SEAA
SELF-REGULATION WITH ACCREDITATION

Handbook on
International Accreditation 2021

AACSB

ASSOCIATION of AMBAs

BUSINESS GRADUATES ASSOCIATION

ACBSP GLOBAL BUSINESS ACCREDITATION

EFMD GLOBAL

IACBE International Accreditation Council for Business Education

14th International Accreditation Conference 2021

November 22-24, 2021 (3-day Virtual event between 6 p.m and 8 p.m. IST)

Theme: "Leadership building for the Digital Future-the B-school Challenge "

Ba indus business academy

Book Sponsor

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Like with everything the world of education quality building and accreditation has also undergone a tectonic change with the agencies concerned meeting up with the challenges by shifting to online mode from processing initial application, mentoring the institutions, evaluating their progress, monitoring their effort to close the loop to invite the visiting peer team to complete the campus visit, all of which accomplished without any expensive time consuming and risky travel. The virtual platforms have been modified and perfected during the Covid crisis and in the process Digital Transformation of education got a fillip as never before.

The challenge is however to use the learning gained during the Pandemic period and apply these in a permanent manner so that all-round quality can improve on a continuous basis while the costs can be pared drastically. User experience of using the online mode suggests that people especially in the academics,

whether they represent the management, the faculty, the consultants or the students, all of whom could easily work together without compromising on the quality in teaching, learning and assessment. In some cases quality norms actually become stronger and institutions benefited more.

The webinar route of connecting with people in fact had mode traction and the frequency of such interactions also went up phenomenally which in the brick and mortar mode would not have been possible.

Business education is experiencing fundamental changes in content, delivery

&

assessment. The pace of Edu-tech adoption got a sudden impetus owing to the unexpected occurrence of a global Pandemic. Everyone is innovating and so are the accreditation agencies to cope with the new normal. One thing is quite clear that Business education will never be the same. In continuing with the same theme and keeping in view the ongoing campaign for Digital Transformation of Business Education SEAA Trust, New Delhi is committed to we are launching our 14th International Accreditation Conference focusing on "Leadership building for the Digital future-the B-school challenge". The traditional MBA curriculum is being replaced with a forward looking syllabi that agile, adaptable and in line with the tectonic shift in business focus. The challenges are many as much of the student cohort are from non-technology or traditional technology schools rooted in theory with little practice. And many among the faculty also are not trained or are not aware about the new technologies that are being invented almost on the fly.

The global business leaders are convinced the technology is no longer the challenge but leadership definitely is. Increasingly the top business schools from around the world are under pressure to tweak their curriculum to ensure the passing out batches of student managers are going out equipped with high level of technology exposure and awareness about the challenges ahead.

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There is much learning to be done and the industry involvement in education is going to be much greater and not less in the future of Business Education. The old school MBA programmes have to be rewritten and made more practical and new tools with the help of the industry need to be crafted to hone the MBA graduates so that they would be able to face the challenges of the digitally transformed businesses.

In fact the greatest challenge is the uncertainty of the future as the technologies are only now maturing and the industry segments like Space, new urban transportation, ocean exploration, Block Chain technology

led financial services, Internet based services, Cloud computing, Artificial Intelligence, Robotics, 3 D Printing, Augmented Reality etc., are posing new challenges and opportunities.

For instance, when sales for American Eagle Outfitters Inc. dropped due to the Covid-19 pandemic, the company opted to use augmented reality (AR) to reach customers via the Snapchat app. The retailer's virtual pop-up holiday shop on Snapchat sold $2 million in products, which is a small amount when you consider American Eagle had $1.3 billion in revenue in 2020, an article published in Bloom berg Businessweek said in Mid July 2021.


The authors go on to say that the campaign was a new way to engage Gen Z as worldwide e-commerce sales continue to grow. Advertisers also contributed to an increase in social media ads with revenue growing 16.3 percent to $41.5 billion last year.

The Covid-19 lockdowns and quarantines that forced consumers to turn to websites for everything from food and household goods to clothes and office suppliers provided an opportunity for new AR advertising projects. Worldwide e-commerce sales grew from $3.35 trillion in 2019 to $4.28 trillion in 2020, according to estimates from EMarketer.

The market leaders are convinced that in the forth coming of digital era the transformation of both industry and the campuses would require

Business models to be reimagined, a culture to transform the playing field and new talents and skills need to be acquired which also means new software, agile digital platforms and leadership that cannot compromise on continuous learning and updating of their knowledge which accreditation systems have recognized long ago as the mantra for future.
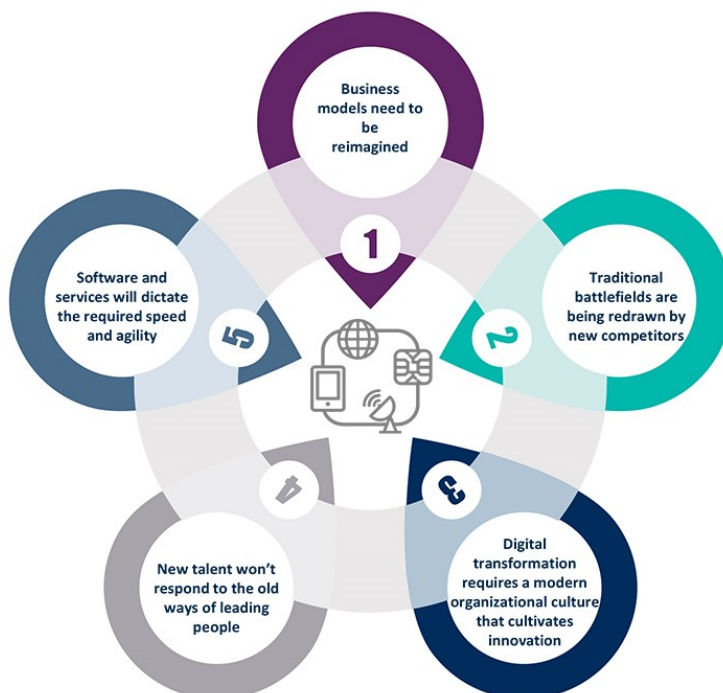
Business Education around the world changing its basic character quietly with leading business schools adopting the Digital Technology in their way of working but also building courses to match the fast paced leadership requirement of the industry.

"The technology industry is one of the fastest-growing and dynamic industries in the U.S and the world. With Technology pervading how traditional businesses function, the technology industry's appetite for MBA graduates has increased tremendously. The average salary for the best tech MBA programs is $129,045. Some of the Top Tech companies that recruited MBA graduates in 2020 are Amazon, Google, Apple, Cisco, Samsung, Microsoft, Dell, IBM, etc.", *E-GMAT blog post*

 International Accreditation systems are also taking up the cue and tweaking their approach to endorsing quality building processes in the global business schools. "It is through co-creation of knowledge, collaborative innovation, and integrated leadership that business schools advance solutions and strategies that are relevant, effective, and sustainable." —*AACSB Connected for Better Briefing Paper for ICAM 2021*

Standards for Educational Advancement & Accreditation (SEAA) Trust, New Delhi had over the past 13 years propagated Self Regulation with Accreditation and advocated the need for the world's second largest Business Education community in India to benchmark itself with the best in their class by adopting the best of the Accreditation options available. We are proud to acknowledge that in all our annual conferences, world's best international accreditation systems were showcased with the leaders from these agencies presenting their views.

Although technology is finally being integrated into education, its use for teaching and learning still remains a challenge for many students and even teachers. Despite the fact that many B-Schools today are privileged to have ready access to technology, trained teachers, and a favorable policy environment the use of technology in the classroom is still low in many areas. Today, technologies used to improve and facilitate learning can be found everywhere.

According to The Economist, philanthropists such as Bill Gates have such high hopes for the Flipped Classroom model that they have given money to KhanAcademy, a small non-profit organization based in USA for education. This means that more than 2,400 video lectures on anything are freely available to everybody which can help the B-Schools students from any part of the world to take the subscription and learn by watching from the videos. Swayam an Indian government initiative using the NPTEL learning platform put together by the country's premier Indian Institutes of Technology, the Indian Institutes of Science among others are making available free teaching content and lectures for everyone.

Dawn of the Digital Age

Digital age began when stopped using papers and started using the computers to store information and also communicate with other people. Emails accentuated the process and the cloud that you see today is the culmination of all that effort over the past little over three decades.

"The world of work is changing. Artificial intelligence, automation, and robotics will make this shift as significant as the mechanization in prior generations of agriculture and manufacturing. While some jobs will be lost, and many others created, almost all will change" McKinsey

A new report from the company indicates that up to 25 percent more workers than previously estimated may need to switch occupations. This episode of the Inside the Strategy Room podcast looks at how the COVID-19 crisis has permanently changed workplace conditions and skill-set needs and how corporate leaders can prepare for this future

Are the B-schools ready for this transformation? Is there any debate on the changes needed in curriculum, pedagogy, classroom assessment, internship patters and so on?

We have been raising these questions by way of the conference discussion streams, the student case competition, request for articles with the faculty and such other queries in our website www.seaastandards.org

14th International Accreditation Conference Day wise Themes
Day 1: Leadership Building for the Digital future, the B-school Challenge
Day 2: Infusing Tech content in MBA, opportunities and hurdles
Day 3: Staying Agile and resilient in disruptive times
Faculty Article request topics

Digital Leadership Skills

NEXT BUSINESSES

- Transportation
- Space
- Ocean
- Internet of things
- Financial Services
- Consultancy
- The New Technology Basket!

1. Teaching technology for non-technology students
2. Building an attitude for life long learning
3. Preparing leaders for Technology 5.0 era
4. Critical thinking and problem solving for UX and UI Environment
5. Teaching ethics and integrity for the connected world.
6. Preparing for the Board with AI led world
5th Student Instant case competition Main Theme:
"B-school Challenges for preparing leaders for Digital Era"
Sub-themes:
1. Teaching technology for non- technology students
2. Building an attitude for life long learning
3. Ease of use of digital learning strategies and tools
4. External digital expert involvement in teaching and learning

5. Learning from Global MBA experience in Digital era Preparing students for facing an uncertain and disruptive future with the fast paced digital transformation of Businesses is a big challenge for faculty in today's B-schools face. By putting AI, machine learning, Cloud computing and big data at the center of their capabilities, companies are redefining how they create, capture, and share value—and are achieving impressive growth as a result.

This really means the B-schools should become agile something that only an informed and able faculty can make this happen at the campus. Artificial intelligence (AI) is revolutionizing the way today's businesses compete and operate. By putting AI and data at the center of their capabilities, companies are redefining how they create, capture, and share value—and are achieving impressive growth as a result. Whatever your industry or business model, you cannot afford to ignore this exciting, highly disruptive trend. Successfully transitioning to an AI-driven organization requires leaders who not only are committed to fundamental change, but also have a deep understanding of the technology and its capabilities. Leaders don't have to be data scientists themselves, but they must understand the power of what data scientists and people in related roles can do. As digital networks and AI increasingly capture our world, we are seeing a fundamental transformation in the nature of firms. But despite all this newfound digital automation, we can't do away with management just yet. However, leading through these challenging times will require a new kind of managerial wisdom." – Marco Iansiti, David Sarnoff Professor of Business Administration Harvard, Karim R. Lakhani, Charles Edward Wilson Professor of Business Administration Harvard

According to a recent article in Harvard Business Review, a successful
five underlying principles:
1.Unified Strategy
2. Architectural clarity
3. Agile, Product-focused organization
4. Capability foundations
Building new capabilities in software engineering, data sciences, and a
new people. Specifically, the organization will need people who can id
teams in developing the new applications the organization will rely on
lead to the emergence of a new type of business leader, one who drives
set and understands the full impact, both positive and negative, that AI

Clear, Multidisciplinary Governance
AI can bring a host of benefits, but can also unleash a range of uninten
vacy and cyber security challenges. With this in mind, AI requires serio
issues. The organization will need governance based on collaboration b
plines and functions, and policy and product decisions must be guided
nications experts.

tive solutions. Problem-solving at scale and quick in collaborating with diverse group of people are skills that are indispensable in the current VUCA (Volatile, Uncertain, Complex and Ambiguous) world and B-schools would do well to prepare their students for the next wave of disruption.

The MBA, Then and Now

Different business schools have adopted different approaches to developing their newly minted MBA programs. In large part, however, they are responding to the same market trends. As a result, they are making similar choices in their redesigns, which show just how much the MBA is changing:

THE OLD MBA...	THE NEW MBA...
■ Focuses on required courses aimed at the core business disciplines, often offered in no specific order	■ Focuses on core and industry-specific courses and activities, offered in a sequence designed to build skills over time
■ Offers a general business education that covers the core disciplines of business	■ Often requires students to choose a specialization in their first year of study
■ Allows students to take electives based on a variety of interests, often at any time during their programs	■ Allows students to take electives at predetermined times in their programs, based on their chosen specializations
■ Includes developing communications and career management skills as a separate course or activity	■ Integrates development of communication and career management skills throughout all courses
■ Encourages students to work alone, except for time-limited projects or class discussion	■ Requires students to work in teams for a semester or even for the entire program
■ Encourages faculty to work alone to teach their chosen disciplines	■ Often requires faculty to work in teams to integrate several disciplines in a single course or project
■ Includes staff-provided career counseling to students in the second year of the program	■ Brings in mentors, executive coaches, and leaders from industry to give students advice and feedback from the start of their programs

The challenge is how to transform the current MBA which is drastically different from the past having overcome many of the negatives of the decades of old type of teaching and learning suited to a different era of industry. With industry 4.0 and the AI/ML world the Digital MBA has certain distinct characteristics needing a completely different approach. The reason, AI can bring a host of benefits, but can also unleash a range of unintended consequences, not to mention privacy and cyber security challenges. With this in mind, AI requires serious consideration of legal and ethical issues. The organization will need governance based on collaboration between people from different disciplines and functions, and policy and product decisions must be guided by legal, corporate affairs, and communications experts.

Keeping these industry challenges in mind, the future leadership being built in the B-schools of today need to adopt a complete different approach to the new Digital MBA teaching, experts aver.

Five Steps of Digital Transformation
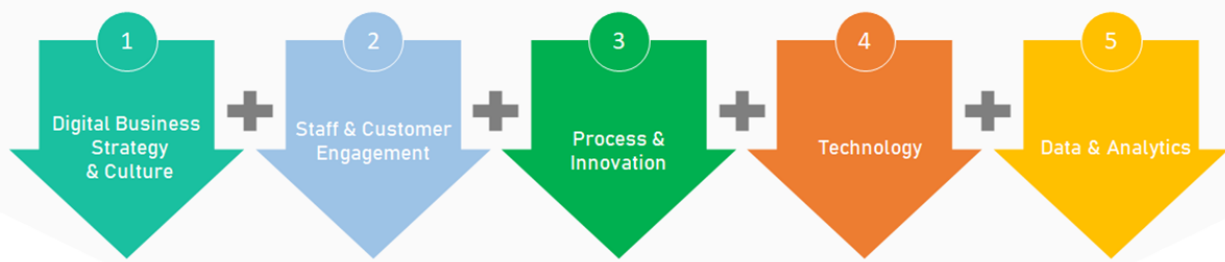
Writing in India Today, Dr Geeta Hegde of UPES says it is estimated that by 2025, 85 million jobs will be disrupted by a shift in the division of labour between humans and machines. The future of work will continue to be dictated by a need for critical thinking, entrepreneurial mindset and problem-solving skills. The future workforce is expected to be diverse in every aspect, cross-cultural and multi-generational.

Under the circumstances the B-school passouts have to possess a clear cut strategy and skill to be part of the future workforce if they hope to attain leadership positions. This also means the curriculum, pedagogy and the outreach programme of every B-school has to undergo drastic change to include latest technology trends, their application leading to better understanding as to how these work in the industry.

Given the disruptive trends, management schools will excel if the curriculum is dynamic, students are equipped to network with the industry and value-added certification programs are provided by the industry, along with super specialisations. The focus should be on creating an ecosystem at the campus that will impact the work though differentiation, creativity, innovation, problem identification and effect

There is a host of literature, articles and even news items highlighting the coming challenge of technology that needs to be faced by the B-schools. SEAA seminars and workshops as well as the annual conferences have been continuously emphasizing on the need for digital transformation in quick time. And yet the Indian B-schools have been wary and slow in adapting to the changes happening elsewhere.

The big question is whether Indian B-schools are ready to deliver what the industry wants, Aditya Madavan, Chairman – Corporate Engagement and Branding, TAPMI, Manipal asks. Industry demands employees comfortable with digitised versions of core functionalities and ability to integrate these functionalities to arrive at an effective decision. Indian B-schools still focus on the traditional specialisations of marketing, finance, HR, and so on. B-schools have introduced analytics but most of them focus on the coding. The focus on choice of the analytical tool, application and interpretation of results have taken a back seat. B-schools do focus on communication, but negotiation skills are taught in very few schools. According to current projections, by 2030, roles in office support, food service, production and machine operations, and mechanical installation and repairs will have all but disappeared in the US, with similar trends happening in South Africa and the rest of the world. The jobs that

Organisations will become more flexible and transparent, with a focus on project-based relationships and business sustainability. Leadership will become more horizontal and shared as increased social and external collaborations break down the traditional hierarchical model.


Top skills and skills groups rising into prominence by 2025

Source: World Economic Forum: Future of Jobs Report 2020

As virtual devices enable workplace interactions and communication to happen anywhere, at any time, job roles and careers become increasingly redefined to fit into these boundaryless models. Important job roles in a digital world is going to be : AI specialists, Data analysts, App developer, cloud computing manager, cybersecurity manager, internet of things specialist, blockchain and cyber currency manager among other cutting edge technology roles.

