground, traditional, non-traditional, international students, competency-based, etc.).
- 3.1.b List the business unit's key stakeholders additional key stakeholders (e.g. parents, parent organizations, faculty members, staff, governing boards, alumni, employers, business/industry advisory board, other schools, funding entities, local/professional communities, etc.).
- 3.1.c Use Table 3.1 (Student and Stakeholder Groups), to describe how the business unit determines key student and stakeholder requirements and the processes used to meet those requirements.
- 3.1.d Describe the systematic process the business unit uses to respond to complaints from students and other key stakeholders.

Criterion 3.2 - Deployment

The business unit must provide evidence that the processes identified in Criterion 3.1.c have been fully deployed across the business unit.

Using Table 3.3 (Student and Stakeholder Groups), provide evidence, such as alumni surveys have been deployed and returned in the evidence folder.

Criterion 3.3 - Results

The business unit must provide trend data for pertinent criterion for each student segment listed in 3.1.a. (e.g. undergraduate, graduate, online, on-ground, traditional, non-traditional, international students, competency-based, etc.). Examples include course evaluations, student measures, alumni measures, employer measures, other student/stakeholder measures.

Using Table 3.3 (Student and Stakeholder Focused Results), report and graph results for the past three to five data cycles (e.g. two years plus the self-study year)

Criterion 3.4 - Improvement

The business unit must have a process to use the information obtained from students and stakeholders for purposes of improving educational processes (e.g. improved curriculum, faculty development, computer lab operating hours, change office hours, etc.).

Using Table 3.3 (Student and Stakeholder Focused Results), provide evidence of continuous improvement. This table should include a sample of student segments and other stakeholders listed in 3.1.a. However, results from all student segments and stakeholders should be available to the evaluation team on site.

Standard 4 - Student Learning Assessment

The business unit must have a systematic student learning outcomes assessment process and plan that leads to continuous improvement. Student learning outcomes must be developed and implemented for each accredited program, and the results must be communicated to stakeholders.

The following information must be provided for this standard to be met:

1. List each program accredited or to be accredited.
2. List the Program Learning Outcomes for each program See Table 4.2 in the evidence file for Examples.
3. Provide the results for each program learning objectives in a graph or table.
4. Provide a list of improvements made based on what you learned from the results.

Use Table 4.1 in the evidence file to report 1 – 4 above.

IMPORTANT NOTE: Do not use subjective grades or GPAs. Assessment instruments must be objective and measure program learning objectives.

The following criteria provide evidence of continual improvement of academic quality.

Definitions:

- All degree programs include: Associate, Bachelors, Masters or Doctorate in Business
- A minor is defined as 12 credit hours of transcribed course work in one field.
- A concentration or specialization is defined as 12-15 credit hours of transcribed coursework in one field.
- An outcome is what we expect a student will know or be able to do after completing an assignment, a course, or a program of study. A competency is an applied skill or expertise that enables a student to perform work or achieve a result.
- A performance measurement activity is an identified, standardized activity based on a specific learning outcome that is completed by students to determine their degree of proficiency and competency attainment.
- Formative assessment is a way to measure performance achievement during the learning process or at regular intervals to provide timely feedback regarding student progress.
- Summative assessment is a way to measure and evaluate cumulative student performance at the conclusion of a unit of study, a course, or after a specific period of time to determine the achievement of a standard or benchmark.
- Internal assessments are created and deployed within the institution, department, or program, are used as indicators of the educational achievement of students, and which can be used in the decision-making about instruction and to report progress.

- External assessments are designed, selected, provided and/or controlled by another person or group outside the institution (such as licensing bodies, commercial assessment service providers or vendors or publishers) are used as indicators of the educational achievement of students and which can be in the decision-making about instruction and to report progress.

Criterion 4.1 - Approach

Criterion 4.1.a - Business Unit Outcomes Assessment Plan and Process

Describe the Business Unit's student learning outcomes assessment process. Provide a copy of the Business Unit's formalized assessment plan.

Criterion 4.1.b - Determination of Outcomes and Performance Measurements

Provide evidence that the Business Unit's assessment process addresses how programs determine:

1. which student competencies and skill sets are measured
2. what data is collected, and why
3. that the student performance measurements are appropriate for determining the desired student achievement of the outcomes

Criterion 4.1.c - Key Stakeholder Engagement in the Assessment Process

Provide evidence that the faculty and other key stakeholders (as defined in Criterion 3.1.b) are engaged and participate in the assessment process.

Criterion 4.2 - Deployment

Criterion 4.2.a - Assessment Process Deployment

Provide evidence that the assessment process is fully and systematically deployed. (Evidence might include a process rubric, forms that document the deployment of the process, etc.)

Criterion 4.2.b - Assessment Measurement Cycles

Provide evidence that all program outcomes established for each program are assessed and measured over 3-5 data measurement cycles. (Evidence might include a copy of your assessment schedule or deployment cycle.)

Criterion 4.2.c. Program Student Learning Outcomes, Performance Measurements and Assessment Cycles

Complete Figure 4.1 - Standard #4 Measurement and Analysis of Student Learning and Performance in the evidence file for each program seeking accreditation or re-affirmation. Include the outcome, the corresponding assessment measurement activity(ies) and the type of assessment: Internal, (I) external (X), formative (F), summative (S), etc.

Note: Each program, concentration, specialization, etc. must have at least one assessment performance measurement. If programs "share" a set of common outcomes, (such as the common business core) you may list those outcomes in one table and label accordingly. However, each program must have unique program outcomes.

Criterion 4.3 - Results

Definitions for Criterion 4.3:

- Direct assessment is a way of measuring student learning that relies on attainment of competencies rather than credit hours or seat time. It provides tangible and measurable evidence of student learning.
- Comparative assessment is a way to compare the results of student learning between instructional delivery methods, identified student groups, as well as other peer institutions.

Criterion 4.3.a. - Collection, Analysis, and Use of Assessment Data

Report assessment performance activities deployed during the self-study year for **each** program seeking accreditation or re-affirmation. Include the current use of results by identifying the specific improvement actions taken/changes made based on data obtained from the assessment for the program outcome. Graph the actual performance results for 3-5 data collection cycles. Include only *direct measures* of student learning in Figure 4.1 in the evidence file.

If you do not assess all students, indicate your sample size/population. Provide evidence of the selection Criterion you use to ensure a representative sample. For all data reported, show sample size (n=75).

Criterion 4.3.b —Comparative Measures

Provide evidence of the Business Unit's use of comparative measures (internal and/or external) to improve overall student performance. For example, internal comparative measures may include a comparative data of student performance results by alternative methods of instructional delivery, location, etc. and external comparative measures may include performance on external assessments.

Criterion 4.3.b.1. - Use of Comparative Measures Results Report the actual results and use of the results of comparative measures by completing the Figure 4.1 in the evidence file. Include all programs seeking accreditation or re-affirmation.

Criterion 4.3.c - Student Learning Results Communication

Provide evidence that student learning performance and assessment results (for each program) are systematically made available to key stakeholders.

Criterion 4.4 - Continuous Improvement

Criterion 4.4.a. - Results of the Re-Assessment of Program Outcomes (Closing the Loop)

Provide evidence of using the results for continuous improvement (e.g. improve curriculum, improved material, handouts, books, faculty development, change of faculty, improved contract management, records management, improving case studies, improve technology, improve interaction, innovative technology, digital classroom, etc.).

Criterion 4.4.b - Continuous Improvement of Assessment Process

Provide evidence that the Business Unit improves, refines, and/or enhances the assessment process and plan. Include (1) when the plan and process were last reviewed, (2) specific improvements that were deployed and (3) key stakeholder engagement in the review process.

Standard 5 - Faculty Focus

The business unit must have a systematic process to ensure current and qualified faculty members by: 1) fostering teaching excellence, 2) aligning faculty credentials and skill sets with current and future program objectives, 3) evaluating faculty members based on defined criteria and objectives, and 4) ensuring faculty development including scholarly and professional activity.

Criterion 5.1 - Approach

CRITERION 5.1.A. The business unit must have a human resource plan that supports its strategic plan. The Glossary at the end of this booklet and criterion 5.3.B. describes what should be included in a human resource plan.

In an appendix, include a copy of your business unit(s) current human resource (HR) plan.

CRITERION 5.1.B. Explain how your HR plan is linked to your Key Objectives listed in Criterion 2.4.a; Table 2.2.a.

CRITERION 5.1.C. Provide evidence of a written system of procedures, policies, and practices for the management and professional growth of faculty members. Information must be available to faculty members concerning the system. These procedures, policies, and practices normally include:

- Faculty development
 - Tenure and promotion policies
 - Evaluation procedures and criteria
 - Workload policies
 - Service policies
 - Professional expectations
 - Scholarly expectations
 - Termination policies
1. Provide evidence that the business unit faculty have access to operational policies and procedures.
 2. Provide a copy of the faculty operational policies and procedures to the peer review evaluation team in the resource room or provide instructions to access them.

Note: Bachelor's Degree qualifications are only applicable to Associate Degree Program

Criterion 5.2 - Deployment

CRITERION 5.2.A. The business unit must provide evidence that faculty are qualified to teach all the required business courses. Faculty qualifications in the business unit are defined as Bachelor's, Master's, or Doctorate Degrees.

Note: All faculty qualifications must be validated with original transcripts, certificates, and/or related written documentation that clearly states the qualification.

Note: Faculty members should possess a degree higher than the degree program in which they are teaching unless it can be demonstrated that there is proper professional experience at the graduate level. **Complete Table 5.1.c.**

Historically, accredited programs have focused on faculty input as a basis for demonstrating quality. The following levels were considered appropriate:

- Ninety percent of the undergraduate credit hours in business are taught by Master's or Doctorate Degree faculty. (See Glossary of Terms for definitions of *master's or doctorate qualified*.)
- at least 40 percent of the undergraduate credit hours in business and 70 percent of the graduate credit hours in business are taught by Doctorate Degree faculty.
- one hundred percent of the doctorate credit hours in business are taught by Doctorate Degree faculty.

If your institution does not come within five percent of these historically acceptable faculty-credentialing levels, you must present your rationale for the differences and provide detailed records of student learning outcomes to demonstrate that your faculty composition supports your mission and program objectives.

All faculty members who are teaching courses that are part of the CPC, business major, or a required business course for a business student to graduate, must be reported in the faculty qualifications table, Table 5.1.c. For example, this would include anyone teaching a section of a course, even if the course has an assigned "master teacher" who developed the course syllabus and supervises the teacher. It also includes faculty members who teach "Dual Credit" courses receiving credits for courses in the business unit. Dual Credit enrolls students in college courses while they are still in high school, allowing them to earn credit for both.

Doctorate Degree Qualified

A Doctorate Degree Qualified faculty member meets at least one of the following criteria:

1. Doctorate in teaching field
2. Juris Doctorate— qualified to teach law courses
3. Out-of-field doctorate degree with 15 semester/22 quarter graduate credit hours or equivalent of courses in field

Master's Degree Qualified

A Master's Degree Qualified faculty member meets at least one of the following criteria:

1. Master's Degree in teaching field
2. MBA—The MBA is the qualified master's degree in the teaching field for business management and marketing degrees. The MBA is also the master's qualification to teach any introductory or principle level business unit courses (for example, entry level accounting, economics, software applications, finance, intro to computers, etc.).
3. MED or MBE —The Master's in Education with a concentration in a business discipline is the master's degree in the teaching field for office administration.
4. Out-of-field master's degree with 15 semester/22 quarter graduate credit hours or equivalent of courses in field
5. For Associate Degree Programs the requirement is: Related or out-of-field master's or doctorate degree with 18 semester/27 quarter credit hours or equivalent of courses in field beyond the introductory principles level.

Out-of-field doctorate or master's degree faculty who do not meet the above criteria must be credentialed with documentation in two or more of the following areas:

- a. In-field professional certification (national, regional, or state) – The institution must provide documentation.
- b. In-field professional employment—The institution must provide a minimum of three years of documented experience from the employer; i.e., if teaching a skill, the experience must be with that skill; if teaching marketing, experience must be in marketing; if teaching management, experience must be in a management position, etc.
- c. High Performing Student Learning Outcome Results—The institution must provide documentation.
- d. In-field scholarship—The institution must provide documentation. See Criterion 5.9 for explanations of scholarly activity.
- e. Relevant additional training equivalent to 15 semester/22 quarter credit hours of CEU's, military training, vendor training, etc. The institution must provide documentation.

Bachelor's Degree Qualified (Associate Degree Programs)

In order to teach at the associate degree level, at least 50 percent of the full-time equivalent (FTE) faculty should be Master's or Doctorate Degree Qualified and at least 90 percent of the FTE faculty should be Master's or Doctorate Degree Qualified or be Professionally Qualified.

A faculty member possessing a bachelor's degree in the teaching field with documentation in two or more areas meets the teaching qualification:

1. In-field professional certification (national, regional, or state) – The institution must provide documentation.
2. In-field professional employment—The institution must provide a minimum of three years of documented experience from the employer; i.e., if teaching a skill, the experience must be with that skill; if teaching marketing, experience must be in marketing; if teaching management, experience must be in a management position, etc.
3. High Performing Student Learning Outcome Results—The institution must provide documentation.
4. In-field scholarship—The institution must provide documentation. See Criterion 5.3.C for explanations of scholarly activity.
5. Relevant additional training equivalent to 15 semester/22 quarter credit hours of CEU's, military training, vendor training, etc. The institution must provide documentation.

Exceptions

The institution must provide an explanation of qualifications for faculty:

Complete Table 5.1.C – For the self-study year, provide clear evidence that the knowledge and skills of full-time and part-time faculty members match program objectives.

1. Identify all full-time and part-time faculty members who taught during the self-study year in alphabetic order. Use one line in the table for each level of qualification. For example, if Joe Smith is master's qualified in management and bachelor's qualified in accounting, then Joe Smith will be listed on two lines.
2. List courses taught during the self-study year. Do not duplicate if taught in multiple sessions but report the total number of credit hours taught for that course.
3. List the highest qualifying degree earned - state the degree as printed on the transcript, including the major field.
4. List all professional certifications and supporting areas of documentation beyond the academic credentials as defined in Criterion 5.1.C.
5. List the qualification of each faculty member – Doctorate, Master's, Bachelor's, or Exception.
6. When justifying a qualification, use column #4. Provide specific, detailed information.

Note: In the example above, justification should be given for the low percent of doctorate coverage in the undergraduate level programs.

Criterion 5.2.A. Provide credit-hour production data by faculty member, separating full-time and part-time faculty. (See Table 5.2.A)

Complete Table 5.2.A.1 - Table for Faculty Coverage Summary in the evidence file of the online reporting portal provides information on how your faculty are deployed.

Criterion 5.2.A.2.

Each school or program must provide evidence of the deployment of faculty resources among the disciplines, units, courses, departments, and major fields to ensure that every student attending classes (on campus or off campus, day or night, or online) have an opportunity to receive instruction from an appropriate mix of the faculty to ensure consistent quality across programs and student groups.

Note: The following bullet points should be considered when answering the questions that follow:

- The number of course preparations
- Administrative or coordination assignments ^(SPP)
- Student advising and/or counseling activities ^(SPP)
- Institutional and community program service activities
- Business and industry interaction ^(SPP)
- Special research programs and projects, if applicable
- Thesis and dissertation supervision, if applicable
- Travel to off-campus locations and/or non-traditional teaching, if applicable
- 1. Present the business unit's deployment pattern in tables identical to Table 5.2.A.2.
- 2. For the 12-month self-study year, explain the circumstances for any faculty member in Tables 5.2.A.1 who exceeds the institution's maximum teaching load.
- 3. For the 12-month self-study year, provide records of student learning outcomes for any faculty member who exceeds the institution's maximum teaching load.

State and explain your institution's policies for granting released time for faculty members performing any non-teaching duty listed in the bullet points above.

*Note: See Criterion 5.3.C. for explanations of the following scholarly and professional activities

- Scholarly activities
- Professional activities
- Instructional technology efforts

Present the business unit's deployment pattern in tables in a format identical to Tables 5.2.A.2.

NOTE: YOU MAY ADD HEADINGS WITH YOUR DESIGNATED DUTIES TO INCLUDE THE 12-MONTH SELF STUDY YEAR.

Criterion 5.2.B. For each academic major offered sufficient academic leadership must be provided to ensure effective service to students and other stakeholders.

Describe the leadership for each business major. A narrative or tabular format may be used.

In doing so, you may address:

- a. how the composition of your faculty provides for intellectual leadership relative to each program's objectives;
- b. how the composition of your faculty provides for required depth and breadth of theory and practical knowledge to meet your student learning outcomes.

In your institution's use of multiple delivery systems and/or your program's use of part-time (adjunct) faculty, your human resource management process must include policies for recruiting, training, observing, evaluating, and developing faculty for these delivery systems.

Explain or describe:

- a. how you develop qualified full-time and part-time faculty members;
- b. how you orient new faculty members to the program;
- c. how you orient new faculty members to assigned course(s);
- d. how you provide opportunity for part-time and/or full-time faculty members to meet with others teaching the same courses;
- e. how you provide guidance and assistance for new faculty members in text selection, testing, grading, and teaching methods; and
- f. how you provide for course monitoring and evaluation.

Criterion 5.3 - Results

Criterion 5.3.A. Provide evidence of a formal system of faculty evaluation, centered primarily on the teaching function, to be used in making personnel decisions such as continuation of contracts, award of tenure, and/or of promotion.

Provide evidence by describing:

1. How the business unit evaluates its faculty members. (Include such things as teaching, student advising, scholarly and professional activities (see Criterion 5.B for explanations of scholarly and professional activities), and business and industry relations).
2. How the business unit's compensation and recognition processes promote faculty effectiveness.
3. How are the evaluation results shared with individual faculty members?
4. How are the evaluation results used in making decisions?

Provide evidence in Table 5.3 Faculty Focus in the evidence file of the online reporting portal demonstrating faculty results such as faculty satisfaction, business and industry relations, development activities, etc.

Criterion 5.3.B. Provide evidence that your human resource management process includes policies for recruiting, training, observing, evaluating, and developing faculty for each delivery system your program's e.g., use of multiple delivery systems (face-to-face, online, hybrid, etc.) and/or your program's use of part-time (adjunct) faculty, your human resource management process. For each delivery system, provide evidence of the following:

1. recruitment of high-performance faculty members?
2. orientation of new faculty members to the program?

Criterion 5.3.C. Provide evidence that All faculty members are involved in activities that enhance depth, scope, and currency of knowledge related to their discipline and instructional effectiveness. The faculty members as a unit must demonstrate balanced participation of scholarly and professional activities.

1. For Associate Degree programs, or institutions without graduate programs, "balanced participation" means that the Scholarship of Teaching may be the predominant area of scholarship. For a university with undergraduate and graduate programs, it means that all four areas of scholarship (teaching, discovery, application, and integration) described below must be represented in the activities of the faculty.

2. Faculty members who are Doctorate Qualified must be continuously and actively engaged in scholarship and professional activities. Faculty members who are Master's or Bachelors Qualified must be continuously and actively involved in professional activities and may be involved in scholarly activities. These activities are a critical component for increasing the intellectual capital of the faculty members as a whole.

3. Scholarship is defined to include four types of intellectual activity (Boyer Model of Scholarship). They are: (A) the scholarship of teaching; (B) the scholarship of discovery; (C) the scholarship of integration; and (D) the scholarship of application. These four types of scholarship are to be equally recognized, accepted, and respected, and the overall performance of each faculty member is to be carefully accessed and held to a high standard of excellence.

A. **The scholarship of teaching** includes:

- Developing new teaching materials (syllabi, courses, case studies, curriculum)
- Developing new teaching methods
- Techniques to evaluate the effectiveness of teaching
- Presentations about teaching at professional conferences
- Writing textbooks about pedagogy

To be considered Scholarship, each of these activities must be documented and critiqued by professional colleagues. Examples of documentation include publications dealing with pedagogy and/or teaching techniques, written evaluations of teaching materials, and the development of outcomes assessment tools.

B. **The scholarship of discovery** is the closest to what is meant by the term "basic research." Freedom of inquiry and freedom of scholarly investigation is an essential part of higher education. The capacity to carry out

the scientific method and to conduct meaningful research is an important aspect of learning. Examples include:

- Presentations on the results gleaned from basic research
- Published or unpublished manuscripts of basic research
- Theses and dissertations

In institutions whose primary mission is undergraduate teaching, the dissertation or other comparable piece of creative work could suffice for this. Institutions having research missions or graduate programs would be expected to have on-going research activities.

C. **The scholarship of integration** seeks to interpret, to draw together, and to bring new insights to bear on original research. The scholarship of integration means fitting one's work into larger intellectual patterns. It is essential to integrate ideas and then apply them to the world in which we live. Examples include:

- Authoring white papers, articles, and monographs
- Conducting interdisciplinary seminars
- Authoring textbooks
- Grantsmanship (list the awarding agency and funded allocations)

D. **The scholarship of application** involves the active engagement of the scholar. It focuses on the responsible application of knowledge to consequential problems. In the past, this type of activity has been called applied research and/or development. Note that this is not to be a catch-all category. The scholarship of application must be tied directly to one's field of knowledge and relate to, and flow directly out of, creative professional activity. Examples include:

- Contract research
- Consultation
- Technical assistance
- Policy analysis
- Program evaluation

The scholarship of application requires creativity and critical thought in analyzing real problems. These activities must be documented and must include an evaluation from those receiving these services.

4. A minimum of 80 percent of the faculty members providing education to doctoral students should actively participate in the scholarship of teaching, discovery, integration, or application. If an institution deviates significantly (five percent or more) from this research participation level, an explicit rationale must be explained, and performance evaluation results must be provided to demonstrate that the participation level is sufficient, as related to student learning and scholarship program objectives. Explain the balance and degree of faculty involvement in scholarly activities that support fulfillment of the institution's mission.
5. Professional activities include routine application of the faculty member's professional expertise in helping solve problems in either the private or public sectors. These may include activities for which the faculty member is paid, as well as voluntary services. The key determination is "professionally-related." Community activities that are not professionally related are not to be included.

For instance, general community service, such as coaching a little league soccer team or delivering meals to shut-ins, would not be considered professionally related. The determination of "professionally related" depends upon the nature of the activity. For example, if a CPA conducts a men's bible class, it is not professionally related. However, if the CPA conducts an annual audit of the church's financial affairs and prepares an opinion letter, it would be considered professionally related. Community service that is not professionally related may be reported in Criterion 1.3.

Examples include:

- Activities involving the use of professional expertise in helping solve practical problems in either the private or public sectors (e.g., professionally-related consultation, policy analysis, etc.)
- Activities in support of professional organizations (e.g., attending and participating in professional meetings, workshops, conferences, symposia; serving as an officer of a professional organization, as program chairperson of a professional meeting; leadership roles in professional organizations, boards, commissions, etc.)
- Activities directly tied to the academic discipline of the faculty member and consistent with the stated mission of the business programs. (Community and university service activities not directly related to the faculty member's discipline do not satisfy this standard.)
- Program or institutional committees
- Guest speakers, internships, partnerships
- Learning new skills/techniques
- Involvement in accreditation processes
- Multicultural and diversity initiatives (on-campus or off-campus)
- Continuing education (classes, seminars, certifications, etc.)

Criterion 5.3.D. Provide evidence that the balance and degree of faculty members' involvement in professional and scholarly activities supports the fulfillment of the institution's mission. Provide each Doctorate Qualified, Master's and Bachelor's Qualified faculty member's scholarly and professional activities for the previous three years in a format identical to Table 5.3.D.1.

Associate Degree Programs Should complete Table 5.3.D.2. Summarize each Master's and Bachelor's Qualified faculty member's scholarly and professional activities for the previous three years in a format identical to Table 5.3.D.2.

Criterion 5.3.E. Document every full-time and part-time faculty member teaching courses in the business unit. A recent curriculum vitae (not more than two years old) for all business faculty should be provided and included as an appendix in the self-study report.

Note: Faculty members who are not a part of the business unit, but teach a course required in the core business curriculum (e.g., Mathematics, Computer Science, Communications, etc.), should not be counted as business faculty because the student credit hours produced by them are not coded as business courses. On the other hand, if a non-business faculty member teaches a required course for the business unit and the course is coded as a business course (and, therefore, part of

the total business student credit hours), then that faculty member would be counted in this qualifications standard. The rule here is to "count all faculty members who teach courses that are under the direct administration of the business unit head and coded as business courses."

Criterion 5.3.F.

The business unit must ensure that sufficient human resources are available at each location to provide leadership (including advising and administration) for each program and that assessment processes are in place to ensure that this leadership is being provided.

Describe the leadership, advisement and assessment processes for each location at which business unit programs are delivered. A narrative or tabular format may be used.

Criterion 5.4 - Improvement

Criterion 5.4.A. The business unit must provide evidence of active participation in a planned system of faculty and instructional development consistent with the mission of the business unit.

Provide evidence by responding to the following:

1. The business unit determine faculty development needs?
2. Orientation and training programs are available to business faculty members.
3. The business unit allocate faculty development resources.
4. The faculty development process provides for training in alternative methods of instructional delivery.
5. The process for approving development requests and evaluating the outcome.
6. Professional development activities have led to improved teaching effectiveness.

Criterion 5.4.B. Provide opportunities for improvement that the Business Unit plans to address based on the results presented in Standard 5.

Document every full-time and part-time faculty member teaching courses in the business unit. A recent curriculum vitae (not more than two years old) for all business faculty should be provided and included as an appendix in the self-study report.

Note: Faculty members who are not a part of the business unit, but teach a course required in the core business curriculum (e.g., Mathematics, Computer Science, Communications, etc.), should not be counted as business faculty because the student credit hours produced by them are not coded as business courses. On the other hand, if a non-business faculty member teaches a required course for the business unit and the course is coded as a business course (and, therefore, part of the total business student credit hours), then that faculty member would be counted in this qualifications standard. The rule here is to "count all faculty members who teach courses that are under the direct administration of the business unit head and coded as business courses."

Standard 6 - Curriculum

The business unit must have a systematic process to ensure continuous improvement of curriculum and program delivery. The curriculum must be comprised of appropriate business and professional content to prepare graduates for success.

NOTE TO READERS: Criterion 6.1-6.2 apply to All Institutions. Criterion 6.3 applies to Associate Degree Institutions only. Criterion 6.4 applies to Baccalaureate Institutions only. Criterion 6.5 applies only to master's degree Institutions only. Criterion 6.6 applies only to Doctoral Degree Institutions only. The Online Reporting Portal of these criteria will show only those criteria that pertain to the program.

The following information must be provided for this standard to be met:

1. Provide curriculum summary tables
 - a. Table 6.3.b. for associate degree programs.
 - b. Table 6.4.d. for baccalaureate/graduate degree programs.
2. Program Delivery

To fulfill this requirement, provide a narrative statement in the online reporting portal and complete Table 6.2.b. from the evidence file.

- a. the length of time that it takes for a full-time student to complete the degree (both as cataloged and actually, on-average);
- b. the program delivery methods employed in each program (classroom, competency based, independent study, online, etc.);
- c. the number of contact (coverage hours or equivalent) hours required to earn three (3) semester hours (four (4) quarter hours) of credit or equivalent; and
- d. if your unit confers nontraditional business degrees, such as accelerated, competency based, executive, etc., specially designed to meet the needs of specific stakeholders other than traditional college students, etc., describe how:
 - 1.) nontraditional degrees support and/or relate to the business school or program's mission and objectives;
 - 2.) credits are earned in these programs;
 - 3.) you assess their academic merit; and

4.) you provide trend data of results comparing traditional to nontraditional students SLOs as required in Standard 4.

Note: Historically, 45 actual classroom contact (or coverage) hours have been considered the minimum acceptable to constitute three (3) semester credit hours. This number is equivalent to 15 weeks of classes at three scheduled classroom hours per week. (In some ACBSP institutions, a "scheduled classroom hour" is somewhat fewer than 60 minutes in duration to allow time for students to go from class to class.) For any program not meeting or exceeding this minimum, the business unit must justify, with course content, learning outcomes, and/or stakeholder satisfaction data, that the courses in its program are equivalent to traditional, semester-long three credit-hour courses.

The following criteria provide evidence of continual improvement of academic quality.

Criterion 6.1 - 6.2 - All Institutions

Criterion 6.1 - Approach

Criterion 6.1.a. Describe how the business unit manages key processes for design and delivery of its educational programs and offerings.

Criterion 6.1.b Describe how curricular input is secured from the unit's stakeholders.

Criterion 6.1.c. Describe how the curricular development process links with the unit's strategic plan and mission.

Criterion 6.2 - Deployment

Criterion 6.2.a. Provide evidence how the business unit ensures that courses taught by both full-time and part-time faculty are of comparable quality and consistency.

Criterion 6.2.b. The unit must complete the Table 6.2.b. Program Information in the evidence file with information for each accredited program.

Criterion 6.2.c. Provide evidence how business-related programs include sufficient coverage of business topics to meet the long-term needs of students and other stakeholders. Business-related programs that lead to associate or bachelor's must have a minimum of 25 percent of the total curriculum devoted to business. Master's degree programs must have a minimum of 50% of the total curriculum devoted to business. Doctoral level programs must have a minimum of 25% of the total curriculum devoted to business.

Students transferring from an associate institution into a bachelor's level business-related program must meet the 25% bachelor's degree business requirement with a combination of business courses from the associate institution and the bachelor's institution as specified by the bachelor's degree granting institution.

Examples of business-related programs includes majors such as sports management, hotel and tourism management, computer and information systems, health systems, cyber-security etc.

Provide evidence that the unit meets these percentage targets by completing Table 6.2.c. in the evidence file giving information about the curriculum of your business-related programs.

Criterion 6.2.d. Articulation and Transfer Relationships

The business unit must include the policies and procedures for transfer to and from other institutions to programs in the business unit.

For satisfying Criterion 6.2.d, use Table 6.2.d. to explain or describe any articulation and/or course transfer arrangements you have with other institutions, and report on the following areas as appropriate for your institution:

- a. List the principal transfer institutions for which the business unit's institution receives, sends, or transfers students.
- b. Describe the mechanisms in place that avoid requiring students to duplicate coursework completed at another institution.
- c. Describe the student advisement process that informs students as to the transferability of coursework.

Note: Provide a copy of all articulation and/or course transfer agreements in effect, or evidence of attempts to establish such agreements for the peer review evaluation team in the resource room. (Do not include in the self-study)

Criterion 6.3 - Associate Programs Only

Criterion 6.3 - Associate Degree Deployment

Criterion 6.3.a. least 25 % of the business curriculum must consist of a professional component (PC) including four of the following areas of study:

- A. Accounting
- B. Computer information applications
- C. Quantitative methods of analysis
- D. Principles of economics
- E. Business in society - the international environment, legal/political environment, and ethical business behavior
- F. Marketing
- G. Entrepreneurship/free enterprise
- H. Finance
- I. Management

With respect to the professional component, specific courses are not mandated, and equal time is not expected to be allocated to each area. Courses taught outside of the business unit may be used to fulfill the professional component. It is the responsibility of the business faculty to monitor such courses to ensure that they provide the competencies implicit in the professional component.

At least 25 percent of the associate degree or associate of applied science degree must be devoted to courses appropriate to the student's business major beyond the professional component.

Programs that lead to an associate degree in business must be able to demonstrate that the programs include appropriate courses to prepare students for transfer or employment.

Institutions offering degrees in business must have content-specific courses that build upon the professional component, have appropriate prerequisite courses, and offer students opportunities to expand knowledge in the major area of study. The curricular goals of each program/option must be reflected in the sequential arrangement of courses and the learning experiences provided to develop the competencies essential to practice in the areas of study.

A specialized business major must provide the following:

- Areas of specialization that build and/or organize knowledge dealing with specific aspects of business and its environment with interactions between these elements
- The ability to increase knowledge, understanding, and skills in prerequisite and concurrent courses and to integrate and apply these gains to subsequent business courses in the major
- The depth and breadth of knowledge, understanding, and skills in the content area of specialization beyond that which is in the professional component
- Application of knowledge that is utilized by internships, field experiences and cooperative education, simulations, and/or similar activities which enhance the professional education experience

Note: Transfer degrees are exempt from this criterion to meet the curriculum needs of transfer agreements.

As evidence of meeting this target, the unit will complete the Table 6.3.b below with information for each of its accredited programs. Table 6.3.a gives an example of such table.

Criterion 6.3.b. Provide a description or action plan how the business unit plans to improve and meet the criterion for any program not meeting the 25 percent standards described above.

Criterion 6.4 - Baccalaureate Programs Only

Criterion 6.4 - Baccalaureate Degree Deployment

Criterion 6.4.a. - Undergraduate Common Professional Component (CPC)

Programs that include a B.A. (with a business major), B.S. (with a business major), or B.B.A., or B.S.B.A. degree with a business major that imply general business preparation with or without a functional specialization must include coverage of the Undergraduate Common Professional Component (CPC) at the level prescribed by ACBSP.

UNDERGRADUATE COMMON PROFESSIONAL COMPONENT

Functional Areas	a. Marketing b. Business Finance c. Accounting d. Management, including Production and Operations Management, Organizational Behavior, and Human Resources Management
The Business Environment	e. Legal Environment of Business f. Economics g. Business Ethics h. Global Dimensions of Business i. Business Communications
Technical Skills	j. Information Systems k. Quantitative Techniques/Statistics
Integrative Areas	l. Business Policies, or m. A comprehensive or integrating experience that enables a student to demonstrate the capacity to synthesize and apply knowledge and skills from an organizational perspective.

To demonstrate compliance with Criterion 6.4.a, identify where the topical areas of the CPC are covered in the required course offerings. As evidence, complete and supply an Abbreviated Course Syllabus for each undergraduate required course taught in the business core. Summarize the CPC content of the required undergraduate courses in abbreviated syllabi such as found in Figure 6.4.b.

Required courses in the business core may be taught by an academic department outside of the business unit. In this case, prepare an Abbreviated Syllabus and report it with this criterion. For example, Statistics may be taught by the Math Department.

Table 6.4.a Example of Completed Abbreviated Course Syllabus

Course Number: Marketing 3723
Course Name: Principles of Marketing
Instructors: Brown, Smith and True
Required Text: McCarthy, Perreault: BASIC MARKETING, Irwin
Course Description: A description and analysis of business activities designed to plan, price, promote, and distribute products and services to customers. Topics studied include the marketing environment, consumer buying habits and motives, types of middlemen, marketing institutions and changes, government regulations, advertising and current marketing practices.

<u>Topic Outline:</u>	<u>Hours/Minutes or % of a 3-hour</u>
<u>Course</u>	
I. Introduction	Principle 9
A. Environmental Factors	
B. Market Segmentation, Sales Forecasting	
C. Buyer Behavior	
D. Market Research and Marketing Information Systems	
II. Product	Variable 3
A. Classification, Branding, Packaging, and Labeling	
B. Product Mix, Product Assortments, Product Positioning	
III. Place	Distribution
Decisions 9	
A. Channels of Distribution	
B. Wholesaling	
C. Retailing	
D. Physical	
Distribution/Logistics	
IV. Promotion	Decisions 7 1/2
A. Advertising and Publicity	
B. Personal Selling	
V. Pricing	Decisions 6
A. Pricing Concepts	
B. Setting Prices	
VI. Uncontrollable	Variables 3

VII. Selected	Applications 7 1/2
A. Marketing Management	
B. Industrial Marketing	
C. International Marketing	
D. Non-business Marketing	
Total Sessions (Coverage Hours)	45
<u>Summary of UG CPC Topics Covered in this Course: Hours/Minutes or % of a 3-Hour Course</u>	
a. Marketing	45
d. Management	4
e. Legal environment of Business	1
f. Economics	2
g. Business Ethics	1
h. Global Dimensions of Business	2
i. Quantitative Techniques and Statistics	2
j. Comprehensive or Integrating Experience	1
Total Estimated CPC Coverage Hours	58

Table 6.4.b Template
Abbreviated Course Syllabus

Course Number: _____ Course Title: _____

List all faculty who taught this course during the self-study year:

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |

List all textbooks and required supplementary readings used:

(Author)	(Title)
(Publisher)	

Provide a brief course description (Relate course description to UG CPC topics where appropriate):

List the course outline (topics/chapters) and class sessions

Summarize the UG CPC Coverage in terms of hours

Criterion 6.4.b. Each CPC area must receive a minimum of 30 coverage hours. Note: If your institution deviates significantly from these historically proven coverage levels, you must explain your rationale for the reduced requirements and provide performance evaluation results to demonstrate that your coverage is sufficient as related to your program objectives.

CPC topics covered in business core courses are not mutually exclusive. The CPC hours shown in the example below total more than 45 because certain topical areas of the CPC are covered along with the primary subject of marketing. For example, a lecture on international marketing could include hours under CPC headings of both "Marketing" and "Global" dimensions.

Complete Table 6.4.d. for each program and major, showing the CPC coverage hours in each of the required business courses. Table 6.4.c. gives an example of a completed table.

Criterion 6.5 - Master's Programs Only

Criterion 6.5 - Deployment

Criterion 6.5.a. The business unit must complete Table 6.5.a. with information for each of its accredited master's level programs.

Criterion 6.5.b. Provide evidence for each program how the program requires 30 semesters or 45 quarter credits (or equivalent) in courses beyond the basic undergraduate CPC courses. Describe how students admitted to the master's level programs without undergraduate preparation in business meet the CPC requirements. Programs with the same requirements may be grouped together in the description. Exceptions must be justified.

Criterion 6.6 - Doctoral Programs Only

Criterion 6.6 - Deployment

Criterion 6.6.a. The business unit must complete Table 6.6.a. with information for each of its accredited doctoral level programs.

Criterion 6.6.b. If the doctoral program does not require at least 60 semester or 90 quarter credits (or equivalent) in courses beyond the master's level courses, the unit must provide a justification for the exception.

Terms

Professional Education Curriculum. The Professional Education Curriculum refers to college level courses involving content knowledge, habits of mind, and skills that prepare students for success in a particular profession.

Common Professional Component (CPC). The Common Professional Component refers to the course content that must be included in courses taught in all accredited undergraduate programs. Each accredited program must include content in twelve content areas, as follows:

- Marketing
- Business Finance
- Accounting
- Management
- Legal Environment of Business
- Economics
- Business Ethics
- Global Dimensions of Business
- Business Communication
- Information Systems
- Quantitative Techniques/Statistics

Business Policies or Integrating Experience

It is expected that each CPC area must receive a minimum coverage of approximately 30 hours.

Business-Related Program. A business-related program is one in which at least 25%, 50%, and 25% of the total curriculum at the associate and bachelor's, master's, and doctoral degree levels, respectively, consist of required courses in business. To be considered for ACBSP accreditation such a program must include sufficient coverage of CPC/PC topics to meet the long-term needs of students and other stakeholders.

Graduate Curriculum. A graduate curriculum consists of courses that are advanced beyond the upper-division undergraduate courses in the content area.

Standard 7 - Business Unit Performance

The business unit must have a systematic process to identify and track key student performance measures for the purpose of continuous improvement. The business unit must ensure adequate resources and services to support its programs.

The following information must be provided for this standard to be met using Table 7.1 in the evidence file:

The results of establish performance expectations from Standard 1 Leadership from the list of examples below must be reported and made public on the business units home page. Table 7.1.a in the evidence file of the online reporting portal provides examples. Table 7.1.b is provided as a template for your data and information.

These are examples of student achievement identified by CHEA.

- Attrition (e.g. Less than 40%)
- Retention (e.g. Greater than 40%)
- Graduation by program and year (e.g. 2019 Accounting 25, Marketing 31)
- Licensure pass rates (e.g. CPA 78%)
- Job placement rates (e.g. Accounting 100%, Marketing 91%)
- Employment advancement (e.g. Accounting 12, Marketing 9)
- Acceptance into graduate programs (e.g. Accounting 12, Marketing 5)
- Successful transfer of credit (e.g. Accounting 14, Marketing 7)
- Other (e.g. Hired after internship: (e.g. Accounting 2, Marketing 11)

The following criteria provide evidence of continual improvement of academic quality.

Criterion 7.1 – Approach

Criterion 7.1.a. List key **Student Performance Tracking Processes** on your performance, including business student achievement such as. (e.g. attrition and retention, graduation, licensure pass rates, job placement rates, employment advancement, acceptance into graduate programs, successful transfer of credit, etc.). Table 7.1 provides examples of data to report. Table 7.1.a is a template to be used for your data.

Criterion 7.1.b. List key **Business Operation Processes** provided to ensure student success. (e.g. improvements in curriculum, material, handouts, books, case studies; faculty development; improved contract management and records management; enhanced communication processes; innovative technology, digital classroom, other). See Table 7.1.b for examples and data to report.

Criterion 7.1.c. List key **Education Support Processes** provided to ensure student success (e.g. library, computer lab, tutoring, registration, book store, other). See Table 7.2.c for examples and data to report.

Criterion 7.1.d **Sharing Performance Results with the Public.** Use Table 7.3.d. in the evidence file to provide links to the business programs web page.

Criterion 7.2 – Deployment

Criterion 7.2 a. The Business Unit must provide evidence of the deployment of the processes in Criterion 7.1.

Use Table 7.2.a. Student Performance Tracking

Criterion 7.2.b Using Table 7.2.b., provide evidence that the business unit monitors the business support processes identified in 7.1.b.

Criterion 7.2.c. Using Table 7.2.c., provide evidence that the business unit monitors the educational support services identified in 7.1.b.

Criterion 7.3 – Results

Criterion 7.3.a. Provide evidence that the key student performance processes identified in 7.1.a. are tracked for each accredited program using Table 7.3.a. Provide 3-5 examples for each accredited program, reporting what you consider to be the most important data.

Criterion 7.3.b. Using Table 7.3.b., provide evidence of data collected to monitor business support processes.

Criterion 7.3.c. Using Table 7.3.c. provide evidence of data collected to monitor educational support services.

Criterion 7.3.d. Provide evidence that student performance results identified in 7.1 are routinely provided to key stakeholders and the general public for each accredited program using Table 7.3.d. (e.g. attrition, retention, completion, licensure pass rates, job placement, employment advancement, acceptance into graduate programs, successful transfer of credit, other).

Criterion 7.4 – Continuous Improvements

Criterion 7.4.a. Using Table 7.4.a., explain how the Student Performance Results identified in Standard 7 are used to improve processes for accredited programs.

Criterion 7.4.b. Describe how the use of Business Operation Processes were improved based on the findings.

Criterion 7.4.c. Describe how the use of Educational Support Processes were improved based on the findings.

Appendix A Glossary of Terms

This Glossary of Key Terms defines and briefly describes terms used throughout the Education Criteria booklet that are important to performance management.

Academic Quality

The results associated with teaching, learning, research and service, including the integrated way in which learning, practice and discovery are fostered by institutions and programs. Intellectual rigor, honesty and integrity, as well as the thoughtful linking of mission and goals to pathways toward achieving those goals, are critical characteristics of academic quality. Academic quality includes the nature of the expectations institutions or programs have of their students and the attention, expertise and effort those institutions and programs give to engendering student success. Definition provided by CHEA.

Accountability

The responsibility of an accrediting organization to (1) have standards, policies and procedures that require accredited institutions and programs to provide, at a minimum, readily accessible, accurate and consistent aggregate information to the public about institutional or program performance, student achievement and the reasons for accreditation decisions; and (2) make its accreditation standards, policies, processes and decision-making outcomes readily accessible to the public. Definition provided by CHEA.

Accreditation Action

The decision made by the accrediting organization, as the result of an institution or program review, to grant, reaffirm, deny, withdraw or defer accreditation or to award candidacy or pre-accreditation or to impose notice, warning, show cause, or probation status. Definition provided by CHEA.

Accreditation Status: The accreditation granted to an institution or program by the accrediting organization as a result of a review, including the period of time accreditation is expected to be in effect. Such status may include, but is not limited to, accredited or reaffirmed, candidacy or pre-accreditation, provisional accreditation, probationary accreditation or other classification defined in the accrediting organization's policy. Definition provided by CHEA.

Action Plans

The term "action plans" refers to specific actions that respond to short- and longer-term strategic objectives. Action plans include details of resource commitments and time horizons for accomplishment. Action plan development represents the critical stage in planning when strategic objectives and goals are made specific so that effective, organization-wide understanding and deployment are possible. In the Criteria, deployment of action plans includes creating aligned measures for work units. Deployment might also require specialized training for some faculty and staff or recruitment of personnel. An example of a strategic objective for an education organization might be to achieve student performance in the top quartile of the state's schools on a normalized test that is given annually. Action plans could entail

determining in which subjects students have had the lowest scores, understanding skill deficiencies in those subjects, and developing curricula that enable students to master those skills. Deployment might include faculty training in instructional and assessment methods. Organizational-level analysis and review likely would emphasize student learning, budgetary performance, and student and stakeholder satisfaction.

Active Learning

The term “active learning” refers to interactive instructional techniques that engage students in such higher-order thinking tasks as analysis, synthesis, and evaluation. Students engaged in active learning might use resources beyond the faculty, such as libraries, Web sites, interviews, or focus groups, to obtain information. They may demonstrate their abilities to analyze, synthesize, and evaluate through projects, presentations, experiments, simulations, internships, practicums, independent study projects, peer teaching, role playing, or written documents. Students involved in active learning often organize their work, research information, discuss and explain ideas, observe demonstrations or phenomena, solve problems, and formulate questions of their own. Active learning is often combined with cooperative or collaborative learning in which students work interactively in teams that promote interdependence and individual accountability to accomplish a common goal. In addition, active learning may address multiple intelligences.

Alignment

The term “alignment” refers to consistency of plans, processes, information, resource decisions, actions, results, and analysis to support key organization-wide goals. Effective alignment requires a common understanding of purposes and goals. It also requires the use of complementary measures and information for planning, tracking, analysis, and improvement at three levels: the organizational level/senior leader level; the key process level; and the program, school, class, or individual level.

Analysis

The term “analysis” refers to an examination of facts and data to provide a basis for effective decisions. Analysis often involves the determination of cause-effect relationships. Overall organizational analysis guides process management toward achieving key organizational results and toward attaining strategic objectives. Despite their importance, individual facts and data do not usually provide an effective basis for actions or setting priorities. Effective actions depend on an understanding of relationships, derived from analysis of facts and data.

Anecdotal

The term “anecdotal” refers to process information that lacks specific methods, measures, deployment mechanisms, and evaluation/improvement/learning factors. Anecdotal information frequently uses examples and describes individual activities, rather than systematic processes. An anecdotal response to how senior leaders deploy performance expectations might describe a specific occasion when a senior leader visited all of the organization’s facilities. On the other hand, a systematic process might describe the communication methods used by all senior leaders to deliver performance expectations on a regular basis to all faculty members and staff,

the measures used to assess effectiveness of the methods, and the tools and techniques used to evaluate and improve the communication methods.

Approach

The term "approach" refers to the methods used by an organization to address the criteria requirements. Approach includes the appropriateness of the methods to the requirements and the effectiveness of their use.

Benchmarks

The term "benchmarks" refers to processes and results that represent best practices and performance for similar activities, inside or outside the education community. Organizations engage in benchmarking as an approach to understand the current dimensions of world-class performance and to achieve discontinuous (non-incremental) or breakthrough improvement.

Benchmarks are one form of comparative data. Other comparative data organizations might use/include appropriate data collected by a third party (frequently averages for other organizations), data on performance of comparable education organizations and competitors, and comparisons with similar organizations in the same geographic area.

Conflict of Interest

A set of circumstances that creates a risk that professional judgment or actions may be inappropriately influenced. A conflict of interest includes all significant conflicts of interest, financial and other, and is deemed to exist if reasonable observers, having knowledge of all the relevant circumstances, would conclude that the individual has an actual or apparent conflict of interest in the matter. Definition provided by CHEA.

Criteria

The criteria are used within each of the six standards to help evaluate and communicate how the standards are met. All of the criteria do not have to be met to meet the intent of the standards. The criteria are identified in each of the six standards by sub-numbers and letters such as in STANDARD #4. Measurement and Analysis of Student Learning and Performance - Criterion 4.1. The business unit shall have a learning outcomes assessment program.

Cycle Time

The term "cycle time" refers to the time required to fulfill commitments or to complete tasks. Time measurements play a major role in the criteria because of the great importance of responsiveness and of time performance to improving competitiveness. "Cycle time" refers to all aspects of time performance. Cycle time improvement might include time to respond to changing student and stakeholder needs, design time for new programs and processes, and other key measures of time.

Deployment

The term "deployment" refers to the extent to which an approach is applied in addressing the requirements of criteria. Deployment is evaluated on the basis of the breadth and depth of application of the approach to relevant work units throughout the organization.

Education Delivery

The term “education delivery” refers to the deployment of instructional approaches—modes of teaching and organizing activities and experiences so that effective learning takes place. Education delivery may include active learning, cooperative or collaborative learning, distance education, distributed learning, online tutorials, guided discussion lists, video streaming, teleconferencing, or self-paced learning.

Effective

The term “effective” refers to how well a process or a measure addresses its intended purpose. Determining effectiveness requires the evaluation of how well a need is met by the approach taken and its deployment or by the measure used.

Empowerment

The term “empowerment” refers to giving faculty members and staff the authority and responsibility to make decisions and take actions. Empowerment results in decisions being made closest to students and stakeholders, where work-related knowledge and understanding reside. Empowerment is aimed at enabling faculty members and staff to respond to students’ educational needs, to improve processes, and to improve student learning and organizational performance results. Empowered faculty members and staff require information to make appropriate decisions; thus, an organizational requirement is to provide that information in a timely and useful way.

Ethical Behavior

The term “ethical behavior” refers to how an organization ensures that all its decisions, actions, and stakeholder interactions conform to the organization’s moral and professional principles. These principles are the foundation for the organization’s culture and values and define “right” and “wrong.” Senior leaders should act as role models for these principles of behavior. The principles apply to all individuals involved in the organization, from faculty members and staff to members of the governing board and need to be communicated and reinforced on a regular basis. Although there is no universal model for ethical behavior, senior leaders should ensure that the organization’s mission and vision are aligned with its ethical principles. Ethical behavior should be practiced with all students and stakeholders, faculty members and staff, partners, suppliers, and the organization’s local community. While some organizations may view their ethical principles as boundary conditions restricting behavior, well-designed and clearly articulated ethical principles should empower people to make effective decisions with great confidence.

Formative Assessment

The term “formative assessment” refers to frequent or ongoing evaluation during courses, programs, or learning experiences that gives an early indication of what students are learning, as well as their strengths and weaknesses. Formative assessment is often used as a diagnostic tool for students and faculty members, providing information with which to make real-time improvements in instructional methods, materials, activities, techniques, and approaches.

Approaches to formative assessment might include daily, weekly, or midterm projects, portfolios, journals, observations of the learning process and learning outcomes, discussion groups, performances, self-assessments, or examinations that occur during courses, when students and faculty members can benefit from the information and improve.

Goals

The term "goals" refers to a future condition or performance level that one intends to attain. Goals can be both short term and longer term. Goals are ends that guide actions. Quantitative goals frequently referred to as "targets," include a numerical point or range. Targets might be projections based on comparative and/or competitive data. The term "stretch goals" refers to desired major, discontinuous (non-incremental) or breakthrough improvements, usually in areas most critical to your organization's future success. Goals can serve many purposes, including: clarifying strategic objectives and action plans to indicate how success will be measured, fostering teamwork by focusing on a common end, encouraging "out-of-the-box" thinking to achieve a stretch goal, and/or providing a basis for measuring and accelerating progress

Governance

The term "governance" refers to the system of management and controls exercised in the stewardship of your organization. It includes the responsibilities of your governing body, e.g., board of education, board of trustees/overseers, and the senior leaders of your organization; in some private education institutions, it may also include owners/shareholders. A combination of federal, state, and municipal regulations, charters, by-laws, and policies documents the rights and responsibilities of each of the parties and describes how an organization will be directed and controlled to ensure: (1) accountability to stakeholders; (2) transparency of operations; and (3) fair treatment of all stakeholders. Governance processes may include approving strategic direction, creating and enforcing policy, monitoring and evaluating senior leaders' performance, succession planning, financial auditing, establishing senior leaders' compensation and benefits, and managing risk. Ensuring effective governance is important to stakeholders' and the larger society's trust and to organizational effectiveness.

High-Performance Work

The term "high-performance work" refers to work processes used to systematically pursue ever-higher levels of overall organizational and individual performance, including quality, productivity, innovation rate, and cycle time performance. High-performance work results in improved programs and services for students and stakeholders. Approaches to high-performance work vary in form, function, and incentive systems. High-performance work frequently includes cooperation among senior leaders, administrators, faculty members, and staff. This kind of cooperation may involve: workforce bargaining units; cooperation among work units, often involving teams; self-directed responsibility/faculty and staff empowerment; faculty and staff input to planning; individual and organizational skill building and learning; learning from other organizations; flexibility in job design and work assignments; a flattened organizational structure where decision making is decentralized and decisions are made closest to the students and stakeholders; and effective use of

performance measures, including comparisons. Many high-performance work systems use monetary and nonmonetary incentives based on factors such as organizational performance, team and/or individual contributions, and skill building. Also, high-performance work processes usually seek to align the organization's structure, work, jobs, faculty and staff development, and incentives.

Innovation

The term "innovation" refers to making meaningful change to improve programs, services, and processes and to create new value for students and stakeholders. Innovation involves the adoption of an idea, process, technology, or product that is either new or new to its proposed application.

Successful organizational innovation is a multi-step process that involves development and knowledge sharing, a decision to implement, implementation, evaluation, and learning. Although innovation is often associated with technological innovation, it is applicable to all key organizational processes that would benefit from change, whether through breakthrough improvement or change in approach or output.

Institutions and Programs

Colleges, universities, and if and to the extent permitted by CHEA, other degree-granting providers (i.e., organizations or other entities, other than colleges or universities, which offer degrees at the associate or higher level upon completion of educational activities). Definition provided by CHEA.

Integration

The term "integration" refers to the harmonization of plans, processes, information, resource decisions, actions, results, and analysis to support key organization-wide goals. Effective integration goes beyond alignment and is achieved when the individual components of a performance management system operate as a fully interconnected unit.

Knowledge Assets

The term "knowledge assets" refers to the accumulated intellectual resources of your organization. It is the knowledge possessed by an organization and its faculty members and staff in the form of information, ideas, learning, understanding, memory, insights, cognitive and technical skills, and capabilities. Faculty members and staff, curricula, software, databases, documents, guides, and policies and procedures are repositories of an organization's knowledge assets. Knowledge assets are held not only by an organization, but also reside within its students and stakeholders, suppliers, and partners as well. Knowledge assets are the "know how" that your organization has available to use, to invest, and to grow. Building and managing its knowledge assets are key components for the organization to create value for its students and stakeholders and to help sustain competitive advantage.

Leadership System

The term "leadership system" refers to how leadership is exercised, formally and informally, throughout the organization—the basis for and the way that key decisions are made, communicated, and carried out. It includes structures and mechanisms for decision making; selection and development of senior leaders, administrators,

department heads, and faculty leaders; and reinforcement of values, directions, and performance expectations. An effective leadership system respects the capabilities and requirements of the faculty and staff and other stakeholders, and it sets high expectations for performance and performance improvement. It builds loyalties and teamwork based on the organization's values and the pursuit of shared goals. It encourages and supports initiative and appropriate risk taking, subordinates organization structure to purpose and function, and avoids chains of command that require long decision paths. An effective leadership system includes mechanisms for the leaders to conduct self-examination, receive feedback, and improve.

Learning

The term "learning" refers to new knowledge or skills acquired through evaluation, study, experience, and innovation. In addition to their focus on student learning, the criteria address two other kinds of learning: organizational and personal. Organizational learning is achieved through research and development; evaluation and improvement cycles; ideas and input from the faculty, staff, students, and other stakeholders; best practice sharing; and benchmarking. Personal learning (pertaining to faculty members and staff) is achieved through education, training, and developmental opportunities that continue individual growth. To be effective, these types of learning should be embedded in the way an organization operates. In addition, they contribute to a competitive advantage for the organization and its faculty and staff.

Levels

The term "levels" refers to numerical information that places or positions an organization's results and performance on a meaningful measurement scale. Performance levels permit evaluation relative to past performance, projections, goals, and appropriate comparisons.

Measures and Indicators

The term "measures and indicators" refers to numerical information that quantifies input, output, and performance dimensions of programs, offerings, processes, services, and the overall organization (outcomes). Measures and indicators might be simple (derived from one measurement) or composite. The criteria do not make a distinction between measures and indicators. However, some users of these terms prefer the term "indicator" (1) when the measurement relates to performance, but is not a direct measure of such performance (e.g., the number of complaints is an indicator of dissatisfaction but not a direct measure of it) and (2) when the measurement is a predictor ("leading indicator") of some more significant performance (e.g., a gain in student performance or satisfaction might be a leading indicator of student persistence).

Mission

The term "mission" refers to the overall function of an organization. The mission answers the question, "What is this organization attempting to accomplish?" The mission might define students, stakeholders, or markets served; distinctive competencies; or technologies used.

Partners

The term “partners” refers to other schools, employers and workplaces, social service organizations, private foundations, and parents, as appropriate, with which your organization has cooperative relationships for purposes of ensuring that effective learning occurs for students. Partners might include schools with which “feeder” relationships exist, into or out of your school. Partnerships with social service organizations might involve helping students make effective transitions. Private foundations might support targeted or comprehensive reform efforts through a partnership with the school.