The global consulting giant Deloitte lists reports that smart professionals and business leaders will

COMPETENCIES

Communication
Critical Thinking / Decision Making
Ethics
Global Awareness
Innovation / Entrepreneurship
Leadership
Sustainability
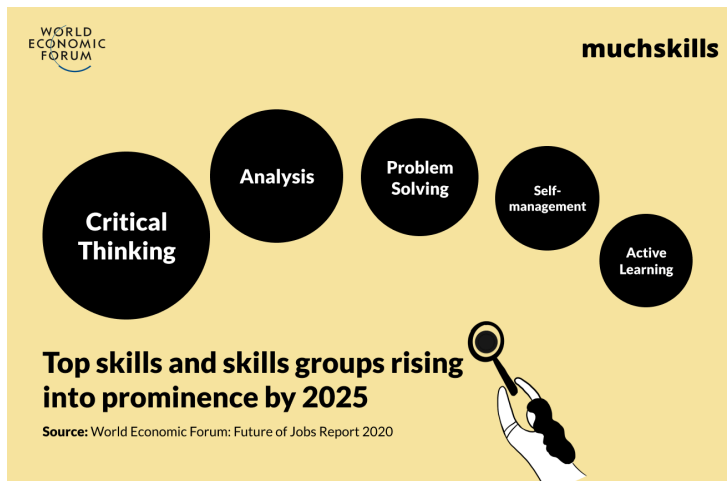
be looking for ways that technological advances can deliver business value and competitive advantage. As big data, analytics, and AI take over work that was previously performed by humans, new job roles will start to open up. These will be focused on skills such as monitoring, creating, operating, or designing automated and online processes.

Life long learning, using especially the online platforms would open up a very big market in the area of education and in fact more university campuses may be required than now as learning becomes a continuous process for most.

What sort of competencies the B-schools should be building in their students as we look to a technology driven future? Our academic partner, Peregrine Global feels that the business cases that are being taught in B-schools should build competencies in the area of sustainability, global awareness, leadership, ethics etc.,

Realistically every B-school should be able to conduct their own assessment of the critical skills required for the future and prepare their own intervention strategy to build future career focused leaders. Unfortunately no study, consultancy or classes are available to achieve this goal. Across the board all the industry associations, the management associations and other think tanks should be able to sit together to evolve a critical approach towards tackling the manpower needs of the future especially in the area of management education.

New Delhi
November 22, 2021

International Accreditation Agency Standards, format of Application and Fee Schedules

World's oldest pioneering international accreditation organization AACSB International started in 1916, has a powerful presence in the world of International Accreditation and global business education quality benchmarking movement.   AACSB provides quality assurance, business education intelligence, and learning and development services to over 1,700 member organizations and more than 900 accredited business schools worldwide. AACSB's mission is to foster engagement, accelerate innovation, and amplify impact in business education. The global organization has offices located in Tampa, Florida, USA; Amsterdam, the Netherlands; and Singapore.

In India AACSB has accredited 15 schools which the first one being Indian School of Business ISB and the latest being IIM Indore.

ACCREDITED SCHOOLS IN INDIA

* Amrita University School of Business Coimbatore- Tamil Nadu
* Jagdish Sheth School of Management Bangalore- Karnataka
* Indian Institute of Management Calcutta- West Bengal
* Indian Institute of Management Udaipur- Rajasthan
* Indian School of Business Hyderabad- Telangana
* Institute of Management Technology Ghaziabad- UP
* S.P. Jain Institute of Management and Research Mumbai- Maharashtra
* School of Business Management, NMIMS University Mumbai- Maharashtra
* T. A. Pai Management Institute Manipal- Karnataka
* XLRI Jamshedpur- Jharkhand
* Indian Institute of Management (IIM) Indore- Madhya Pradesh
* ICFAI Business School Hyderabad- Telangana
* Indian Institute of Management Lucknow- UP
* SCMHRD-Symbiosis International University Pune- Maharashtra
* VIT Vellore
* Management Development Institute, Gurgaon
* Indian Institute of Foreign Trade (IIFT)

As a first step, the business school must first be a member of AACSB. After joining AACSB as a member, a school seeking accreditation must complete and have accepted an eligibility application, which demonstrates that a school is reasonably able to align with AACSB accreditation standards within the maximum time frame allowed. After acceptance of the eligibility application, the school formally enters the initial accreditation process, during which a mentor is appointed to guide and assist the school during its accreditation journey. During the initial accreditation process, the school is evaluated on how well it 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 ongoing quality, continuous improvement, and alignment with the standards to maintain its accreditation.

The fundamental purpose of AACSB accreditation is to encourage business schools to hold themselves accountable for improving business practice through a commitment to strategic management, learner success, and impactful thought leadership. 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 actively engage in the process.

AACSB remains deeply committed to diversity and inclusion in collegiate business education. These values of diversity and inclusion foster the exploration of differences in a safe and supportive environment, where community members move beyond tolerance of differences to seeking and celebrating the rich dimensions of diversity and the contributions these differences make to innovative, engaged, and impactful business experiences. When business schools unlock access, reduce barriers, and intentionally create strategies to engage disadvantaged or underrepresented populations, they create an environment of success and enhance excellence.

AACSB recognizes that schools can be constrained by a variety of external factors, such as regulatory systems, collective bargaining agreements, formal labor regulations, and other environmental factors. It is within the spirit of the standards that these external factors are taken into consideration by the peer review team

The agency has been constantly updating its guidelines with the latest adopted in the year 2020. There is a transition period for adopting the 2020 business accreditation standards between January 2021 and June 2023. During this time, schools can choose to be reviewed under either the 2013 or 2020 business standards. Beginning July 1, 2023, all schools will be reviewed only under the 2020 standards.

Introduction to AACSB Accreditation

AACSB International (AACSB) is a nonprofit global membership association for the business education industry. Our member network, known as the AACSB Business Education Alliance, is a network of business educators, businesses, and nonprofit and public-sector organizations dedicated to sharing knowledge and best practices that accelerate innovation in business education. We unite the best minds in business education—and the best minds in business—to work as one to achieve a common goal: to create the next generation of great leaders. AACSB's mission is to foster engagement, accelerate innovation, and amplify impact in business education. The mission informs AACSB accreditation standards for business schools.

The vision of AACSB, which is reinforced through AACSB's Collective Vision for Business Education, is to transform business education globally for positive societal impact. that 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 by serving business schools, learners, business, and society. Our standards contain an imperative that AACSB-accredited business schools demonstrate a positive impact on society in furtherance of this vision.1 Accordingly, societal impact is woven through all sections of the standards.

AACSB accreditation processes are ISO 9001:2015 certified globally and support and uphold the Code of Good Practice for Accrediting Bodies of the Association of Specialized and Professional Accreditors (ASPA).2 Additionally, AACSB is committed to upholding the guidelines of the European Union's General Data Protection Regulation (GDPR).

The association regularly reviews its accreditation standards and processes for opportunities to improve relevancy, maintain currency, and increase value. This edition of the standards was adopted by the AACSB Accreditation Council in July 2020.

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One of the guiding principles of AACSB accreditation is the encouragement of diverse paths to achieving high-quality outcomes in business education. Accreditation decisions are made 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 critically important that AACSB accreditation demands evidence of continuous quality improvement in three vital areas: engagement, innovation, and impact. Engagement, Innovation, and Impact AACSB acknowledges and values the diversity among its membership, but it also recognizes that all of its accredited members share a common purpose—preparing learners for meaningful professional, societal, and personal lives. Effective business education and research

Accreditation should encourage an appropriate intersection of academic and professional engagement that is consistent with quality in the context of a school's mission. Accreditation standards focus on the quality of education and supporting functions.

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.

The Role of Peer Review Judgment

One of the values of AACSB accreditation arises from the experience, professionalism, professional judgment, and discretion of the peer review team members. Peer review teams are tasked with two goals for a peer review visit: (1) confirm alignment with the standards, and (2) provide advice with respect to the continuous improvement charge of an AACSB-accredited school. Peer review teams must exercise judgment when schools do not align with one or more standards. Peer review evaluations are based on the quality of the learning experience and outcomes, not rigid interpretations of standards. In places where a school does not align with the spirit of a standard, the school should justify the variance and provide evidence of high-quality learning experiences and outcomes despite misalignment with the standard.

The Accredited Entity

AACSB accreditation is granted to the agreed-upon entity—either the institution or a single business unit within a larger parent university (or other academic institution), with institutional accreditation being the default accredited entity. In all cases, the AACSB brand will only be applied to the agreedupon entity. I

institutional Accreditation

Under institutional accreditation, all business degrees within the institution, regardless of whether they are housed within the business school or elsewhere in the university, are to be included in the scope of the AACSB accreditation review, unless otherwise excluded (see "Programmatic Scope" below).

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Single Business Unit Accreditation

An alternative to institutional accreditation is the accreditation of a single business academic unit (referred to as "unit of accreditation"). Typically, such units are part of a larger parent university (or other academic institution) from which they derive degree-granting authority. Redefining the accreditation entity from institution to a single unit is subject to the receipt of documentation that verifies that the unit has a sufficient level of independence in two areas: branding, and external market perception, as it relates to the single unit and the parent institution. The decision as to whether the school has made a successful case for a single unit of accreditation lies with AACSB

A request for unit of accreditation is made prior to the submission of the school's eligibility application. The request is reviewed by peers of the appropriate accreditation committee, and a decision is made by that committee and communicated to the school. If the unit of accreditation is not approved, the school may still pursue institutional accreditation if the eligibility application is approved

Guiding Principles and Expectations for Accredited Schools

Guiding principles underpin the shared ideals of AACSB accreditation. They guide accredited schools in behaviors, values, attitudes, and choices as they relate to strategy and operations of the business school. By pursuing and achieving AACSB accreditation, each accredited school stands by and supports these guiding principles. For initial applicants, alignment with these guiding principles and accreditation criteria is viewed as the first step in the accreditation process. As such, the documentation a school provides in response to the principles is a signal of its commitment to the underlying core values outlined in in this section and of the school's likelihood for achieving accreditation in a reasonable period.

Guiding principles are thus an essential element of the eligibility application. Once a school achieves accreditation, members of AACSB's Accreditation Council will continue to evaluate the school's adherence to the guiding principles and determine whether changes in its strategy could affect its ability to continue to fulfill its mission. If a school is determined to be significantly in violation of any of the guiding principles below, the school will be subject to accreditation policies and procedures in place at the time the violation occurs. In the below principles, "school" refers to the accredited entity.

1. **Ethics and Integrity.** The school encourages and supports ethical behavior and integrity by students, faculty, administrators, and staff in all its activities. The school is expected to have appropriate policies and procedures that attest to a strong emphasis on ethical behavior as well as a mechanism for identifying and remediating behavior by those associated with the conduct of the business school. It is expected that internal disputes between students and faculty or faculty and administration are dealt with at the school level. In particular, individual faculty personnel disputes are to be dealt with through local school channels. Only pervasive issues with systemic implications rise to the level of AACSB involvement and fall under the purview of this provision (e.g., a pattern of systematic discrimination against a particular group of students or faculty).

2. **2. Societal Impact.** Societal impact as an expectation of all accredited schools reflects AACSB's vision that business education is a force for good in society and makes a positive contribution to society, as identified in the school's mission and strategic plan. This includes an expectation that the school explicates its intended strategies to effect a positive impact on society, that the school's curriculum contains some components relating to societal impact, that the school's intellectual contributions portfolio contains some contributions focused on societal impact, and that the school is fostering and promoting curriculum and/or curricular activities that seek to make a positive societal impact.

3. Mission-Driven Focus. AACSB accreditation focuses on outcomes achieved through mission-related activities of the institution. As part of maintaining a robust strategic plan, each school identifies its specific mission, strategies, and expected outcomes. The school, then, is evaluated by peers against its stated mission to determine if its activities are aligned with its stated mission. This allows a wide variety of schools to maintain AACSB accreditation

4. Peer Review. The peer review process is a defining characteristic of AACSB accreditation. Peer review is characterized by professional judgment, collegiality, and a commitment to AACSB's guiding principles. Because the accreditation standards are more principles-based than rules-based, more subjectivity is introduced into the peer review process. Consequently, the experience and training of the peer review team members is critical, which is why they are required to participate in formal training. Schools are strongly encouraged to establish and maintain clear and constant communication with the peer review team and share materials early so that any areas of substantive difference can be discussed prior to the visit. Peer review judgment, through the visit and the subsequent committee evaluation and board ratification, and absent a formal appeal by the school, is what ultimately prevails.

5. Continuous Improvement. The school demonstrates a commitment to a culture of continuous improvement that yields high-quality outcomes. Consistency of performance over time, and stability of oversight, and clear accountability for operations of the accredited school or unit is aare key elements of continuous improvement. The school demonstrates financial vitality, sustainability, and financial resources sufficient to achieve its operational and strategic goals for the foreseeable future.

6. Collegiality. The school maintains a collegiate environment. Mutual respect, collaboration, and trust are pursued to enable the business school to promote a positive culture that is supportive of the school's strategic mission and goals, faculty development, learner success, and thought leadership. The school promotes shared governance and active participation by a cross-section of faculty in university and college service.

7. Agility. The school maintains a future-oriented mindset, with an eye to the knowledge, skills, and abilities needed by both faculty and learners, and adjusts curriculum content and faculty skill sets where trends in business education, employer feedback, and best practices clearly emerge. Strategic thinking is embraced, and best practices are sought in support of continuous improvement.

8. Global Mindset. The curriculum imbues the understanding of other cultures and values, and learners are educated on the global nature of business and the importance of understanding global trends. The school fosters sensitivity toward a greater understanding and acceptance of cultural differences and global perspectives. Graduates should be prepared to pursue business careers in a diverse global context. Students should be exposed to cultural practices different than their own Agility. The school maintains a future-oriented mindset, with an eye to the knowledge, skills, and abilities needed by both faculty and learners, and adjusts curriculum content and faculty skill sets where trends in business education, employer feedback, and best practices clearly emerge. Strategic thinking is embraced, and best practices are sought in support of continuous improvement.

9. Diversity and Inclusion. Diversity in people and ideas enhances the educational experience and encourages excellence 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, ethnicity, gender, socioeconomic conditions, religious practices, and individual and shared experiences. Within this complex environment, the school is expected to demonstrate a commitment to advancing diversity and inclusion issues in the context of the cultural landscape in which it operates. The school fosters awareness, understanding, acceptance, and respect for diverse viewpoints related to current and emerging issues

10. Continued Adherence to AACSB Guiding Principles and Business Standards. The school demonstrates continued adherence to accreditation standards and guiding principles and provides timely, accurate information in support of each accreditation review. Schools acknowledge the timeline to complete the initial accreditation process. Schools agree to a peer review visit. Schools acknowledge that AACSB may at any time request a review if questions arise concerning a school's educational quality, financial resources, or other issues. Significant ethical breaches of conduct within the school may also result in an off-cycle peer review, or board action, as deemed necessary. Any school that deliberately misrepresents data contained within an accreditation report or within AACSB's Business School Questionnaire is subject to revocation of accreditation status or termination of an initial accreditation application.

Structure of the Standards

Each of the standards consists of four sections:

 (1) Standards, (2) Definitions, (3) Basis for Judgment, and (4) Suggested Documentation.

Standards
The standards identify the essential core component of each topical area. Accredited schools are expected to meet the elements of the standards unless deviations are justified and acceptable to the peer review team, the mentor, and subsequent accreditation committees. Each standard is shown in bold font to identify it as language that is the responsibility of the AACSB Accreditation Council. This means the standards themselves cannot be changed without a majority vote of the Accreditation Council.

Definitions
Definitions are provided to ensure that the intent of the terminology is clear. Definitions can be provided for clarity of terms within the standard itself, or within the elements that follow and support the standard. Definitions may be updated annually as needed by the Business Accreditation Policy Committee (BAPC).

Basis for Judgment
This section is intended as guidance to peer review teams as to which factors they should collectively consider in determining whether a school is in alignment with the spirit of any given standard. Schools may also learn from reviewing the basis for judgment how they will be evaluated by a peer review team and accreditation committees. The Basis for Judgment language may be updated annually as needed by the BAPC.

Suggested Documentation
This section of each standard is written for the school's benefit to indicate what evidence the peer review team may seek to assess whether the school is aligned with the standard. Note that schools in the initial accreditation process are expected to have available upon request by the peer review team all documentation listed in this section for each standard, while accredited schools generally are not expected to provide such detail during continuous improvement reviews. This practice is consistent with AACSB's philosophy that subsequent reviews of accredited schools are not a standard-by-standard review with respect to the amount of evidence provided at each continuous improvement review visit.

Introduction to Standards

The accreditation standards consist of three sections: (

1.Strategic Management and Innovation, 2) Learner Success, and (3) Thought Leadership, Engagement, and Societal Impact. Each section contains standards that, when met, lead a school to make a positive individual impact. The combined impact across all AACSB-accredited schools moves AACSB toward achieving its vision of transforming business education for positive societal impact and its belief that business is a force for good in society.

1.Strategic Management and Innovation

Strategic management encompasses the entire range of activities in which a school engages to fulfill its mission and informs the school on resource management. The primary documentation is the strategic plan, which all accredited schools are expected to have as a principal artifact for the peer review team to examine. The strategic plan provides a basis for the composition of the school's intellectual contribution portfolio, the identification of peer groups, and the school's aspirations. The strategic plan identifies the school's mission, strategic initiatives, goals, objectives, tactics, and metrics for success and is created with input from key stakeholders. Ensuring financial vitality from both an operational and strategic perspective is also a critical part of strategic management. Additionally, an important component of an AACSB-accredited institution is how the school will contribute meaningfully both to connecting business education with business practice and to fostering and promoting societal impact consistent with AACSB's vision.