Performance

The term “performance” refers to output results and their outcomes obtained from processes and services that permit evaluation and comparison relative to goals, standards, past results, and other organizations. Performance might be expressed in nonfinancial and financial terms. The criteria address four types of performance: (1) student- and stakeholder-related; (2) program and service; (3) budgetary, financial, and market; and (4) operational. “Student- and stakeholder-related performance” refers to performance relative to measures and indicators of student and stakeholder perceptions, reactions, and behaviors. Examples include admissions, retention, complaints, and survey results. Student- and stakeholder-related performance generally relates to the organization as a whole. “Program and service performance” refers to performance relative to measures and indicators of program and service characteristics important to students and stakeholders. Examples include the effectiveness of curriculum and instruction, assessment of student learning, participation in professional development opportunities, and student placement following program completion. “Budgetary, financial, and market performance” refers to performance relative to measures of cost containment, budget utilization, and market share. Examples include instructional and general administration expenditures per student; income, expenses, reserves, endowments, and annual grants/awards; program expenditures as a percentage of budget; annual budget increases or decreases; resources redirected to education from other areas; scholarship growth; the percentage of budget for research; and the budget for public service. “Operational performance” refers to the faculty and staff, organizational, and ethical performance relative to effectiveness, efficiency, and accountability measures and indicators. Examples include cycle time, productivity, accreditation, faculty and staff turnover, faculty and staff cross-training rates, regulatory compliance, fiscal accountability, and community involvement. Operational performance might be measured at the organizational/senior leader level; the key process level; and the program, school, class, or individual level.

Performance Excellence

The term “performance excellence” refers to an integrated approach to organizational performance management that results in (1) delivery of ever-improving value to students and stakeholders, contributing to improved education quality; (2) improvement of overall organizational effectiveness and capabilities; and (3) organizational and personal learning.

Performance Projections

The term “performance projections” refers to estimates of future performance. Projections may be inferred from past performance; may be based on the performance of comparable or competitive organizations that must be met or exceeded; may be predicted based on changes in a dynamic education market; or may be goals for future performance. Projections integrate estimates of your organization’s rate of improvement and change, and they may be used to indicate where breakthrough improvement or change is needed. Thus, performance projections serve as a key management planning tool.

Persistence

The term “persistence” refers to the continued attendance by students (from term-to-term, semester-to-semester, grade-to-grade, or class-to-class) toward the completion of an educational goal or training objective.

Program

A program is defined as follows: a plan of study is considered a program when it requires a minimum of 12 credit hours of coursework beyond the CPC and/or is recorded on a student’s transcript (ex. Business Administration: major/concentration/option/specialization in Accounting, Finance, Marketing, etc.)

Process

The term “process” refers to linked activities with the purpose of producing a program or service for students and/or stakeholders within or outside the organization. Generally, processes involve combinations of people, machines, tools, techniques, and materials in a defined series of steps or actions. In some situations, processes might require adherence to a specific sequence of steps, with documentation (sometimes formal) of procedures and requirements, including well-defined measurement and control steps. In service situations such as education, particularly when those served are directly involved in the service, process is used in a more general way, i.e., to spell out what must be done, possibly including a preferred or expected sequence. If a sequence is critical, the service needs to include information to help those served understand and follow the sequence. Such service processes also require guidance to the providers of those services on handling contingencies related to possible actions or behaviors of those served. In knowledge work such as teaching, strategic planning, research, development, and analysis, process does not necessarily imply formal sequences of steps. Rather, process implies general understandings regarding competent performance such as timing, options to be included, evaluation, and reporting. Sequences might arise as part of these understandings.

Productivity

The term “productivity” refers to measures of the efficiency of resource use. Although the term often is applied to single factors such as staffing, machines, materials, and capital, the productivity concept applies, as well, to the total resources used in meeting the organization’s objectives. The use of an aggregate measure of overall productivity allows a determination of whether the net effect of overall changes in a process—possibly involving resource tradeoffs—is beneficial.

Purpose

The term "purpose" refers to the fundamental reason that an organization exists. The primary role of purpose is to inspire an organization and guide its setting of values. Purpose is generally broad and enduring. Two organizations providing different educational services could have similar purposes, and two organizations providing similar educational services could have different purposes.

Quality

The term "quality" refers to educational systems and processes that meet or exceed the needs of students and stakeholders and are continuously improved over time.

Results

The term "results" refers to outputs and outcomes achieved by an organization in addressing the requirements of the criteria. Results are evaluated on the basis of current performance; performance relative to appropriate comparisons; the

Segment

The term "segment" refers to a part of an organization's overall base related to students; stakeholders; markets; programs, offerings, and services; or the faculty and staff. Segments typically have common characteristics that can be logically grouped. In Results Items, the term refers to disaggregating results data in a way that allows for meaningful analysis of an organization's performance. It is up to each organization to determine the specific factors that it uses for segmentation. Understanding segments is critical to identifying the distinct needs and expectations of different student, stakeholder, market, faculty, and staff groups and to tailoring programs, offerings, and services to meet their needs and expectations. Student segmentation might reflect such factors as the educational service delivery (e.g., classroom or Web-based) or students' career interests, learning styles, living status (e.g., residential versus commuter), mobility, or special needs. Faculty and staff segmentation might be based on geography, skills, needs, work assignments, or job classifications.

Senior Leaders

The term "senior leaders" refers to those with the main responsibility for managing the overall organization. Senior leaders might include administrators, chair or department heads, and/or faculty leaders. In many organizations, senior leaders include the head of the organization and his or her direct reports.

Stakeholders

The term "stakeholders" refers to all groups that are or might be affected by an organization's actions and success. Examples of key stakeholders include parents, parent organizations, faculty members, staff, governing boards, alumni, employers, other schools, funding entities, and local/professional communities. Although students are commonly thought of as stakeholders, for purposes of emphasis and clarity, the criteria may refer to students and stakeholders.

Standards

There are six ACBSP standards that must be met to achieve ACBSP accreditation. The standards are identified by numbers such as STANDARD #4. Measurement and Analysis of Student Learning and Performance.

Strategic Challenges

The term "strategic challenges" refers to those pressures that exert a decisive influence on an organization's likelihood of future success. These challenges frequently are driven by an organization's future competitive position relative to other providers of similar programs, services, or offerings. While not exclusively so, strategic challenges generally are externally driven. However, in responding to externally driven strategic challenges, an organization may face internal strategic challenges. External strategic challenges may relate to student, stakeholder, or market needs or expectations; changes in educational programs or offerings; technological changes; or budgetary, financial, societal, and other risks. Internal strategic challenges may relate to an organization's capabilities or its faculty, staff, and other resources.

Strategic Objectives

The term "strategic objectives" refers to an organization's articulated aims or responses to address major change and improvement, competitiveness issues, and/or education advantages. Strategic objectives generally are focused externally and relate to significant student, stakeholder, market, program, service, or technological opportunities and challenges (strategic challenges). Broadly stated, they are what an organization must achieve to remain or become competitive. Strategic objectives set an organization's longer-term directions and guide resource allocations and redistribution.

Summative Assessment

The term "summative assessment" refers to longitudinal analysis of the learning and performance of students and alumni. Summative assessments tend to be formal and comprehensive, and they often cover global subject matter. Such assessments may be conducted at the conclusion of a course or program and could be compared to the results of pre-testing to determine gains and to clarify the causal connections between educational practices and student learning. They may be used for purposes of determining final grades, placement, and promotion, as well as for licensure or certification.

Systematic

The term "systematic" refers to approaches that are repeatable and use data and information, so learning is possible. In other words, approaches are systematic if they build in the opportunity for evaluation, improvement, and sharing, thereby permitting a gain in maturity.

Trends

The term "trends" refers to numerical information that shows the direction and rate of change for an organization's results. Trends provide a time sequence of organizational performance. A minimum of three data points, generally, is needed to begin to ascertain a trend. The time period for a trend is determined by the cycle

time of the process being measured. Shorter cycle times demand more frequent measurement, while longer cycle times might require longer periods before meaningful trends can be determined. Examples of trends called for by the criteria include student learning results; student, stakeholder, faculty, and staff satisfaction and dissatisfaction results; education design and delivery and student service performance; budgetary, financial, and market performance; and operational performance, such as cycle time, support process, supplier/partner, and safety performance.

Value

The term “value” refers to the perceived worth of a program, service, process, asset, or function relative to cost and possible alternatives. Organizations frequently use value considerations to determine the benefits of various options relative to their costs, such as the value of various educational offerings and service combinations to students or stakeholders. Organizations need to understand what different student and stakeholder group’s value and then deliver value to each group. This frequently requires balancing value for students and stakeholders, such as businesses, faculty members, staff, and the community.

Value Creation

The term “value creation” refers to processes that produce benefit for students and stakeholders and for the organization. They are the processes most important to “running your organization”—those that involve the majority of faculty and staff and generate programs, services, and offerings, as well as positive organizational results for students and key stakeholders.

Values

The term “values” refers to the guiding principles and behaviors that embody how your organization and its people are expected to operate. Values reflect and reinforce the desired culture of an organization. Values support and guide the decision making of all faculty members and staff, helping the organization to accomplish its mission and attain its vision in an appropriate manner.

Vision

The term “vision” refers to the desired future state of your organization. The vision describes where the organization is headed, what it intends to be, or how it wishes to be perceived in the future.

Work Systems

The term “work systems” refers to how your faculty and staff are organized into formal or informal units to accomplish your mission and your strategic objectives; how job responsibilities are managed; and your processes for compensation, faculty and staff performance management, recognition, communication, hiring, and succession planning. Organizations design work systems to align their components to enable and encourage all faculty members and staff to contribute effectively and to the best of their ability.

Appendix B Faculty Credentials Committee

For an out-of-field doctorate (i.e., an earned doctorate conferred by a school other than a college or school of business administration), the institution must provide the evaluation team with a "portfolio" on the qualifications of the out-of-field doctorate.

The administration may request a review by the credentials committee for faculty members that do not clearly meet the descriptions provided in the ACBSP Standards and Criteria glossary of terms. Complete the spreadsheet from the following link and submit it to the credentials committee. [Request for Faculty Qualifications Review](#)

A portfolio consists of:

1. Current curriculum vitae (see format in Appendix C).
2. Transcripts of all graduate work. Graduate courses that relate to the discipline(s) in which the faculty member is teaching should be highlighted and separately identified. The listing of these courses should be presented in a manner that allows the reader to evaluate the content of the course (e.g., course description).
3. A descriptive statement of the teaching experience of the faculty member, including an analysis of the quality of teaching that is performed (e.g., peer evaluations, student evaluations, etc.).
4. A descriptive statement of the professional experience a faculty member has performed as it relates to the enhancement of teaching in the discipline(s) taught within the business unit.
5. A descriptive statement of the consulting experience a faculty member has performed as it relates to the enhancement of teaching in the discipline(s) taught within the business unit.
6. Scholarly and professional activities in which a faculty member has been involved, as listed on the current curriculum vitae and recorded in Figure 6, located in 5.9, Scholarly and Professional Activities on page 34. A succinct, descriptive narrative statement should be developed for each of the four categories of Scholarly and Professional Activities and included in the statements should be a reference to the codes used in Figure 6, located in 5.9, Scholarly and Professional Activities. In other words, Figure 6 summarizes the activities of each faculty member and the descriptive statements should be included in each faculty member's curriculum vitae describing the activities in more detail (e.g., title of paper presented, where or for whom the consulting was done, and what the assignment was).

There should be one portfolio submitted for each faculty member being reviewed. In compiling the portfolio, substance in the narrative is more important than length.

Please submit electronically.

APPENDIX C
VITA

- I. Name:
Rank:
Tenure/Nontenure
Department or Division:
Year Joined the Institution:
Teaching Experience:
 Areas of Involvement (in teaching)
- II. Education Background (include fields of specialization)
- III. Prior Experience not in Education
- IV. Professional Memberships (include offices held)
- V. Professional Meetings Attended (include dates)
- VI. Papers Presented (include dates)
- VII. Publications
- VIII. Other Research Activity
- IX. Consulting
- X. Professional Growth Activities
- XI. Seminars, Training Programs, etc., Conducted for Business and Industry
- XII. Professional Presentations, Speeches, etc.
- XIII. Institutional Services Performed
- XIV. Recognition and Honors
- XV. Professionally-Related Community Activities



**Accreditation Council for Business Schools and Programs (ACBSP)
for schools located outside the United States.**

This example covers a three-year time period. The actual time required to move through the process is contingent upon many factors such as commitment of staff time and assessment programs being in place. Accreditation is granted for a period of ten years.

Fiscal year	Process	Description of Cost	Estimated Amount
First Year	Membership: Campuses located outside the United States must provide: 1) a certified translation of an official document from an appropriate government organization in your country stating recognition, accreditation, and/or your right to grant degrees. 2) Completion of ACBSP Member Application for educational membership. 3) Payment of the annual membership dues (see Description of Cost)	Annual membership dues are \$2,000 but can be prorated. The year begins July 1. Payment can be by credit card, check on USA bank, or wire transfer.	\$2,000
First Year	Application for Candidacy: Completion of the application for candidacy starts the accreditation process. The accreditation fee is \$2,500. The institution can pay half the accreditation fee now and the other half when they start the self-study or they can pay the fee in full.	Candidacy application fee may be paid upon joining as a member or any time after becoming a member.	\$1,250
First Year	Mentor Assignment: The business school will complete a Preliminary Visit Questionnaire and send the response to their mentor. The candidate will develop an action plan, with assistance from their mentor, for meeting the accreditation standards and criteria and establish a timetable for carrying out the plan. A copy of the plan is provided to the Director of Accreditation at the ACBSP office. The cost assumes the mentor is located outside the country and can be subject to wide variations and significant cost savings if in-country.	Mentor honorarium (\$500 per year) Mentor travel expenses (Transportation, lodging, meals, etc.)	\$500 \$2,550
		Total for First Year	\$6,300
Second Year	Membership: Payment of \$2,600 for annual membership. The membership year is July 1 of each year through June 30.	Annual membership dues.	\$2,600
Second Year	Finalization of Action Plan: Finish work with the mentor to close the gaps in meeting the standards and criteria and possibly in initial stage of preparation of self-study. For most schools this occurs at the Annual Conference to avoid a second travel expense, but not always. If travel is required for a second visit, please add to the amount shown here.	Mentor honorarium is paid. Travel expenses could be the same as first year if a second travel is required.	\$500
Second Year	Self-Study Commences: The business unit must be approved by the Director of Accreditation upon recommendation from the mentor before the business unit begins the self-study. The self-study should cover a full academic year (Fall & Spring).		
Second Year	Payment of remaining half of the accreditation fee: The payment is due when the <u>Intent to Submit a Self-Study for Initial ACBSP Accreditation</u> is filed and may be the next year in some cases. A self-study can be submitted on or before January 15 or August 15 of any year and the visit conducted.	Payment for remainder of accreditation fee	\$1,250
		Total for Second Year	\$4,350
Third Year	Membership: The cost for annual membership is \$2,600.	Annual membership dues.	\$2,600
Third Year	Annual progress report: This is the second of two reports submitted during the process and updates the information from the first report as described on the first page.		
Third Year	Site Visit Deposit: A \$4,000 site deposit is required prior to the visit.		
Third Year	Site Visit: An evaluation team is assigned soon after receiving the Intent to Submit a Self-Study for Initial ACBSP Accreditation. The school is asked if a team member may not be a good fit or if they feel there could be a conflict of interest. The estimated cost assumes a combination of site team members from the USA and from the country or adjoining countries. The site team files its report with ACBSP within two weeks after their visit. The cost for the team visit will be deducted from the \$4,000 deposit. Any funds remaining will be returned to the school. Any required balance will be invoiced to the school. See the two notes below.	Honoraria (Estimates) \$850 per visit for chair \$550 per visit per team member (2)	\$1,950

	Site visit Costs, Continued:	Travel for Three Evaluators	\$4,000
		Food and Lodging	\$1,750
Third Year	The Board of Commissioners reviews accreditation materials from institutions each November and April (twice a year).		
Third Year	The accreditation decision by the Board of Commissioners is reported to the members. Accredited business schools and programs receive their accreditation certificates during the ACBSP Annual Conference in June at a special ceremony.		
		Total for Third Year	\$10,300
		Grand Total	\$20,950

Site Visit Budgeting: For planning purposes, ACBSP recommends allocating between \$5,000 and \$9,000 for the evaluation team site visit. Site visit costs may fall below or exceed the amounts listed, depending on the institution's location, geographic location of the site team members, and the number of campuses seeking accreditation within a school system. The accreditation staff can help with a more exact figure as you make your budget plans.

Site Visit Payments: The business school being visited is responsible for reimbursing ACBSP for all of the costs of the team visit. ACBSP will pay each evaluator after they file an expense reimbursement claim with receipts attached. ACBSP will then bill the business school for all of the costs incurred by the team. The deposit balance will be reconciled, and the institution will either receive a partial return of the site visit deposit or be invoiced in the amount by which actual costs exceed the \$4,000 deposit.

Annual Membership Dues: Annual membership dues for non-accredited schools are \$2,000. Upon joining dues are prorated such that joining in December of any year would require a \$1,000 payment for six months of membership. Annual membership dues for ACBSP accredited members and programs in candidacy is \$2600.

System wide Accreditation: The accreditation is for programs offered at each campus. While the main campus can join as a member, when the accreditation process begins all branch campuses must join as members. The cost for membership dues for additional campuses is \$1000 for each additional campus which will be charged to the main campus.

Reaffirmation of Accreditation: Accreditation is granted for ten years. There is no application fee for a member school going through reaffirmation or use of a mentor unless requested. The costs will be for the site team visit.

Annual Conference: While not directly related to the accreditation process, schools in in candidacy are strongly urged to attend the Annual Conference and budget for this attendance. Due to travel cost variation, this cannot be projected in this document; however, the conference and meeting staff can assist if requested.

Additional Information: Contact Steve Parscale, Chief Accreditation Officer, at sparscale@acbsp.org or Diana Hallerud, Associate Director of Accreditation, at dianahallerud@acbsp.org or reach them by phone at 913-339-9356.

In United States:


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Universidad de San Martín de Porres
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Facultad de Ciencias Administrativas y Recursos Humanos
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Assisting colleges and universities
in preparing today's business students
for tomorrow's workplace

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About the IACBE Membership Accreditation Quality Assurance Member Services Conferences-Workshops Regional Assemblies Newsroom Special Initiatives

Promoting Excellence in Business Education Worldwide

The International Assembly for Collegiate Business Education (IACBE) is the leading outcomes-based professional accrediting organization for business programs in student-centered colleges and universities throughout the world. The IACBE exists to promote, develop, and recognize excellence in business education.



Year of Establishment : 1997

Accredited Schools

800+

Global

7

Indian

Alliance Business School, Bangalore; M. S. Ramaiah Institute of Management Studies, Bangalore; Acharya Institute of Management & Sciences, Bangalore; Indus Business Academy, Bengaluru; Acharya Bangalore B-School, Bengaluru; UPES, Dehradun; and Indus Business Academy, Bangalore.

The International Assembly for Collegiate Business Education (IACBE) was founded in response to the expressed needs of presidents, chief executive officers, chief academic officers, and business deans and chairs who wanted an accreditation process that was not driven by prescriptive standards relating to inputs and resources, but was mission-driven and outcomes-based. At that time, the majority of the four-year colleges and universities in the United States that offered degrees in business were not recognized, and could not become recognized, by the existing business accrediting bodies. Similarly, hundreds of institutions of higher education located outside of the United States were unable to obtain specialized accreditation for their business programs.

Various facets of the IACBE's approach to accreditation provide a unique "diamond-standard" value proposition for the quality assurance of business programs in higher education institutions around the world. This value proposition is central and fundamental to the IACBE's entire accreditation process, and serves to distinguish the IACBE as the leader in performance- and results-based accreditation for colleges, universities, and other higher education institutions worldwide that focus on student learning and success.

The 4 Facets of the IACBE's Value Diamond :

- Outcomes-Based Quality Assurance in a Deming-Porter Framework
- Developmental Accreditation Philosophy Based on the Deming Cycle of CQI
- Collaborative and Cooperative Approach to Accreditation
- Flexible and Adaptable Accreditation Process

Website : www.iacbe.org



PREFACE

The International Accreditation Council for Business Education (IACBE) was founded in 1997 in response to the expressed needs of presidents, chief academic officers, and business deans and chairs who wanted an accreditation process that was mission-driven and outcomes-based. The IACBE provides specialized accreditation to the business programs of hundreds of institutions of higher education throughout the world whose primary purpose is excellence in teaching and learning. The IACBE's innovative approach to specialized business accreditation is based on the assessment of educational outcomes and the characteristics of excellence in business education.

This manual describes the process that is used by the IACBE in its accreditation of business programs. The manual is organized into the following nine sections:

- **Section One:** contains an introduction that describes the mission of the IACBE, its philosophy of accreditation, the characteristics of excellence in business education, the scope of accreditation, eligibility for academic business unit membership, and privacy of accreditation information.
- **Section Two:** describes the accreditation process in detail.
- **Section Three:** covers possible changes in an academic business unit's accreditation status, including probation and the withdrawal of accreditation.
- **Section Four:** describes reporting requirements.
- **Section Five:** details the procedure for dealing with complaints from third parties.
- **Section Six:** describes the protocol for handling potential legal conflicts with the IACBE's Accreditation Principles, policies, and procedures.
- **Section Seven:** outlines the procedures for requesting reconsideration of decisions by the Board of Commissioners.
- **Section Eight:** specifies the process for amending the IACBE's accreditation manuals.
- **Section Nine:** describes the IACBE's mentoring program.

The reader is encouraged to become familiar with the glossary of terms in the appendix. This glossary defines certain terms and expressions that are used throughout this manual.

SECTION ONE: INTRODUCTION

Mission of the IACBE

Vision:

To be the business program accreditor of choice for teaching-oriented institutions of higher education globally.

Mission:

The mission of the IACBE is to advance academic quality in business programs through evidence-based accreditation that encourages institutions to build unique educational models to reflect their mission and vision.

Philosophy of Accreditation

In promoting and fostering excellence in business education, the IACBE takes a mission-driven and outcomes-based approach to accreditation, in which the assurance of academic quality is based on the results of the assessment of educational outcomes rather than prescriptive input standards. The IACBE's quality assurance process involves a comprehensive set of accreditation principles pertaining to measures of academic resources and educational processes as well as outcomes assessment. These principles are based on best practices in business education and are designed to promote excellence in business education through a benchmarking process, which is helpful in determining the extent to which the academic business unit is achieving its mission and its student learning and operational goals.

The IACBE bases its accreditation reviews on principles rather than standards. Standards and principles are similar in that both may be used to evaluate academic quality. However, the use of prescriptive input standards involves the specification of arbitrary thresholds and assumes that their achievement ensures high-quality outcomes, which is not necessarily the case. On the other hand, principles allow for a continuum of accomplishment and are used to assess outcomes, evaluate progress toward excellence, and encourage continuous improvement. Since academic business units are unique, with differing missions, goals, processes, and intended learning outcomes, there is no standard that fits all academic business units, but there are principles that can apply to all academic business units.

The IACBE is committed to a developmental approach to achieving excellence in business education. The IACBE and its members function in a collaborative and cooperative manner and encourage each other toward higher levels of quality in business education.

The IACBE is both flexible and innovative in applying its philosophy of accreditation. It recognizes that business education takes place within a dynamic, complex environment that requires innovative approaches to achieving high-quality educational outcomes.

Characteristics of Excellence in Business Education

The IACBE promotes and recognizes excellence in business education in institutions of higher education worldwide. Excellence in business education is multidimensional and may be interpreted in different ways depending on the educational, historical, cultural, legal/regulatory, and organizational environments in which the academic business unit operates. The IACBE recognizes and respects this fact, but however it is interpreted, excellence in business education normally exhibits the following common characteristics:

- The academic business unit has a clearly defined mission and broad-based goals that are consistent with those of the institution.

- The academic business unit strives for higher levels of overall performance consistent with its mission as reflected in its student learning outcomes, operational effectiveness, and the accomplishment of its mission and broad-based goals.
- The academic business unit engages in a strategic planning process that is driven by the approved mission and broad-based goals of the academic business unit, is consistent with the strategic planning process of the institution and is in touch with the realities of business education and the marketplace.
- The academic business unit has developed and implemented an outcomes assessment process that promotes continuous improvement in its business programs and its operations and is linked to the strategic plans of both the academic business unit and the institution.
- The academic business unit develops students, both personally and professionally, into well-educated, ethical, and competent business professionals.
- The academic business unit operates in an environment that encourages and promulgates innovation and creativity in business education.
- The academic business unit has meaningful and effective linkages between the classroom and practitioners in the business community, thereby contributing to the assurance of currency in and relevance of its business programs.
- The academic business unit encourages both internal and external cooperative relationships with other educational units and institutions that are consistent with its mission and broad-based goals.
- Faculty members in the academic business unit integrate ethical viewpoints and principles in their teaching activities.
- Faculty members in the academic business unit strive to be effective teachers who are current in their professional fields and are active in contributing to their institutions and disciplines. Furthermore, members of the business faculty are positively engaged within their academic business unit and contribute to its mission and broad-based goals through appropriate faculty development and faculty evaluation processes.
- The mix of academic and professional credentials of the business faculty is worthy of the respect of the academic and business communities.
- The missions of the institution and the academic business unit are effectively communicated to current and prospective students.
- The institution provides resources to the academic business unit that are adequate to accomplish its mission and broad-based goals.
- The curricula in business programs reflect the missions of the institution and its academic business unit, and are consistent with current, acceptable business practices and the expectations of professionals in the academic and business communities.
- The curricula in business programs ensure that students understand and are prepared to deal effectively with critical issues in a changing global business environment.
- The content of business courses is delivered in a manner that is appropriate, effective, and stimulates learning.
- The organizational structures of the institution and the academic business unit support excellence in business education.

Scope of Accreditation

The IACBE accredits business programs that lead to degrees at the associate, bachelor's, master's, and doctoral levels in institutions of higher education worldwide that grant associate, bachelor's and/or graduate degrees.

For the purposes of inclusion in the IACBE's scope of accreditation, a program of study is considered to be a "business program" if and only if it satisfies all of the following three criteria:

- The program leads to the awarding of a degree, diploma, or other equivalent credential at the associate, bachelor's, master's, or doctoral level;
- For associate and bachelor-level degree programs, at least 30% of the credit hours are in business and/or business-related areas.
- For graduate-level degree programs (including master's and doctoral-level degree programs), at least 50% of the credit hours are in business and business-related areas.
- The program (including majors, concentration, and similar specialization areas) appears on a student's official transcript, diploma supplement, or other official record of program completion.

Consequently, all programs of study and all majors, concentrations, specializations, emphases, options, and tracks contained within the programs that satisfy the criteria listed above will normally be included in IACBE accreditation reviews and self-studies.

For the purpose of further defining the scope of IACBE accreditation:

- In cases where more than one academic business unit offers business programs, the institution must clearly identify which academic business units are requesting IACBE membership and are submitting programs for IACBE recognition. It is acceptable that an academic unit that offers business programs chooses not to be included in the accreditation.
- All business programs offered at multiple degree levels (associate-, bachelor's-, master's-, and doctoral-level programs) normally may be included in the IACBE accreditation review.
- All off-campus locations of an institution that offer programs in business normally will be included in the IACBE accreditation review, as long as those programs are under the degree-granting authority of the institution seeking accreditation.

All business programs, regardless of mode of delivery, may be included in the IACBE accreditation review. This includes online programs, distance learning programs, adult degree completion programs, accelerated programs, and other "nontraditional" programs

Eligibility for Academic Business Unit Membership

In order for an academic business unit to be considered for academic business unit membership in the IACBE, the following criteria must be satisfied:

1. The academic business unit's parent institution must have institutional accreditation from a recognized national institutional accrediting organization. A recognized national institutional accrediting organization is an institutional accrediting body recognized by the Council for Higher Education Accreditation (CHEA) or the United States Department of Education (DOE). For IACBE purposes, the equivalent for institutions located outside of the United States is a recognized institutional accreditation from an appropriate organization in the relevant country or region.
2. The academic business unit's parent institution must grant business degrees at the associate's, bachelor's, master's, or doctoral level.
3. The institution must have a publicly stated mission appropriate to a college or university. This mission must have been approved by the institution's governing body (i.e., trustees, regents, directors).

Privacy of Accreditation Information

When an academic business unit becomes a member of the IACBE, it agrees to the disclosure of its accreditation status, including disclosure of the extent to which its business programs are in compliance with the IACBE's Accreditation Principles. The disclosure of this information assists external stakeholders, such as students, parents, and the general public, in making appropriate educational decisions.

Other information provided to the IACBE during the accreditation process is confidential, and the IACBE makes every reasonable effort to protect that confidentiality. Such information will be disclosed to outside parties only when disclosure is required by law. In such cases, the IACBE's legal counsel will be involved in the decision to disclose accreditation information publicly.

Only site visit team members, staff, and commissioners of the IACBE may review confidential institutional and academic business unit information. The IACBE requires these individuals to abide by this confidentiality requirement.