This section provides standards that guide business schools in the process of meaningful strategic management, including standards around the creation and maintenance of a strategic plan, management of all resources, and ensuring overall financial health of the accredited school or unit.

STANDARD 1: **STRATEGIC PLANNING**

STANDARD 1: STRATEGIC PLANNING

1.1 The school maintains a well-documented strategic plan, developed through a robust and collaborative planning process involving key stakeholder input, that informs the school on resource allocation priorities. The strategic plan should also articulate a clear and focused mission for the school.

1.2 The school regularly monitors its progress against its planned strategies and expected outcomes and communicates its progress to key stakeholders. As part of monitoring, the school conducts formal risk analysis and has plans to mitigate identified major risks.

1.3 As the school carries out its mission, it embraces innovation as a key element of continuous improvement.

1.4 The school demonstrates a commitment to positive societal impact as expressed in and supported by its focused mission and specifies how it intends to achieve this impact.

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 term focused implies the mission should yield distinctive aspects of the school's strategies, outcomes and accomplishments that are special or notable.

- • Strategies are overarching statements of direction derived from the strategic management processes of the school. Strategies describe how the school intends to achieve its mission and expected outcomes.

Expected outcomes are conveyed as broad or high-level statements describing the impact the school expects to achieve as it pursues its mission through educational activities, scholarship, and other endeavors. Expected outcomes translate the mission into strategic goals against which the school evaluates its success.
Societal impact refers to how a school makes a positive impact on the betterment of society, as identified in the school's mission and strategic plan. Societal impact can be at a local, regional, national, or international level. Basis for Judgment

1.1 Maintenance of a Strategic Plan

The school's mission identifies attributes, focus areas, and priorities that indicate how the school positions itself among the community of business schools. The mission informs the strategic plan and should be reviewed and updated periodically in alignment with the school's normal planning cycle. The mission statement is articulated as part of the strategic plan.
The strategic plan is developed and refined through engagement with key internal and external stakeholders.
The strategic plan is available for review by the peer review team and demonstrates a commitment to continuous improvement through regular review and revision and through key stakeholder input.
The school's strategic plan defines the communities and learners the school intends to serve, including the level of degree programs the school offers. The school also identifies the non☐degree programs and corresponding communities it intends to serve.
The plan identifies strategies for maintenance of a high-quality learner experiences, including current and relevant curriculum and strategies for recruitment and retention of qualified faculty. • The school's strategic plan clearly identifies the type of intellectual contributions it expects faculty to produce to influence business education and to connect with the practice of business, consistent with the school's stated mission. • The school's strategic plan identifies the strategies through which the school intends to provide thought leadership within intellectual contributions.

1.2 Monitoring of the Strategic Plan
• The school is transparent in the conveyance of its strategic plan and regularly reports on its progress toward achieving its mission, strategies, and expected outcomes to both internal and external key stakeholders. • The school should maintain an ongoing risk analysis, identifying potential risks that could significantly impair its ability to fulfill the school's mission, as well as a contingency plan for mitigating these risks.

1.3 Innovation
• The strategic plan identifies how and where the school is innovative in thought and in action.

1.4 Societal Impact
•The school's strategic plan clearly identifies the strategies, including the allocation of human and financial capital, through which it will make a positive impact on society, the practice of business, the diversity of people and ideas, and the success of graduates.

Suggested Documentation

1.1 Maintenance of a Strategic Plan •

Provide the strategic plan of the business unit that 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, strategies, and expected outcomes, including how the mission is encapsulated in supporting statements.

- Describe processes for creating and revising the strategic plan, including a description of how internal and external key stakeholders both inform the plan and are kept abreast of progress toward meeting goals of the plan. • Include in the plan strategies for promoting a high-quality learner experience and curriculum currency and relevancy.

- • Include in the plan a discussion of the faculty management model, including recruitment, retention, and development of qualified faculty.

- • Ensure the strategic plan clearly identifies the types (e.g., basic, applied, or teaching and learning) and priorities of intellectual contributions the school intends to produce consistent with its mission. • Describe the focused nature of the mission for the school's stakeholders, relative to learners, employers, and other key stakeholders.

- • Describe how the strategic plan and mission of the school relate to and support the strategic plan and mission of any larger organization of which it is a part.

1.2 Monitoring of the Strategic Plan
• Summarize and document annual progress toward meeting goals of the strategic plan. • Describe the risks that could impede the school's ability to fulfill its mission and the plan to mitigate these risks. Describe how the plan is shared with key internal and external stakeholders, identifying these groups specifically and how suc h key stakeholder input has been incorporated into the plan.

1.3 Innovation
• Describe how the school's strategic plan encourages and supports innovation across all school activities, including faculty and staff hiring plans, curricular and co-curricular content and activities, interdisciplinary efforts, and technologies both employed within teaching and taught within the curriculum.

1.4 Societal Impact
• Include within the strategic plan how the school will allocate both human and financial capital to support the school's aspiration to make a positive contribution to society. • Describe how the mission positively impacts society, business education, the diversity of people and ideas, and the success of graduate.

STANDARD 2: PHYSICAL, VIRTUAL, AND FINANCIAL RESOURCES

The school manages its (2.1) physical, (2.2) virtual, and (2.3) financial resources to sustain the school on an ongoing basis and to promote a high-quality environment that fosters success of all participants in support of the school's mission, strategies, and expected outcomes.

Definitions
• Physical resources include buildings, furniture and fixtures, technology labs, collaboration space, libraries (including virtual), and any other physical infrastructure directly used by the school.
• Virtual resources include technology infrastructure needed to support all instructional delivery modes and for faculty to conduct research and other scholarship consistent with the school's mission.
• Financial resources include adequate funding from all sources derived to operate the school on a quality basis and achieve its strategic initiatives, goals, and expected outcomes.

Basis for Judgment 2.1 Physical Resources
• The school has learning spaces and environments that facilitate the achievement of its educational mission. The school maintains a plan for updating space as appropriate over time.

2.2 Virtual Resources
• The school provides infrastructure to support its instructional activities for all modalities. • Faculty have access to sufficient current and emerging technologies for both teaching and research purposes consistent with their mission, strategies, and expected outcomes. Such access may be realized through partnerships with other schools or other third parties.
• Professional staff are provided adequate training and technology infrastructure for advising, career placement, and other mission-specific activities.

2.3 Financial Resources
• The school's strategic plan identifies realistic financial strategies to provide, sustain, and continuously improve all aspects of quality business education consistent with the school's mission. • The school should maintain a risk assessment specific to the school's financial situation and describe the contingency planning process to mitigate the identified risks.
• The school identifies realistic sources of financial resources for current and planned activities. The school has carefully analyzed the costs and potential resources for initiatives associated with its mission and action items.
• The school has a financial plan for management of faculty and professional staff resources, including recruiting, retaining, and developing appropriately qualified faculty and professional staff. The financial plan also addresses necessary resources to sustain high-quality outcomes for student support resources accreditation cycle and include strategies for mitigating such challenges. As a complement to the strategic planning overall risk assessment described in Standard 1, provide a risk assessment specific to the school's financial resources and describe the contingency planning process the school will use if a significant reduction in resources occurs.
• Describe the major resource commitments or development projects that have been undertaken and completed since the last accreditation review.
• Complete Table 2-1 to describe the school's major planned strategic initiatives consistent with its mission and the expected source of funds for those plans.
• Document the school's financial management plan for recruiting, retaining, and developing appropriately qualified faculty and professional staff. Include documentation describing hiring practices, development, and evaluation systems for faculty that support diversity and inclusion considerations and ensure high-quality outcomes relative to mission and strategies.
• Document the financial plan to sustain high-quality outcomes for student support resources.

Table 2-1

**Strategic Initiatives and Expected Source of Funds
for the Next Accreditation Cycle**

Strategic Initiatives	Total Estimated Investment	Expected Source of Funds (if known)

Definitions

 • A participating faculty member actively and deeply engages in the activities of the school in matters beyond direct teaching responsibilities. Normally, the school considers participating faculty members to be ongoing members of the faculty, regardless of whether their appointments are full-time or part-time, whether their positions with the school are considered their principal employment, and whether the school has tenure policies.
• A supporting faculty member does not normally participate in the intellectual or operational life of the school beyond the direct performance of teaching responsibilities.
• Research master's degrees are degrees that focus heavily on research methods and independent research projects as the primary program content.
 • Faculty qualifications status refers to one of four categories designated to demonstrate current and relevant intellectual capital or professional engagement in the area of teaching to support the school's mission and related activities. Categories for specifying faculty qualifications are based on both the initial academic preparation or professional experience, and sustained academic and professional engagement within the area of teaching as follows:

−Scholarly Academics (SA) are faculty who have normally attained a terminal degree in a field related to the area of teaching and who sustain currency and relevancy through scholarship and activities related to the field of teaching.
−Practice Academics (PA) are faculty who have normally attained a terminal degree in a field related to the area of teaching and who sustain currency and relevancy through professional engagement, interaction, and activities related to the field of teaching.

−**Scholarly Practitioners (SP)** are faculty who have normally attained a master's degree related to the field of teaching; have professional experience substantial in duration and responsibility at the time of hire; and who sustain currency and relevancy through scholarship related to their professional background and experience in their field of teaching. −**Instructional Practitioners (IP)** are faculty who have normally attained a master's degree related to the field of teaching; have professional experience substantial in duration and responsibility at the time of hire; and who sustain currency and relevancy through continued professional experience and engagement related to their professional background and experience in their field of teaching.

−**Additional Faculty (A)** are faculty who do not meet the school's criteria for SA, PA, SP, or IP.

_ **Professional staff** include individuals who do not have faculty appointments but provide direct support for ancillary activities. Examples of professional staff include, but are not limited to, career services, student services, admissions, alumni engagement, corporate engagement, instructional support, and other key mission component.

Basis for Judgment

3.1 Faculty Sufficiency
• A school adopts and applies criteria for documenting faculty members as "participating" or "supporting" that are consistent with its mission. 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 and supporting status and the depth and breadth of activities expected within a typical AACSB accreditation review cycle to maintain participating and supporting status. The criteria should be periodically reviewed and reflect a focus on continuous improvement.

Normally, participating faculty members will deliver at least 75 percent of the school's teaching globally (i.e., across the entire accredited unit); participating faculty members will deliver at least 60 percent of the teaching within each discipline, regardless of whether the school has a degree, major, concentration, etc., in the discipline. Additionally, while participating faculty ratios are expected to be met by the discipline, they are not intended to be applied to degree programs, locations, and modalities. Instead, a peer review team would normally expect an appropriate blend of participating and supporting faculty to be deployed across these areas.
•The criteria should address the activities that are required to attain participating and supporting status and the depth and breadth of activities expected within a typical AACSB accreditation review cycle to maintain participating and supporting status. The criteria should be periodically reviewed and reflect a focus on continuous improvement.

•Normally, participating faculty members will deliver at least 75 percent of the school's teaching globally (i.e., across the entire accredited unit); participating faculty members will deliver at least 60 percent of the teaching within each discipline, regardless of whether the school has a degree, major, concentration, etc., in the discipline. Additionally, while participating faculty ratios are expected to be met by the discipline, they are not intended to be applied to degree programs, locations, and modalities. Instead, a peer review team would normally expect an appropriate blend of participating and supporting faculty to be deployed across these areas.
• Disciplines are defined by the school in the context of their mission. Normally, the disciplines should align with the degree programs and/or majors offered by the school. However, not every degree program must have an identified discipline.

Instructional models such as mass lectures supported by teaching assistants, faculty not in residence but who may travel periodically to the school to deliver a particular program such as a DBA program, faculty shared across institutions, visiting faculty, and online program managers who deliver digital instruction should be clearly identified and documented as to how this method of instructional delivery leads to high-quality learning outcomes and high learner satisfaction.

Instructional models such as mass lectures supported by teaching assistants, faculty not in residence but who may travel periodically to the school to deliver a particular program such as a DBA program, faculty shared across institutions, visiting faculty, and online program managers who deliver digital instruction should be clearly identified and documented as to how this method of instructional delivery leads to high-quality learning outcomes and high learner satisfaction.

• 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.
 Disciplines are defined by the school in the context of their mission. Normally, the disciplines should align with the degree programs and/or majors offered by the school. However, not every degree program must have an identified discipline.

3.2 Faculty Qualifications
• Faculty members can be Scholarly Academic (SA), Practice Academic (PA), Scholarly Practitioner (SP), or Instructional Practitioner (IP). Faculty members should be assigned one of these designations based on the school's criteria for initial qualifications and sustained engagement activities that support currency and relevancy in the teaching field. Faculty whose qualifications do not meet the criteria established by the school for SA, PA, SP, or IP status will be classified as "Additional" Faculty.

- **Figure 1: Model for Faculty Qualifications**
  Sustained engagement activities Academic (Research/Scholarly) Applied/Practice Initial academic preparation and professional experience Terminal degree Scholarly Academics (SA) Practice Academics (PA) Master's degree; professional experience, substantial in duration and level of responsibility Scholarly Practitioners (SP) Instructional Practitioners (IP)

Figure 1: Model for Faculty Qualifications

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

Criteria for SA and PA Status − For initial classification of SA or PA, a terminal degree related to the field of teaching is appropriate. Note that a faculty member can be considered SA or PA for five years from the date of conferral of the terminal degree. Doctoral students with teaching responsibilities who have attained all-but-dissertation ("ABD") status will be considered SA for three years from the commencement of ABD status. A variety of terminal degrees may be appropriate where the terminal degree is related to the field of teaching

Examples of commonly accepted terminal degrees in business include: • doctoral degrees in business or a closely-related business discipline (PhD or DBA); • a graduate degree in law (LLM) and/or taxation (MST) for those teaching taxation • a law degree (LLM, or JD) for those teaching courses or modules related to law or aspects related to the legal environment of business (e.g., ethics, sustainability, etc.). ☐ Additional terminal degrees may also be appropriate for SA status when the degree is closely related to the field of teaching and the faculty member sustains currency through scholarly activities in that field consistent with this standard

Criteria for IP and SP Status − For initial classification of IP or SP, a master's degree in a discipline related to the field of teaching, along with significant and substantive professional experience is appropriate. 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. The school will be expected to make its case for IP or SP status in such cases. − Subsequent to initial classification, there must be ongoing, sustained, and substantive professional engagement activities (for IP) and scholarly activities (for SP) supporting qualification status.

School Criteria − Each school should develop appropriate criteria and policies for the classification of faculty, including those faculty who also hold significant administrative appointments (e.g. deans, associate deans, department heads/chairs, or center directors) and according to initial preparation and sustained engagement activities. Criteria for such administrators should consider the weight relative to the individual's administrative role. For example, the criteria may differentiate between a dean with significant administrative responsibilities vs. a department head with a smaller administrative workload. These criteria and policies should cover both initial classification and maintenance of qualified status subsequent to initial classification. Sustained engagement activities, including research and scholarship, should be substantially connected with and in support of the primary teaching responsibilities of the faculty member. Criteria and policies should be consistent with the mission of the school and comparable to peer schools.

Discipline and Global Ratio Minimums − Normally, a minimum of 40 percent of a school's faculty resources are SA and 90 percent are SA+PA+SP+IP at the global level (i.e., across the entire accredited unit) and in disciplines defined by the school in alignment with degrees or majors. Schools that emphasize research master's and doctoral degree programs are expected to have higher percentages of SA faculty, maintain a strong focus on SA faculty, and place high emphasis on faculty who undertake scholarly activities to maintain SA status as consistent with their peer institutions and their mission.

− The ratio of SA faculty at the discipline level may be less than the 40 percent minimum if the school makes appointments to drive new, innovative, or interdisciplinary initiatives. In these instances, the burden is on the school to make its case as to how it maintains highquality outcomes. Peer review judgment and discretion is called upon to determine when such exceptions are appropriate. − In disciplines where the school does not offer any degree programs or majors, the 40 percent SA ratio is not expected as a norm since those faculty would be supporting other degree programs.
 − "Additional" Faculty (A) should not exceed 10 percent of the school's overall faculty or within each discipline. − In all cases where the school does not align with the faculty sufficiency and qualification guidelines at the discipline (in cases where degree programs or majors are offered) or global level, the school must make its case through demonstration of high-quality, evidence-based programs, student learning outcomes, and evidence of student and/or employer satisfaction as appropriate. The peer review team will consider such departures on a case-by-case basis and employ professional judgment when these guidelines are not met.

Faculty Deployment
− Table 3-2 is intended to provide a snapshot of how qualified faculty are deployed across degree programs for the entire accredited unit in the most recently completed regular academic year. Because Table 3-2 documents only a portion of the faculty member's contribution to the school's mission—the teaching component—schools are not required to meet the 40 percent SA and 90 percent ratios used to calculate faculty qualifications in Table 3-1, which includes all activities in which a faculty member engages (i.e., teaching, research, service, other) to contribute to the mission of the school. However, schools are expected to meet the 90 percent SA+PA+SP+IP ratio across degree programs for Table 3-2 in order to validate that the school deploys qualified faculty across degree levels.

 − The deployment of the school's blend of SA, PA, SP, and IP faculty members must result from a strategic choice by the school and be consistent with the school's mission and strategic initiatives, and be carried out in a way that promotes high-quality learner success and achievement of learning competencies in all programs, locations, and modalities.

− Table 3-2 is prepared at a macro-level across all degree programs, locations, and modalities; however, peer review teams may request supplemental breakout of Table 3-2 by a particular location or modality, where appropriate, as determined by the team. It is recognized that blended modalities are becoming increasingly common; therefore, modality in and of itself is often not a necessary breakout. Nevertheless, if the peer review team deems it appropriate to view Table 3-2 by modality, it is within their discretion to request the table for a particular location or by modality

3.3 Professional Staff Sufficiency • Sufficient professional staff are maintained to support instructional, technological and learner support needs on an ongoing basis, regardless of whether they are housed in the business school or centralized within a larger, shared unit such as the university. • Processes for managing and developing professional staff and services are well defined and effective.
3.4 Faculty and Professional Staff Development • Faculty expectations, evaluation, promotion, and reward processes are systematic, transparent, and support the school's mission. • A workload allocation model is appropriate for faculty to fulfill all responsibilities competently. • The school has effective processes for providing orientation, guidance, mentoring, and inclusive developmental practices for faculty and professional staff. • Sufficient professional development with respect to current and emerging technologies is provided to faculty and professional staff involved in delivery of instruction. • Teaching assistants, tutors, or other staff who participate in alternative instructional models are appropriately prepared for classroom instruction and are managed and supervised to promote high-quality outcomes. • Professional staff have access to development opportunities to retain currency in the areas they support

Suggested Documentation
3.1 and 3.2 Faculty Sufficiency and Faculty Qualifications
• Provide the school's criteria for participating and supporting faculty, as well as SA, PA, SP, and IP faculty. Describe how these criteria align with the school's mission. • Table 3-1 should be completed for the most recent regular academic year prior to the visit year (often referred to as the "self-study year"), by discipline, to demonstrate alignment with Standard 3.
 The Interpretive Guidance provides additional information on completing Table 3-1. • Table 3-2 should be completed for the most recent regular academic year prior to the visit year. The school should also provide a narrative that describes its strategy for deployment of an appropriate blend of both sufficient participating faculty and qualified faculty across degree programs, locations, and modalities, and how that strategy assures high-quality outcomes.
• The school should include a discussion of any significant changes in faculty composition since the last accreditation review, and strategies and plans for recruiting and deploying qualified faculty within the next accreditation cycle. • The school must provide information on each faculty member for the peer review team as evidence to support the classification of each faculty member. This information should be provided electronically in the form of academic CVs or equivalent documents, organized in accordance with Table 3-1. • Provide a narrative describing instructional teaching models, such as lead teachers supported by teaching assistants, tutors, instructors, or other support staff. Describe the qualifications of those who support these instructional models. Provide evidence that describes how such models maintain high-quality outcomes and learner satisfaction

3.3 Professional Staff Sufficiency
• Describe the professional staff structure with respect to advising, career placement, IT support, faculty instructional support, library support, and faculty research support. Identify which resources are centralized and supported at the university level and which are maintained and supported within the school. • Describe how the professional staff structure supports high-quality outcomes.

3.4 Faculty and Professional Staff Development
• Describe processes for determining performance expectations for faculty. • Describe processes for orientation, guidance, and mentoring of faculty and professional staff. • Describe evaluation, promotion, and reward processes, as well as ways that faculty are engaged in these processes. • Describe how faculty and professional staff are provided with professional development opportunities to remain current in their field of instruction, and particularly with respect to the use of current and emerging technologies to deliver instruction

Table 3-1
Faculty Sufficiency and Qualifications Summary for Most Recently Completed
Regular Academic Year, by Discipline

Faculty Portfolio by Discipline List by Individual Faculty Member Within Discipline

Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)

Normal Professional Responsibilities Faculty Qualifications With Respect to Percent of Time Devoted to Mission

Table 3-1
Faculty Sufficiency and Qualifications Summary for Most Recently Completed Regular Academic Year, by Discipline

Faculty Portfolio by Discipline — List by Individual Faculty Member Within Discipline			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)			Faculty Qualifications With Respect to Percent of Time Devoted to Mission					Brief Description of Basis for Qualification (Enter brief quantitative and/or qualitative information corresponding to the school criteria for each category.)
Individual Faculty Member Name	Specialty Field	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)	Supporting Faculty Teaching Productivity (S)	Normal Professional Responsibilities	Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Additional Faculty (A)	
Discipline A	Degrees or majors are offered in this discipline ☐ Degrees or majors are not offered in this discipline ☐										
Faculty A											
Faculty B											
Faculty C											
Total Discipline A											

Discipline A Ratios

Faculty Sufficiency Guidelines:

• Discipline A: P/(P+S) ≥ 60%

Faculty Qualifications Guidelines:

• Discipline A SA guideline:
  (SA)/(SA +PA + SP + IP +A) ≥ 40%

• Discipline A SA + PA + SP + IP guideline:
  (SA + PA + SP + IP)/(SA + PA + SP+ IP + A) ≥ 90%

Show all other disciplines and ratios separately

Grand Total

Overall Ratios

Faculty Sufficiency Guidelines:

• Overall guideline: P/(P+S) ≥ 75%

Faculty Qualifications Guidelines:

• Overall SA guideline:
  (SA)/(SA +PA + SP + IP +A) ≥ 40%

• Overall SA + PA + SP + IP guideline:
  (SA + PA + SP + IP)/(SA + PA + SP+ IP + A) ≥ 90%

Table 3-2

Deployment of Faculty by Qualification Status in Support of Degree Programs for the Most Recently Completed Regular Academic Year

| Degree Program[13] | 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) %	Additional (A) %	Total %
Bachelor's Program						100%
Research Master's Program A						100%
MBA Program						100%
Specialty Master's Program B						100%
Doctoral Program						100%

Learner Success

This section of the accreditation standards is designed to ensure the success of learners in the school's degree programs and other learning experiences provided by the school. The standards in this section address these critical areas of teaching and learning.

High-quality business schools have processes for ensuring that learners will acquire the competencies to achieve successful outcomes in line with the mission of the school and develop a lifelong learning mindset to ensure continued success. These processes include curriculum and program management informed by systematic assurance of learning.

Schools should have assessment processes in the portfolio of assurance of learning tools that will ensure the currency and relevancy of the business curriculum.

Competency goals should be designed and assessed to maximize the potential for achieving expected outcomes.

Teaching should be linked to competency goals, and processes should be in place to ensure that faculty are delivering a high-quality educational experience.

Curricula and extracurricular programs should be innovative and foster engagement among learners, between learners and faculty, and with business process.

STANDARD 4: CURRICULUM

4.1 The school delivers content that is current, relevant, forward-looking, globally-oriented, aligned with program competency goals, and consistent with its mission, strategies, and expected outcomes. The curriculum content cultivates agility with current and emerging technologies.

4.2 The school manages its curriculum through assessment and other systematic review processes to ensure currency, relevancy, and competency.

4.3 The school's curriculum promotes and fosters innovation, experiential learning, and a lifelong learning mindset. Program elements promoting positive societal impact are included within the curriculum.

4.4 The school's curriculum facilitates meaningful learner-to-learner and learner-to-faculty academic and professional engagement.

Definitions
• A curriculum is composed of program content, pedagogies (teaching methods, delivery modes), and structures (how the content is organized and sequenced to create a systematic, integrated program of teaching and learning), and identifies how the school facilitates achievement of program competency goals. A curriculum is influenced by the mission, values, and culture of the school
• Curriculum content includes theories, ideas, concepts, skills, and knowledge that collectively make up a degree program.

Competencies state the educational expectations for each degree program. They specify the intellectual and behavioral capabilities a program is intended to instill, as well as the knowledge, skills, and abilities expected as an outcome of a particular program. In defining these competencies, faculty members clarify how they intend for graduates to be competent and effective as a result of completing the program. Not all content areas need to be included as competency goals. Competency goals should be aligned with the mission of the school.

• Experiential learning includes a wide variety of activities such as internships, service learning, study abroad, consulting projects, and other high-impact pedagogical practices.
 • Curriculum 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. Curriculum management captures input from key business school stakeholders and is influenced by assurance of learning results, new developments in business practices and issues, and revision of mission and strategy that relate to new areas of instruction.
• An innovative curriculum may be exhibited by incorporating cutting-edge or creative content or technologies and varied pedagogies and/or delivery methods

Basis for Judgment
4.1 Curriculum Content • Contents of degree program curricula result from effective curriculum management processes and include relevant competencies that prepare graduates for business careers and foster a lifelong learning mindset.
 • All business degree programs include an understanding of, and appreciation for, cultural norms across various regions and countries and how such differences impact managerial decision-making.
• Curriculum should reflect current and innovative business theories and practices.
• Normally, business degree programs at the bachelor's level include learning experiences that address core competencies characteristic of a successful business graduate of an AACSB-accredited school, as well as content from business disciplines, such as accounting, economics, finance, management, management information systems, marketing, and quantitative methods
Graduate degree programs will have higher-order learning experiences, such as synthesis and integration of information.
• Specialized business master's degree programs normally include an understanding of the specified discipline from multiple perspectives, an understanding of the specialization context, and preparation for careers or further study.
• General business master's degrees ordinarily include preparation for leading an organization, managing in a diverse global context, thinking creatively, making sound decisions and exercising good judgment under uncertainty, and integrating knowledge across fields.
• Doctoral degree programs normally include advanced research knowledge and skills, an understanding of specialization context, and preparation for faculty responsibilities or positions outside academia. Doctoral degree programs include an appreciation for the production of research that contributes positively to society. Doctoral degree programs intended to prepare learners for academic positions devote significant time in the program of study to successful classroom instruction and management.
• Current and emerging technology is appropriately infused throughout each degree program as appropriate for that degree and level of program (i.e., bachelor's, master's, doctoral). A learn-to-learn expectation is instilled in learners to facilitate agility in adaptation to emerging technologies in the future.
4.2 Curriculum Management
• Curriculum management has sound governance, and faculty are engaged in the process in terms of ownership and use of results for implementing changes and improvement. • Curriculum management fosters and promotes innovation.
4.3 Innovation, Experiential Learning, Lifelong Learning, and Societal Impact • The school has an innovative approach to curriculum, whether related to content, pedagogy, or delivery method, that demonstrates currency, creativity, and forward-thinking. • The school provides a portfolio of experiential learning opportunities that promote learner engagement between faculty and the community of business practitioners. • The school promotes a lifelong learning mindset in learners, including creativity, intellectual curiosity, and critical and analytical thinking. • The school has a portfolio of curricular elements within formal coursework that promote a positive societal impact.

- **4.4 Engagement**
• The level and quality of sustained learner-to-learner and learner-to-faculty interactions are consistent with the degree program type and achievement of learning goals. • Learner-to-faculty interactions involve all types of faculty members. For any teaching/learning model employed, learners have meaningful engagement with the faculty responsible for the course. Curricular and co-curricular activities embody engagement and interaction between faculty, students, and business practitioners.

Suggested Documentation

4.1 Curriculum Content • Describe learning experiences appropriate to the areas listed in section 4.1 of the "Basis for Judgment," including how the areas are defined and how they fit into the curriculum. If a curriculum does not include learning experiences normally expected for the degree program type, provide rationale for this choice. • Consistent with the school's mission, describe how degree programs include learning experiences that develop competencies related to the integration of relevant technology. • Provide a narrative description of current and emerging technologies for which graduates would be able to demonstrate a reasonable level of competency employed at each degree level (undergraduate, MBA, specialized master's, doctoral). Do not include ordinary and usual software programs such as word processing or presentation software.

4.2 Curriculum Management • Describe governance related to curriculum management, including structure and activities of related committees or task forces. • Describe how governance and processes, practices, or activities ensure curricular currency and foster innovation

4.3 Innovation, Experiential Learning, Lifelong Learning, and Societal Impact
• Describe innovations in curriculum, as they have occurred, with respect to content, pedagogy, or delivery. Explain how these innovations demonstrate currency, creativity, and forward-looking curricula.
• Document experiential learning activities that provide business learners with knowledge of, and hands-on experience in, the local and global practice of business across program types and teaching and learning models employed.
• Describe how the school encourages students to take responsibility for their learning and promotes characteristics of a lifelong learning mindset.
• Document curricular elements within formal coursework that foster and support students' ability to have a positive impact on society.

4.4 Engagement
• Summarize how learner-to-learner and learner-to-faculty interactions are supported, facilitated, encouraged, and documented.
Describe how students have succeeded and excelled through curricular and co-curricular engagement with faculty and the business community

STANDARD 5: ASSURANCE OF LEARNING

5.1 The school uses well-documented assurance of learning (AoL) processes that include direct and indirect measures for ensuring the quality of all degree programs that are deemed in scope for accreditation purposes. The results of the school's AoL work leads to curricular and process improvements.

5.2 Programs resulting in the same degree credential are structured and designed to ensure equivalence of high-quality outcomes irrespective of location and modality of instructional delivery.

5.3 Microlearning credentials that are "stackable" or otherwise able to be combined into an AACSB-accredited degree program should include processes to ensure high quality and continuous improvement.

5.4 Non-degree executive education that generates greater than five percent of a school's total annual resources should include processes to ensure high quality and continuous improvement.

Definitions
• *Assurance of learning (AoL)* refers to the systematic processes and assessment plans that collectively demonstrate that learners achieve learning competencies for the programs in which they participate that are within the scope of the school's accreditation. AoL also includes the processes of identifying competency gaps and designing and implementing changes to the curriculum and learning experience so the learning competencies are met.
AACSB accreditation is concerned with broad, program-level, focused competency goals for each degree program, rather than detailed competency goals by course or topic.
• *Competency-based education (CBE)* refers to courses where students progress at their own pace, based on their ability to demonstrate proficiency with a specific skill or competency. CBE includes credit for prior learning.
 • *Direct measures* refer to evidence from learner work such as examinations, quizzes, assignments, and internship or externship feedback that is based on direct observation of specific individual performance behaviors or outcomes.
• *Indirect measures of learning* refer to evidence attained from third-party input that is not based on direct observation of individual performance behaviors or outcomes.
For example, an employer survey asking for an assessment of how a school's learners have performed on internships relative to learners from peer institutions is an indirect measure. However, a learner who completes an internship for degree credit and is assessed by the company on individual performance, with such feedback provided to the school, is a direct measure. Examples of indirect assessments include exit surveys, alumni surveys, advisory council ,feedback, employer input, career fair feedback, inspection of course documentation, external outcome measures, focus groups, and interviews. As with direct assessments, indirect assessment should be supportive of the competency goals of the particular degree program, including the successful achievement of those competency goals.
• *Executive education* refers to educational activities that typically do not lead to a degree but have educational objectives at a level consistent with higher education in business. Examples include corporate training or professional development seminars. Where executive education programs are degree-granting, normal assurance of learning processes and other standards apply.
• *Competencies* throughout this standard is understood to broadly encompass knowledge, skills, and abilities.
• *Microlearning credentials* are certifications granted by assessment of mastery of a specialized competency. Such credentials may sometimes be "stackable," or combined to collectively satisfy the requirements of a degree program. Minors, certificates, and badges are common microlearning credentials.

Basis for Judgment
5.1 Assurance of Learning Processes
• The school identifies learning competencies for each business degree program as well as appropriate direct and indirect measures that are systematically assessed to demonstrate that learning competencies are achieved across degree programs.
• Competencies derive from and are consonant with the school's mission, strategies, and expected outcomes and are reported at the degree level, as opposed to the major level.
• Competencies and curriculum management processes reflect currency of knowledge and expectations of stakeholders, including but not limited to organizations employing graduates, alumni, learners, the university community, and policymakers. • Competencies are largely achieved. Where competencies are not achieved, the school provides evidence of actions taken to remediate the deficiencies.
• Both direct and indirect measures are employed; normally a school would include both types of measures across the entire portfolio of assessment of all its degree programs. The proportion of direct versus indirect measures by degree program is determined by each school, consistent with its mission and strategic initiatives. It is acceptable for some programs to be assessed only through direct measures, while other programs may be assessed through only indirect measures. The school should provide its rationale for determining which programs are measured through direct measures and which programs are measured through indirect measures.
• Results of regular direct and indirect assessment should lead to curricular and process improvements. • The school employs a systematic AoL process that includes meaningful and broad faculty participation

Programs launched since the last review should have a robust AoL plan in place, including a timeline for gathering and analyzing data. Depending on how long the program has been offered, some data may or may not have yet been gathered. A program that has been offered for five years would be expected to have gathered sufficient data to demonstrate a systematic and effective process for the program; however, a program just launched one or two years before a normal peer review visit may not have yet gathered sufficient data to demonstrate a systematic and effective process. The standards intend that, in the case of a newly launched degree program, schools should be given sufficient time to establish a systematic assessment process that adequately demonstrates student learning; in such a case, a robust assessment plan is of paramount importance.

5.2 Degree Equivalency

• Expectations for learner effort and outcomes for the same degree credentials are equivalent in terms of depth and rigor, regardless of delivery mode or location.

• If competency-based education (CBE) credit is awarded by the school, normally the equivalent quality is assured via direct assessment of learners. CBE credit should reflect a small percentage of the total academic program.

5.3 Stackable Microlearning Credentials • Credentials such as certificates, minors, and badges that lead to a degree program will be defined as "in scope" and evaluated at the degree program level.

5.4 Non-Degree Executive Education Non-degree executive education should normally be reviewed for overall quality, continuous improvement, and customer/client satisfaction if such programs generate greater than five percent of a school's annual resources

Suggested Documentation

5.1 Assurance of Learning Processes

• For each degree program provide a portfolio of evidence across degree programs that includes direct and indirect assessment of learning, showing learner progress in meeting competency goals for each business degree program. The proportion of direct versus indirect measures within each degree program is determined by each school, consistent with its mission and strategic initiatives. Examples of programs that lend themselves to indirect measurement only are programs that are newer, smaller, niche, specialized, and interdisciplinary programs, or programs very closely tied to professional fields. Indirect evidence should be relative to the competencies stated for the degree program to which indirect evidence is applied. Schools in the initial accreditation process should complete Table 5-1 for each degree program. The table is optional for schools in the continuous improvement review process.