The IACBE makes every reasonable effort to avoid conflicts of interest. Site visit team members are excluded from involvement in the accreditation process for academic business units in which they have had, or might foresee having, a professional or personal conflict of interest. Members of the IACBE Board of Directors and Board of Commissioners are required to recuse themselves from discussions, deliberations, or decisions about their own academic business units or other academic business units where a conflict of interest might exist.

Site visit team members understand their ethical responsibilities pertaining to conduct before, during, and after accreditation site visits. Matters pertaining to an accreditation site visit are not discussed in public and are treated confidentially.

IACBE policy requires that each site visit team member maintain the confidentiality of all IACBE accreditation materials (e.g., self-study, site visit reports, etc.). While such materials can be disseminated throughout the institution, as appropriate, they should not be shared with outside parties without the approval of the IACBE.

SECTION TWO: PROGRAM ACCREDITATION PROCESS

The process of first-time accreditation by the IACBE takes place in the following stages:

1. Become an educational member of the IACBE.
2. Attend the Accreditation Institute.
3. Prepare and submit the candidacy application, fees, and materials.
4. Undergo a candidacy visit.
5. Undergo a candidacy review by the Board of Commissioners.
If candidacy is granted by the Board of Commissioners, proceed to #6.
If candidacy is not granted by the Board of Commissioners, continue to work with IACBE staff to remedy the issues that were identified by the Commissioners and resubmit to the Board of Commissioners for review.
6. Submit the application and fees for first-time accreditation.
7. Prepare the self-study and supporting materials.
8. Undergo a first-time accreditation site visit.
9. Undergo an accreditation review by the Board of Commissioners.

If first-time accreditation is granted by the Board of Commissioners, the institution will be notified and will be recognized at the annual conference the year after the accreditation is gained.

If first-time accreditation is not granted by the Board of Commissioners, continue to work with IACBE staff to remedy the issues that were identified by the Commissioners and resubmit to the Board of Commissioners for review.

Reaffirmation of accreditation is required in order for an academic business unit to maintain its accredited status. The process of reaffirmation of accreditation by the IACBE takes place in the following stages:

1. Submit the application and fees for reaffirmation of accreditation.
2. Attend the Accreditation Institute.
3. Prepare the self-study and supporting materials.
4. Undergo a reaffirmation accreditation site visit.
5. Undergo an accreditation review by the Board of Commissioners.

If reaffirmation of accreditation is granted by the Board of Commissioners, the institution will be notified and will be recognized at the annual conference the year after the accreditation is gained.

If reaffirmation of accreditation is not granted by the Board of Commissioners, continue to work with IACBE staff to remedy the issues that were identified by the Commissioners and resubmit to the Board of Commissioners for review.

Educational Membership

In order to become an educational member of the IACBE, an academic business unit must:

1. Submit an application for educational membership. A membership application form can be downloaded from the IACBE website – Become a Member.
2. Pay its membership dues to the IACBE.
3. Provide evidence that its parent institution has institutional accreditation from a recognized national institutional accrediting organization. This evidence should take the form of a copy of the most recent letter from the recognized national institutional accrediting organization affirming or reaffirming institutional accreditation. In cases where this documentation is written in a language other than English, the academic business unit must submit a copy of the original non-English version of the letter, certificate, charter, or license, and an English translation of the original documentation.

4. Provide evidence that its parent institution grants business degrees at the bachelor's, master's, or doctoral level.
5. Provide evidence that its parent institution has a publicly stated mission appropriate to a college or university. This mission must have been approved by the institution's governing body (i.e., trustees, regents, directors).
6. Submit a copy of the most recent catalogs, prospectuses, marketing brochures, or other materials that describe the institution's undergraduate and graduate degree programs. If this material is online, provide the website address (URL) for and an electronic version of this material.¹

The IACBE will review the submitted materials and, upon acceptance as an educational member, will contact the academic business unit's primary representative to establish a timeframe for the candidacy process.

An educational member is permitted to claim publicly that it is an educational member of the IACBE, but it is not allowed to claim or imply accreditation by the IACBE until accreditation has been granted. If an educational member is found to claim or imply accreditation, the educational member will be referred to the Board of Commissioners for further action.

Once an academic business unit has been admitted to educational membership in the IACBE, the IACBE will prepare the Member Status page and send a link to this page to the institution. This link, denoting the accreditation status, must be provided on the business unit's home page.

Candidate for Accreditation

The purpose of obtaining candidate for accreditation status (hereafter referred to as candidacy status) is to provide the academic business unit with an opportunity to prepare itself to be in compliance with the IACBE's Accreditation Principles, to develop a comprehensive self-study, and to undergo a site visit conducted by a professional team of peer reviewers from academic business unit members of the IACBE.

In order to become a candidate for accreditation by the IACBE, an academic business unit must:

1. Be an educational member in good standing of the IACBE.
2. Have at least one group of graduates from each business program to be considered for accreditation eligibility.
3. Attend the IACBE Accreditation Institute which must be completed within one year immediately prior to the submission of the application for candidacy status.
4. Submit a current and complete outcomes assessment plan. The assessment plan must encompass all business programs for which the academic business unit is seeking accreditation, must conform to IACBE expectations and requirements as outlined in the IACBE handbook entitled "*Guidelines for Preparing an Outcomes Assessment Plan*," and must be prepared using the assessment plan template developed by the IACBE.
5. Submit an application for candidacy status, an application supplement containing programmatic information, and pay its application fee. The application is available at www.iacbe.org – Accreditation.
6. Undergo a candidacy visit by an IACBE representative.
7. Be reviewed by the IACBE Board of Commissioners.

Candidacy Timetable

¹ A non-editable version such as a PDF file

The IACBE works with each academic business unit to establish a timetable for obtaining candidacy status that suits its particular needs. Typically, it takes an academic business unit about two to three months to prepare and compile the materials required for candidacy. Candidacy visits usually take one to two days depending on the location of the institution. If an academic business unit has complex programs, more time may be necessary for the candidacy visit.

Costs of Candidacy Visits

IACBE fees are available at <https://iacbe.org/accreditation/process-and-requirements/costs-fees/>

Candidacy visit costs include the application for candidacy fee, transportation (air and/or ground) hotel, meals, and incidental expenses. Since the costs for the candidacy visit are dependent on many factors beyond the application for candidacy fee, the academic business unit should contact the IACBE for a customized estimate that will take all relevant factors into consideration.

First-Time Accreditation and Reaffirmation of Accreditation

In order for the business programs of an academic business unit to be considered for first-time accreditation or reaffirmation of accreditation by the IACBE, the academic business unit must:

1. Have been granted candidacy status by the IACBE Board of Commissioners or have programs that are currently accredited by the IACBE and be in good standing with the IACBE.
2. Have at least one set of graduates for which there are outcomes assessment results for each program to be considered for accreditation.
3. Submit an application for accreditation (first-time or reaffirmation), an application supplement containing programmatic information, and pay its application fee. The application must be submitted, and the fee must be paid prior to the beginning of the self-study year. The application is available at www.iacbe.org - Accreditation
4. Fully implement its outcomes assessment plan which includes collecting at least one full set of results for each academic program included in the self-study.
5. Have at least one representative attend the IACBE Accreditation Institute within the year immediately preceding the beginning of the self-study year. If a representative of the academic business unit attends the Accreditation Institute as a part of the candidacy process and the school begins the self-study year with one year of attendance, the requirement will be met. If the individual who attended the Accreditation Institute is no longer employed by the academic business unit, the requirement is no longer considered met and another individual will be required to attend the Accreditation Institute.
6. Prepare and submit a draft self-study and all supporting materials at least 120 days prior to the scheduled site visit.
7. Prepare and submit the final self-study and all supporting materials at least 60 days prior to the scheduled site visit.
8. Undergo a site visit.
9. Be reviewed by the IACBE Board of Commissioners.

All materials for first-time accreditation and reaffirmation of accreditation are available on the IACBE website at www.iacbe.org – resources – member only resources.

The determination of the programs and locations to be included in and excluded from the accreditation review should be made in advance of the self-study year.

Guidelines for preparing the self-study are found in the IACBE's *Self-Study Manual*. The *Self-Study Manual*, the self-study template and the outcomes assessment plan template are available in the Resources area of the IACBE website at www.iacbe.org. It is essential that these guidelines be followed, and

templates used when preparing the self-study. Incomplete, inaccurate, or poorly organized information may jeopardize a program's potential for accreditation. The IACBE headquarters is available to answer questions throughout the preparation of the self-study. In addition, mentoring services are available to assist the academic business unit in preparing the self-study. For more information about IACBE mentoring services, see Section Nine: Mentoring Program.

The Technical Review

As a service to our members, the IACBE provides a technical review of the draft self-study materials. A draft copy of the self-study must be submitted to IACBE headquarters at least 120 days prior to the site visit. Upon receipt of the draft self-study, IACBE staff will contact the academic business unit to schedule a technical review of the self-study. This technical review will not include any judgments regarding the quality of the responses contained in the self-study, nor will it evaluate the extent of the academic business unit's compliance with the IACBE's Accreditation Principles, policies, and requirements. These determinations are the prerogative of and will be made by the site-visit team and the Board of Commissioners.

The purposes of the technical review are

1. to identify any technical issues associated with the academic business unit's self-study (i.e., missing, incomplete, and/or inaccurate information) and
2. to help to ensure a smooth visit by the site-visit team. Any missing or incomplete responses and inaccurate information will be communicated to the academic business unit during the technical review consultation. Subsequent to the review, the academic business unit will then revise its self-study accordingly to ensure that it is complete, addresses all Accreditation Principles, and is in the appropriate format with accurate tables.

The revised, final self-study must be submitted to IACBE headquarters at least 60 days prior to the scheduled site visit. No site visit travel arrangements will be made, and no site visits will be conducted until the IACBE has received the final self-study documents.

Once the self-study is in final form, IACBE headquarters will send it to the members of the site visit team. Following the site visit, the team will report its findings to IACBE headquarters. The IACBE will send a summary of the site visit team's report of findings to the academic business unit's primary representative. The academic business unit must send a written response to the summary report, providing any necessary clarification of and noting agreement or disagreement with each finding. This response must be received before the Board of Commissioners can review the self-study. The self-study, summary site visit team report, and the academic business unit's response are reviewed by the IACBE's Board of Commissioners, which determines the accreditation status of the academic business unit's business programs.

After reviewing the self-study and site visit materials, the IACBE Board of Commissioners reports its decision to the institution and its academic business unit. If accreditation is granted, it will cover a time period not to exceed seven years. Under extenuating circumstances, an extension of an academic business unit's accredited status may be approved by the Board of Commissioners. In those cases in which an extension is granted, academic business units may be required to undergo a mentoring visit in order to address the issues that led to the extension request.

Site Visit Procedures

Site Visit Team Composition

After the academic business unit submits its self-study, the IACBE will designate a team of professionally trained peer reviewers to conduct the site visit. The IACBE selects site visit team members from a pool of well-qualified individuals with experience in the evaluation process. The chair of the team will be responsible for assuring that the site visit is conducted objectively. The size of the team and the qualifications of its members are influenced by the academic business unit's size, program complexity, and number of off-campus locations. For institutions located outside of the United States, if the business programs of the academic business unit are taught in a language other than English, at least one member of the site visit team will be fluent in the language of instruction or an appropriate translator will be arranged for to assist the team as needed. In addition, where required by the appropriate regional or national accreditation recognition bodies, a student member will be included on the site visit team.

Site visit teams for a school that is seeking the special accounting accreditation either subsequent to or in conjunction with the business accreditation will include at least one member who is considered professionally or academically qualified by IACBE guidelines.

The IACBE is committed to avoiding potential conflicts of interest by site visit team members, and thus uses the following guidelines when determining site visit team composition:

- No member of the site visit team will have had a recent affiliation with the institution whose academic business unit is being considered for program accreditation, nor will the members of the site visit team have relatives who are employees of the institution.
- No member of the site visit team will be a graduate of the institution whose academic business unit is being considered for program accreditation.
- No member of the site visit team will have a known, expressed bias for or against the institution.
- No member of the site visit team will currently be a full-time employee of another institution in the institution's primary competitive market (e.g., within the same state).

Logistical Arrangements

After the site visit dates are agreed upon and the site visit team is appointed, the academic business unit will be responsible for coordinating logistical arrangements with the chair of the team and/or the IACBE. These include developing the agenda for the site visit, procuring a meeting room on campus for team meetings, communication of the site visit arrangements with on-campus personnel, hotel reservations, and arrangements for the site visit team to meet key staff, faculty, students, alumni, and community groups.

The IACBE will work with site visit team members to arrange transportation (air and/or ground) to and from the site visit.

Examples of site visit agendas may be requested from IACBE headquarters.

Site Visit Team's Responsibilities

Once site visit team members have accepted an accreditation site visit assignment and a team chair has been designated, the IACBE will notify the academic business unit of the members' names and positions and the dates of their visit. The IACBE will distribute copies of the self-study to each member of the site visit team. Prior to the site visit, team members are expected to examine and review all of the submitted self-study materials and to complete the site visit review form (also referred to as the report of findings) which will guide the team's work during the site visit and provide information to the Board of Commissioners as a part of the review process.

Prior to the site visit, the team chair will work with the academic business unit's primary representative to ensure that sufficient support is available to conduct a successful visit. The site visit team chair is responsible for keeping the team members informed about the site visit arrangements and for conducting pre-visit meetings with the site visit team as required. At least one pre-visit meeting should be held where the team chair will review the specific plans for the site visit, identify the team members who will be responsible for writing specific portions of the team's report of findings, and organize the team so that a successful visit is possible. Additional pre-visit meetings may be required to ensure that the team is adequately prepared and the site visit form is completed in draft form.

Site visit team members will normally arrive the evening before the first day of the official site visit. The team chair will notify the other members of the team of the time and place of their first face-to-face meeting. This meeting may include a discussion of the team's reaction to the academic business unit's self-study and related materials, a review of the agenda for each day of the site visit, and a discussion of how and when its final report of findings will be compiled and forwarded to IACBE headquarters.

During its visit to the institution, the site visit team should meet with the chief executive officer of the institution, the chief academic officer, the academic business unit's primary representative, faculty members, students, and others as deemed appropriate. The site visit team begins the process of evaluation by considering the academic business unit in its entirety. As representatives of the IACBE, the site visit team is responsible for validating that the information in the self-study is accurate. The site visit team should try to accumulate as much pertinent information as it can and use appropriate sampling techniques to review the accumulated data. The site visit team's findings should reflect its collective judgment about the clarity of mission of the academic business unit and its ability to deliver a high-quality learning experience to its students.

A final site visit team meeting should be held during the last day of the site visit, at which time the team will seek to reach agreement on the content of its report of findings to the IACBE Board of Commissioners. At this meeting, the site visit team chair should finalize plans for an exit interview with the academic business unit's primary representative and other appropriate administrators. At the exit interview, the site visit team chair will provide an oral summary of the major findings that will be included in the team's written report. The site visit team chair should make it clear in the exit interview that the IACBE Board of Commissioners, not the site visit team, makes the final decisions on accreditation. The site visit team must not express any opinions as to whether accreditation will be granted.

The site visit team chair has overall responsibility for gathering the information gathered during the site visit from the team members and preparing the final site visit evaluation form. The final site visit evaluation form must be submitted to the IACBE headquarters within ten business days of the last day of the site visit. The IACBE staff will use the information from the site visit evaluation form to prepare a written summary of the team findings and to document any requests for information that the team made during the site visit. This summary will be sent to the academic business unit's primary representative for review and comment and will include the timeline for the institution's accreditation status to be considered by the Board of Commissioners.

The precise length of the site visit depends on the location(s), size, and number of business programs offered by the academic business unit. Generally, two days for institutions in the United States and three days for institutions located outside of the United States is sufficient time to allocate for the site visit. It may take extra days if there are extensive off-campus sites or other extenuating circumstances.

Academic Business Unit Response

A written response by the academic business unit's primary representative, or his or her designee, is required by the date indicated in the site visit findings letter. The IACBE Board of Commissioners cannot

review the academic business unit's request for accreditation without this response. Accordingly, a specific written response to each finding, indicating areas of agreement, disagreement, and/or clarification, must be provided by the academic business unit along with all additional requested documents.

Accreditation Actions by the Board of Commissioners

The Board of Commissioners is the independent accreditation decision-making body of the IACBE and is composed of members from the IACBE accredited membership and at least one member who represents the general public. The Board of Commissioners normally meets during the annual meeting and at other times during the year as determined by the IACBE president in consultation with the chair of the Board of Commissioners. The Board of Commissioners determines the accreditation status of the business programs of an academic business unit.

The Board of Commissioners reviews the self-study materials, the site visit team's report of findings, and the academic business unit's response. Based on this review, the Board of Commissioners determines:

1. Whether the site visit team's report of findings is complete and supported with factual information.
2. Whether the site visit team's report of findings and other materials support the granting of accreditation.
3. Whether the academic business unit's response to the site visit team's report of findings is substantially in agreement with team's report. If not, the commissioners will obtain clarification of any conflicting views.

Accreditation actions by the Board of Commissioners are taken only after reviewing the academic business unit's self-study, the site visit team's report of findings, and the academic business unit's response to the team's report. At each level of review, the Board of Commissioners considers (i) the extent of the academic business unit's compliance with the IACBE's Accreditation Principles, (ii) both the number and seriousness of any deficiencies, and (iii) the academic business unit's willingness and capability to pursue excellence in business education.

Candidacy Actions

When the candidacy application is complete, the Board of Commissioners will review the application, the candidacy visit report, and the academic business unit's response, and will take one of the following actions on an academic business unit's request for candidacy status:

1. Candidacy Granted
2. Action on Candidacy Deferred
3. Candidacy Denied

Candidacy Granted

If, in the judgment of the Board of Commissioners, the academic business unit's application for candidacy, the candidacy visit report, and the academic business unit's response indicate that the academic business unit is substantially ready to pursue IACBE accreditation, then the academic business unit will be granted candidacy status. The institution and its academic business unit will be notified in writing of the Board of Commissioners' decision and will be sent the commissioners-approved list of programs and locations that will be included in the accreditation review. The academic business unit will remain an educational member until it is granted candidacy status.

Once candidacy status has been obtained, the academic business unit will, in consultation with the IACBE, determine a timeframe for attaining first-time accreditation.

Candidacy status in the IACBE normally will not exceed five years. Under extenuating circumstances, an extension of an academic business unit's candidacy status may be approved by the Board of Commissioners. In those cases in which an extension is granted, academic business units may be required to undergo a mentoring visit in order to address the issues that led to the extension request. Under no circumstance is there any guarantee that the business programs of candidates for accreditation will be accredited. This determination is made by the IACBE Board of Commissioners after a self-study is prepared and a site visit is conducted.

A candidate for accreditation is not allowed to claim or imply accreditation by the IACBE until accreditation has been granted. If a candidate for accreditation is found to claim or imply accreditation, the candidate will be referred to the Board of Commissioners for further action.

Once an academic business unit has been admitted to candidacy status in the IACBE, the IACBE will prepare the Member Status page and send a link to this page to the institution. This link, denoting the accreditation status, must be provided on the business unit's home page.

Action on Candidacy Deferred

If there are issues of concern pertaining to the academic business unit's operations and/or its business programs, the Board of Commissioners may defer action on candidacy status for a time period not to exceed one year pending remedial action and/or receipt of additional information. The Board of Commissioners will provide written reasons for the deferred action and will invite the academic business unit to respond. The academic business unit will continue to hold the status of educational member during this period. A deferred action is, in effect, a ruling of no action on candidacy status at that time, and therefore, the action cannot be appealed. If, within the time period specified by the Board of Commissioners, the academic business unit takes appropriate remedial action, the academic business unit may provide written notification to the IACBE requesting reconsideration of the deferred action and describing the corrective actions it has taken. The letter must provide evidence and documentation that the issues that led to the deferred action have been satisfactorily addressed. Based on a review of the academic business unit's request for reconsideration of the deferred action and the evidence and documentation provided, the Board of Commissioners will then determine the action to be taken on the academic business unit's request for candidacy status. The institution and its academic business unit will be notified in writing of the action of the Board of Commissioners on its request for reconsideration of deferral.

If the academic business unit does not take the identified remedial action and/or does not request reconsideration of the deferred action within the specified time period, then no further remedy is available to it for the period of one year, after which it may reapply to become a candidate for accreditation.

Candidacy Denied

If there are substantial deficiencies in the academic business unit's operations and/or its business programs, and if, in the judgment of the Board of Commissioners, the academic business unit is not sufficiently prepared to pursue accreditation, then candidacy status may be denied. In the case of denial of candidacy status, the Board of Commissioners will provide written reasons for the denial. The academic business unit may request a reconsideration of the denial action and may present its case, including new evidence, in a fair and impartial hearing before the Board of Commissioners at its next scheduled meeting. The procedures for this type of hearing are as follows:

1. The request for such a hearing must be made within fifteen days of the date of notification of the denial, must be in writing, and must be signed by the chief executive officer of the institution. The arguments and reasons in support of the request must be limited to the points enumerated in the Board of Commissioners' written statement of denial.

2. The academic business unit may present only evidence **not** already considered. The academic business unit may send one or more representatives, including its legal counsel, to present its case. The IACBE records and subsequently transcribes all proceedings of this type for its own use.

During this period, the academic business unit will continue to hold the status of educational member.

Based on the evidence presented at the hearing, the IACBE Board of Commissioners may affirm, modify, or reverse its previous decision to deny candidacy status. If the previous action of denial is upheld, the denial becomes final.

If the academic business unit does not exercise its right to request reconsideration of the denial action or if the previous action of denial is upheld by the Board of Commissioners in a reconsideration hearing, then no further remedy is available to it for the period of one year, after which it may reapply to become a candidate for accreditation.

The institution must pay in advance any additional costs associated with scheduling meetings of the Board of Commissioners to address requests for reconsideration of denial of candidacy.

Accreditation Actions

The Board of Commissioners takes one of the following actions on an academic business unit's request for accreditation (first-time or reaffirmation of accreditation) of its business programs:

1. Accreditation Granted
2. Action on Accreditation Deferred
3. Accreditation Denied

Accreditation Granted

Accreditation is granted to those business programs judged by the IACBE Board of Commissioners to be in compliance with the IACBE's Accreditation Principles. The academic business unit must be current with its membership dues, and the site visit expenses must have been paid to the IACBE before accreditation is granted. The institution and its academic business unit will be notified in writing of the Board of Commissioners' decision regarding the accreditation status of their business programs and will be provided a list of those programs to which accreditation applies. If accreditation is granted by the Board of Commissioners, it may be accompanied by one or more of the following items:

- **Observations.** Observations are suggestions for improvement that are intended to assist the academic business unit in achieving excellence in business education. Action by the academic business unit on observations is recommended but is not required.
- **Notes.** Notes represent areas in which the academic business unit is in compliance with the IACBE's Accreditation Principles, but not with some of the criteria. The academic business unit is required to take action on notes by the deadline set by the Board of Commissioners. If no deadline is set, the institution has up to three years to eliminate the deficiencies identified in the notes. Until the IACBE Board of Commissioners determines that these deficiencies have been eliminated, the academic business unit must submit a note compliance report by November 1 of each year.

Action on Accreditation Deferred

When the business programs of an academic business unit that is a candidate for accreditation or that is seeking reaffirmation of accreditation are found to be in noncompliance with any of the IACBE's Accreditation Principles, the Board of Commissioners may defer action on accreditation for a time period

not to exceed three years pending remedial action and/or receipt of additional information. The Board of Commissioners will provide written reasons for the deferred action and will invite the academic business unit to respond.

During this period, the academic business unit will continue to hold the status of candidate for accreditation, or in the case of reaffirmation of accreditation, the academic business unit's business programs will continue to hold their accredited status.

A deferred action is, in effect, a ruling of no action on accreditation at that time, and therefore, the action cannot be appealed. The two major reasons for a deferred action are as follows:

1. The deficiencies are extensive, and/or
2. Adequate information pertaining to compliance with the IACBE's Accreditation Principles was not included in the self-study or other related documents.

If, within the time period specified by the Board of Commissioners, the academic business unit corrects the identified deficiencies, it may provide written notification to the IACBE requesting reconsideration of the deferred action and describing the corrective actions it has taken. If the request for reconsideration is not received by the IACBE within one year of the deferred action, the academic business unit must prepare and submit to the IACBE a new self-study. Upon receipt of a request for reconsideration of a deferred action, the IACBE may require a one-day visit to the academic business unit to validate that the deficiencies have been corrected. Subsequent to the one-day visit (if applicable), a written report of the visit will be provided to the IACBE. Based on a review of the academic business unit's request for reconsideration of deferral, the report (if applicable), and the new self-study (if applicable), the Board of Commissioners will then determine the accreditation status of the business programs of the academic business unit. The institution and its academic business unit will be notified in writing of the action of the Board of Commissioners on the request for reconsideration of deferral.

The costs of a commissioner's visit to validate corrective action will be paid in advance by the institution. These costs include travel expenses, hotel accommodations, food, transportation and other incidental expenses.

Accreditation Denied

If the business programs of the academic business unit are in significant noncompliance with the IACBE's Accreditation Principles, the Board of Commissioners may deny accreditation. If accreditation is denied, the Board of Commissioners will provide written reasons for the denial. The academic business unit may request a reconsideration of the denial action and may present its case, including new evidence, in a fair and impartial hearing before the Board of Commissioners at its next scheduled meeting. The procedures for this type of hearing are as follows:

1. The request for such a hearing must be made within fifteen days of the date of notification of the denial, must be in writing, and must be signed by the chief executive officer of the institution. The arguments and reasons in support of the request must be limited to the points enumerated in the Board of Commissioners' written statement of denial.
2. The academic business unit may present only evidence **not** already considered. The academic business unit may send one or more representatives, including its legal counsel, to present its case. The IACBE records and subsequently transcribes all proceedings of this type for its own use.

During this period, the academic business unit will continue to hold the status of candidate for accreditation, or in the case of reaffirmation of accreditation, the academic business unit's business programs will continue to hold their accredited status.

Based on the evidence presented at the hearing, the IACBE Board of Commissioners may affirm, modify, or reverse its previous decision to deny accreditation. If the previous action of denial is upheld, the denial becomes final.

If an academic business unit that is a candidate for accreditation does not exercise its right to request reconsideration of the denial action or if the previous action of denial is upheld by the Board of Commissioners in a reconsideration hearing, then its candidacy status lapses and no further remedy is available to it for the period of one year, after which it may reapply to become a candidate for accreditation. In the case of reaffirmation of accreditation, no further remedy is available to the academic business unit for the period of one year, after which it must begin anew the process of accreditation in order to regain it. In this case, the academic business unit and its parent institution must strike any reference to IACBE accreditation from their websites, catalogs, and other public documents.

The institution must pay in advance any additional costs associated with scheduling meetings of the Board of Commissioners to address requests for reconsideration of denial of accreditation.

New Program Review

An academic business unit must notify the IACBE of any new business programs that it begins to offer after accreditation has been granted. For IACBE purposes, a new business program is defined to be any business program that is added to an institution's offerings subsequent to the granting of accreditation, that is substantially different from the programs that are already accredited by the IACBE, and that does not appear in the listing of accredited programs that are identified in the attachment to the institution's accreditation letter. These new programs may be newly created, or existing programs transferred to the academic business unit to administer.

New programs must have at least one set of graduates before the Board of Commissioners will consider them for accreditation. A self-study must be submitted for the new programs. The New Program Accreditation manual is available in the Member Only Resource area of the IACBE website – www.iacbe.org.

In addition, an outcomes assessment plan that addresses student learning assessment must be developed for each new program, and a set of assessment results for at least one set of graduates must have been collected for the program before it can be considered for accreditation by the Board of Commissioners.

In order for the new business programs of an academic business unit to be considered for accreditation by the IACBE, the academic business unit must:

1. Submit an application for new program accreditation.
2. Pay its application fee for new program accreditation to the IACBE.
3. Provide evidence that its parent institution has recognition from a recognized national institutional accreditation organization that allows it to offer the new program.
4. Submit a copy of the most recent catalogs, prospectuses, marketing brochures, or other materials that describe the institution's undergraduate and graduate degree programs. If this material is online, provide the website address (URL) for and an electronic version of this material.
5. Provide evidence that each of the new business programs has produced at least one set of graduates.
6. Submit an outcomes assessment plan that addresses student learning assessment for each new program for which the academic business unit is seeking accreditation.
7. Prepare a new program self-study.

8. Host a site visit, if required. A site visit may be required for any new program but will be required for a new program if the new program is at a higher academic level than previously approved programs.
9. Be reviewed by the IACBE Board of Commissioners.

Guidelines for preparing the new program self-study are found in the IACBE's *New Program Accreditation Manual* available on the IACBE website at www.iacbe.org – resources – member only resources. The IACBE headquarters is available to answer questions throughout the preparation of the self-study. In addition, mentoring services are available to assist the academic business unit in preparing the self-study. For more information about IACBE mentoring services, see Section Nine: Mentoring Program.