• Where assessment demonstrates that learners are not meeting learning competencies, describe efforts the school has instituted to improve such learning outcomes.

• Provide evidence that faculty are sufficiently and meaningfully engaged in AoL processes

If the business school is subject to formalized regional or country regulations or quality assurance organizations focused on the evaluation of learner performance, and these processes are consistent with AACSB expectations and best practices15, relevant or redundant portions 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 learner performance and outcomes. Consult the mentor or peer review team chair for further guidance.

5.2 Degree Equivalency

• Show that degree program structure and design expectations are appropriate to the level of degree programs and demonstrate that expectations across educational programs that result in the same degree credentials are equivalent, regardless of delivery mode, location, or time to completion.

• Be prepared to provide evidence of equivalent learning outcomes for identical degrees offered at different locations or in different modalities. Examples may include, but are not limited to, assurance of learning outcomes, graduation rates, retention rates, placement rates, employer and alumni surveys, and student satisfaction statistics

5.3 Stackable Microlearning Credentials

- Provide a list of micro-learning credentials that may be stacked into a degree and describe how the portfolio of micro learning credentials is aligned with the school's mission and strategy.

- Explain how these credentials may lead to a degree and describe how quality is assured for these microlearning credentials.

5.4 Non-Degree Executive Education

• Describe the portfolio of executive education programs and how the portfolio is aligned with the school's mission and strategy.
• Provide a narrative discussing how the school ensures high-quality processes and outcomes in its executive education offerings in cases where a school's non-degree executive education revenue exceeds five percent of the school's total annual resources.
• Describe processes for ensuring that client expectations are consistently met

Table 5-1

Assessment Plan and Results for Most Recently Completed Accreditation Cycle by Degree Program (Table is Optional for CIR ~~Visits Reports,~~ Mandatory for Initial ~~Visits Reports~~)

Competency	Performance Target	How Assessed	Where Assessed	When Assessed	Results	Improvements Identify whether process (P) or curriculum (C) (Date changes were made)
Direct Measures						
Indirect Measures						

STANDARD 6: LEARNER PROGRESSION

6.1 The school has policies and procedures for admissions, acceptance of transfer credit, academic progression toward degree completion, and support for career development that are clear, effective, consistently applied, and aligned with the school's mission, strategies, and expected outcomes.

6.2 Post-graduation success is consistent with the school's mission, strategies, and expected outcomes. Public disclosure of academic program quality supporting learner progression and post-graduation success occurs on a current and consistent basis.

Basis for Judgment

6.1 Admissions, Progression, Degree Completion, and Career Development Support

• Policies and procedures related to degree program admission are clear, effective, and transparent and are aligned with the school's mission, strategies, and expected outcomes.

• The school actively seeks to attract and retain diverse learners consistent with AACSB Guiding Principle 9.

• Normally, graduate business degree program admission criteria should include 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.

• The school defines and broadly disseminates its policies for evaluating, awarding, and accepting transfer credits or courses from other institutions. 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.

• Apart from collaborative provision programs, normally the majority of learning in business disciplines that count toward degree fulfillment (as determined by credits, contact hours, or other metrics) is earned through the institution awarding the degree. In this context, business disciplines do not include general education courses but do include courses in the major, required business courses, and business electives.

• The school prepares and supports learners to ensure academic progression toward degree completion, including clear and effective academic performance standards and processes, consistent with degree program competency goals

• High-quality advising services are available to students on a consistent and timely basis.

• Strategies are employed to identify and provide intervention and support for learners who are not progressing adequately, including underrepresented or otherwise at-risk populations. Learner support services, including academic assistance and advising, career advising and placement, alumni relations, public relations, fundraising, and admissions, as well as other mission-related activities, are appropriate and available with a high degree of service-mindedness for appropriate consumers of these services.

• The school provides effective career development support for learners and graduates that is consistent with degree program expectations and the school's mission, strategies, and expected outcomes.

6.2 Academic Program Quality and Post-Graduation Success

• The school has post-graduation employment data, graduate school attendance data, or other measures, as available to the school, that indicate post-graduate success.

• In addition to public disclosure information required by national or regional accreditors, schools provide readily accessible, reliable, and easily understandable information to the public on the performance of their business students, including learner achievement information and overall program quality, as determined by the school.

6.1 Admissions, Progression, Degree Completion, and Career Development Support

• Describe admissions policies and processes and demonstrate that they are consistent with program expectations, aligned with the school's mission, and transparent to all participants.

• Describe the strategies in place to attract and retain diverse learners consistent with Guiding Principle 9.

• If an exception to the school's admission and/or progression policies is made, provide justification and the basis for doing so.

• Describe the school's policies governing the acceptance of transfer credit and how quality is assured for transfer credit.

• Describe academic advising services available to learners.

•Describe how appropriate interventions are undertaken when learners are failing to thrive or progress toward successful and timely degree completion, including learners from underrepresented or otherwise at-risk populations.

•Describe any information technologies used to support admissions, academic progression, and career development.

• Describe processes in place to support career development activities such as career counseling, career days, workshops, career fairs, etc

6.2 Post-Graduation Success
• Document post-graduate learner success. Success may be defined in a variety of outcomes besides traditional employment in a business field. Examples of such information include, but are not limited to, graduation rates, job placement outcomes, certification or licensure exam results, employment advancement, internships, entrepreneurial activity, and activity with positive societal impact, as well as case examples of successful graduates.
• Schools provide relevant and timely public disclosure data documenting overall academic program quality. This information should be available on the accredited unit's website, where it is clearly displayed and distinguishable from university amalgamated data. Disclosures are not prescriptive but are informed by the school's mission, strategies, and expected outcomes, and may include post-graduate learner success outcomes, admission data, retention and time-to-degree data, diversity and inclusion advances, particular program emphases, student learning outcomes, rankings data, experiential learning opportunities, meaningful societal impact, or other mission-specific outcomes

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STANDARD 7: TEACHING EFFECTIVENESS AND IMPACT

7.1 The school has a systematic, multi-measure assessment process for ensuring quality of teaching and impact on learner success.

7.2 The school has development activities in place to enhance faculty teaching and ensure that teachers can deliver curriculum that is current, relevant, forward-looking, globally oriented, innovative, and aligned with program competency goals.

7.3 Faculty are current in their discipline and pedagogical methods, including teaching diverse perspectives in an inclusive environment. Faculty demonstrate a lifelong learning mindset, as supported and promoted by the school.

7.4 The school demonstrates teaching impact through learner success, learner satisfaction, and other affirmations of teaching expertise.

Basis for Judgment
7.1 Teaching Effectiveness
• The school has a systematic process for evaluating teaching effectiveness as an integral component of the faculty and professional staff performance review process. This process should include a multi-measure evaluation of teaching as well as expectations for continuous improvement. The school's methods and practices related to teaching effectiveness should be clearly linked to the school's mission, strategies, and expected outcomes
7.2 Support for Teaching Effectiveness
• The school provides development activities focused on teaching enhancement and incentives to continuously improve teaching effectiveness to all faculty who have teaching responsibilities across all delivery modes.
7.3 Faculty Preparedness
• Faculty are adequately prepared to teach various modalities and pedagogies of degree programs. • Faculty demonstrate a lifelong learning mindset with respect to their domain expertise. This means faculty take responsibility for continuing their professional development to maintain currency and relevancy in their field of expertise and embrace the idea that we never stop learning.
• Faculty are adequately prepared to teach diverse perspectives in an inclusive environment.
7.4 Teaching Impact
• Teaching effectiveness results in impact through demonstrated learner success and satisfaction. Impact of teaching is also demonstrated through faculty credentials, awards, and certifications, as well as through dissemination of expertise via avenues that may include seminars, the scholarship of teaching and learning, and peer mentoring.

Suggested Documentation
7.1 Teaching Effectiveness
• Describe how the school evaluates teaching performance across its various program instructional models. • Discuss how the school ensures that the faculty engaged in different teaching and learning models have the competencies required for achieving high quality.

7.2 Support for Teaching Effectiveness
• Describe continuous improvement and development initiatives for faculty who focus on teaching enhancement and learning for a diverse learner population.
• Document faculty participation in teaching enhancement initiatives over the past five years.
• Describe incentives for faculty to continuously improve teaching effectiveness. These may include performance evaluation processes, awards, pedagogy grants, support to attend teaching conferences, or other recognitions and support.
• Describe the school's process for remediating ineffective teaching when the school deems it necessary.
• Describe faculty development activities designed to ensure that faculty are current and using high-quality pedagogy

7.3 Faculty Preparedness
• Describe how the school supports faculty preparedness to deliver instruction across various degree program modalities and pedagogies. • Describe how faculty are prepared to teach in an inclusive environment, including workshops or trainings that the faculty or school may have participated in.
• Describe how faculty demonstrate a lifelong learning mindset and how the school supports this lifelong learning goal.
7.4 Teaching Impact
• Summarize awards or other recognitions that faculty have received for outstanding teaching and professional support of learning.
• Document innovative and/or effective teaching practices that have had significant, positive impact on learning. • Provide exemplars of learner success either with respect to the school's current learners or alumni.
• Document examples of teaching impact, such as results of learner and/or employer satisfaction surveys, teaching awards (internal and external), teaching credentials or certifications, scholarship of teaching and learning, mentoring, and participation in teaching seminars or presentations at teaching conferences.

Thought Leadership, Engagement, and Societal Impact
The defining feature of quality business schools is that they are making a significant difference through educational activities, thought leadership, and engagement with external stakeholders. Quality schools create and disseminate intellectual contributions that have an impact on the theory, practice, and/or teaching of business, and have a positive impact on society. Often these contributions are the result of engagement with broader society in a manner that facilitates co-creation of knowledge and ensures the relevance, usefulness, and impact of the school's intellectual contributions
Achieving this impact requires a school to have a clear focus and direction for its thought leadership that aligns with its mission. Further, high-quality schools have a positive societal impact by addressing broader social, economic, business, and/or physical environment issues, which could be at a local, regional, national, or international scale. This impact results from internal and external initiatives and aligns with the concept of business schools being a force for good in society. Within this context, interdisciplinary work becomes an important means to achieving goals that have great impact on society.
 Thus, interdisciplinary work is encouraged and applauded. This section contains two standards. The first standard focuses on the production, dissemination, and impact of a school's thought leadership as it relates to scholarship, while the second assesses a school's engagement with and impact on society

STANDARD 8: IMPACT OF SCHOLARSHIP

8.1 The school's faculty collectively produce high-quality, impactful intellectual contributions that, over time, develop into mission-consistent areas of thought leadership for the school.

8.2 The school collaborates with a wide variety of external stakeholders to create and transfer credible, relevant, and timely knowledge that informs the theory, policy, and/or practice of business to develop into mission-consistent areas of thought leadership for the school.

8.3 The school's portfolio of intellectual contributions contains exemplars of basic, applied, and/or pedagogical research that have had a positive societal impact, consistent with the school's mission.

Definitions

Society in this context refers to external stakeholders of relevance to the business school given its mission. Examples include nonprofit and private-sector organizations; business, government, and community groups; and the broader social, economic, business, and physical environments. These external stakeholders and broader environments may be at a local, regional, national, or international scale.
 • Thought leadership is evidenced when a business school is recognized as a highly respected authority in an area or areas of expertise, and is thus sought after by relevant stakeholders. Aligned with the school's mission, these stakeholders should include students, business, academics, government, non-profits, non-governmental organizations, and/or broader society.
• Predatory journals and publishers are defined as "entities that prioritize self-interest at the expense of scholarship and/or are characterized by false or misleading information; deviation from best editorial and publication practices; a lack of transparency; and/or the use of aggressive and indiscriminate solicitation practices."
• Intellectual contributions are original works intended to advance the theory, practice, and/or teaching of business. Further, intellectual contributions may have the potential to address issues of importance to broader society. The contributions are scholarly in the sense that they are based on generally accepted academic research principles and are disseminated to appropriate audiences.

The school's portfolio of Intellectual contributions may fall into any of the following categories:
− Basic or Discovery Scholarship is directed toward increasing the knowledge base and the development of theory.
− Applied or Integrative/Application Scholarship draws from basic research and uses accumulated theories, knowledge, methods, and techniques to solve realworld problems and/or issues associated with practice.
− Teaching and Learning Scholarship explores the theory and methods of teaching and advances new understandings, insights, content, and methods that impact learning behavior. In addition to the categorization of intellectual contributions within the portfolio as basic, applied, or teaching/learning related, schools further characterize their intellectual contributions according to the level of peer or expert review that has occurred for the intellectual contributions appearing in their portfolio. For our purposes, peer-reviewed intellectual contributions are those that are subject to the scrutiny and evaluation of others who have recognized subject matter expertise in the same field, normally with a similar competence to those who are producing the outputs.

This component in separated into three parts:

− Peer-reviewed journal articles are scholarly publications that were submitted for critique and evaluation by one or more academics who have expertise in the discipline and/or methodology of the subject matter. Publications in law reviews may be included in this category.
− Other peer- or editorial-reviewed intellectual contributions include forms of quality assurance by either peers or subject matter experts recognized as having particular practical or academic expertise in that field. Examples include papers submitted for an academic conference that undergo peer review to be selected for conference presentation or for publication in conference proceedings. Articles published in practitioner or industry publications can be included in this category if they are sufficiently reviewed by subject matter experts. Other intellectual contributions that are not journal articles but are papers sufficiently influential with public policy, government, or industry can be included in this category if they are sufficiently reviewed by subject matter experts. Simply writing a paper as an output of consulting or other work does not render it appropriate for this category. The review and validation by subject matter experts is the determining factor as to whether such an intellectual contribution belongs in this category or in the third category of other intellectual contributions.
− All other intellectual contributions include outputs that are not validated by peers or those recognized as subject matter experts. These contributions include a wide variety of outputs such as presentations at academic or professional meetings, research workshops led, invited talks, etc

Basis for Judgment

8.1 The Production of High Quality, Impactful Intellectual Contributions
• The school has in place processes, systems, and resources to support the production of quality intellectual contributions and assess their impact.
 • The school's intellectual contributions have an impact on theory, practice, and/or teaching of business.
• The school has a five-year portfolio of its intellectual contributions. The distribution of intellectual contributions across categories in the portfolio is aligned with the school's mission, strategy, and thought leadership. As such, the types of intellectual contributions will vary across schools just as their missions vary.
• One important type of intellectual contribution is the publication of high-quality peer-reviewed journal articles. The production of peer review journal articles is a key way in which faculty maintain currency and expertise in their field. Thus, all schools are expected to have some high□quality peer-reviewed journal articles in their portfolio of intellectual contributions. The type of peer review journal articles should be aligned with their school's mission. Schools with primarily teaching missions may produce more high-quality applied and pedagogical research, while schools offering research master's and doctoral degrees are expected to produce a greater percentage of high-quality basic research.
• A significant cross section of faculty in the school and each discipline is engaged in the production of intellectual contributions, relying heavily on participating faculty.
 • The school assesses and evaluates the quality of its intellectual contributions and has clarity on its future direction.
• The school has policies that guard against publishing in predatory journals

8.2 Collaboration with Stakeholders
• Systems, processes, and resources are in place to support engagement with relevant external stakeholders by the school, units within the school, faculty, and students. These engagements produce credible knowledge, contribute to new venture creation, and/or create commercialization opportunities that ultimately are useful for external communities, apply to the practice of business, and address real issues in society.
• The school identifies its area(s) of thought leadership, outlines its goals for these contributions, and describes its achievements over the last five years as well as plans for the next five years. Examples of areas that could evolve into thought leadership include organizing and holding regional, national, or international academic and/or practitioner conferences; holding meetings for academic or professional organizations; publishing working-paper series; publishing academic journals; establishing a case study clearinghouse; or forming research relationships with private-sector, nonprofit, or government organizations

8.3 The Societal Impact of Intellectual Contributions
• The portfolio of intellectual contributions contains exemplars of research and publications that have a positive societal impact that is consistent with the school's mission and strategic plan. This may include interdisciplinary research undertaken by business school researchers with academics from non-business disciplines

Suggested Documentation
8.1 The Production of High Quality, Impactful Intellectual Contributions
• Using Table 8-1, provide a five-year portfolio of evidence that summarizes the intellectual contributions of the school aggregated in a way that reflects the disciplines of the school. Schools can provide supplemental information at their discretion to present a more robust view of their intellectual contributions.
 • In Table 8-1 (A), provide the total number of intellectual contributions produced by faculty who are employed by the school in the year of record. These intellectual contributions are identified by portfolio, type, and percentage of faculty producing them. The table should be organized using the same disciplines as reflected in Table 3-1 • In Table 8-1 (B), outline how the intellectual contributions are aligned with the school's mission, strategies, and expected outcomes.
• In Table 8-1 (C), identify how the school measures the quality of its intellectual contributions and apply these measures to analyze the five-year portfolio. Include an evaluation against current and future desired states and any changes that will be implemented as a result.
• In Table 8-1 (D)(i), using qualitative and/or quantitative metrics, provide an analysis of the impact made by the school's portfolio of intellectual contributions

• Clearly outline how the school supports and encourages faculty to produce intellectual contributions. Include an outline of financial support, incentives and rewards, performance expectations, development opportunities, and other initiatives that ensure faculty are developed and/or supported to develop quality intellectual contributions.
 • Describe the school's processes to identify high-quality research and scholarship, including a description of how the school guards against promoting publications in predatory journals.