The timeline for the Board of Commissioners to review the new program(s) should be discussed with IACBE staff to ensure a smooth process. New program reviews that will require a site visit will follow the same timeline as accreditation visits – the draft documents are due at least 120 days prior to the planned site visit and the final documents are due at least 60 days prior to the scheduled visit. Once the final documents are received, the planned date for Board of Commissioner review will be set pending receipt of any additional information that is required as a result of the site visit. New program reviews that do not require a site visit must submit the completed draft documents at least 90 days prior to the scheduled Board of Commissioners meeting and the final documents at least 45 days prior to the scheduled meeting.

No accreditation review will be conducted until the IACBE has received the final self-study documents.

Until such time as the Board of Commissioners has reviewed and granted accreditation to any new programs, the academic business unit and its parent institution must not list the new programs among those that are accredited by the IACBE.

Public Notification of Accreditation

Once program accreditation has been granted by the IACBE, an institution must denote this status on its website and in its catalog and official publications and may denote it in its advertising. The form of notice and specific permissible language are prescribed by the IACBE. Such notice should, in all cases, clearly delineate the name of the business programs that are accredited. Questions regarding the specific form of the notice are answered via consultation with IACBE-headquarters staff. A template for the form of notice that must be used on the institution's website and in its catalog and other official publications is provided below:

[Institution's name] has received specialized accreditation for its business programs through the International Accreditation Council for Business Education (IACBE) located at 11374 Strang Line Road in Lenexa, Kansas, USA. The business programs in the following degrees at the listed locations are accredited by the IACBE:

- *Doctor of [Philosophy, Business Administration, etc.] in [list of fields] with majors, concentrations, specializations, emphases in [list of majors/concentrations/specializations/emphases] (if applicable)*
- *Master of [Business Administration, Science, Arts, etc.] in [list of fields] with majors, concentrations, specializations, emphases in [list of majors/concentrations/specializations/emphases] (if applicable)*
- *Bachelor of [Business Administration, Science, Arts, etc.] in [list of fields] with majors, concentrations, specializations, emphases in [list of majors/concentrations/specializations/emphases] (if applicable)*
- *Associate of [Science, Arts, etc.] in [list of fields] with majors, concentrations, specializations, emphases in [list of majors/concentrations/specializations/emphases] (if applicable)*

The following locations are approved to offer the above listed business programs:

- *Location Name*
Address Line 1
Address Line 2

If the institution has undergone the special accounting accreditation process and received special accounting accreditation, the following wording should be used followed by a list of the accounting programs that received specialized accounting accreditation:

In addition, the (Business Unit's Name) has received special accounting accreditation for its accounting program through the IACBE. The accounting program in the following degree is accredited by the IACBE:

Public Accountability

In order to make informed educational decisions, various stakeholders of the institution, including current and potential students and their families, employers, governmental entities, and other members of the public who may have an interest in the institution, are entitled to have access to information pertaining to the quality of the business programs of the academic business unit. Consequently, the IACBE requires its accredited members to be accountable to the public for student learning outcomes in their business programs.

Therefore, before first-time accreditation can be granted by the IACBE and subsequent to the granting of accreditation, an academic business unit must publicly disclose information pertaining to the degree of student achievement in its IACBE-accredited business programs. In addition, the institution must indicate in its public documents the ways in which the public may access this information. At a minimum, the academic business unit must make student achievement data available on the unit's and/or the institution's website, but it should also make this information available in hard-copy form should it be requested by any member of the public. A template for a reporting form for publicly disclosing student learning and achievement information can be downloaded from the IACBE website at:

<https://iacbe.org/accreditation/compliance/public-disclosures/>

See Section 4 of this document for detailed reporting requirements.

SECTION THREE: CHANGES IN ACCREDITATION STATUS

Probation

The IACBE Board of Commissioners may place the accredited business programs of an academic business unit on probation for the following three reasons:

1. When an academic business unit whose business programs have been accredited with notes does not remove the deficiencies identified in the notes within the required time, the Board of Commissioners may place those programs on probation.
2. When the institution is placed on probation by its institutional accrediting body, its business programs normally will be placed on probation by the IACBE.
3. When a business program that is accredited becomes significantly out of compliance with the IACBE's Accreditation Principles, the Board of Commissioners may place that program on probation.

When the business programs of an academic business unit are placed on probation, the academic business unit will be notified of and requested to respond to the issues that caused the probationary status. These issues must be remedied within the time frame specified by the IACBE Board of Commissioners but will not exceed two years. When the deficiencies are ameliorated, the academic business unit will submit to the IACBE a written request for a review and removal of the probationary status.² A commissioner or designated representative may visit the academic business unit to verify that the deficiencies have been corrected to the satisfaction of the IACBE Board of Commissioners. The report of these findings is made to the Board of Commissioners for its final disposition. If the deficiencies are not corrected or if the academic business unit does not submit a request for removal of probationary status within the specified time period, the academic business unit will be subject to withdrawal of accreditation of its business programs.

Withdrawal of Accreditation

Withdrawal of accreditation differs significantly from denial of accreditation. Denial applies to the business programs for which the academic business unit is seeking first-time accreditation or reaffirmation of accreditation, while withdrawal applies to the academic business unit's programs after they have been granted first-time accreditation or reaffirmation of accreditation. Withdrawal of accreditation typically occurs following a period of probation. Accreditation may be withdrawn by the IACBE Board of Commissioners through the following two types of actions:

1. Suspension of Accreditation
2. Revocation of Accreditation

The IACBE will notify the institution and its academic business unit by certified mail regarding the business programs facing withdrawal of accreditation. The academic business unit will have a 30-day time period in which to initiate an appeal of accreditation withdrawal. The accreditation status of the business programs of the academic business unit is protected pending final disposition of the appeal process (see the subsection entitled "Due Process"). The types of withdrawal of accreditation actions are described below.

² While the academic business unit is expected to report on its progress toward remedying each deficiency in its annual report to the IACBE, a separate letter is required to request that its probationary status be reviewed by the Board of Commissioners.

Suspension of Accreditation

Suspension of accreditation occurs when, in the judgment of the Board of Commissioners, an accredited business program no longer complies with the IACBE's Accreditation Principles and/or policies and procedures. A judgment of suspension will specify the time period, conditions, and terms by which the program may regain accreditation through correction of the conditions that led to the suspension. A suspension of accreditation applies to all programs at the institution that are accredited by the IACBE.

Reasons for suspension include, but are not limited, to the following circumstances:

1. When any component of an accredited business program is thoroughly examined and found not to be in compliance with current IACBE Accreditation Principles and/or policies and procedures.
2. When periodic reports filed by the academic business unit fail to conform to IACBE reporting requirements as described in Section Four: Reporting Requirements.
3. When any substantial or significant change in the operation, structure, governance, ownership, control, location, facilities of the institution, or in the business programs of the academic business unit is made without notification to the IACBE.
4. When the academic business unit fails to respond adequately to inquiries or requests for information or fails to cooperate in completing arrangements for a scheduled evaluation.
5. When the academic business unit has substantially disregarded directives of the IACBE.
6. When the academic business unit fails to file an annual report on a timely basis as required by the IACBE.
7. When the academic business unit has failed to pay its annual membership dues or accreditation fees in a timely manner as established by the IACBE Board of Directors.

If the academic business unit does not correct the conditions that led to the suspension in the specified time period, its business programs will be subject to revocation of accreditation.

Revocation of Accreditation

Revocation of accreditation may occur when the institution has failed to pay the dues and fees required to maintain accreditation. In other cases, revocation of accreditation most often follows suspension by the IACBE, and thereafter, the failure of the academic business unit to correct deficiencies noted by the IACBE. A revocation of accreditation applies to all programs at the institution that are accredited by the IACBE. A judgment of revocation by the IACBE requires that the academic business unit begin anew the process of accreditation in order to regain it.

Due Process

In all cases where accreditation has been withdrawn, either by suspension or revocation, the academic business unit is afforded the following procedural guarantees:

1. A right of appeal as described below; the academic business unit will have a 30-day time period in which to initiate an appeal of accreditation withdrawal. The accreditation status of the academic business unit's business programs is protected pending final disposition of the appeal process.
2. Opportunity for a hearing before the Board of Commissioners on all material issues in controversy.

3. Written prior notice of the proceedings, the charges levied, and the standards by which the programs are ultimately to be judged.

Appeal procedures have been established for academic business units whose business program accreditation has been withdrawn. These procedures are intended to provide due process to academic business units claiming to be aggrieved by the withdrawal actions. They do not apply to decisions by the IACBE to deny accreditation. An academic business unit must file an appeal with the IACBE, signed by the chief executive officer of the institution, within 30 days after withdrawal notification by the IACBE. An appeal of withdrawal of accreditation by the IACBE must be on the grounds that such a decision was:

1. Arbitrary, capricious, or otherwise in substantial disregard of the IACBE's Accreditation Principles, policies, or procedures; or
2. Not supported by sufficient evidence in the record upon which the IACBE Board of Commissioners based the withdrawal action.

The academic business unit's appeal of withdrawal of accreditation will be heard by the Board of Appeal. The Board of Appeal is a separate, independent appeals body established by the IACBE for the purpose of hearing appeals by academic business units whose business program accreditation has been withdrawn and serves as another level of due process for these academic business units.

The Board of Appeal has no jurisdiction or authority pertaining to the reasonableness of the IACBE's Accreditation Principles, policies, and procedures. Nor will the Board of Appeal consider any evidence that was not in the record for review by the IACBE's Board of Commissioners.

The Board of Appeal is composed of five persons, each of whom must be a business faculty member or academic administrator of an institution whose IACBE-accredited programs are in good standing. The appointments are made by the Executive Committee of the Board of Directors of the IACBE, which will also appoint the chair of the Board of Appeal. Terms of appointment are also set by the Executive Committee. The qualifications of each member appointed to the Board of Appeal must include knowledge of, and experience with, the IACBE accreditation process. An appointee to the Board of Appeal may not be currently serving as a member of the IACBE's Board of Commissioners.

The Board of Appeal is empowered to review, upon notice of appeal by an academic business unit, the withdrawal of accreditation of an academic business unit's business programs. The Board of Appeal has the authority to:

1. Affirm the decision of the Board of Commissioners.
2. Remand the case to the Board of Commissioners with recommendations for further consideration if it finds the appeal to have been well founded or justified.

When a case is remanded to the Board of Commissioners, the recommendation of the Board of Appeal will not bind or limit the Board of Commissioners in any way.

When the decision of the Board of Commissioners is affirmed by the Board of Appeal, the appeal will be deemed to have received final disposition upon issuance of the decision of the Board of Appeal. An appeal remanded to the Board of Commissioners by the Board of Appeal shall be deemed to have received final disposition when the Board of Commissioners takes final action on the remand.

A hearing will be held at a time and place designated by the Chair of the Board of Appeal. Three members constitute a quorum. The Board of Appeal may be convened as necessary.

Prior to the hearing, briefs may be submitted by the academic business unit and the Board of Commissioners in a manner prescribed by the Board of Appeal. The Chair, or the member of the Board of Appeal designated in the Chair's absence, will preside at the hearing. The Chair will rule on all procedural matters.

The hearing shall be as informal as possible and appropriate under the circumstances. The academic business unit may waive personal appearance, in which case the matter will be handled solely on the basis of the submitted briefs.

Every decision must have the concurrence of a majority of the members of the Board of Appeal in attendance at the hearing. Within a reasonable time following the conclusion of the hearing, the Board of Appeal shall issue a written statement of its decision along with its reasons for the decision and recommendation, if any, to the Board of Commissioners. Dissenting opinions, if any, will be furnished to the institution and its academic business unit. Publication of the decision is the responsibility of and shall be made by the IACBE.

The parent institution of the appealing academic business unit will bear the following expenses in connection with the appeal:

1. Travel, hotel accommodations, and food for the members of the Board of Appeal participating in the review.
2. Cost of the hearing room.

An appeals deposit of \$5,000 must be made to the IACBE at the time of filing the appeals notice described herein. This deposit will be applied to the expenses to be paid by the institution as described above. Prior to the hearing, the IACBE may increase the amount of the deposit required to meet a realistic estimate of expenses involved should they be likely to exceed \$5,000.

If the academic business unit does not exercise its right of appeal within the 30-day time period afforded to it, or if the academic business unit's appeal is denied and the withdrawal of accreditation is upheld, then the academic business unit and its parent institution must strike any reference to IACBE accreditation from their websites, catalogs, and other public documents.

Voluntary Withdrawal

There may be reasons for an academic business unit whose business programs are accredited by the IACBE to withdraw voluntarily from IACBE membership and thereby forfeit its accreditation. The IACBE requires that the chief executive officer of the institution place this action in writing and forward it to IACBE headquarters. The institution is then required to make a public statement of its withdrawal, and to strike any reference to IACBE accreditation from its website, catalogs, and other public documents. Voluntary withdrawal does not entitle the academic business unit to a refund of membership dues.

SECTION FOUR: REPORTING REQUIREMENTS

Substantive changes that impact the business programs of academic business unit members must be reported to the IACBE. When such changes have been reported to an institution's nationally recognized institutional accrediting body or its equivalent, a copy of this report and the accrediting body's response should also be included in the academic business unit's annual report to the IACBE. This information will be presented to the IACBE Board of Commissioners.

Regardless of the issues that a nationally recognized institutional accrediting body or its equivalent considers to be substantive, the following changes must be reported to the IACBE on the forms provided on the IACBE website in the Compliance section within 30 days of the change.

<https://iacbe.org/accreditation/compliance/>

Public Disclosure of Student Achievement

List of Accredited Programs

Web Path Notification Form

Note Compliance

Interim Quality Assurance Report

Changes in Programs and/or Locations

- Program offerings Outside of Your Home Country
- New Programs
- Terminated Programs
- Changes in Existing Programs
- Changes in Educational Locations/Instructional Sites

Changes in Academic Business Unit Name

Changes in Contact Information

Other Changes

The institution (including the academic business unit) may not reflect these changes on their website or in published materials until the IACBE has received the required notification.

Public Disclosure of Student Achievement

The IACBE requires institutions with accredited business programs to provide evidence of student achievement that is readily accessible to the public.

In accordance with this guideline, schools must report at least one of the following on an annual basis for each IACBE accredited program.

- Attrition and retention
- Graduation rates
- Licensure pass rates
- Job placement rates (as appropriate)
- Employment advancement (as appropriate)

- Acceptance into graduate programs
- Successful transfer of credit

A link(s) to the Public Disclosure of Student Achievement must be posted by November 1 of each year on the home page of each academic/business unit that offers degree programs that are accredited by the IACBE. The disclosure must include results from the most recently concluded academic year. A template to disclose student achievement is provided on the IACBE website at <https://iacbe.org/accreditation/compliance/public-disclosures/>

Institutions are also required to submit the Web Path Notification Form to the IACBE on an annual basis, by November 1 of each year. The path must lead to the disclosure document. The form is provided on the IACBE website at <https://iacbe.org/accreditation/compliance/web-path-notification/>

Note: If there are accredited business programs that are offered by more than one academic business unit (e.g., a School of Business and a School of Continuing and Professional Studies), and consequently the public disclosures are posted on different pages of the institution's website corresponding to each business unit, separate forms should be completed for each academic business unit.

List of Accredited Programs

Institutions with IACBE accredited business programs must post a link to their member status page on the academic business unit home page. The status page is maintained by the IACBE, therefore it is imperative that all changes detailed in the preceding section are reported to the IACBE within 30 days so that the changes are accurately reflected on the member status page. An institution may also choose to utilize the wording that is contained in their Member Status Page in the catalog, website, or other marketing materials.

Web Path Notification Form

All accredited members of the IACBE must submit the Web Path Notification Form annually by November 1 of each year.

Note Compliance

Accredited members of the IACBE who have received notes accompanying their accreditation must report the actions taken to address the issues in the notes by the due date given in the Board of Commissioners Decision letter. Notes that have a due date of one year or more must report on the actions taken to address the issues in the note(s) on an annual basis (deadline of November 1 each year) or until the note is satisfied. The Board of Commissioner's letter that is sent to notify the institution of the Commissioner's decision contains any notes that the Commissioners have given along with the due date. If a due date is not provided, the note must be cleared within three years of the date of the applicable Commissioners meeting.

It is the institution's responsibility to ensure that it meets all reporting requirements for the notes that it receive. If the note is not cleared by the due date, the Board of Commissioners may take any of the actions identified in Section Three - Changes in Accreditation Status in this manual.

Interim Quality Assurance Report (IQAR)

All accredited members of the IACBE are required to submit an Interim Quality Assurance Report mid-way through the awarded period of accreditation. The report focuses on major changes that have taken place in the academic business unit, and in any institution of which it is a part, in areas such as outcomes assessment; faculty composition and qualifications; faculty and student policies and procedures; governance; financial, physical, learning, and technological resources; and other areas that relate to the IACBE's Accreditation Principles.

The due date for the IQAR is contained in the original accreditation letter sent by the Board of Commissioners and on the institution's member status page. The IQAR is due by November 1 of the year in which it is due.

The IACBE staff will review the IQAR and submit a summary report to the Board of Commissioners for their review and approval. The Board of Commissioners will vote to accept the IQAR from each school, may require additional information/clarification from the institution or may vote to take action to include, but not limited to, placing the institution in a probationary status. See Section Three on Changes in Accreditation Status in this manual for further details.

Changes in Programs and/or Locations

Report on Program offerings Outside of Your Home Country

If an institution has begun to offer any of its IACBE-accredited programs outside of its home country or has terminated IACBE-accredited programs in another country or countries the **Report on Program Offerings Outside of Your Home Country** must be submitted. In addition, if the program(s) are delivered in partnership with other institutions, this information must be provided.

Report on New Programs

If an institution has established any new business programs (including new majors, concentrations, specializations, emphases, options, and tracks) that it wishes to have included in its list of accredited programs the **Report on New Programs** must be submitted.

New Programs fall in to two broad categories:

Existing program with new major, concentration, etc.

For example, if an institution offers a Bachelor of Business Administration (BBA) degree with a variety of concentrations, and the BBA has a common core across all concentrations, the institution may add new concentrations. For a program to be eligible for staff review, the change must be limited to a new major, concentration, etc. that is added to an already approved business degree program – as in the above situation.

New Program with Unique Core

For example, if an institution offers a BBA and plans to add a Bachelor of Accounting with a unique core, the institution must submit the New Program self-study, potentially undergo a site visit, and be considered by the Board of Commissioners. A site visit may be required for any new program. The Board of Commissioners may waive the requirement of the site visit if the new program is at an equal or lower academic level than programs that are already accredited by the IACBE.

IACBE staff will review the Report on New Programs to determine if the program meets the criteria for a staff review or if the new program must go through the New Program Self-Study process.

Note: Any new programs (including new majors, concentrations, specializations, emphases, options, and tracks) cannot be listed, identified, or advertised as being accredited by the IACBE until the review process is completed and if required the program(s) have undergone an accreditation review and have been granted accreditation by the Board of Commissioners.

Report on Terminated Programs

If an institution has terminated any IACBE-accredited business programs the **Report on Terminated Programs** must be submitted.

Report on Changes in Existing Programs

If an institution has made changes in any IACBE-accredited business programs the **Report on Changes in Existing Programs** must be submitted.

Note: You do not have to identify course-level changes, e.g., changes in course names, course coding, course numbering, course content, etc.; identify only program-level changes, e.g., changes in program names, program curricula, etc.

Report on Changes in Educational Locations/Instructional Sites

If an institution has established any new educational locations or instructional sites at which IACBE-accredited programs are offered or have discontinued/closed operations at any location or site, the **Report on Changes in Educational Locations/Instructional** must be submitted.

Changes in Academic Business Unit Name

All members of the IACBE (i.e., all Educational Members, Candidates for Accreditation, and Accredited Members) must report on changes in the name of their academic business unit within 30 days of the change.

Changes in Contact Information

All members of the IACBE (i.e., all Educational Members, Candidates for Accreditation, and Accredited Members) must report on changes in their contact information within 30 days of the changes(s). Changes include the primary representative, the alternate representative, the President/CEO, Provost/Vice-President of Academics. It is critical to ensure that the IACBE has the correct contact information for the primary representative, as the primary representative receives all official IACBE notifications as well as the invitation to vote on changes that require a vote of the assembly.

Other Changes

Other changes that must be reported to the IACBE include the following:

- Changes in the Institution's Name and/or Address
- Changes in the Institution's Phone and/or Fax Numbers
- Changes in the Institution's Website Address
- Changes in the Type of Institution (i.e., public, private nonprofit, private for-profit)
- Changes in the Institutional Accreditation, Recognition, or Authorization Status of the Institution
- Mergers, Acquisitions, or Closing of the Institution

Changes in the Institution's Name and/or Address

If an institution's name or address has changed the Other Changes form must be completed. The IACBE may request verification of the change.

Changes in the Institution's Phone and/or Fax Numbers

If an institution's phone and/or FAX numbers have changed the Other Changes form must be completed.

Changes in the Institution's Website Address

If an institution's website address has changed the Other Changes form must be completed.

Changes in the Type of Institution (i.e., public, private nonprofit, private for-profit)

If an institution's type has been legally changed (i.e., public, private nonprofit, private for-profit) the Other Changes form must be completed. The IACBE may request verification that the change has been completed and has been approved by the institution's accrediting/recognition body.

Changes in the Institutional Accreditation, Recognition, or Authorization Status of the Institution

If an institution's *accreditation, recognition, or authorization status* has changed the Other Changes form must be completed. The IACBE may request verification of the change.

Mergers and Acquisitions - Change of Ownership

The transfer of ownership or a major change in the controlling structure of an institution is considered to be a substantive change and must be reported in writing to the IACBE. If the business programs of the academic business unit are accredited by the IACBE, these changes will be handled in one of two ways.

If an institution notifies the IACBE prior to the change in ownership, provides all requested information, and is approved by the Board of Commissioners, the accredited business programs will maintain their accredited status.

If an institution does not notify and gain approval of the change of ownership prior to the implementation of the change, the following process will be followed:

1. **Automatic Suspension of Accreditation.** Any change in ownership or control of an institution automatically results in the immediate suspension of accreditation by the IACBE. Such action is authorized without prior notice or hearing and with immediate public notice. Reinstatement of accreditation may be regained only upon application to and reconsideration by the IACBE.
2. **Reinstatement of Accreditation.** When automatic suspension occurs, accreditation may be reinstated at the discretion of the IACBE at such time and according to terms and conditions that it has established or may establish. The burden of application for reinstatement is entirely upon the academic business unit. The academic business unit will have a 60-day time period in which to file an application for reinstatement. The President of the IACBE, in consultation with the Board of Commissioners, has the authority to grant a temporary reinstatement of accreditation for a period of time sufficient to allow for the review of all appropriate documentation. The temporary reinstatement period is not to exceed twelve months. The Board of Commissioners will consider and determine the final disposition of the academic business unit's application for reinstatement of accreditation.
3. **Effect of Change.** Until the application for reinstatement of accreditation (either permanent or temporary) has been approved, the accreditation of the business programs of the academic business unit remains suspended. If reinstatement of accreditation is withheld, or if the academic business unit does not apply for reinstatement of accreditation within the 60-day time period afforded to it, the matter shall be treated as a revocation of accreditation. In this case, no further remedy is available to the academic business unit for the period of one year, after which it must begin anew the process of accreditation in order to regain it. The academic business unit and its parent institution must also strike any reference to IACBE accreditation from their websites, catalog, and other public documents.

Closing of the Institution/Ceasing to Operate

When the IACBE receives information, from whatever source, that an institution has closed/ceased operation the IACBE will immediately take steps to verify the information.

If an institution has ceased to operate, the accreditation of its business programs is summarily suspended. Such action is authorized without prior notice or hearing and with immediate public notice. The institution and its academic business unit will be notified in writing of the suspension at its last known address. If no petition to lift the suspension is received within 30 days of this notification, the suspension automatically becomes a revocation of accreditation.

When possible, all of the above reports should be submitted prior to the implementation of the change. If this is not possible, the change must be reported within 30 days of its implementation. In all instances, new programs may not be added to an academic business unit's list of accredited programs prior to notification from the IACBE that the new program(s) have been approved.

SECTION FIVE: PROCEDURE FOR THIRD-PARTY COMPLAINTS

Introduction

The IACBE exists to promote and recognize excellence in business education and expects its members and their accredited programs to comply with its accreditation principles and policies. The IACBE will review complaints from third parties, such as students, faculty members, or other interested parties, pertaining to alleged noncompliance with its accreditation principles or policies.

Process

Third-party complaints must be written and must be sent to the IACBE either through email (iacbe@iacbe.org) or by regular mail.

Third-party complaints must:

1. Identify the specific accreditation principle or policy with which it is alleged that the academic business unit or an accredited program is not in compliance.
2. Specify the relationship of the complainant to the institution against which the complaint has been filed.
3. Fully identify and describe the situation surrounding the instance of alleged noncompliance.
4. Provide complete and appropriate documentation pertaining to the instance of alleged noncompliance.

When a third-party complaint concerning an academic business unit member of the IACBE is received, the IACBE's Director of Member Services will investigate the complaint. If the complaint does not meet the four requirements listed above, the complainant will be notified, and no further action will be taken until such time as the four requirements have been met. When the four requirements have been met, a copy of the complaint will be sent to the president and chief academic officer of the parent institution of the academic business unit, and to the primary representative of the academic business unit against which the complaint has been filed. The institution and its academic business unit will be asked to provide a written response to the complaint to the IACBE within 30 days. This response should focus on the specific accreditation principle or policy identified in the complaint and should fully address the allegations contained in the complaint.

The complaint and the response of the institution and academic business unit to the complaint will be reviewed by the IACBE's Board of Commissioners at its next regularly scheduled meeting. If the Board of Commissioners determines that the complaint has merit and that the academic business unit or an accredited program is not in compliance with the IACBE's accreditation principles or policies, it will specify necessary corrective actions and an appropriate timetable for the corrective actions to be taken. If the Board of Commissioners determines that the complaint has not been substantiated, then no further action will be taken. In either case, the decisions of the Board of Commissioners will be communicated in writing to the complainant and to the institution and its academic business unit against which the complaint had been filed.

SECTION SIX: CONFLICTS BETWEEN ACCREDITATION PRINCIPLES, POLICIES, AND PROCEDURES AND NATIONAL, STATE, OR LOCAL LAWS

The IACBE exists to promote and recognize excellence in business education and expects its members and their accredited programs to comply with its accreditation principles and policies. When these principles and policies conflict with national, state, or local laws governing an academic business unit and its business programs, the IACBE will follow the process described below:

1. The appropriate governing body will be identified and then contacted to determine the scope of and the facts pertaining to the potential conflict.
2. The results of the investigation of a potential conflict will be reported in writing to the IACBE's Board of Commissioners at its next regularly scheduled meeting and to the academic business unit and its parent institution.
3. The Board of Commissioners of the IACBE will determine the appropriate action to be taken to resolve the potential conflict. This decision will be communicated in writing to the academic business unit and its parent institution.
4. If the academic business unit and its parent institution disagree with the decision of the Board of Commissioners, they may request a reconsideration of the decision and may present their case, including new information and/or evidence, in a fair and impartial hearing before the Board of Commissioners at its next regularly-scheduled meeting. The right to such a hearing and the procedures that will apply to the hearing (as detailed in item 5 below) will be communicated in writing to the academic business unit and its parent institution in the Board of Commissioners' decision letter.
5. The procedures for a request for reconsideration hearing are as follows:
 - a. The request for such a hearing must be made within fifteen days of the date of notification of the decision, must be in writing, and must be signed by the chief executive officer of the institution. The arguments and reasons in support of the request must be limited to the points enumerated in the Board of Commissioners' decision letter.
 - b. The academic business unit and its parent institution may present only information and/or evidence not already considered. The academic business unit and its parent institution may send one or more representatives, including legal counsel, to present their case. The IACBE records and subsequently transcribes all proceedings of this type for its own use.

During this period, the academic business unit will continue to hold its membership status with the IACBE.

Based on the information and/or evidence presented at the hearing, the IACBE Board of Commissioners may affirm, modify, or reverse its previous decision. If the previous decision is upheld, the decision becomes final.

If the academic business unit and its parent institution do not exercise their right to request reconsideration of the decision or if the previous decision is upheld by the Board of Commissioners in a reconsideration hearing, then no further remedy is available for the period of one year.

The institution must pay in advance any additional costs associated with scheduling meetings of the Board of Commissioners to address requests for reconsideration of its decision.