8.2 Collaboration with Stakeholders
• Outline the processes, systems, and resources in place to facilitate engagement between the school, units within the school, faculty, students, and relevant external stakeholders. Describe how these engagements encourage the creation and/or co-creation and communication of relevant and timely knowledge.
• Identify the thought leadership aspiration for the school and evaluate progress toward this goal as well as plans in place for the next five years

8.3 The Societal Impact of Intellectual Contributions • In Table 8-1 (D)(ii) describe exemplars of scholarship that have had a positive societal impact as a component of thought leadership.

Table 8-1
Intellectual Contributions

Part A: Summary of Intellectual Contributions Over the Most Recently Cmpleted Accreditation Cycle										
Aggregate and summarize data by discipline. Do not list by individual faculty member.	Portfolio of Intellectual Contributions				Types of Intellectual Contributions				% of Faculty Producing Intellectual Contributions	
	Basic or Discovery Schdarship	Applied or Integration/Application Scholarship	Teaching and Learning Scholarship	Total	Peer-reviewed journal articles	Additional peer- or editorial-reviewed intellectual contributions	All other intellectual contributions	Total	Percentage of participating faculty producing ICs	Percentage of total Full Time Equivalent (FTE) faculty producing ICs
(List disciplines separately)										
Total										
Part B: Alignment with Mission, Strategies, and Expected Outcomes										
Provide a description of how the portfolio of intellectual contributions by faculty and by units within the school, where appropriate, align with mission, strategies, and expected outcomes.										
Part C: Quality of Five-Year Portfolio of Intellectual Contributions										
Identify the qualitative and quantitative measures of quality used by the school and apply these measures to analyze and evaluate the portfolio of intellectual contributions.										
Part D: Impact of Intellectual Contributions										
(i) Analyze the impact of the portfolio of intellectual contributions on the theory, practice, and/or teaching of business, including qualitative and quantitative evidence.										
(ii) Provide exemplars of the societal impact of the school's intellectual contributions.										

STANDARD 9: ENGAGEMENT AND SOCIETAL IMPACT

9.1 The school demonstrates positive societal impact through internal and external initiatives and/or activities, consistent with the school's mission, strategies, and expected outcomes.

Definitions
• Societal impact refers to how a school makes a positive impact on the betterment of society, as identified in the school's mission and strategic plan. Societal impact can be at a local, regional, national, or international level.

Basis for Judgment
9.1 Positive Societal Impact
• The school has a range of engagements with external stakeholders through its core activities that align with and support its mission, strategies, and expected outcomes as well as its aspiration to have a positive impact on society.

• Activities and initiatives, both internal and external, are in place that contribute to the school meeting the societal impact aspiration it outlined in Standard 1.

• Progress toward meeting the school's aspiration for societal impact over the previous five years is apparent, and there are plans for advancing these efforts over the next five years.

• Over time it is expected that more of the school's activities will have a societal impact and that it will be generated by an increasing proportion of the school's faculty, students, and organizational units.

• The school evaluates its societal impact consistent with its mission, including identification of its aspiration in this area and significant exemplars of success.

Suggested Documentation 9.1 Positive Societal Impact
• Outline the major relationships with external stakeholders that the school, units within the school, faculty, and students have in place; the rationale for the relationships; and the intended outcomes. • Explain how engagement with business and broader society aligns with and supports the school's mission, strategies, and expected outcomes as well as its aspiration to have a positive societal impact. • Describe the school's aspiration for societal impact and explicitly outline how it measures, or intends to measure, progress in this area.

• Include an evaluation of the school's societal impact over the most recent accreditation cycle, including identification of its aspiration in this area, exemplars of societal impact arising from engagement with non-academic external stakeholders by students, faculty, teams, or centers that are supporting external communities, enhancing the practice of business, and/or addressing real-world problems and improving society. Include an assessment of how effective the school has been, and plans for activities over the next accreditation cycle.

• Table 9-1 can be used at the school's discretion to categorize its societal impact and related outcomes, including those pertaining to Standards 1, 4, 8, and 9. If this optional table is used, the table contents should reflect the outcomes/impact of the activites and initiatives as opposed to a simple description of the activites and initiatives. The outcomes/impact of these activities are paramount. The overlay of the U.N. Sustainable Development Goals, as shown in the table, can be used or omitted at the school's discretion. The school may choose to use another framework for organizing this table (e.g., environmental, social, and governance framework).

Table 9-1: Outcomes of Societal Impact Activities and Initiatives Across all Areas of the Standards (Table is Optional for both CIR and Initial Reports)

United Nations Sustainable Development Goal (SDG)	Societal Impact Strategy (Standard 1)	Outcomes Related to Curriculum (Standard 4)	Outcomes Related to Scholarship (Standard 8)	Outcomes Related to Internal and External Initiatives and/or Activities (Standard 9)
1 – No Poverty				
2 – Zero Hunger				
3 – Good Health and Well-Being				
4 – Quality Education				
5 – Gender Equality				
6 – Clean Water and Sanitation				
7 – Affordable and Clean Energy				
8 – Decent Work and Economic Growth				
9 – Industry Innovation and Infrastructure				
10 – Reduced Inequalities				
11 – Sustainable Cities and Communities				
and Economic Growth				
9 – Industry Innovation and Infrastructure				
10 – Reduced Inequalities				
11 – Sustainable Cities and Communities				
12 – Responsible Consumption and Production				
13 – Climate Action				
14 – Life Below Water				
15 – Life on Land				
16 – Peace, Justice and Strong Institutions				
17 – Partnerships for the Goals				

AACSB

Membership Requirements & Fees

The applying collegiate institution is authorized to grant baccalaureate and/or graduate degree programs in business administration, management, or accounting by an appropriate governing body in its home country of operation. An "appropriate governing body" is defined as a governmental entity (or one authorized by a governmental entity) with authority to approve degrees offered by higher educational organizations (e.g. Ministry of Education); OR The organization demonstrates approval of academic programs through recognition by one or more appropriate governmental, non-governmental, or professional organizations within the home country of operation.
The applying collegiate institution offers at least one baccalaureate and/or graduate degree programs in business administration, management, or accounting independently through their institution, and not in partnership with another institution (s).

Accreditation Fees

- **Eligibility Application Fee 2,000 USD**
  (One-time fee due following submission of the eligibility application.)

- **Initial Accreditation Committee Process Acceptance Fee   6,500 USD**
  (One-time fee due upon the IAC's acceptance of the eligibility application)

- **Initial Accreditation Fee (Business and Accounting)   5,950 USD**
  (Annual fee due 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   15,000 USD**
  (One-time fee due following submission of the initial accreditation application)

- **Deferral Visit Fee   5,500 USD (One-time fee due if school is placed on a deferral review.)**

Fees for Accredited Institutions

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.

EFMD

Founded in 1972, European Federation for Management Development EFMD is a global, non-profit, membership-driven organisation dedicated to management development. It is recognised globally as an accreditation body for business schools, business school programmes, and corporate universities. With a network of 30,000 management professionals from academia, business, public service, and consultancies, EFMD plays a central role in shaping the global approach to management education and provides a unique forum for information, research, networking, and debate on innovation and best practice.

EFMD is a network for schools and companies that aim to develop socially responsible leaders and managers looking for opportunities to connect. Alongside our emphasis on educational standards for management education, we firmly believe in bringing companies and academic institutions together and work towards facilitating and strengthening exchanges between the two.

EFMD NETWORK

966
Institutional members

90
Countries

30,000
Management development professionals

83 NORTH AMERICA

539 EUROPE

186 ASIA

61 CENTRAL / SOUTH AMERICA

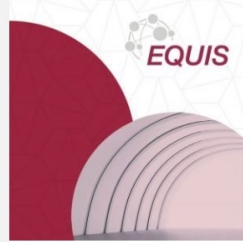**37** AFRICA

23 MIDDLE EAST

37 OCEANIA AUSTRALIA

EFMD SERVICES

EFMD ACCREDITED
EFMD Programme Accreditation System
The leading international system of quality assessment, improvement and accreditation of business programmes

EOCCS
Online Course Certification System
First international quality benchmark for online courses

EQUIS
EFMD Quality Improvement System
The leading international system of quality assessment, improvement and accreditation of business schools

PROFESSIONAL DEVELOPMENT
The empowering development experience for Teaching & Learning executives

RDHY
Management Innovation Certification
International certification system for organisational transformation

BSIS
Business School Impact System The first comprehensive impact assessment tool for business schools

CLIP
EFMD Corporate Learning Improvement Process
The leading international system of quality assessment, improvement and certification of corporate learning

EDAF
EFMD GN Deans Across Frontiers
The assessment and mentoring system for business schools

EFMD Quality Improvement System

The leading international system of quality assessment, improvement and accreditation of business schools

Leading institutional accreditation system

EQUIS accreditation is the most comprehensive institutional accreditation system for business and management schools. It is acknowledged worldwide by potential students, faculty, employers, corporate clients and the media, often being a pre-requisite for entry to rankings.

Quality benchmark in ten areas

EQUIS accreditation ensures a rigorous quality control, benchmarking your school against international standards in terms of governance, programmes, students, faculty, research, internationalisation, ethics, responsibility and sustainability, as well as engagement with the world of practice.

Broad assessment scope

EQUIS covers all the activities of your school, including degree and non-degree programmes, knowledge generation and contribution to the community.

Continuous improvement process

EQUIS helps you strive for excellence in an on-going improvement process following each accreditation or re-accreditation visit.

Respect for diversity

EQUIS considers the great diversity of national cultures and educational systems around the world. It recognises that it is essential to understand the particularities of the local context in every assessment process.

EQUIS ACCREDITED SCHOOLS

- 16 NORTH AMERICA
- 106 EUROPE
- 44 ASIA
- 11 CENTRAL / SOUTH AMERICA
- 4 AFRICA
- 4 MIDDLE EAST
- 17 OCEANIA AUSTRALIA

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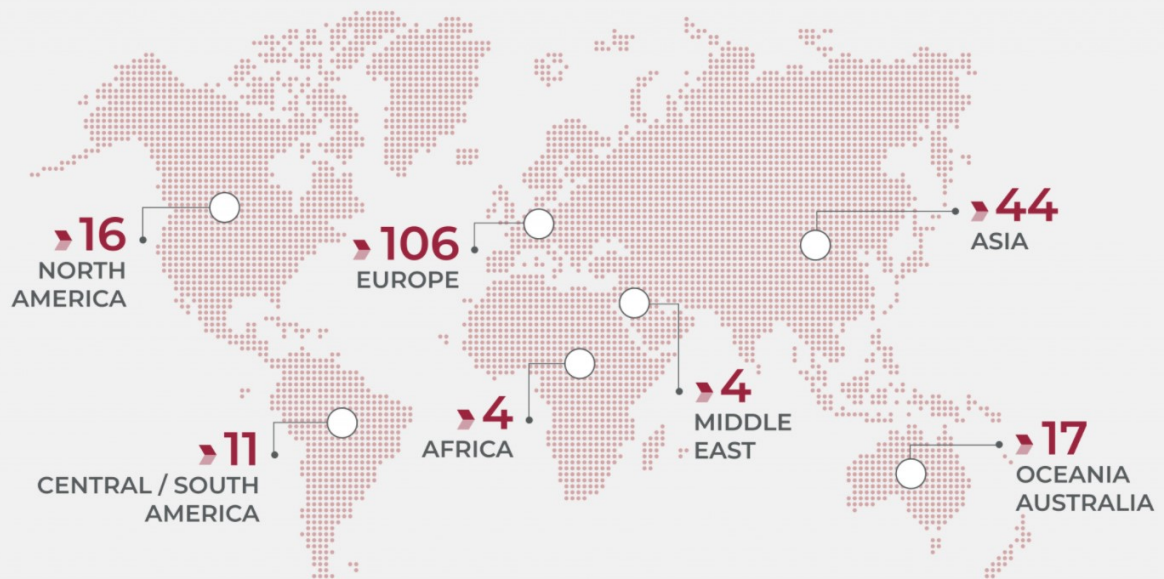Continuous improvement process

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Respect for diversity

EQUIS considers the great diversity of national cultures and educational systems around the world. It recognises that it is essential to understand the particularities of the local context in every assessment process.

<div align="center">EQUIS BENEFITS</div>

GLOBAL RECOGNITION

EQUIS provides you with a seal of excellence for the whole business school as well as a significant differentiation point in the increasingly competitive business education landscape.

INTERNATIONAL BENCHMARKING

You can take advantage of international comparison and benchmarking through the process of evaluation by an international peer review team, including a senior corporate practitioner.

STRATEGIC ADVICE

EQUIS offers you strategic guidance for quality improvement and future development of your institution and all its activities, to keep you up to date in a rapidly changing global landscape.

LEARNING COMMUNITY

Being accredited makes you part of a vibrant community of mutual learning and sharing good practice with business schools coming from different higher-education systems.

INDIAN EQUIS ACCREDITED SCHOOLS

Indian Institute of Management (IIM A)

Indian Institute of Management Bangalore IIM B

Indian Institute of Management Calcutta (IIM C) (now the first triple crown accredited school with AACSB and AMBA added)

Indian Institute of Management Indore IIM Indore The second school to get triple crown accreditation

Indian Institute of Management Kozhikode (IIM K)

Indian School of Business Hyderabad

The first ever **EFMD-EPAS (now changed only to EFMD)** accreditation has been conferred on an Indian school **SDMIMD, Mysore.** This the second international accreditation obtained barely within months of its ACBSP accreditation. The school also went for BSIS Business School impact system recognition listed below

BSIS is a   comprehensive impact assessment framework tool for business schools comprising 120 indicators covering 7 dimensions including financial, economic, societal and image dimensions of impact.
Accredited schools: BIMTECH Noida
                                      SDMIMD Mysore

The EQUIS process is based upon a conceptual framework of quality criteria which are reviewed continuously by an international committee of EFMD members.

The EQUIS evaluation considers each component of the framework and the inter-relationships between them. Standards have been developed for each component (see below).

EFMD

Leading programme accreditation system

EFMD programme accreditation is the most thorough programme accreditation system for business and/or management degrees and courses, including face-to-face, blended and online provisions. It constitutes a benchmark for what is considered an internationally recognised and peer-reviewed programme.
Branded accreditation portfolio

EFMD programme accreditation covers the full range of academic programmes offered by your institution, from Bachelor's level to Doctoral studies. EFMD Accredited offers your school a distinctive label, e.g. EFMD Accredited - MBA and EFMD Accredited - BA to endorse the quality and showcase the value of your programme. The EFMD Accredited - PhD label is exclusive to EQUIS accredited schools.
Synergies with the EQUIS accreditation

EFMD programme accreditation is a complementary evaluation tool available to the EQUIS accredited schools, which aim at further differentiating some of their programmes. It focuses on the strategic relevance and development of the programme.
Transition from the EPAS accreditation

All the currently EPAS accredited programmes will be integrated into this enhanced programme accreditation system in the second half of 2020, giving their programmes better brand visibility and positioning on the market.
Rigorous assessment scheme

EFMD programme accreditation covers all facets of programme provision: from its institutional, national and international environment, through its design, delivery, outcomes and impacts, to its quality
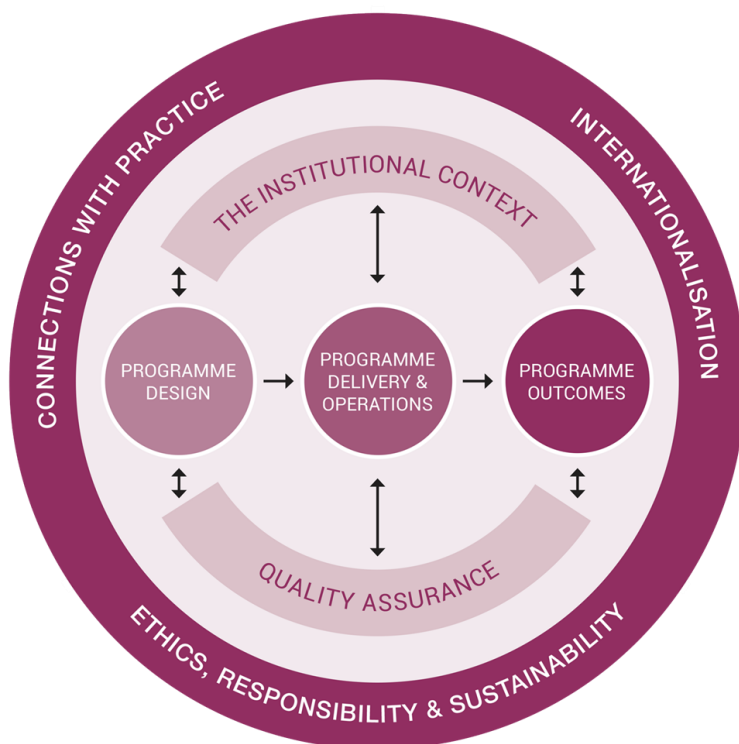
processes. EFMD Accredited emphasises academic rigour, practical relevance, internationalisation, and ethics and sustainability.
Continuous improvement process

EFMD programme accreditation helps you strive for excellence in an on-going improvement process following each accreditation or re-accreditation visit.assurance

EFMD ACCREDITED FRAMEWORK
The EFMD programme accreditation process is based upon a conceptual framework of quality criteria which are reviewed continuously by an international committee of EFMD members.
The EFMD programme accreditation framework is an input-output model moving from programme design to programme delivery to programme outcomes. The framework also considers the wider institutional and environmental contexts, together with the institutional and programme quality assurance processes.