SECTION SEVEN: REQUESTS FOR RECONSIDERATION OF BOARD OF COMMISSIONERS' DECISIONS

In situations not otherwise covered in this manual, the following policies and procedures will apply to cases in which an academic business unit and/or its parent institution request a reconsideration of a decision by the Board of Commissioners:

1. If an academic business unit and its parent institution disagree with a decision of the Board of Commissioners, they may request a reconsideration of the decision and may present their case, including new information and/or evidence, in a fair and impartial hearing before the Board of Commissioners at its next regularly-scheduled meeting. The right to such a hearing and the procedures that will apply to the hearing (as detailed in items 2-6 below) will be communicated in writing to the academic business unit and its parent institution.
2. The procedures for a request for reconsideration hearing are as follows:
 - a. The request for such a hearing must be made within fifteen days of the date of notification of the decision, must be in writing, and must be signed by the chief executive officer of the institution. The arguments and reasons in support of the request must be limited to the points enumerated in the Board of Commissioners' written statement of its decision.
 - b. The academic business unit and its parent institution may present only information and/or evidence not already considered. The academic business unit and its parent institution may send one or more representatives, including legal counsel, to present their case. The IACBE records and subsequently transcribes all proceedings of this type for its own use.

During this period, the academic business unit will continue to hold its membership status with the IACBE.

Based on the information and/or evidence presented at the hearing, the IACBE Board of Commissioners may affirm, modify, or reverse its previous decision. If the previous decision is upheld, the decision becomes final.

If the academic business unit and its parent institution do not exercise their right to request reconsideration of the decision or if the previous decision is upheld by the Board of Commissioners in a reconsideration hearing, then no further remedy is available for the period of one year.

The institution must pay in advance any additional costs associated with scheduling meetings of the Board of Commissioners to address requests for reconsideration of its decisions.

SECTION EIGHT: CHANGES IN ACCREDITATION MANUALS

The following policies and procedures will apply to changes in the IACBE's accreditation principles contained in the *Self-Study Manual*:

1. The IACBE's accreditation principles may be amended by a recommendation of the Board of Commissioners.
2. The primary representative of any academic business unit member of the IACBE may recommend changes in the IACBE's accreditation principles. These recommendations must be sent to the Board of Commissioners.
3. A four-week period of public comment on proposed revisions to the IACBE's accreditation principles must precede any vote on the amended principles. The notice of public comment on proposed revisions to the IACBE's accreditation principles must be sent to the primary representatives of all academic business unit members of the IACBE and must also be posted on the IACBE's website.
4. Voting by the primary representatives on the amended accreditation principles may be conducted at the annual conference or electronically.
5. Changes to the IACBE's accreditation principles must be approved by two-thirds of the primary representatives who are voting.

SECTION NINE: MENTORING PROGRAM

Introduction

The IACBE is committed to a developmental approach to accreditation and excellence in business education. The organization promotes continuous improvement by working in a collaborative and cooperative manner with its members in their efforts toward achieving higher levels of quality in business education. In keeping with this developmental and collaborative approach to accreditation, the IACBE has established a mentoring program to assist its members in their pursuit of excellence in business education.

Mentoring services are available to all academic business unit members of the IACBE, regardless of accreditation status, throughout the entire accreditation process.

Mentoring Services

IACBE mentors are available to provide mentoring and consulting services in the following areas relating to accreditation and business education:

- The Accreditation Process
- Writing Intended Student Learning Outcomes (ISLOs)
- Outcomes Assessment
- Preparing an Outcomes Assessment Plan
- Preparing a Self-Study
- Preparing for a Site Visit
- The IACBE's Accreditation Principles
- Strategic Planning
- Integrating Outcomes Assessment, Strategic Planning, and Budgeting Processes for Continuous Improvement
- Program Review and Evaluation
- New Program Development
- Program Marketing and Promotion
- Online and Distance Education
- International Program Development
- Enrollment Management
- Other Areas Upon Request

Mentoring Process

To arrange a mentoring visit, the academic business unit should contact IACBE World Headquarters, indicate the area in which mentoring assistance is desired (e.g., outcomes assessment, preparing a self-study, etc.), and provide a tentative date for the visit.

Upon receipt of a request for a mentoring visit, an IACBE-approved mentor will be matched with the academic business unit. The academic business unit and the mentor will then confer to arrange the details and itinerary of the visit. If available, the academic business unit should send relevant materials to the mentor for review prior to the visit (e.g., drafts of self-study, outcomes assessment plan, strategic plan, etc.). The mentoring visit can involve meetings and consultations with individuals, workshops for groups, or both.

Subsequent to the mentoring visit, the academic business unit will be asked to provide to the IACBE a written evaluation of the mentor and the quality of the mentoring assistance provided. The mentor will be available for follow-up questions and/or review of documents.

Costs

The costs of the mentoring visit will be paid in advance by the institution. These costs include travel expenses, hotel accommodations, meals, incidental expenses, and transportation for the mentor. Fees are available at <https://iacbe.org/accreditation/process-and-requirements/costs-fees/> .

APPENDIX: GLOSSARY OF TERMS

Academic Business Unit: The principal organizational unit responsible for the administration of the business programs of the institution, whether that unit is a department, division, school, college, faculty, or other organizational structure.

Academic Business Unit Member: An academic business unit that is (1) an Educational Member of the IACBE, or (2) a Candidate for Accreditation by the IACBE, or (3) an Accredited Member of the IACBE. *See also* “Educational Member,” “Candidate for Accreditation,” and “Accredited Member.”

Academic Quality: The overall level of performance of the academic business unit in the context of its mission as measured by the extent of accomplishment of the unit’s intended student learning and operational outcomes and its mission and broad-based goals.

Accreditation: 1. The process of self-study and external peer review for quality assurance, accountability, and quality improvement of an institution of higher education offering business programs. 2. The recognition of excellence in business education by the IACBE; excellence in business education for the academic business unit includes achieving its mission and broad-based goals, and compliance with the IACBE’s Accreditation Principles.

Accreditation Recognition: In the United States, accreditation recognition is the process of quality assurance for institutional and specialized accrediting bodies by either the U.S. Department of Education (DOE) or the Council for Higher Education Accreditation (CHEA). Internationally, quality assurance for accrediting bodies is provided by governmental bodies or non-governmental organizations.

Accredited Member: The status granted by the IACBE Board of Commissioners to an academic business unit that has successfully completed the IACBE accreditation review process and has business programs accredited by the IACBE.

Action Plan: A series of steps designed to accomplish a goal or an objective, or to make changes and improvements related to strategic planning and outcomes assessment.

Applicant: An academic business unit that has submitted a completed IACBE membership application form with appropriate enclosures as specified in the IACBE’s criteria for educational membership.

Articulation: Articulation agreements are agreements between two or more institutions of higher education in which they mutually agree to accept courses as if the courses had been taught by their own institutions. The agreement would specify the courses that would be transferable, and whether they would be applicable toward a given degree program.

Assessment: A process of determining whether established student learning and operational goals/objectives have been achieved, and whether the mission and broad-based goals of the academic business unit are being accomplished. The process involves gathering, evaluating, and interpreting results in light of intended outcomes. *See also* “Closing the Loop.”

Benchmarking: The process of continuously measuring and comparing an academic business unit’s resources, processes, and outcomes against comparable resources, processes, and outcomes in the academic business units of leading institutions of higher education, and against educational best practices to obtain information that will assist the academic business unit in identifying and implementing improvements.

Board of Commissioners: The Board of Commissioners is the independent accreditation decision-making body of the IACBE and is elected by the organization’s membership in accordance with IACBE bylaws. The commissioners review and evaluate requests for specialized business program accreditation and determine the accreditation status of all IACBE academic business unit members. The commissioners are responsible for maintaining and updating the IACBE accreditation processes and associated manuals.

Board of Directors: The Board of Directors is elected by the IACBE's academic business unit membership in accordance with the bylaws of the IACBE. The directors are responsible for general oversight of the affairs of the Council and for establishing policy.

Broad-Based Goals: These represent aspirations of the academic business unit and should be directly related to the accomplishment of the academic business unit's mission. In support of IACBE's Accreditation Principles, there are two general types of broad-based goals: student learning goals and operational goals.

Business Core: The business and business-related courses, modules, credits, classes, subjects, papers, etc. in a degree program that are required of all students and are common to the program overall regardless of any major, concentration, specialization, emphasis, option, or track comprising any portion of the program.

Business Program: A program of study consisting of an organized set of courses, modules, credits, classes, subjects, papers, etc. that satisfies all of the following three criteria: (1) the program leads to the awarding of a degree, diploma, or other equivalent credential at the associate, bachelor's, master's, or doctoral level, (2) the credit hours (or contact hours as applicable) in the traditional areas of business education in the courses, modules, credits, classes, subjects, papers, etc. comprising the program constitute 30 percent or more of the total hours required for an undergraduate degree, diploma, or other equivalent credential, or 50 percent or more of the total hours required for a graduate degree, diploma, or other equivalent credential, and (3) the program appears on a student's official transcript, diploma supplement, or other official record of program completion.

Candidacy: A process during which an academic business unit prepares for a first-time accreditation review by the IACBE. Educational members of the IACBE apply for and may be granted candidacy status by the IACBE Board of Commissioners.

Candidate for Accreditation: The status granted by the IACBE Board of Commissioners to an academic business unit that has successfully completed the candidacy process as outlined in the IACBE's *Accreditation Process Manual*.

CHEA: The Council for Higher Education Accreditation is a private, nonprofit national organization that coordinates accreditation activities in the United States. The purposes of CHEA are: (a) advocacy for voluntary accreditation and quality assurance, (b) service, (c) and recognition/certification of regional, national, and specialized accrediting organizations. www.chea.org

Closing the Loop: Completing all six phases of the assessment cycle: employing appropriate measures of student learning and operational assessment; evaluating the results against intended outcomes; identifying changes and improvements that are needed; developing action plans to implement those changes and improvements; integrating the action plans into the strategic planning process; and identifying realized outcomes.

Degree Program: An organized sequence of courses, modules, credits, classes, subjects, papers, etc. that leads to the awarding of a degree, diploma, or other equivalent credential at the undergraduate or graduate level in an institution of higher education. *See also "Business Program."*

Direct Measures: *See Measures, Direct*

Educational Innovation: Responses to the cultural, demographic, and technological shifts in society that require changes in business education. Those changes will involve the application of effective new ideas, methods, and approaches to business education.

Educational Member: An academic business unit that has met the IACBE's requirements for educational membership as outlined in the IACBE's *Accreditation Process Manual*.

Faculty Development: A process whereby faculty members seek to improve their scholarship of teaching, discovery, application, and integration (Boyer, 1990).

Faculty Load: Consists of teaching loads (the actual number of courses taught during an academic term for full-time, part-time, and adjunct faculty), and other academic assignments (e.g., student advising, committee work, and other administrative assignments).

Faculty Qualification Levels: A faculty member's education, certifications, industry experience, and teaching experience determine his or her qualification level. Faculty members are classified as being academically-qualified, professionally-qualified, other, or unqualified.

Findings: Items and issues identified by a site-visit team resulting from its visit to the institution and its evaluation of the academic business unit's self-study in order to determine compliance with the IACBE's Accreditation Principles. The IACBE Board of Commissioners examines these findings to determine if the academic business unit has demonstrated compliance with the principle, has non-compliance related issues to remedy or is not compliance with the principle.

Goal: *See Mission/Goal/Objective*

Hybrid Program: A program delivered to students partially online and partially face-to-face.

IACBE: The International Accreditation Council for Business Education. The IACBE is a specialized accrediting body that promotes and recognizes excellence in business education. The mission of the IACBE is to advance academic quality in business programs through evidence-based accreditation that encourages institutions to build unique educational models to reflect their mission and vision.

Indirect Measures: *See Measures, Indirect*

Institution of Higher Education: For IACBE purposes, an institution of higher education:

- Is an academic institution that is institutionally accredited by and in good standing with an appropriate recognized national institutional accrediting organization; and
- Has an approved, publicly stated mission appropriate to a college or university; and
- Offers at least one associate- bachelor- or graduate-level program in business, accounting or business-related fields with enrolled students, for at least two years.

See also "Recognized National Institutional Accreditation."

Institutional Accreditation: Accreditation granted to an academic institution in its entirety by an accrediting organization.

Intended Outcome: A planned or desired result pertaining to student learning or academic business unit operational effectiveness.

Interim Quality Assurance Report (IQAR): The IQAR is intended to ensure that institutions remain in compliance with IACBE accreditation principles during their accreditation period. The report is normally due at approximately half-way through the accreditation cycle, but the Board of Commissioners may require more frequent submission of the IQAR if deemed necessary.

Measurement Instruments: Tools used to determine the extent to which intended outcomes have been achieved. Measurement instruments for student learning can be either direct measures or indirect measures.

Measures, Direct: Methods used to assess the extent of student achievement of intended learning outcomes. The measures provide direct evidence to determine whether the desired learning has taken place (the evidence provided should be relevant, verifiable, and representative). Examples of direct measures include comprehensive exams, capstone course assessments, portfolio evaluations, or gains between pre- and post-test assessments.

Measures, Indirect: Methods used to assess students' or external bodies' perceptions, thoughts, or opinions pertaining to the educational experiences of students. Examples of indirect measures include exit surveys, exit interviews, focus groups, alumni surveys, and employers' evaluations of students.

Mission/Goal/Objective: *Mission* is a statement of the purpose of an institution or an academic business unit, the reason(s) for its existence, and sometimes includes its future direction or vision. *Goals* are established to place into action various facets of the mission, purpose, and vision of the institution or the academic business unit (the results it wants to accomplish in the future). The mission and goals of the academic business unit should be congruent with those of the institution. *Objectives* are the specific, measurable results that the institution or the academic business unit expects to achieve consistent with its mission and goals.

New Business Program: For IACBE purposes, a new business program is defined to be any business program (including new majors, concentrations, specializations, emphases, options, and/or tracks) that is added to an institution's offerings subsequent to the granting of accreditation and that does not appear in the listing of accredited programs that are identified on the Member Status Page.

New Programs fall into two broad categories:

Existing program with new major, concentration, etc.

For example, if an institution offers a Bachelor of Business Administration (BBA) degree with a variety of concentrations, and the BBA has a common core across all concentrations, the institution may add new concentrations. For a program to be eligible for staff review, the change must be limited to a new major, concentration, etc. that is added to an already approved business degree program – as in the above situation.

New Program with Unique Core

For example, if an institution offers a BBA and plans to add a Bachelor of Accounting with a unique core, the institution must submit the New Program self-study, potentially undergo a site visit, and be considered by the Board of Commissioners. A site visit may be required for any new program. The Board of Commissioners may waive the requirement of the site visit if the new program is at an equal or lower academic level than programs that are already accredited by the IACBE.

Note: Notes represent areas in which the academic business unit is in compliance with the IACBE's Accreditation Principles, but not with some of the criteria. The academic business unit is responsible for taking corrective action on all notes in the commissioners' accreditation letter within the specified timeframe. The academic business unit is required to report corrective action taken on each note in its annual report until the deficiencies identified in the note have been eliminated.

Objective: See *Mission/Goal/Objective*

Observation: An observation is a recommendation by the IACBE Board of Commissioners that it believes would be helpful to the academic business unit in achieving excellence in business education. Action on observations is highly recommended but is not required.

Off-Campus: Any site other than the main campus at which courses are taught by the academic business unit is considered to be "off campus." Online and/or video delivery of courses to dedicated sites may also be considered "off-campus."

Operational Effectiveness: The ability of the academic business unit to accomplish its operational goals and intended operational outcomes.

Outcomes Assessment Plan: A document prepared by an academic business unit that outlines the process it uses to measure the academic quality of its business programs, the extent of its operational effectiveness, and the degree to which it is accomplishing its mission and broad-based goals. For IACBE purposes, the document includes a statement of mission and broad-based goals (both student learning and operational goals); identification of intended student learning outcomes and their associated measurement tools for each business program; identification of intended operational outcomes and their associated

measurement tools; and a description of the ways in which outcomes assessment is integrated into both the institution's and the academic business unit's strategic planning and budgeting processes.

Principle: The IACBE's Accreditation Principles represent its requirements for accreditation. The accreditation principles are based on best practices in business education as defined by the IACBE's "Characteristics of Excellence in Business Education." Each principle is linked to one or more characteristics of excellence. Principles allow for a continuum of accomplishment, and are used to assess outcomes, evaluate progress toward excellence, and encourage continuous improvement.

Program Coverage: Identifies the field of study and courses assigned to a faculty member as part of his/her teaching load, in order to provide evidence of compliance with the IACBE's Accreditation Principle 5.2: Deployment of Business Faculty, Table 5-4 Business Program Coverage by Qualified Faculty.

Reaffirmation of Accreditation: Once a business program has been granted accreditation by the IACBE, an academic business unit must have that accreditation reaffirmed periodically by developing a self-study, undergoing a site visit, and being reviewed by the IACBE Board of Commissioners.

Realized Outcome: A measurable statement of performance resulting from the implementation of a course of action. A realized outcome may or may not be an indicator of success in achieving goals and objectives.

Recognized National Institutional Accreditation: Institutional accreditation granted to an academic institution by an institutional accrediting body recognized by the Council for Higher Education Accreditation (CHEA) or the United States Department of Education (DOE). For IACBE purposes, the equivalent for institutions located outside of the United States would be recognized institutional accreditation from an appropriate organization in the relevant country or region.

Rubric: An established guide used to provide consistent evaluations of assessment results generated by identified measurement instruments. A rubric establishes criteria for objective assessment and evaluation. A rubric can be a description of performance characteristics corresponding to points on a rating scale, or an explicit expectation of performance qualities on a rating scale, or a defined scoring point on a scale.

Scholarly and Professional Activities: Those activities and tasks that faculty members undertake in order to enhance and further develop their knowledge, skills, and abilities within their fields of study.

Self-Study: A comprehensive report prepared by an academic business unit that documents the extent of the unit's compliance with the IACBE's Accreditation Principles.

Site Visit: A comprehensive, on-campus review of the academic business unit's business programs and operations in response to the unit's request for specialized program accreditation. The site visit includes evaluation of the academic business unit's self-study by an IACBE site-visit team of professionally trained peer reviewers.

Specialized Business Program: A niche program in business that is designed to serve a relatively small target audience. Examples include programs such as health care management, supply-chain management, hospitality management, sport management, and forensic accounting. Given their unique focus, undergraduate specialized business programs may justify deviation from Common Professional Component (CPC) coverage.

Student Learning Outcomes: Measurable knowledge, skills, and abilities of students related to a course or program of study.

Traditional Areas of Business Education: The following typical disciplinary areas in business: business administration, accounting, finance, human resources, information management, international business, management, marketing, economics (principles of microeconomics/macroeconomics), business law, business ethics, business communication, and business-related quantitative methods.

ASSOCIATION OF TRANSNATIONAL HIGHER EDUCATION ACCREDITATION (ATHEA)

Association of Transnational Higher Education Accreditation (ATHEA)

The Association for Transnational Higher Education Accreditation (ATHEA) is a voluntary, non-governmental, membership association that is dedicated to quality assurance and improvement through institutional accreditation via peer evaluation.

Why ATHEA was formed?

In 2014 a group of European Universities and Business Schools expressed the intent to participate in the formation of an institutional accreditation body in Europe. What was their rationale to do so? There is a wide variety of accreditation agencies operating in the European Union and the European Higher Education Area (EHEA). But, almost all of them are operating locally, in a specific country or just a specific language area (e.g. German). And they are primarily focusing on public institutions. Accreditors working internationally, are typically program accreditors. Currently, there is no institutional accreditor operating transnationally with a focus on private higher education.

In 2015 ATHEA was incorporated as a not-for-profit organization based in Vienna (Austria). ATHEA focuses on transnational institutional accreditation.

Legal Framework

The Bologna signatory states opened the opportunity that institutional accrediting bodies for Higher Education can operate across borders. The process was initiated in the year 2003. In the Berlin communique of 19 September 2003, the Ministers of the Bologna Process signatory states invited the European Network for Quality Assurance in Higher Education (ENQA), to develop “an agreed set of standards, procedures and guidelines on quality assurance” and to “explore ways of ensuring an adequate peer review system for quality assurance and/or accreditation agencies or bodies.”

This led to the “Standards and Guidelines for Quality Assurance in the European Higher Education Area” (ESG) published by the European Association for Quality Assurance in Higher Education in Helsinki in 2005. The third edition of the document was approved by the Ministerial Conference in Yerevan, in 2015.

Institutional accreditation in higher education can be provided across borders by an organization that is registered on the European Quality Assurance Register for Higher Education (EQAR). There is an accreditation process for new accreditation agencies provided by EQAR which ATHEA is following to be on the Register in due time.

Peregrine academic services

In 2014, Peregrine Academic Services was invited by the group of European Universities and Business Schools to support the foundation of a higher accreditation body that will be listed on EQAR. Peregrine helped to establish ATHEA with expanding the initial group and developing the charter of the organization. Since its establishment, it provides consulting services for the development of the accreditation documents as well as training of the commissioners and evaluators.

What does ATHEA do?

There are three key areas of activity.

- ATHEA provides educational, accrediting, quality assurance and other services to its member institutions. These are degree/diploma granting post-secondary educational institutions offering higher education. They can be located inside or outside the European Higher Education Area.
- ATHEA conducts voluntary, non-governmental peer review and makes decisions concerning the accreditation or pre-accreditation status of member institutions.
- ATHEA seeks registration on the European Quality Assurance Register (EQAR) for Higher Education.

Future Perspectives

Especially when ATHEA is listed on the European Quality Assurance Register and a member of the European Association for Quality Assurance in Higher Education (ENQA), it will be able to make a substantial contribution to its member institutions and stakeholders. Transnational education will grow due to globalization and increased mobility of students and faculty. There are specific challenges for creating and sustaining value for the stakeholders in such an environment. With its transnational approach, ATHEA will be able to make a substantial contribution.

Standards

The standards for accreditation are based on the European Standards and Guidelines for Quality Assurance (ESG) required for recognition by the European Quality Assurance Register in Higher Education (EQAR). A summary of the accreditation standards is as follows:

1. *Policy for Quality Assurance.* The institution has an integrated policy for quality assurance.

2. *Design and Approval of Academic Programmes.* The institution has quality-based processes for the design and approval of academic programs.
3. *Student-Centred Learning, Teaching, and Assessment.* The institution's academic programmes encourage active learning with outcomes-based assessment.
4. *Student Admission, Progression, Recognition, and Certification.* The institution consistently applies its published regulations covering all phases of the student cycle including student admission, progression, recognition, and certification.
5. *Teaching Staff.* The institution assures itself of the competence of its teachers and applies fair and transparent processes for the recruitment and development of the staff. The institution performs research appropriate to the institution's mission.
6. *Learning Resources and Student Support.* The institution has appropriate funding for learning and teaching activities and provides adequate and readily accessible learning resources and student support.
7. *Information Management.* The institution collects, analyses, and uses relevant information for the effective management of academic programs.
8. *Public Information.* The institution publishes information about their activities, including academic programmes, which is clear, accurate, objective, up-to date, and readily accessible.
9. *On-going Monitoring and Periodic Review of Programmes.* The institution monitors and periodically reviews their programmes to ensure that their programmes achieve the objectives set for them and are responsive to the needs of students and society.
10. *Cyclical External Quality Assurance.* The institution undergoes cyclical external quality assurance in accordance with the ATHEA standards and expectations.

ATHEA aspires to be the preeminent resource for institutions of higher education striving to achieve excellence in fulfilling their missions.

ATHEA intends, through voluntary assessment and adherence to high standards for student learning outcomes and operational behaviour, to assure the public that its accreditation institutions of higher education are fulfilling their stated purposes and addressing the public's expectations.

The Accreditation Imperative

Recognised institutional accreditation satisfies a number of key stakeholder requirements including national-level legalities, regional transferability of students, and is often a prerequisite for programmatic accreditation.

With ATHEA, our goal is to provide internationally recognised institutional accreditation so that the academic institution meets the quality assurance standards required by a variety of stakeholders.

ATHEA believes that institutional accreditation must be mission-based, strategic planning driven, outcomes and competency centred, and based upon peer-review.

Accreditation signifies that an institution has a purpose appropriate to higher education and has resources, programs, and services sufficient to accomplish and sustain that purpose.

Accreditation indicates that an institution maintains clearly specified educational objectives that are consistent with its mission and appropriate to the degrees it offers, and that it is successful in achieving its stated objectives.

ATHEA Membership and THEA Accreditation

1. *Institutional Membership*

This is the entry into the ATHEA and the starting point for all institutional members who seek accreditation.

To become a member of the Association for Transnational Higher Education Accreditation an institution must

- have legal authorization to operate as a tertiary educational institution,
- have students in an academic programme,
- be in existence for at least 1 year, and
- offer and teach their own institution's programmes.

2. *Candidacy for Accreditation*

An Institutional Member who has completed all of the requirements for candidacy status as stated in the THEA Board of Commissioners Accreditation Policy Manual will be considered a candidate for accreditation.

To apply for THEA accreditation candidacy an Institutional Member must

- have graduates of the programme,
- be in existence for at least 3 years.

The specific term for candidacy is Transnational Higher Education Accreditation-Candidate, or THEA-Candidate.

3. *Accredited*

Once a candidate for accreditation completes a self-study, passes a site evaluation, and is accepted into accreditation status by the THEA Board of Commissioners, the institution is awarded accreditation.

To get accredited a THEA-Candidate must have at least 2 cycles of graduates (students that start and finish the programme) from the institution.

The specific ATHEA term for being accredited is Transnational Higher Education Accreditation-Accredited, or THEA Accredited.

Affiliated Institutions

Additional to the three levels of membership status an Affiliated Institution denotes a status of being associated with ATHEA that is reserved for organisations associated with higher education that wish to learn, be informed, and potentially receive assistance from ATHEA relative to quality improvement in higher education.

Affiliated Institutions are not necessarily on an immediate path for THEA accreditation, but may choose to pursue it at a later time.

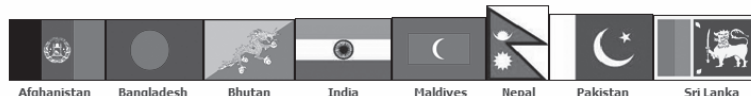
Fees

Annual fees for the Institutional Membership	3,000 EUR
One-time payment with the Candidacy Application	5,000 EUR
One-time payment with submission of the self-study	10,000 EUR
Annual Accreditation Maintenance payment	2,000 EUR
starting the year after accreditation is awarded	
Annual dues for an Affiliated Colleague	1,500 EUR





ASSOCIATION OF MANAGEMENT DEVELOPMENT
INSTITUTIONS IN SOUTH ASIA



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Year of Establishment : 1988

Accredited Schools

25+
Global

16
Indian

Fore School of Management, New Delhi; IILM Institute for Higher Education, New Delhi; Institute of Financial Management, Andhra Pradesh; Nirma University Institute of Management, Ahmedabad; Xavier Institute of Management, Bhubaneswar; Great Lakes Institute of Management, Chennai; SVKM's Narsee Monjee Institute of Management, Bangalore; Narsee Monjee Institute of Management, Mumbai; Goa Institute of Management, Goa; Institute of Management Technology, Telangana; Jagan Institute of Management Studies, New Delhi; Loyola Institute of Business Administration, Chennai; Prin. L. N. Welingkar Institute of Management, Bengaluru; and Management & Development Institute, Gurgaon.

AMDISA as an international not-for-profit association has taken the initiative and evolved its Quality Assurance program — SAQS as a service to the management education profession worldwide. SAQS embodies a professional approach and is designed as an international accreditation system. SAQS Quality Label is a recognition to the institution's commitment to Quality and Quality Assurance through continuous improvement. It is inspired by EQUIS criteria guidelines.

SAQS has positioned itself as Quality Assurance System representing the highest standard of achievement for management schools. AMDISA believes that Institutions that earn Quality Assurance, confirm their commitment to quality and continuous improvement through a rigorous and comprehensive peer review of institutional mission and its alignment, faculty capability, and composition, curricula quality, admission and delivery system, research and executive education, pursuing regional and global network promoting connections with corporate world and making its contribution to community having appropriate academic and physical infrastructure. AMDISA certification is the hallmark of excellence in management education, comparable to best schools anywhere in the world.

Website : www.amdisa.org



www.amdisa.org

SOUTH ASIAN QUALITY ASSURANCE SYSTEM

AMDISA's Quality Assurance Programme

International Quality Assurance Label for B-Schools

SAQS is the quality assurance scheme run by the Association of Management Development Institutions in South Asia (AMDISA), a SAARC Recognised Body, as a service to the management education profession worldwide. SAQS embodies a professional approach and is designed as an international accreditation system.

SAQS emerged in an EFMD – AMDISA cooperation through a European Union funded Asia – Link project in 2003–04. It is inspired by EFMD's EQUIS criteria guidelines. It is a globally benchmarked system for mentoring, quality improvement, quality assurance and accreditation.

SAQS is a system of quality assessment, improvement, and accreditation of higher education institutions in management and business administration. Its fundamental objective, linked to the mission of AMDISA, is to raise the quality and standard of management education. AMDISA facilitates standard setting, benchmarking, mutual learning, and the dissemination across borders of good practice.

SAQS provides interested and eligible management schools seeking accreditation a list of collectively evolved quality criteria and details of the assessment process and procedures. These serve as bases for their self-assessment and identification of quality improvement opportunities. The process is aided by trained and experienced SAQS Mentors and Peer Reviewers. Based on the self-assessment process and recommendations of the visiting Peer Review Team to the institutions, the SAQS Accreditation Awarding Committee makes a final decision. SAQS accreditation processes lead to improvement through highlighting the need to meet internationally accepted quality standards. The SAQS Quality Label is a recognition to the institution's commitment to Quality and Quality Assurance through continuous improvement.

The objective of SAQS is not the standardization of degree programme formats, of course content, or of strategic choices. It accepts that each country has its own approach to management and business education and that the length, design, content and learning objectives of programmes will differ from one country to another, and even sometimes within countries.

Furthermore, SAQS is not primarily focused on the MBA or any other specific programme. Its scope covers all programmes offered by an institution from the first degree up to the Ph.D. In summary, SAQS is founded on the principle of

recognizing diversity and the strengths of different approaches to higher education in management. SAQS Accreditation is institutional. Institution being defined, as the organisational unit, providing business and management education.

Briefly, SAQS is a system which provides a quality assurance and accreditation framework based on regional and international experiences and perspectives. It uses a set of criteria developed from business and management schools of high national and international standing. Its policy is determined by a broad-based SAQS Council. The process is managed by the SAQS Committee. The major inputs for the quality assurance and accreditation process are generated by the management school found eligible for SAQS, through its Self-Assessment Report. This is followed by the visit of the international SAQS Peer Review Team to the school.

Based on the Peer Review Report and Recommendations, the final school-wise decisions are made by the SAQS Accreditation Awarding Committee. All these SAQS forums comprise Chairman and Members who have a wide variety of experience as senior academic administrators. AMDISA Secretariat coordinates SAQS activities.

SAQS looks for a balance between high academic quality and the professional relevance provided by close interaction with the corporate world. A strong interface with the world of business is, therefore, as much a requirement as a strong research potential. SAQS attaches particular importance to the creation of an effective learning environment that favours the development of students' managerial and entrepreneurial skills, and fosters their sense of global responsibility. It also looks for innovation in all respects, including programme design and pedagogy.

The AMDISA-SAQS accreditation process is composed of several distinct stages. The diagram (*Annexure-I*) outlines this process, shows the way in which the different stages are linked, and provides a brief description of each stage. The different stages are:

1. Preliminary Inquiry
2. Formal Application
3. Eligibility
4. Self-Assessment
5. International Peer Review
6. Awarding Body Decision
7. Guided Development (optional)

So far 10 B-schools - 10 B-schools from India have been awarded SAQS accreditation (*Annexure-II*) and 17 B-Schools - 11 from India, 4 from Pakistan, 1 from Bangladesh, and 1 from Nepal (*Annexure-III*) are in the various stages of the process to benchmark on this international quality assurance system.

The SAQS Booklets include within them all details related to the SAQS Accreditation process. To formally enter the process an institution has to send information in the Data Sheet, the format of which is enclosed as Supplementary Material along with the SAQS Booklets.

The Elements of the fees payable are as follows:

1. Eligibility fee of US \$ 400/- payable with application data sheet for eligibility decision.
2. Initial main payment of US \$ 12,500/- payable within 30 days after conveyance of eligibility decision and before appointment of the Mentor.
3. Final payment of US \$ 12,500/- on submission of Self Assessment Report (SAR) and before appointment of Peer Review Team.

For Institutions in India this fee is payable in Rupee equivalent of US \$.

Post Accreditation Maintenance:

The SAQS process does not involve any fee in the post-accreditation maintenance phase.

In the month following the award of 5 years SAQS Accreditation, the School should select at least three major objectives to be pursued during this five year period. The purpose of this selection of objectives and the reporting of progress made is to ensure that even Schools granted 5 years Accreditation continue to develop in the spirit of the SAQS emphasis on continuous improvement. The selection of these objectives will be based on the recommendations provided by the PR team in its Report. These objectives will be sent to the SAQS Accreditation Awarding Committee for their consideration/approval prior to sending it to the institution. Any School receiving 5 years Accreditation will be expected to submit a 10-15 page Progress Report 30 months after accreditation by the Awarding Committee. The Report will describe clearly and succinctly the progress made on the achievement of the objectives selected by the School and approved by SAQS. This progress report will be sent to the SAQS Accreditation Awarding Committee for their views/consideration/approval prior to feedback to the institution. The institution has to apply for re-accreditation at least 6 months before the validity of the Accreditation ends.

Any School receiving 3 years Accreditation will be required to submit a 5-10 page Annual Progress Report to SAQS at the end of the Year 1 and Year 2 after being awarded the accreditation. The report will describe clearly and succinctly the progress made on the Conditions established by the SAQS Accreditation Awarding Committee. The achievements in the Progress Report submitted by the institution will be evaluated by a member of the PR Team who visited the School and another SAQS expert. The feedback provided by these two experts will be communicated to the School. In Year 3, the School will need to apply for Re-accreditation.

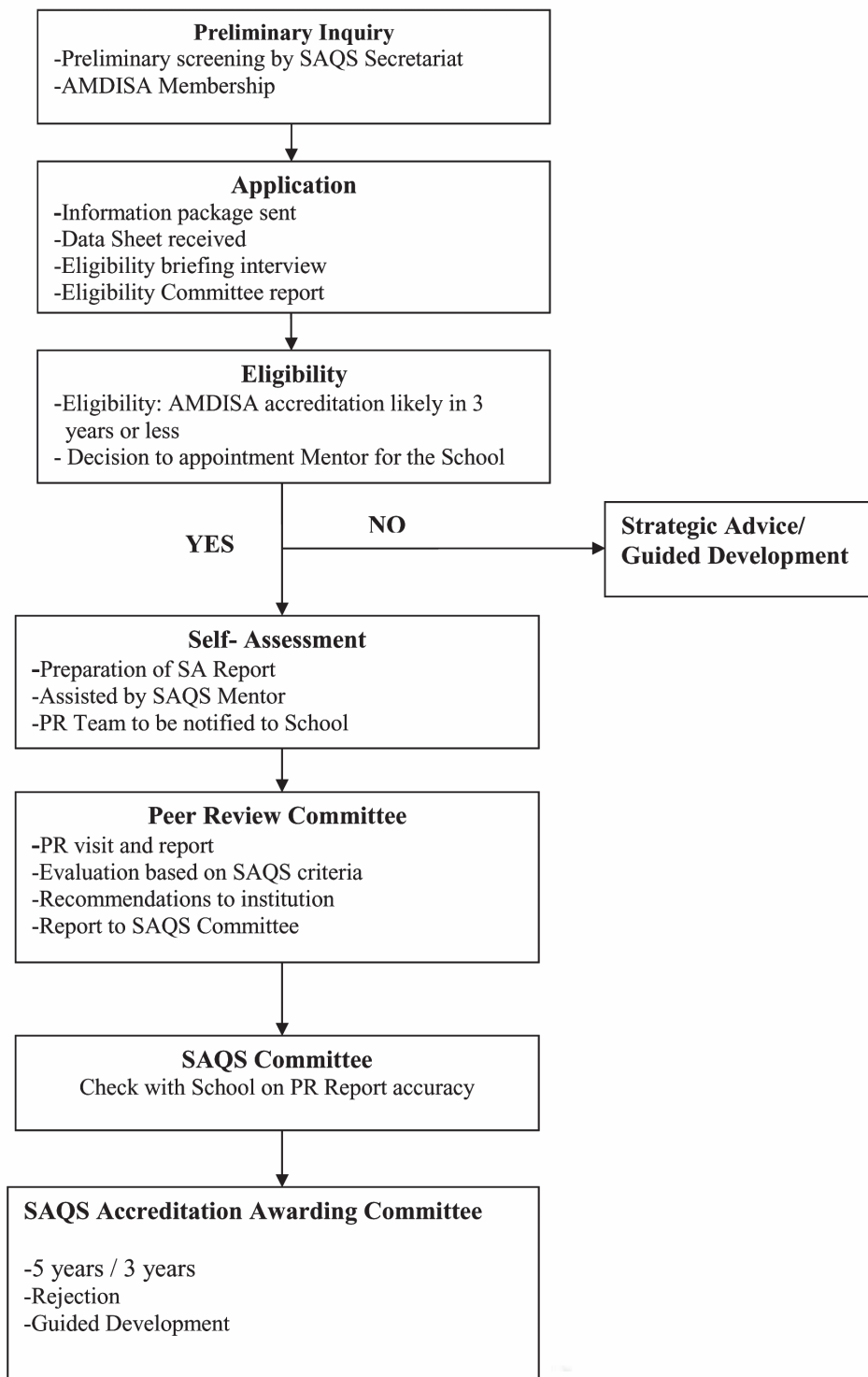
For more information, please write to the Executive Director, Association of Management Development Institutions in South Asia (AMDISA), University of Hyderabad Campus, Central University Post Office, Hyderabad 500046, Telangana State, India at Email ids: execdir@amdisa.org, execdir.amdisa@gmail.com, amdisa@amdisa.org.



ANNEXURE-II



SAQS PROCESS



B-SCHOOLS GRANTED SAQS ACCREDITATION**INDIA**

- Management Development Institute, Gurugram
- ICFAI Business School Hyderabad Campus, Hyderabad
- Faculty of Management, Xavier University, Bhubaneswar
- Prin. L. N. Welingkar Institute of Management Development and Research, Mumbai
- International Management Institute, New Delhi
- XLRI School of Business and Human Resource, Jamshedpur, India
- Institute of Management and Technology (IMT), Ghaziabad
- K.J. Somaiya Institute of Management Development & Research, Mumbai
- IILM Institute for Higher Education, New Delhi
- Asian School of Business Management, Bhubaneswar
- NMIMS School of Business Management, Mumbai
- Institute of Public Enterprise, Hyderabad, India
- IFIM Business School, Bengaluru
- Prin. L.N. Welingkar Institute of Management Development and Research, Bengaluru
- Great Lakes Institute of Management, Chennai
- FORE School of Management, New Delhi
- Institute for Financial Management and Research (IFMR), Sri City, Andhra Pradesh
- Institute of Management, Nirma University, Ahmedabad
- SVKM's Narsee Monjee Institute of Management Studies, Bengaluru
- Goa Institute of Management (GIM), Goa
- Jagan Institute of Management Studies (JIMS), Delhi
- Loyola Institute of Business Administration (LIBA), Chennai
- Institute of Management Technology (IMT), Hyderabad

PAKISTAN

- Suleman Dawood School of Business, Lahore University of Management Sciences, Lahore
- Institute of Business Administration (IBA), Karachi
- School of Business and Economics, University of Management and Technology, Lahore

B-SCHOOLS GRANTED SAQS ACCREDITATION

INDIA

- ICFAI Business School Hyderabad Campus, Hyderabad
- Management Development Institute, Gurugram
- IILM Institute for Higher Education, New Delhi
- Faculty of Management, Xavier University, Bhubaneswar
- Prin. L.N. Welingkar Institute of Management Development and Research, Bengaluru

PAKISTAN

- Institute of Business Administration (IBA), Karachi

B-SCHOOLS GRANTED SAQS RE-RE-ACCREDITATION

INDIA

- Management Development Institute, Gurugram

B-SCHOOLS UNDER SAQS ACCREDITATION / RE-ACCREDITATION

BANGLADESH

- Institute of Business Administration (IBA), University of Dhaka, Dhaka

INDIA

- GITAM - Hyderabad Business School, Hyderabad
- Great Lakes Institute of Management, Chennai (under Re- Accreditation)
- ICFAI Business School Hyderabad Campus, Hyderabad (under Re- Accreditation)
- IFIM Business School, Bengaluru (under Re- Accreditation)
- Institute of Management Technology (IMT), Ghaziabad (under Re- Accreditation)
- Institute of Management Technology (IMT), Nagpur
- Institute of Public Enterprise, Hyderabad (under Re- Accreditation)
- International Management Institute, New Delhi (under Re- Accreditation)
- Jagannath International Management School, New Delhi
- Vignana Jyothi Institute of Management, Hyderabad

NEPAL

- Kathmandu University School of Management (KUSOM), Kathmandu

PAKISTAN

- Faculty of Business Administration, Iqra University, Karachi
- School of Business and Economics, University of Management and Technology, Lahore (under Re- Accreditation)
- Sukkur Institute of Business Administration (Sukkur IBA), Sukkur

SRI LANKA

- Postgraduate Institute of Management, University of Sri Jayewardenepura, Colombo

ROAD MAP TO INTERNATIONAL ACCREDITATION

Starting out on the accreditation journey is not easy. It is a step by step process involving all the stakeholders. Before everything else, the school should have a clear commitment and focus as to which direction that it wants to grow. Most campuses settle down playing the numbers game and keep expanding their seats with a semblance of quality hoping that with resources flowing in quality perception would improve, which often proves to be wrong. The bigger the school gets, the challenges become stronger in order to keep the brand working as the core aspect of the business education, namely giving world-class education to the students, becomes a casualty.

A Smart campus would avoid such an eventuality by constantly upgrading its quality through accreditation that promises continuous improvement and benchmarking with the best in the class. Peer involvement ensures that the faculty at the campus get to increase their academic prowess on real time and also bring their knowledge and experience by innovative pedagogic process.

As a result, the students would leave the campus with a stronger and much more industry focused career building education. Accreditation is the best way to reflect inward, involve all stakeholders and continuously upgrade the quality of the school relating to its peer institutions.

SEAA Accreditation Advisory & Facilitation Process

To make it easy for seeking out the best choice for international accreditation, SEAA designed a template, through which the schools could send us their background information based on which we could advise the schools. It would be a good idea for the schools to join the SEAA Accreditation Forum to get the best possible advise and also take up the campus workshops for faculty.

SEAA has endeavoured to bring the best accreditation agencies and their processes the business education campuses of India, so that, the employability factor of the students go up and the faculty in turn would get exposed to best peer networks from select accredited schools. This would build a powerful quality based academic ecosystem that would eventually catapult the Indian accredited business schools to the global arena, something which has been woefully lacking in our business education environment.

Also, it will improve the global ranking of Indian business education which has also been a matter of serious concern in India. The process involved in accreditation is guaranteed to help the schools re-visit all their working plans which would present a better picture to the stakeholders when the ranking kicks in.

Getting Started on Accreditation — Standards for Educational Advancement & Accreditation (SEAA) Trust is concerned about a vast percentage of schools that have initiated the international accreditation process has not proceeded beyond the first step and are paying their annual dues to the agencies. We would like to offer a service that would gauge the level of accreditation preparedness so that the SEAA mentors could offer a solution. Please e-mail at seastandards@gmail.com and give three weeks time for our response.

Background

Name of the School	
Year of Starting	
Name of Director	
Address	
Phone number	
E-mail Contact	
Website	

Vision & Mission

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MBA/PGDM details

No.	Name of Programme	Starting Year	Admissions	FT/PT or DL*	Contact Hours

* FT Full time

PT Part-time

DL Distance Learning

Accreditation Details

Are you accredited?	Name of agency	Year	Re-accreditation	Choice of international accrediting agency	Status of implementation
				e.g EQUIS	

Your reasons for taking up accreditation (150 words) *Please state the reasons for Indian and also for international accreditation separately.*

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Faculty involved in the most recent accreditation process

Name of faculty	Name of accreditation	Contact E-mail

Assessment — Faculty details

No.	Name	FT/PT/ADJ*	Qualification	Accreditation experience	Contact E-mail

* FT Full time

PT Part-time

ADJ Adjunct

Student details

No.	Programme	Batch Size	Females	% with nil experience	Avg Exp.	Avg. age	No. States represented

Completed forms can be sent by E-mail to : seaastandards@gmail.com or by post to SEAA Trust, 36-C, Pkt. 1, MIG Flats, Mayur Vihar 3, Delhi-96 • Ph. : 09811297249.



INTERNATIONALLY ACCREDITED SCHOOL PROFILES — INDIAN

International Accreditation has followed the same pattern of high diversity of the business schools in the country with the earliest accreditation going for one of the best schools of management, usually ranked within the top ten, Management Development Institute (MDI) Gurgaon in 2005. It was Association of MBAs based in London who opened the International accreditation mandate in India with MDI Gurgaon. It took another five years before the next business school could get its international endorsement, this time IACBE with Alliance Business School later merged with the Alliance University. Around the same time SEAA Trust, New Delhi began its active campaign of international accreditation and brought all the top rated accreditation agencies on the same platform at its annual conference and also held individual conference focused on respective accreditation processes around the country.

AACSB International, EFMD-EQUIS, AMBA, ACBSP, IACBE, SAQS and British Accreditation council participated in this initiative. Between 2008 and 2014, as many as 28 accreditation were done in a flurry giving us the satisfaction that we were on the right track. We started a campaign “100 by 2015” to get at least a 100 schools in the international accreditation path by 2015, which is done. We have also kept now a target for converting all these schools in the path to an accredited status by 2020 which is a tough task. Accreditation is not an endorsement of present state of art of the school, but which builds the school over a period before the accreditation is approved.

The promise is also help sustain the momentum gained during the accreditation process which uses scientifically evolved standards or principles and groups of peer faculty leadership from around the world. The best benchmarked accreditation system also helps the schools to grow their network which sustains their future growth. Almost all the schools that have been accredited clearly got a leg up when it came to faculty development, international linkages and student development, the theme of the current year’s conference and the overriding theme of the future work.

When we look at the current sets of schools which are accredited by different accreditation systems we could easily see that the schools have chosen the agencies which had the best fit for their state of quality evolution and did not stop at that and moved on to the next level and the next accreditation system matching them showing a positive dispensation for sustainable growth with accreditation impetus, the theme of our current conference. The power of being accredited by one agency literally pushed the school to look at next. The schools accredited also show a wide variation in terms of their vintage, growth and size and there are predictably the big players including a range of IIMs opting for one or more of the traditional big

three (IIM-C for instance have opted all the three) and there are also much smaller schools but highly aggressive ones like IFIM School of Business, Bangalore now featured in the AACSB accredited schools list alongwith the newer additions SPJMR and IIM-Udaipur, which is no small feat indeed. IFIM is now the cynosure of all eyes.



Indian Institute of Management (IIM-C), Calcutta

Vision — To be an international centre of excellence in all aspects of management education.

IIM-C became the first triple crown accredited school this year when it received AMBA accreditation and later AACSB accreditation in quick succession. The school already had EQUIS accreditation from EFMD, Brussels. Only 9 other business schools in Asia and 87 business schools around the world are currently 'Triple Accredited'. The push for acquiring global accreditation from three different sources came from its vision to be an international Centre for excellence in all aspects of management education. IIM-C was established as the first national institute for Post-Graduate studies and Research in Management by the Government of India in November 1961 in collaboration with Alfred P. Sloan School of Management (MIT), the Government of West Bengal, The Ford Foundation and Indian industry. During its initial years, several prominent faculty formed part of its nucleus, including Jagdish Sheth, J. K. Sengupta, among others. Over the years, IIM-C has grown into a mature institution with global reputation, imparting high quality management education. It has been playing a pioneering role in professionalising Indian management through its Post Graduate and Doctoral level programs, Executive Training Programs, Research and Consulting Activities. Today, the institute serves as an autonomous body, continually evolving to meet its goals in an ever-changing business environment. The vision of the Institute is to emerge as an International Centre of Excellence in all facets of Management Education, rooted in Indian ethos and societal values. Over the past four decades, IIM Calcutta has blossomed into one of Asia's finest Business Schools. Its strong ties to the business community make it an effective mechanism for the promotion of professional management practices in Indian organizations. Today, IIM Calcutta attracts the best talent in India — a melting pot of academia, industry and research.



Indian School of Business (ISB), Hyderabad

Vision — Our vision is to be an internationally top-ranked, research-driven, independent management institution that grooms future leaders for India and the world.

India's global business school, Indian School of Business won the prestigious Hult and Clinton Foundation prize of US \$ 1 million this year, an endorsement of the way the school has been built over the years. The school was the result of a repressive regulatory regime which refused to accept changes which made a group of industrialists led by McKinsey Corporation, a global consulting firm to draft a plan for a business school with a difference. Ably assisted by the then Chief Minister of undivided Andhra Pradesh Chandrababu Naidu, the US \$ 100 million campus with the backing of Kellogg, Wharton and London Business School set shop over a decade ago at Hyderabad. The school has grown to a large megalith spawning all areas of management education and has diversified into setting up Bharti Institute of Public Policy, Max Institute of Healthcare Management, Punj Lloyd Institute of Infrastructure Management and Munjal Institute for Global Manufacturing, all modelled on the same lines of ISB with respective industry leaders chipping with capital. ISB's stature as a research-oriented institution has grown rapidly since its inception in 2001. The faculty at ISB have contributed more than 150 articles to reputed journals. The school has set up Centre for Analytical Finance; Centre for Emerging Markets Solutions; Centre for Investment; Centre for Leadership, Innovation, and Change; Centre for Teaching, Learning, and Case Development; Srinji Raju Centre For IT and The Networked Economy; Thomas Schmidheiny Chair for Family Business and Wealth Management and Wadhvani Centre for Entrepreneurship Development



T A Pai Management Institute (TAPMI), Karnataka

Mission Statement — "To excel in postgraduate management education, research and practice".

Tucked in the lush coastal region of Karnataka, the T A Pai Management Institute based in Manipal is a fit candidate of being the first full fledged management school to receive the AACSB International accreditation in the country. The institute anchored on the tradition set by its visionary founder T A Pai in 1984 has played a strong role in industrialization of the region. Manipal is home to a large number of educational institutes for medicine, pharmacy, dentistry, arts and science, engineering and technology and is known for its cosmopolitan ambience. The town is also known for its innovative development banking and financial services sector. Today, over 3000 TAPMI alumni hold responsible managerial positions in India and abroad. In early 2009, its 25th year running, TAPMI took a landmark step in its history by shifting its operations to a new scenic 42-acre residential campus in Manipal. Located on the side of a hillock and overlooking a valley filled with verdant tropical greenery, this campus provides an ideal setting for serious academic study and creativity, combined with entertainment and relaxation. TAPMI has signed MoU with Asian Institute of Management, Sheffield Hallam University, Darmstadt University of Applied Sciences, University of Wisconsin, St Mary's college California among others and it has also diversified into launching an 18 months MBA programme with University of Dubai and opened a branch campus at Jaipur.

Institute of Management & Technology (IMT) Ghaziabad

Strategically located in Delhi NCR, the flagship institution of four campus IMT Ghaziabad has emerged as a premier management institution accredited by AACSB, AMBA and SAQS.

The school is also highly rated by media houses and it has been running post graduate management programmes for the past 36 years. These are : i) Post Graduate Diploma in Management (PGDM); ii) PGDM Dual Country Programme (DCP); iii) Executive PGDM; and iv) Part-time PGDM. In all the programmes the bottomline consideration has been innovation, execution and social responsibility.

IFIM Business School, Bangalore (IFIM)

IFIM Business School based in Bangalore, made waves by becoming an AACSB accredited school this year. One of the smaller business schools by size and even vintage when compared with the rest of the behemoths accredited by AACSB, IFIM has now become the talk of town and its brand equity among the aspiring business schools has shot up as the peer schools now want to know how IFIM got into the 'A' list of accredited schools. According to Sanjay Padode, the CEO of the school, the feat was accomplished with much hardwork and diligence over a seven to nine year period when the work leading to AACSB accredited started. The process actually changed the school from being one of the many business schools of karnataka which is the largest hub for B-schools in India to one which is now the smartest one among its peer. The school had focused on acquiring good faculty with strong research orientation, industry experienced adjunct faculty and also focused on admitting some of the best students.

NMIMS School of Business Management, Mumbai (NMIMS)

The School of Business Management (SBM) of SVKM's NMIMS, Deemed to be University (as per UGC Norms), one of India's premier business schools is situated in Mumbai - the financial hub and nerve centre of the country. Apart from offering diverse cutting-edge programs for students, it also offers executive education programs for professionals who want to make the key transition in their careers. The SBM educational experience aims to equip students with a bedrock of management skills to help them navigate through the complex business environment of today. A dynamic curriculum designed in conjunction with

academics and industry practitioners, provides them the opportunities to master new skills and explore varied perspectives.



Indian Institute of Management (IIM-U), Udaipur

One of the newest additions to AACSB list, IIM-Udaipur also opens new challenge and avenue for quality benchmarking to the best in the world for the newly setup IIMs, belonging to the Ministry of HRD. In 2009, the Indian Government approved the creation of IIM Udaipur; the Institute officially opened in 2011. In October 2016 IIMU moved to its permanent campus on 300 acres of land in the Balicha area of Udaipur which have been allocated by the Government of Rajasthan.

IIMU pulses with the energy of a start-up while building on the prestigious accomplishments and traditions of the IIM network. It aims to set a new benchmark in the field of management education by combining excellence in both teaching and research. The Institute strives to make a real difference to the region, forging strong relationships with local NGOs and government and working closely with industry on live projects, internships, and many events throughout the academic year.



Indian Institute of Management (IIM-A), Ahmedabad

Vision — To become an Institute that is globally recognized and respected as a thought leader in management.

The institute's post graduate diploma programmes PGDM became a hall mark of high quality business education emulating which more than 400 such PGDM institutions came up in the private sector. The one year model of business diploma PGPX introduced in the later years has become an instant hit with the corporate. In 2008, IIMA also became the first business school in the country to be awarded EQUIS (European Quality Improvement System) accreditation. This accreditation awarded by the EFMD (European Foundation for Management Development) certifies that the quality of IIMA's academic processes and programmes are on par with the best business schools globally that have similar accreditation.



Indian Institute of Management (IIM-B), Bangalore

Mission Statement — IIM-B aims at augmenting the management resources of the nation through programmes of teaching, research, training, consultancy and other professional services. Within this broad canvas, the institute strives to

enhance its contribution to further strengthening managerial competence in business and industry. IIM-B has been in the forefront of innovation and research and it literally led and rode the Information Technology deluge that hit India taking it to a high level of competency and business opportunity. The institute's alumni were keen entrepreneurs in IT based on the leadership skills that were taught to them by highly competent faculty during their two year stint at the school. Being aware of the need to retrain corporate leadership to help them to be abreast of the developments in a dynamic business environment, the school had launched a plethora of corporate initiatives including executive management programmes and a series of training programs.



Shri Dharmasthala Manjunatheshwara Institute for Mgmt. Development

SDMIMD, a premier B-school located in Mysore, was established in 1993 with the objective of providing quality management education based on a firm foundation of Indian values and ethics.

SDMIMD is promoted by Shri Dharmasthala Manjunatheshwara Educational Trust that runs over 40 recognized educational institutions in Karnataka, including Engineering, Medical, Dental, Ayurveda and Naturopathy colleges.

SDMIMD's flagship offering is a two year, full time, residential Post Graduate Diploma in Management (PGDM) program which is approved by AICTE and accredited by NBA. The program has also been recognized as equivalent to MBA by Association of Indian Universities.

SDMIMD's PGDM Program is accredited by ACBSP (Accreditation Council for Business Schools and Programs), USA. and by EFMD (European Foundation for Management Development), thus becoming the first institute in India to get the dual accreditation of ACBSP and EFMD-EPAS. These accreditations have propelled SDMIMD to be among the top global Business Schools and have enabled the students to learn in an environment that is process and outcome enabled and globally oriented.



Management Development Insitute, Gurgaon

Vision — MDI is a school for — Thought Leaders and Change Masters; and Academic Excellence and Continuous Innovation.

Management Development Institute Gurgaon has the unique distinction of becoming the first ever internationally accredited business school of India in the year 2006. The Association of MBAs, London, by giving MDI Gurgaon its international accreditation stamp also opened its books in India and today AMBA has seven best known schools of the country accredited by the organization. MDI Gurgaon

started out as a professional training centre and gravitated to become a business school in the eighties. With sprawling green campus which also sports an amateur golf course and football ground, the first for any business school in India, the institute has been balancing high campus academics with short courses for lifelong learning by the corporate executives.

The institute also has focused schools within itself offering Energy Management in association with NTPC and an Institute for Public Policy in association with the Government of India. The institute alumni are vast in numbers and are now occupying key leadership positions around the world. The school also has one of the largest contingent faculty who contributes to research and consultancy in a big way. The totally faculty driven institute, MDI has five deans and a director, an unique leadership structure evolved owing to its diversified product offering as a business school. The institute has the largest international student exchange programme. Well organized exchange programmes at the institute ensure that regular PGP students get an opportunity to spend a term abroad. An equal number of international students from as many as 45 B-Schools spend a term in MDI. This makes the experience at MDI truly international.



Indian Institute of Management (IIM-K), Kozhikode

Vision — The institute aims to create a unique and futuristic space of global reckoning so as to nurture the finest management thinkers in the pursuit of developing innovative, socially responsible and environmentally friendly practitioners, leaders and educators. Hence, it abides by its dictum of ‘Globalizing Indian Thought’.