1. AIMS School of Business (AIMS Institutes) Bangalore
2. ABBS School of Management, Bangalore
3. Athena school of Management
4. Birla Institute of Management Technology (BIMTECH), Greater Noida
5. BML Munjal University, School of Management, Gurugram
6. Chitkara University, Chitkara Business School, Chandigarh
7. Goa Institute of Management (GIM), Goa
8. Jagdish Sheth School of Management Bangalore
9. IILM Institute for Higher Education, New Delhi
10. Indian Institute of Foreign Trade (IIFT), New Delhi
11. **Indian Institute of Management, Ahmedabad (IIMA)**
12. **Indian Institute of Management, Bangalore (IIMB)**
13. **Indian Institute of Management, Calcutta (IIMC)**
14. **Indian Institute of Management, Indore (IIMI)**
15. Indian Institute of Management, Lucknow (IIML)
16. Indian Institute of Management, Raipur
17. **Indian Institute of Management, Kozhikode**
18. Indian Institute of Management Kashipur
19. Indian Institute of Management Ranchi
20. Indian Institute of Plantation Management, Bangalore (IIPMB)
21. **Indian School of Business, Hyderabad**
22. Indian Institute of Cost and Management Studies, Pune
23. Institute of Management Technology - IMT, Hyderabad
24. Institute of Management Technology - IMT, Ghaziabad
25. Institute of Public Enterprise, Hyderabad
26. IMI, Bhubaneshwar
27. Loyola Institute of Business Administration - LIBA, Chennai
28. Management Development Institute, Gurugram
29. N. L. Dalmia Institute of Management Studies and Research, Mumbai
30. Nirma University, Institute of Management, Ahmedabad
31. O. P. Jindal Global University, Jindal Global Business School, Sonipat
32. Prin.L.N. Welingkar Institute of Management Development & Research, Mumbai
33. Rajagiri Business School, Cochin
34. S.P. Jain Institute of Management & Research, Mumbai
35. **SDMIMD, Mysore**
36. SVKM's NMIMS University, School of Business Management, Mumbai
37. Symbiosis Institute of Business Management, Pune
38. L M Thapar School of Management, Mohali
39. UPES, School of Business, Dehradun
40. Xavier Institute of Management & Entrepreneurship (XIME)
41. Xavier University Bhubaneswar (XUB), Faculty of Management
42. XLRI , Xavier School of Management, Jamshedpur
43. Woxsen University School of Management, Hyderabad

EQUIS FRAMEWORK
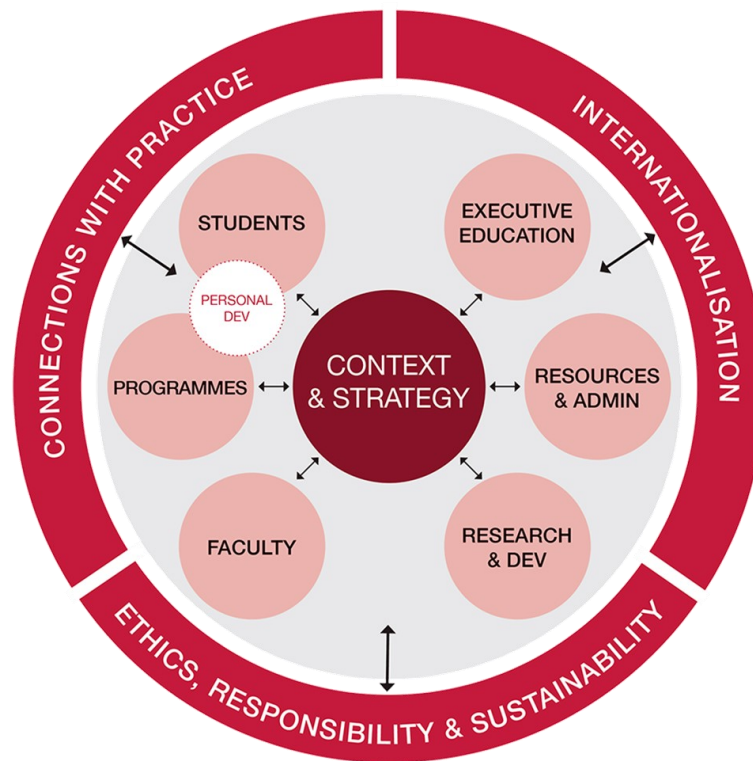
EQUIS PROCESS

1. **ENQUIRY:** Non-binding preliminary advice is offered to the management of your school about the likelihood of being declared eligible for EQUIS. A draft datasheet is a preferred way of providing structured information about your school.

2. **FORMAL APPLICATION:** A school that wishes to enter the EQUIS accreditation process sends an application form to the EQUIS office and completes a datasheet.

3. **BRIEFING VISIT :** A briefing visit will be organised by the EQUIS office as soon as possible and usually not later than three months after receipt of the formal application for entry into the EQUIS process. This stage is designed to make sure that schools enter the EQUIS scheme with a full understanding of both the criteria and the process

4. **PRE-ELIGIBILITY WITH OPTIONAL ADVISORY SERVICE :** After sharing the briefing visit report with the school, the EQUIS office, upon request of the school, assigns an advisor who supports the school during the stage leading up to the formal application for eligibility.

5. **APPLICATION FOR EQUIS ELIGIBILITY :** The school applies for eligibility by submitting a letter or formal email to the EQUIS office indicating its plan for submission to the EQUIS Committee and a final, updated datasheet, at the latest one month in advance of the target committee meeting.

6. THE ELIGIBILITY DECISION : The EQUIS Committee will declare a school eligible if it is satisfied that the school meets the eligibility criteria.

7. THE SELF-ASSESSMENT REPORT: The report should cover the ten chapters of the EQUIS Standards and Criteria document in accordance with the guidance for self-assessment in Section 5 of the process manual. In this phase, pre-review advisory is a mandatory component of the process.

8. PEER REVIEW VISIT : A team of peer reviewers will visit the school to assess its standing as regards the EQUIS standards and to draw up recommendations for future progress. The peer review report sets out the team's final assessment of the school against the EQUIS quality criteria together with its recommendation to the EQUIS Accreditation Board regarding accreditation.

9. ACCREDITATION : With the formal agreement of the school, the peer review report is submitted to the Accreditation Board for the final decision on accreditation. The outcome will be 5-year accreditation, 3-year accreditation or non-accreditation.

10. CONTINUOUS IMPROVEMENT FOLLOWING ACCREDITATION : All schools within the EQUIS system will be required to actively pursue a development plan, negotiated with the EQUIS office in the case of a 5-year accreditation or determined by the Accreditation Board in the case of a 3-year accreditation.

11 RE-ACCREDITATION: A school that wishes to maintain its accreditation must enter a process of re-accreditation before expiry of the three- or five-year period.

2021 EQUIS Online Reviews

Since the start of the pandemic, EFMD Quality Services have revised all their processes with the dual aim of both maintaining the same quality and rigour while also attending to the specific situations of different schools and the safety of those involved in the accreditation processes.

After the schedules and time frames were carefully redesigned, the new frameworks were then tested during spring 2020 and now, following some final refinements, the processes have been confirmed as robust enough to assure the appropriate quality levels when assessing institutions and programmes.

At present, accreditation processes - EQUIS or EFMD Accredited programmes - are continuing uninterrupted using the specified online schedules.

The schedules for the online reviews are available on EFMD website in this link here.

It is worth noting several features of the online accreditation process. Firstly, the process now extends over more days while the amount of daily interaction with each school is reduced; this is in order to ensure a balance between the necessary and useful online interaction with the focus which this demands.

The chairs of the Peer Review Teams are supported in the process by Key Account Managers who interact with each school, facilitating the technical aspects in advance of the review as well as clarifying any queries arising from the new process, whether from the Peer Review Team or the school.

Directors and Senior Advisors are also available for further clarification of the process.

Throughout the process, particular attention is paid to the preparation of the base room so that the Peer Review Team has access to materials before the visit. This enables the Team to prepare the themes and questions in advance of the visit and thus make the most out of the interaction with the school through more focused discussions.

It is recommended that schools limit the number of people participating in each session in order to facilitate productive dialogue. Other special features of the online visit are the virtual tour of the facilities which the school can provide in a variety of ways.

In sum, while the logic and structure of the schedule of the peer review visit remains the same, the specifics of the virtual interaction have been adjusted to maximise the quality of the process.

Experience has shown that the format and guidelines are providing excellent outcomes both for schools and Reviewers. The Committees and Boards have thus received the high-quality reports as expected enabling them to base their discussions on these thorough assessments.

The current conditions, safety regulations, travel restrictions and general concern for the team members participating make it highly likely that we will maintain online accreditations at least for the first half of 2021.

Nevertheless, this decision can be revised if the conditions are better than expected.

Documents and guidelines are available via the following pagelink

EQUIS GUIDES & DOCUMENTS

Core Documents

EQUIS Standards & Criteria

EQUIS Process Manual

EQUIS Process Manual Annexes

The Eligibility Criteria

1. Institutional Scope

The School must demonstrate that its activities fall within the scope of institutions covered by the scheme. It must produce evidence that it:

a. 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. is or is part of a degree awarding institution; institutions with the sole focus on non-degree education cannot be declared eligible, even if they are attached to a higher education institution.
c. has a mission which is appropriate for a higher education institution.
d. has a primary (and main) focus on management or business administration; all activities with this focus are considered core activities. To a limited extent, a School can engage in non-core activities, which need to complement and support its core activities; other non-core activities are not subject to EQUIS accreditation.
e. has reasonable autonomy in formulating and implementing its strategy, in the management of its academic staff and budget and in the design and delivery of its programmes.
f. has clear boundaries which make it possible to distinguish it from other units within the wider institutional structure; boundaries refer to management and academic control as well as external recognition by stakeholders and the market at large.
g. has academic staff covering the principal management disciplines.
h. has been in operation for at least 10 years, which can involve the transition from a previous to the current structure.
i. can demonstrate sufficient institutional stability in cases where major structural changes have occurred.

2. Excellent National Standing : The School is recognised as an institution having excellent standing in its home market. The School should produce evidence that it enjoys significant recognition for excellence in at least two clearly defined areas of activity.

3. International Reputation The School is recognised outside its own country.

4. Breadth of Activities The School has reasonable breadth in its programme portfolio as demonstrated by presence in at least two of the principal segments (Bachelor, Master, MBA, PhD, Executive Education). The School must also demonstrate substantial engagement in knowledge generation and dissemination

5. Core Faculty
The School has a core faculty of at least 25 FTE qualified academics. In all cases, the School must demonstrate that the size of its core faculty is sufficient to support its portfolio of activities and the number of students enrolled in its programmes, and the faculty must constitute a viable academic community.

6. EQUIS Standards and Criteria
The School has a reasonable prospect of satisfying the EQUIS criteria within two years of being declared eligible. The perceived ability to meet the EQUIS Standards & Criteria is the key factor for the Committee in making the decision for eligibility. In this process, the onus is upon the School to present a convincing case that it does demonstrably satisfy the above Eligibility Criteria.

SUPPORTING DOCUMENTATION FOR THE ACCREDITATION PROCESS

📄 EQUIS Application Form

📄 EQUIS Application Datasheet

📄 EQUIS Fee Schedule

📄 EQUIS Eligibility Criteria

📄 EQUIS Online Peer Review Schedule - initial review

📄 EQUIS Online Peer Review Schedule - re-accreditation review

Other Documents

📄 Guidelines and Position Papers of the EFMD Accreditation Systems

Previous documents (These are provided purely for comparative purposes)

📄 EQUIS Standards & Criteria 2020

📄 EQUIS Process Manual 2020

📄 EQUIS Process Manual Annexes 2020

Supporting Documentation for the Accreditation Process

📄 EQUIS Application Form

📄 EQUIS Application Datasheet

📄 EQUIS Fee Schedule (check this out in the next page)

📄 EQUIS Eligibility Criteria

📄 EQUIS Online Peer Review Schedule - initial review

📄 EQUIS Online Peer Review Schedule - re-accreditation review

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 also part of a Foundation. 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 on-campus 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 Document Version 2021 EQUIS Standards & Criteria 6 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 comprehensive 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 that must be followed in Document Version 2021 EQUIS Standards & Criteria 7 order to produce the Student Report is outlined in Section 3 of this document and in greater detail in the EQUIS Process Manual. If it is apparent that this process has not been strictly followed, the submitted Student Report may be returned to the School by the EQUIS Office for subsequent resubmission.

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.

The purpose of this first chapter is to situate the School within the geographical, regulatory, competitive, and technological context within which it operates and, given this, describe its identity, mission and strategic objectives. 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 sustainability 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.

Emerging strategies are also relevant for EQUIS, it is understood that not everything can be undertaken as part of a pre-defined strategy 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) Current Strategic Positioning
f) Strategic Direction and Objectives
g) Strategy Process
h) Quality Assurance
i) Internationalisation
 j) Ethics, Responsibility and Sustainability
k) Connections with Practice
l) Digitalisation

a)   **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
*Regulatory frameworks
*Programme features pre-determined by the national system and environment
* Student selection requirements within the national

*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 or regional 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 n 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.

* 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 n Describe the School's competitive environment in all relevant market segments (including online or blended provision).

- Describe the current demand and trend regarding programme delivery (on-campus, online or blended) in the School's market segments.
  * Describe the societal environment of the School relevant for the School's mission.

* Describe the School's response to an education market being reshaped by digital technologies.

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 v Relation to the national or regional educational and accreditation bodies v

* 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?

• 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

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.

    ❖ Does the School have a clear sense of its own identity and is this expressed in the mission? Does the mission of the School clarify 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 articulated core values?
    ❖ Do the School's core values include an explicit commitment to ethically and socially responsible behaviour in the management profession? Do organisational members have a clear understanding of them?

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 evolved 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 approach for pedagogical innovation.

- What strategic and tactical role do online or blended forms of delivery have?

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) Strategy Process

- Describe the 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 geographical, regulatory and technological context?
    ❖ Have sub strategies been developed for areas such as:

        • Learning & Teaching
        • Research & Development
        • Human resources
        • Marketing
        • Internationalisation
        • Connections with Practice
        • Continued digitalisation

        - 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 is the School responding to opportunities and challenges of digitalisation?
        - How well does the School integrate its strategy 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 or blended 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?
    ❖ What is the role of digitalisation in the School's internationalisation 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?
- ❖ What is the role of digitalisation in the School's ERS 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?
  - ❖ What is the role of digitalisation in the School's connections with practice?

l) Digitalisation

- ■ Explain how the School uses digitalisation as an integral, enabling factor, focusing in particular on the following questions.

  - ❖ Does the School have a clear digitalisation strategy? Is digitalisation, broadly defined, an integral part of the current strategy? Is the management team clear in its approach to digitalisation? How is this approach communicated to key departments in the School?
  - ❖ Is the School able to effectively execute this aspect to its strategy? Does the School have credible operational plans? Have the necessary resources for implementation been secured? Are the required competencies and capabilities already available or how are they being developed?
  - ❖ Is there an appropriate Quality Assurance framework in place? Are relevant activities monitored?
  - ❖ Does the School have adequate cyber security protection?

These questions may apply to all activities of the School.

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
- ■ Cyber security policy

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. 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 representatives of the world of practice. 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 teaching methods to optimise learning and the practical application of learning outcomes. Digitalisation underpins a variety of learning designs which can enhance the synchronous or asynchronous learning processes. Different terminologies, refer to the fact that digitalisation has broadened the scope of teaching and learning. Hybrid, programmes, where significant web teaching may take place, flipped classroom designs which put a premium on synchronous discussion and collaborative forms of learning or specific initiatives where new technologies are mainly used to enhance face-to-face learning are but some of the current alternatives for schools.

Therefore, all schools need to have strategic considerations on the role of online learning in their programme offer. Online learning thereby should not be treated as a goal in itself, but rather an instrument to support the School's teaching and learning strategy. Furthermore, strategies will have to be consistently supported by an overall pedagogical approach the School makes explicit upfront.

The EQUIS Standards and Criteria do not require employing online learning in any particular way or to any particular extent. But schools should explain why they are not using online learning (if this is the case) and they should be able to prove how they maintain teaching and learning quality in situations where face-to-face is not possible. Ultimately, they have to demonstrate how they are preparing students for digital competencies and skills (e.g. data literacy, algorithmic thinking).

Online learning in programmes and courses 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 teaching and learning and the curriculum content should be transparent and comprehensible. In cases where the School offers (parts of) online learning activities in cooperation with a non-academic organisation, Annex 16 of the EQUIS Process Manual should be considered.

Technological developments not only change the way how students absorb knowledge and develop competencies. The changing nature of work requires that the School understands that new attitudes (e.g. greater emphasis on flexibility, collaboration, and experimentation) have to be developed. Likewise, a different orientation to learning throughout life (lifelong learning) results from the constant changes in the nature of work.

Therefore, the School should demonstrate how it adopts, continually develops and innovates its processes and competencies related to its pedagogical approach, teaching methodology and didactical concepts, as well as programme content. This should also include aspects of how it organises the introduction of (technical) support structures for teaching staff, the improvement of links between pre- and post-experience education, and the introduction of new programme content.

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. In order to evaluate the effectiveness of the programme design, delivery and assessment processes, EQUIS 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) and a post-experience postgraduate (MBA). 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 EFMD Programme Accreditation 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 teaching and learning.

■ Describe the role of online and distance learning for the School. How does it relate to the overall strategy (including research, executive education and support processes) of the School?