The fifth IIM to be set up in the country, the IIM K is also the second in the Southern region and the first in Kerala. The institute has one of the best ambience in the country set amidst lush undulating greenery of the coastal state of Kerala perched on top of two hillocks of Kunnammangalam area. The 100 acre of campus evenly spread over the two hillocks provide one of the most best locations for higher studies anywhere in the world. Despite its disadvantage of distance and remoteness of its location, the school has carved its niche in the area of distance education combining digital technology with that of classroom, making it a pioneer in blended education. The school also strategically launched campus based training programme for faculty and leadership from around the country's business schools as well as corporate thus ensuring a strong networking for itself.

The 1996 vintage school is now matured into a truly global business school and received international endorsement with Association of MBAs accreditation. The institute moved to its new campus in January 2003 and the number of programs increased manifold with this step. The Institute has a strong International Exchange Programme for students and faculty with several leading Management Institutes

in EU and ASEAN countries like SDA, Bacconi, Jonkoping, Sweden, Copenhagen Business School, Denmark, ESCAP-EAP, France; University of Queensland, Austria, Victoria University of Wellington and so on.



Great Lakes Institute of Management, Chennai

Vision — To become the leading management institution in India providing Quality Education at an affordable cost and build Human Capital for Emerging Economies.

The Great Lakes Campus is comparable is the best in the world in terms of infrastructure, aesthetics and more importantly an example of sustainable use of resources. The 27 acre campus is set on the scenic ECR road which runs from Chennai to Pondicherry and just 9 kms from UNESCO heritage site Mahabalipuram, the campus provides a serene and tranquil environment with ideal setting for pursuing extremely rigorous and intellectually challenging programs. The differentiator in Great Lakes way of education is to provide highly comparable world class business education at prices which are comparable with the best in the local markets. This the school has been able to achieve through intense interaction with its networked schools abroad and constantly innovating on the campus.



S. P. Jain Institute of Management and Research (SPJIMR), Mumbai

Vision — To be the business school recognised around the world for its innovative, influential and relevant education.

One of spectacular growth stories of business education in the country, S.P. Jain Institute of Management and Research (SPJIMR), received AACSB recognition also after being an AMBA accredited school for long, an endorsement of its global presence and power of strategy. SPJIMR is a living example of how accreditation could actually change things around and make the schools more ambitious to reach out for more, the theme of 2018 SEAA conference.

The school is now a world leader family business, a niche opportunity it discovered owing to its location at the commercial capital of India. The Centre for Indo European Studies (CIEBS) is a joint centre of ESB Business School, Reutlingen University, Germany and S. P. Jain Institute of Management & Research (SPJIMR), Mumbai, India. It is funded by the European Union (EU). Centre for Entrepreneurship Development (CED). It has established centres in Services, Sciences, Management and Engineering; Continuing Management Education; Family Managed Business; Development of Corporate Citizenship and Education and social sector.



International Management Institute (IMI), New Delhi

Vision — To be a premier global management school.

International Management Institute (IMI) is one of the oldest business schools of the country, located in the institutional hub of Qutab enclave. The institute set up with Lausanne based International Institute of Management now called IMD Lausanne was a pioneer in introducing globally benchmarked management education in the country. It is also unique in the way it was started by a clutch of businesses making it the first such business school to be set up with corporate sponsorship. Bit corporate houses like RPG Enterprises, Nestle, ITC, SAIL, Tata Chemicals, BOC and Williamson Magor etc. were involved in its setting up. Besides this it has also various other international linkages with bodies like World Bank, UNDP, ILO, UNCTAD, Asian Productivity Organization etc. To provide a global perspective to the students, the Institute's flagship two year Post Graduate Programme in Management has a student exchange programme with various European Schools such as ESC Rennes, France, MIP School of Management France, Graz University Austria, IESEG School of Management and IDRAC Lyon, France etc. IMI is also one of the empanelled Institute of the Ministry of External Affairs, GOI, for special Commonwealth Assistance Programme under which the Institute gets the executive MBA students from various Afro - Asian countries for its 15 months Executive Post Graduate Programme in Management.



Indian Institute of Management (IIM-L), Lucknow

Vision — To be a preeminent centre of excellence, generating and imparting knowledge in management and providing socially conscious and globally relevant thought leadership.

Established in 1984, IIM Lucknow was the newest of the four older IIMs. Though it was set up after a gap of around three decades, in the last two decades of its existence, it has carved a niche for itself among the global business schools as a fully integrated global management school. The Indian Institute of Management Lucknow is fourth in the prestigious IIM family of management schools to be established in India after IIM Calcutta, IIM Ahmedabad and IIM Bangalore . In 2005, IIM Lucknow expanded its area of influence in the realm of management education by becoming the first IIM to set up a satellite campus exclusively for Executive Education at NOIDA in Delhi NCR region. Situated in a city known for its cultural heritage, the campus is spread over more than 190 acres of beautifully landscaped area. With its foundation in the city of "Tehzeeb", IIM Lucknow as well inculcates human values and professional ethics in the students to help them make a positive impact not just on the nation but on a global platform. IIM

Lucknow is an ideal setup conducive to learning, accessibility and excellence. The PGPM and the PGPABM, offered by the Institute subject the students to an overall transformation, training them to be better managers, and better human beings. The rigorous syllabi not only instill, in them, a passion for knowledge but also attempt to teach them how to apply that knowledge to real-life situations.



Xavier School of Management, Jamshedpur (XLRI)

XLRI, with its single vision of Magis, i.e., pursuit of excellence, focuses on three areas: academic excellence, personal values and social concern. Our mission is to develop competent, committed and compassionate leaders who will make a difference to the people among whom they work. Its world-class faculty with its commitment and deep sense of service delivers the curriculum very effectively. XLRI tries its best to recruit the best faculty, induct them properly and help them to imbibe Excel culture and value and serve the students and industry with great dedication.



Indian Institute of Management, Indore

Established in 1996, IIM Indore is the sixth in the family of state-supported management schools. Since its inception, IIM Indore has been acting as a leader in the field of management education, interfacing with the industry, government sector and PSUs. IIM Indore is registered as a Society under Societies Registration Act, 1973.

Situated atop a scenic hillock, the 193 acre campus of IIM Indore provides an ideal backdrop for contemplative learning. IIM Indore has the latest in teaching aids, rich learning resources, a strong IT backbone, state-of-the-art sports complex and hostels as well as contemporary infrastructure.

Mission

IIM Indore seeks to be a contextually-relevant business school with world-class academic standards that develops socially-conscious managers, leaders and entrepreneurs. IIM Indore is committed to:

- Excellence in management education, research, and training
- Use of contemporary participant-centric pedagogies and teaching methods
- A presence in emerging segments of management education

PSG Institute of Management (PSGIM), Coimbatore

Vision — Raise the bar in management education and practice-based research engaging faculty and students to become a lead business school in India.

PSG Institute of Management Coimbatore is the first ACBSP accredited school in the country and since then has also emerged as a de facto leader of internationally accredited schools under the ACBSP stable by volunteering to help the schools in the process and also those already accredited on its quality building path in the spirit of accreditation. The school started by the 80-year old PSG & Sons Charity, is now part of a 27 institution educational conglomerate that spans from school education to the entire gamut of higher professional education. The industrial city of Coimbatore known for its small industry domination had been considerably influenced by the visionary founders of PSG who pioneered the use of technology in manufacturing decades before Indian independence. The institute celebrated its Golden Jubilee this year making it one of the oldest business schools of the country. The full-fledged, autonomous management institute, affiliated to the Anna University of Tamil Nadu offer full time and part time MBA programs in Management, PG Diploma in Management and Doctoral Programme in Management. PSG Institutions were founded on the principle of empowerment and entrepreneurship and nurtured its vast alumni base who in turn help the outgoing batches with live projects and practical advice.



THE B SCHOOL



Jansons School of Business, Coimbatore

Vision — To be a world class Business School developing competent and committed managers & entrepreneurs driven by values.

Coimbatore city is known for its industrial prowess and entrepreneurship and as such it is no surprise that Jansons School of Business from the Jansons Foundation focuses primarily on entrepreneurship and innovation. The ACBSP accredited school, the second one to get this distinction in the city has leveraged its international endorsement and networking to build on an excellent foundation on which it had been set up.

The school located in Karumathampatti near Coimbatore has world class infrastructure and good ambience stocked with best intellectual capital and good faculty group. The institute offers full time residential MBA programme in association with Bharathiar University, Coimbatore and also the University's PhD programme. Not one to make do with only the University curriculum which itself was exhaustive, the school offers papers in retailing, supply chain, data mining,

business analytics among the choices, thus equipping the students with more skills than a normal MBA programme would offer.



School of Communication & Management Studies (SCMS), Cochin

Vision — To be a leader in providing value based education in harmony with the changing global order.

School of Communication & Management Studies (SCMS), now nomenclature as SCMS Group has its flagship business school in Cochin offering both PGDM and MBA programme. It is also the first school to received international accreditation in Kerala from ACBSP. SCMS has developed into a world-class business school offering a range of two year post graduate diploma programmes taught by a large contingent of faculty drawn from across the country. Being part of a primarily agriculture, fisheries and tourism dependent coastal state with its vast stretches of backwaters and aqueducts and a population which is cent per cent educated and spread all over the world, management education was the missing link in the value chain which SCMS has been able to provide with élan. The institute has a series of short term programmes and consulting offers as well to support innovation and growth in the state of Kerala. Being the only globally accredited school of Kerala, the institute carries out its responsibility of peer support well for the other Kerala schools. SCMS boasts a unique legacy for supporting and developing individuals and their aspirations to help contribute to the world's wealth of knowledge, bridge communities and make it possible for individuals to grow academically, professionally and personally. Rooted in social values, the institution is committed to provide holistic education. The school has actively networked with the global universities for students and faculty exchange programmes and has recently announced that the School of International Studies would be launching a 18 month overseas MBA programme in association with Ravensburg-Weingarten University of Applied Sciences, Germany,



Apeejay School of Management (ASM), New Delhi

Vision — To be the most preferred management school known for creation of valuable business leaders.

The New Delhi based Apeejay School of Management (ASM) is one of India's premier business schools from the Apeejay Education Society stable. There are three other business schools and an university supported by this society. ASM excels in training its manpower to develop high level of competency and dedication work. This it does through various programmes for enhancing the potential of individual students,

enriching human values, upholding the Indian value system, all acting in union as a vehicle for growth at the national and international level, thereby making it a “student driven” institute of higher learning. The school is also known for its faculty research and it conducts periodically highly valued faculty development programmes as a way of giving back to the industry in the spirit of peer support central to any accreditation process. The students go through a unique inspirational transformation to become reputed professionals in their chosen area of expertise. Our close links with industry give them ample opportunities to apply the acquired skills. The course curriculum is a tempting blend of in-depth subject knowledge and practical experience gained through a continuous process of industry academic interface.



ICBM School of Business Education (ICBM-SBE), Hyderabad

Vision — To be a world- renowned alma mater to generations of alumni of leaders, managers and entrepreneurs of immense knowledge and capabilities, impeccable character and selfless service to humanity. Our vision is also to create quality managers, ready to take the corporate world to the next generation.

The Hyderabad based ICBM-SBE acquired the distinction of being the second business school to be accredited in the undivided Andhra Pradesh and the first one to be accredited by ACBSP in the region. The institute's PGDM programmes combine good quality with affordable pricing attracting some of the best class of students to the campus. The institute has invested in faculty numbers and their development, high quality of research and entrepreneurship. The institute has encouraged its faculty and students to take part in series of national level programmes in other campuses on a regular basis. Innovation in pedagogy is a hall mark of this institution whose leadership faculty spend considerable time and effort to emulate the best benchmarked practices in the rest of the world and bring these to the campus.

XIME



Xavier Institute of Management and Entrepreneurship (XIME), Bangalore

Vision — In an environment which is perceived as ‘Elitist’ XIME will harness the power of technology, innovation and excellent human resources to provide its students with world class business education programmes which are affordable, imaginative and relevant to the Indian business environment and ethos. Recognising that ethics and values are so essential for good business practice, XIME would strive to inculcate these concerns in its management graduates.

There are just a few who could walk the talk and stand tall among achievers. Starting business school by a practitioner of management is a dream fulfilled by a few which required extraordinary zeal and drive and not merely the academic and professional credential a director of an Indian Institute of Management (IIM) may possess.

Joe Philip was the man behind the setting up of the Xavier Institute of Management and Entrepreneurship, Bangalore who ascribes his founding a business school to a promise he made to his daughter Maria who did not live to see the inauguration and blossoming of the school into a powerful world-class business school securing an international accreditation endorsement from ACBSP. Being a natural visionary and powerful leader from his days with industry, Prof Philip could easily envision a school that is strong on academics, industry networking and international linkage. As a founder of the Association of Indian Management Schools, Association of BRICS Business Schools (ABBS) catering to the newly formed emerging market economic consortium and the Indian Association for Autonomous Business Schools (IAABS), it is no surprise that its founder is able to infuse the spirit of leadership and out of the box thinking in the students who pass out of XIME's portals. The school is firmly focused on entrepreneurship and continuous personal and professional growth. The institute itself has grown and has diversified with its second campus at Cochin.



Lovely Professional University (LPU), Jallandar

The primarily agrarian region of Jallandar in Punjab is today emerging as a world-class education hub thanks to the massive 600 acre university in the otherwise bustling trading and farming town. Set up by a family known for its food processing and sweet making business, LPU is today an ACBSP accredited school part of a massive university that offers 150 programmes with 3500 faculty admitting around 25,000 students, making it the largest such institution in the Higher Education space in the country.

With internationally benchmarked curricula, innovative pedagogy, experiential learning, and 50+ foreign tie-ups for equitable and affordable quality education, the University is poised to establish itself as a Centre of Excellence in Research. The university campus exhibits a rich diversity as the academic staff and students come from all the states of India and more than 26 countries in the world. Education at LPU is a holistic one, aimed at developing the intellectual and personal strengths of students. The LPU experience takes place both within and outside the classroom, nurturing creativity and innovation through challenging project work, participative learning and providing an environment conducive to sparking ideas and how to translate those ideas into reality.



SMJV-CKSVIM Business School

SMJV Trust Vision — To develop a community of colleges and colleges for all people and communities to work collectively and responsibly to meet the academic as well as life-long learning needs of our diverse students.



CKSVIM Business School is the leading Institute in the heart of Vadodara (Baroda) City in Gujarat State known as Banyan City / Knowledge City, founded by 100 year old Shri Mahavira Jaina Vidyalaya (SMJV) Trust (Mumbai) which has entered in its centenary year (1915-2015). The trust manages 11 boys / girls hostel accommodating 1200 boys and 500 girls.

CKSVIM Institute of Management offers Global MBA (Master of Business Administration) two-year full time Post-Graduate Degree Program approved by AICTE, MHRD, Govt of India and affiliated to Gujarat Technological University (GTU), Ahmedabad. It has a Ph.D Research Centre also.

The Institute is housed in 30,000 Sq ft Wi-Fi Building with 10 mbps dedicated internet. It is the 1st Business School in GTU and India to become Globally Accredited by Accreditation Council for Business Schools & Programs (ACBSP), USA, an ISO 9001:2008 Certified by BVQI. Awarded Gold Medal in National Management Week organized by AIMS for CSR, A+ in Best B-Schools Survey by Business India for the year 2011 & 2012 and many such Awards.



Ramaiah Institute of Management Studies (RIMS), Bangalore

Vision — To be one of the institutions of choice for students and employers alike.

Being the first twin accredited business school from ACBSP and IACBE, the Ramaiah Institute of Management Studies (RIMS) Bangalore enjoys an unique distinction of being the only such school in the private sector to get such international endorsement. The second twin accreditation happened with Indian Institute of Management Calcutta nearly three years later with AACSB International and AMBA endorsing the school.

The institute is from the house of Ramaiah's a first generation entrepreneur who spawned the entire gamut of higher education from engineering to medicine. The undivided group had set up two management institutes one of which is RIMS which got developed into a global school of value. The school used the international accreditation processes and standards to build itself to match and better the standards set by the agencies receiving flawless scoring in all counts which was also recognized by the American Society for Quality Assurance (ASQA).



VIT Business School (VITBS)

VIT Business School (VITBS) was established in September 1994. Currently, VITBS is fast emerging as a premier Management Institution that adapts to the ever

changing needs of the industry. The focus is on making the MBA graduates versatile and innovative, in line with the current and emerging industry requirements.

The campuses at both Chennai and Vellore have the most modern facilities to groom the future industry leaders. VITBS is 100 percent digital in its operations and learning environment.



Justice K. S. Hegde Institute of Management, Udupi (JKSHIM)

Justice K S Hegde Institute of Management was established by the Nitte Education Trust on July 4, 1998. Named after the visionary and founder, late Justice K S Hegde, the Institute offers a two-year full time MBA program recognised by the All India Council of Technical Education (AICTE) and the Government of Karnataka and is affiliated to the Visvervaraya Technological University, Belgaum.

The Institute is also recognised as a centre for guiding research. The institute was recently accredited by ACBSP and is now among the very few institutes in India with the 'ACBSP accredited status'. The institute is also accredited by NAAC and the MBA program is also accredited by NBA. The Institute has been recognised among the premier B-schools in Karnataka based on its performance in the field of academics, consultancy and research activity.



SIES College of Management Studies, Navi Mumbai (SIESCOMS)

SIESCOMS was promoted by SIES in 1995 specifically to cater to the growing need of management education in India. It is the prime constituent of its academic complex at Nerul. Over a period of time, SIESCOMS has been catering to the needs of various segments of management education aspirants.

The flagship programs of the institute include: Masters in Management Studies (MMS); Masters in Computer Application (MCA); Post Graduate Diploma in Management (PGDM); Post Graduate Diploma in Management (Pharmaceutical Management); Post Graduate Diploma in Management (Biotech Management); and Ph.D. Program.



Asian School of Business Management, Bhubaneshwar (ASBM)

Asian School of Business Management (ASBM) is approved and recognized by All India Council for Technical Education (AICTE), Ministry of HRD, Govt. of India as an autonomous institution.

ASBM offers Post Graduate Programme in Management leading to Post Graduate Diploma in Management, Two year full time residential programme duly approved and recognized by AICTE, Ministry of HRD, Govt. of India and equivalent to MBA by Association of Indian Universities(AIU).

Moreover, this programme is also accredited by National Board of Accreditation (NBA), Government of India and it has received accreditation endorsement of ACBSP.



Rajagiri Centre for Business Studies (RCBS)

Rajagiri Centre for Business Studies is located in a picturesque valley in the IT hub of Kochi, Kakkanad. The Centre is driven by a single-minded focus on imparting value based management education to equip young professionals to make their mark in the corporate world.

The school has a well-chartered plan for connecting with the globe by a series of student and faculty exchange programmes and also a structured approach towards quality improvement. As part of the process, the school went in for ACBSP accreditation. The experience gained has set the school on the path of next accreditation which is AMBA. Towards that the school has joined the AMBA Development Network (ADN).



GRG School of Management Studies, Coimbatore

GRG School of Management Studies (GRGSMS) is the Department of Management of PSGR Krishnammal College for Women (PSGRKCW) and was established in 1993. PSGRKCW is a unit of the GRG Group of Educational Institutions in Coimbatore, under the GRG Trust and was established in 1963.

Vision — To create and promote an equitable society by empowering through education that builds hope and confidence and confers stature and dignity on the aspirant.

Mission — We shall empower the underprivileged in our communities through access to quality education that is thoughtfully, sensitively and efficiently delivered. We shall develop and nurture enthusiastic learners from primary to doctoral level and beyond and fortify them with knowledge, skills, competencies and time-tested values. We shall adopt and adapt contemporary learning and teaching principles, tools and techniques to encourage a love for life-long learning among our stakeholders.



Acharya Institute of Management & Sciences (AIMS), Bengaluru

Vision — To transform youth into professionals of global excellence with a deep concern for society.

AIMS established in the year 1994 by a group of eminent educationists and philanthropists to impart quality education and with a vision to expand the horizons of teaching-learning realms, wherein, the students' intrapersonal and interpersonal disposition is groomed. AIMS started with 2 UG programs and 60 students and is now offering 6 PG & 4 UG programs having around 2000 students at the campus. The Hospitality program has also been ranked among the best in the country and the graduates are widely accepted by leading chains in India and abroad.

AIMS B-School has also been accredited by IACBE which is an international accreditation body for B-Schools. Apart from being consistently ranked among Top 1% of B-Schools in India in various leading surveys, AIMS has also been rated as best college for Entrepreneurship Education in India and ISB, Hyderabad has selected AIMS as a local delivery partner for the global Goldman Sachs 10000 women entrepreneurs Development Program.



Alliance University, Karnataka



Vision — To be a world-class University that nurtures talent and catalytically transforms the lives of millions through excellence in teaching, research, service and community development. To uphold a commitment to shaping lives through scholarly teaching and learning, and that which contributes to an equitable and holistic transformation of society at large.

Alliance University is a private University established in Karnataka State by Act No. 34 of year 2010 and is recognized by the University Grants Commission (UGC), New Delhi. Alliance University is a renowned university of higher learning located on an extensive state-of-the-art campus in Bangalore offering a variety of degree courses. The University has baccalaureate concentrations, postgraduate offerings, doctoral degree programs and several professional certificate programs. The University aspires to be among the best universities in the world by the year 2025 through a series of strategically crafted moves, precisely calibrated action plans and an unwavering commitment to the pursuit of excellence.



Indus Business Academy (IBA), Bangalore

Vision — “To be a globally respected Business School nurturing innovative entrepreneurs & business leaders who would produce wealth for the nation”.

IBA has created a niche for itself in the sea of management institutes through the culture it imbibes in its students. Through a 3D approach to learning — Discourse, Dialogue and Discussion, they are trained to be Creative, Enlightened and Organic Leaders. The IBA's founding mission is to bring excellence in teaching, training, corporate networking and in placements. The institute decided to address these issues by creating a world-class infrastructure in a 5-acre eco-friendly land. The curriculum at IBA is designed in a manner that it will be rigorous, which will constantly be upgraded based on corporates' requirement and would be in tune with the latest case studies and real time experiences.



Acharya Bangalore B-School, Bangalore (ABBS)

Acharya Bangalore B-School approaches business education to foster academic excellence, leadership qualities and entrepreneurial skills among the leading MBA colleges in Bangalore. As a center of knowledge, the B-school prepares students to stay ahead of developments and skill base needed for success in the fiercely competitive world of business.

ABBS higher management education spans functional and industry boundaries and is shaped by student aspirations, abilities and skills employers expect from management graduates.



University of Petroleum and Energy Studies (UPES)

University of Petroleum and Energy Studies (UPES) was established in the year 2003 through UPES Act, 2003 of the State Legislature of Uttarakhand. With an ambitious vision and unique approach, UPES emerged as an innovative institution offering industry-focused specialized graduate, post graduate and doctoral programs in key areas such as Energy, Infrastructure, Transportation, Information Technology, Design, Planning & Architecture, Public Policy and Legal studies.

The university's objective is to develop competent technocrats, professionals and managers who are ready to join the core industries. Advanced teaching methodologies, innovative and updated curricula and the focus on 'on-the-job exposure' give UPES students the edge to be readily deployable in the chosen field. It is accredited by IACBE.



X I M Bhubaneswar
Connecting Business & Society



Faculty of Management, Xavier University, Bhubaneswar (XIMB)

XIMB, with its single vision of Magis, i.e., pursuit of excellence, focuses on three areas: academic excellence, personal values and social concern. Our mission is to

develop competent, committed and compassionate leaders who will make a difference to the people among whom they work. XIMB is an institute with a difference. XIMB spares no effort to make its curriculum world class and deliver it in the most effective manner. It constantly scans the developments in business and in society and tries proactively to meet the challenges.



IILM Institute for Higher Education, New Delhi (IILM)

Established in 1993, IILM offers management programs at graduate level with curriculum bench marked against the best in the world. Both the Programmes – PGDM and Executive PGDM are approved by AICTE.

Some of the key features of IILM PGDM Programme : Globally benchmarked curriculum with access to world class learning materials; Faculty with rich academic and industry experience; Student exchange facilities with foreign partner universities; and Strong connect with industry through interaction with renowned professors, industry captains.



FORE School of Management, New Delhi

FORE School of Management, New Delhi has been providing quality education in management for the past 27 years and over 5000 students have graduated from FORE since its inception in 1992.



Institute for Financial Management & Research (IFMR), Sricity, AP

The Institute for Financial Management & Research (IFMR) is a leading business school with the objective of moulding ambitious young men and women into competent and socially responsible organisational leaders in a global setting. Established in 1970 as a not-for-profit society, IFMR was sponsored by ICICI, the House of Kotharis and other major industrial groups.



Nirma University, Institute of Management, Ahmedabad

Established in the year 1996, Nirma Institute of Management is a product of the visionary Padmashree Dr.Karsanbhai K. Patel. Built on the principles of entrepreneurship, excellence and professionalism, the institute has been imparting quality business education and boasts of producing some exceptional leaders and managers of the industry.



Goa Institute of Management, Goa

Vision — (i) To achieve a preeminence among business institutions in India and be acknowledged among the ten best Institutions in the country; (ii) To obtain international accreditation and be acknowledged among the fifty best schools in the world; and (iii) Our graduates should be acknowledged as sound business managers with an all-round capacity, with environmental sensitivity, and social consciousness of their lesser privileged associates.

Mission — To create knowledge & nurture leaders for sustainable business and an inclusive society for India and the world while maintaining strong & ongoing commitment to Goa.



Institute of Management Technology, Hyderabad

The institute was established in 2011 as an institution that would be managed by a society. The institute is governed by a council led by Shri. BakulNath, Educationalist and philanthropist, proactively supported by Shri. Dipankar Chatterji, Smt. Simran Nath, Shri. Satish Kaura, Shri. Rajeev karwal, Dr. A. H Kalro and Shri. S. S Mundra.

Vision — To create an ecosystem facilitating incubation of knowledge in helping businesses thereby generating new knowledge.

Mission — To create and develop capabilities in: a) Intellectual capital relevant to the contemporary business needs; b) Corporate connect through training and consulting; and c) Promoting entrepreneurship.



Jagan Institute of Management Studies, New Delhi

Vision — To be an Institute of Academic Excellence with total commitment to quality education and research in Management and Information Technology with a holistic concern for better life, environment and society.

Mission — To serve the society and improve the quality of life by imparting high quality education in management and information technology, providing training and development services, fostering research, giving consultancy services to industry and disseminating knowledge through the publication of books, journals and magazines.



Loyola Institute of Business Administration (LIBA), Chennai

Vision — To be a premier management school focusing on excellence with ethics.

Mission — LIBA is a Jesuit institution committed to working with relentless desire to excel (Magis) with its roots in ethics. LIBA aims to cultivate men and women who are committed to national development by preparing world class leaders who are professionally competent, intellectually sharp, ethically sensitive, reaching out to the weak and the less privileged and caring for the well-being of our planet.

Values — LIBA would remain rooted in the following core values: Excellence; Honesty; Inclusiveness; Integrity; and Justice.



S.P. Mandali's Prin L. N. Welingkar Institute of Management Development and Research — WeSchool, Bengaluru

The institute was established in 1977 under the reputed S. P. Mandali Trust. The S.P.Mandali Trust is known for successfully running 43 Educational Institutions. WeSchool has two campuses in India which are located at Bengaluru and Mumbai. The WeSchool Campus at Electronic City, Bangalore is a hot bed of new thoughts, ideas and enterprises. A place where cutting-edge global conversations begin. State-of-the-art facilities like complete Wi-Fi, Innovation and Leadership Labs form an indispensable part of teaching methodology, along with numerous other new-age learning tools.



Amrita School of Business, Coimbatore

Vision — We envision a world endowed with the wealth of knowledge and strength of discrimination (Viveka). We envision a system, which is a healthy breeding ground for the sprouting, culturing and dissemination of the whole gamut of knowledge in a wholesome and holistic manner for the well-being of mankind. We envision a human being empowered with wholesome knowledge, which makes him an enabler and facilitator in the deep search and striving of every human being for that knowledge.

Mission — To provide value-based education and mould the character of the younger generation through a system of wholesome learning, so that their earnest

endeavor to achieve progress and prosperity in life is matched by an ardent desire to extend selfless service to society, one complementing the other.



AMITY INTERNATIONAL
BUSINESS SCHOOL



Amity International Business School (AIBS), NOIDA

Vision — To develop all round Personality of students by making them not just excellent professionals but also good individuals with understanding and regard for Human values, Pride in their heritage and culture, a sense of right and wrong, and a yearning for perfection.

Mission — AIBS endeavours to be an institute committed towards innovation, knowledge-sharing, openness and entrepreneurial skills for developing global managers. AIBS shall continue to hold passion for knowledge, teamwork and a caring attitude.