■ Does the School's portfolio include online programmes? If so, describe their strategic fit within the School's overall portfolio.

  ❖ What kind of opportunities has the School recognised 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?

■ 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?

■ 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.

■ Explain the School's principles with regard to the balance between programmes with different delivery modes.

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)[2]. 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 online learning activities?

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 online 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 online 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?[3]
    - Does the programme design and content explicitly include aspects of social responsibility?
    - Does the programme enable the acquisition of knowledge, skills and competencies (required in a digitalised world)? Does the School provide the

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

students with opportunities to experience technologies to prepare for the future workplace (e.g. artificial intelligence, machine learning, robotics)?
    - 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 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, synthesize 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?
  - ❖ Do students receive training in online collaboration skills, and if so, how are these assessed?

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 teaching and learning 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?
- Describe the School's processes for renewal and innovation in teaching and learning (new methodologies, didactical concepts) and its view on the role of technology in its programme delivery. Explain how the School's approach as regards pedagogical innovation translates into the educational process.
- Regarding the use of technologies in online programmes (if applied):
  - ❖ Explain how the delivery of online programmes is leveraged by technologies. E.g.:
    - Which kind of opportunities for interaction do the School's online programmes offer? How is student-teacher and peer interaction facilitated?
    - Describe the mentoring and academic support provided to participants of online programmes.
    - How does the School ensure that participants are sufficiently skilled to be able to manage and use technologies? What remedial support is in place for those who are not?
    - Are processes in place to assure quality of online programmes?
    - How does the School support students with challenges or specific accessibility requirements?
    - What data is collected on students in online 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 online learning).
  - ❖ 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? Describe the process which ensures sufficient rigour when assessing students' work in an online context.
  - ❖ 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?
  - ❖ How does the School assess the quality of online learning?
- 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 or off-campus operations (see EQUIS Process Manual 16: "Policy on Accreditation of Collaborative Provision").
  - ❖ What are the quality assurance mechanisms in this area?

- Describe the opportunities for international project work provided within the School's programmes (online or face-to-face).

- Describe the opportunities for students to participate in learning experiences offered in collaboration with or by other academic institutions.

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)

- <u>Teaching and learning strategy</u> (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:
  - o Aims and objectives
  - o Programme Intended Learning Outcomes (ILOs)
  - o Curriculum structure and its rationale
  - o List of component courses
- <u>Descriptions of the overall assessment regime and grading system</u> 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:

- <u>Programme structure document including:</u>
  - <u>Programme objectives and overall Intended Learning Outcomes</u>
  - <u>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</u>
  - <u>Methods for measuring and evaluating results vs. goals in relation to ILOs</u>
  - <u>Quality assurance</u>
- <u>List of component courses including for each:</u>
  - <u>Intended Learning Outcomes</u>
  - <u>Syllabus</u>
  - <u>Rubrics</u>
- <u>Descriptions of the assessment regime and grading system</u>
- 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.

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 Student Report is intended to encapsulate the students' perspectives on the School and therefore must be produced independently of the School's leadership or other external support, by strictly following the guidance outlined later in this Chapter and in Annex 10 of the EQUIS Process Manual Annexes. 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 in a process of lifelong learning.

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. Learning in a digitalised world, 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.

■ How does the School take into account different types of prior knowledge and the broadly diversified expectations of students?

■ 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?
✦ How does the School ensure that all students are adequately prepared for studying online?
✦ 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 online 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?
✦ Does the School support students in adopting new learning technologies and learning about the impacts of digitalisation on organisations and society?

■ 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 six months after graduation
✦ list of major employers over the past five 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 five 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 where appropriate, including some exchange students, should focus on providing responses to the questions provided

in the EQUIS template (see Annex 10 of the EQUIS Process Manual Annexes). It must be stressed that this group of students should compile the Student Report independently, without involvement of the School's leadership or other external guidance. 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

■ A description of the School's Alumni Association (e.g., members, chapters, services, activities, events, donations, etc. in the past five years). Alumni Directory, if available

■ 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. Schools in a process of strategic change, for example seeking to expand their activities into more marketoriented sectors through executive education or to strengthen their international positioning will have to adjust the size and composition of the faculty in line with the strategic objectives.

Technological developments will lead to new structures relating to the academic value chain, in teaching and learning, research and executive education. These developments require new forms of specialisation within the faculty and the development of new support functions for or within faculty (e.g. specialising in technical support for new teaching formats or supporting research in digitalisation and its impact). Schools should ensure faculty sufficiency and demonstrate how they support personal and professional development of faculty with digitalisation in mind. 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 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 and international experience
  - ❖ 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 teaching and learning qualifications or experience do the faculty have and are they appropriate to support the School's pedagogic approach?
    - Does the School align the faculty competence with the requirements involved for the digitalisation of teaching and learning as well as research?

    - 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?[4] 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 teaching and learning 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 teaching and learning 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 on-campus 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 digital delivery methods, 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, including virtual engagements and experience?
  - ❖ 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 and international experience 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. The School should also demonstrate broad stakeholder involvement in the knowledge creation, development and diffusion process .

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 recognises that Management research has been criticised for the gap between research and practice. That is relevance; along with concerns about credibility and replicability, that is rigour.

EQUIS strives, therefore, for both rigour (credibility of evidence) and relevance (usefulness of the knowledge). 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. The objectives, recipients, and types of research vary among EQUIS accredited schools, but regardless of their variety, research must be relevant and its impact observable in the selected areas and for the school's key stakeholders. EQUIS recognises that schools operate in different contexts.

Whether geographical, national, or institutional, such contexts set limits and offer possibilities. Thus, the frameworks for each school's research activities are embedded in its environment. 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 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 practice-oriented professional journals, by articles in leading news outlets such as the FT, the Economist 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.

The research and scholarship in pedagogic developments and innovation may include use of student learning behaviours and experience data and its impact on choice and use of teaching methods. Where online and blended teaching methods are used, responsible and ethical use of analytics, artificial intelligence and other data governance aspects of research and application of such research should be considered. Achievements in this area will be assessed by their impact within the School on its teaching and learning 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. At the same time pedagogical developments, particularly when they involve design matters, are context bound and furthermore it may be unlikely that business Schools report their applied knowledge contribution in this area in journals or books which typically discuss higher education matters. Schools can thus report on innovative course designs or programmes inasmuch as they provide the pedagogical rationale underpinning the innovations.

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, rigour and impact of the production for the different audiences, constituencies or stakeholders that the School is serving, as well as its contribution to teaching and learning quality.

The expectation is that all schools that are accredited will be able to demonstrate that they are productive in some areas of the intellectual activity spectrum 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 exclusively practice oriented school with a sole emphasis on teaching will not qualify under the above definition.

Schools should have an explicit, publicly stated strategy and policy regarding research in this 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 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-todate 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, including digital innovation, within the national and international 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, including digital 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.
- Describe how the School manages its R&D agenda in a way that contributes to thought leadership about the increasingly digital nature of business and society.
- Describe how the School engages with pedagogic research and innovations in teaching and learning methods, and the use of digital technologies. This may include research on or use of analytics, artificial intelligence and online teaching methods to improve student experience and learning.
- 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 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	• Advance theory • Create new knowledge • Devise new methodologies • Sustain a doctoral programme • Underpin up-to-date and innovative teaching programmes	• Other academics • Graduate students • International market (necessarily in English)	• Articles • Conference presentations • Papers • Research monographs • Scholarly theses	• Scholarly journals • Conferences • Text books • University presses	• Discipline-based • Academic • Scholarly • Refereed • Rigorous
Practice-Oriented Production	• Inform practitioners • Educate students • Targeted research for specific companies or organisations • Improve management practice • Understanding of the environment • Updating of course content • Faculty development	• Executive education participants • Companies/organisations • Practitioners • Students • National & international markets	• Books • Studies • Reports • Articles	• Text books • Specialised publications • Practitioner journals	• Relevance • Useful knowledge • Applied practice-oriented • Field work
Pedagogical Development	• Create new course materials • Create new programmes • Define new learning methodologies • Create new learning tools	• Students • Programme directors • Other teachers • Executive education directors	• Case studies • Software • Innovative programmes • Online courses	• Case clearing houses • Commercial software outlets	• 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
Scholarly articles in int'l refereed journals					
Scholarly articles in national journals					
Papers in int'l academic conferences					
Books (e.g. research monographs)					
Chapters in books					
Textbooks					
Chapters in textbooks					
Articles in professional journals					
Papers in professional conferences					
Studies and Reports commissioned by companies and gov't agencies					
Studies and Reports produced as part of an int'l network					
Published Case Studies					
Published Learning and Teaching Materials, including online formats					
Technology-Enhanced Learning Materials					
Doctoral theses completed					
Doctoral theses supervised					
Other (please describe)					
TOTALS					

*** Only include authors who were 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 in support of their lifelong learning needs and of organisations in support of their development goals

Introduction

In this chapter EQUIS is primarily concerned with the design and delivery of short courses and nondegree programmes in form of open and customised 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, programme design, marketing and corporate relations, services to participants, programme quality, digital integration such as online and blended learning as well as content on digitalisation, faculty and staff, on-campus and digital resources, 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 and in the fulfilment of lifelong learning and organisational development requirements.

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. Through Executive Education programmes, the School can make itself better known regarding its distinctive knowledge base expertise. 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) Programme Design
d) Marketing, Sales and Corporate Relations e) Digital Integration
f) Participant Management
g) Programme Quality and Impact
h) Faculty i) Research and Development
 j) Internationalisation
k) 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 on site facilities and digital tools 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?
  - ❖ Does the School dispose of adequate digital tools and skills to deliver effective online or blended programmes?

b) Product Portfolio

- Describe the portfolio of programmes and services offered in the area of executive education.
  - ❖ type of programmes: open/customised
  - ❖ face-to-face/online/blended
  - ❖ duration: short/long/modular
  - ❖ content (functional, general management, issue-based such as digital transformation, 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 portfolio renewed?

c) Programme Design

- Describe the design process for open programmes.
- Describe the design process for customised programmes.
  - ❖ Does the School have faculty and staff skilled in designing customised programmes?
  - ❖ How are customer requirements and the respective individual and organisational context diagnosed as part of the design phase?
  - ❖ How is the School co-creating customised solutions with their client organisations?
  - ❖ Is the School teaming up with other departments or outside partners to broaden its design and delivery capacity?

- Describe the delivery methods used in the School's executive education programmes.
  - ❖ What is the overall portfolio of learning methodologies and how are these selected and combined to form an impactful programme?
  - ❖ How is the learning experience digitalised?
  - ❖ How is the School innovating and exploring especially the online learning space?

d) Marketing, Sales and Corporate Relations

- Describe the School's key areas of expertise in the area of executive education.
- 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
- 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 qualified are the business development and sales staff?
- Describe the School's marketing, sales and corporate relations policy for its executive education activities.
  - ❖ To what extent are faculty members involved in the marketing and sales of the School's programmes?
  - ❖ 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?

e) Digital Integration

- Describe the digital integration in the portfolio of programmes and services.
  - ❖ To what extent is digitalisation a pillar of programme content?
  - ❖ Are digital delivery methods and the use of digital tools represented in programme design?

- ❖ To what extent are online learning modules offered on a stand-alone basis, to feature in corporate learning management systems?
- ❖ Is digitalisation stimulating research and consulting activities?
- ❖ Is digitalisation leveraged for learning analytics?

f) 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 programmes? Does it cooperate with its customers in the selection and nomination process?
  - ❖ How do staff deal with the occasionally 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 leverage digital technologies in the support of 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?
  - ❖ Does the School follow up with former participants in its executive education programmes?
  - ❖ How does the School personalise the learning process for individuals?
  - ❖ Is the adult learning process clearly understood?

g) Programme Quality and Impact

- 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?
  - ❖ How quick is the School in responding to any quality issues?
- Explain how the School measures the impact of its programmes on:
  - ❖ Individual participants
  - ❖ The participants' companies and their talent and organisational development goals.

- 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 School utilise Executive Education as a leverage for faculty development (e.g. refining the research agenda, improved connections with practice, informal knowledge dissemination etc.)
  - ❖ 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 and staff 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?
  - ❖ Does the School extend its reach by teaming up with other departments or external partners?
- 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?
  - ❖ How is faculty getting prepared for its engagement in executive education?
  - ❖ Explain the processes for evaluating the contribution of individual faculty involved in executive education?
  - ❖ 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 partners, how is teamwork and a shared culture promoted in this 'virtual' faculty?
- Is Executive Education regarded as an opportunity to develop faculty in terms of their research agendas and teaching practice and in addition to ground degree programmes in the reality of business practice?

i) 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?

j) 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?
  - ❖ Is online learning understood as a way to internationalise the learning experience without having to travel abroad?

k) 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, digital tool provision, skills development, geographic expansion 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 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 on-campus, digital and financial resources together with the associated management systems and staff. The campus 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 both the campus and digital 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 digital 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) On-Campus 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) On-Campus 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?
- Describe the virtual learning environment as well as digital tools used for learning.
- Evaluate the overall adequacy of the above facilities to meet the demands of the School's portfolio of activities.
  - ❖ What shortfalls in 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 over-runs?
  - ❖ 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 three 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 three 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 or alliances with international partner institutions in fields such as on-campus or virtual 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 face-to-face or digitalised 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, examples of which are listed below.

A deeper understanding of internationalisation can result from an assessment of how a school has adapted its education and research to an increasingly globalised and digitalised 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.

The growth of joint programmes, increasing collaboration and partnerships, the emergence of mergers and other forms of restructuring and technology for online learning and collaboration, all need to be taken into account. Digitalisation opens up a wealth of opportunities with various approaches appropriate for different Schools and different student cohorts. EQUIS encourages schools to innovate and recognises that approaches – be they of a face-to-face or virtual nature – will be legitimate as long as they are part of the School's strategy. The School should

demonstrate the rationale behind their approaches, the impact they have and the quality of the experience and interaction they create. Schools pursue 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 the recent past, this has only been a feasible objective in the case of the MBA and other postgraduate programmes.

 Currently, there is also room for Bachelor and preexperience Master programmes aimed at international students. 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.

Digitalisation offers the opportunity to complement the former with new forms of international exposure. Those programmes are positioned to recruit students primarily on the national market, but 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. Such outreach can be achieved through a mix of physical or virtual mobility. Some schools may set 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. 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.

At the same time, operations abroad will have to maintain the quality standards of the home campus. 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 in international research groups, possibly supported by international research grants and achieving 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.

  - ❖ Does the School have a formalised international strategy encompassing the different dimensions and activities?
  - ❖ How is the School positioned on internationally? Does the School manage its programme portfolio with an international strategic intent? How competitive are its programmes outside its home market?
  - ❖ Is digitalisation a significant part of the international strategy?

- 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?
  - ❖ Does the School have an international advisory board? What are the key processes used to manage the School's international policy and relationships? What resources are specifically allocated to the management of the School's international activities? Does the School have an adequately resourced international office?

- Describe and evaluate the key changes in the international operation of the School that have occurred in the past five years, including the development or expansion of online or digitalised operations.

  - ❖ How does the School leverage technologies for greater outreach?
  - ❖ If the School uses technologies to internationalise, what resources and facilities does it allocate to achieve the objectives?

- Describe the international perspective in the School's programmes and learning resources.

  - ❖ Does the School offer programmes (on site or online) which are specifically oriented to the international market?
  - ❖ Are courses available in different languages, with English widely used for teaching, learning and publication?
  - ❖ How does digital learning impart an international experience to participants (e.g. virtual student exchanges through online collaborative projects, online classes, joint online seminars, etc.)?

- Describe the international dimension in the School's research and development activity. As appropriate, cross-reference to Chapter 5 on Research and Development.

- 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? To what extent

  does the School leverage the opportunities of virtual mobility for its students and faculty?
  - ❖ How does the School support and manage its Alumni internationally?

- Describe the School's connections to the international world of 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?
  - ❖ How does digitalisation contribute to connections with practice outside the School's home country?
  - ❖

- 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?

- 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?

- Summarise the School's international activities outside its home country (exchange students abroad, faculty mobility, joint programmes, off-campus operations, etc.).

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
- Documents relating to online provision that specifically targets foreign markets, if applicable.

In preparing this Chapter, schools will find it helpful to refer to two documents available in the guidelines and position papers, namely Annex G and Annex H. They can be found in EFMD Guidelines & Position Papers: Supporting Material for the EQUIS & EPAS Accreditation Systems. Annex G is entitled "EFMD Quality Services: Guidelines for Defining the International Dimension of Higher Education Institutions in Management and Business Administration". Annex H is entitled "Assessing the Degree of Internationalisation of a Business School".

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 face-to-face or virtual exchange programmes to provide a two-way flow of students.
  - A portfolio of face-to-face and virtual experiences in the classroom that bring together students from different countries.
  - The provision of internships or project work across borders (including online collaborative projects).
  - 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, on-campus or virtually.
  - The opportunities for faculty to serve as visiting professors abroad, on-campus or virtually
  - 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, including online courses.
  - An international perspective in all the main functional areas.
  - Courses jointly designed and taught with partner schools abroad, including online courses.
  - Internships and study abroad as an integral part of programmes, encompassing both face-to-face and virtual options.

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 included within 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. This model also enables a school to demonstrate its international quality improvement journey over time with past vs present profiles, or to illustrate its future international strategic objectives with present vs planned future profiles.

Policy
1. **Strategy** – does the School have a well-defined strategy for internationalisation, including a digitalisation component if relevant? Does the School have the plans and resources for the strategy's implementation?
2. **Recognition/Reputation** – what is the level of competitiveness and recognition of the School in international markets?
3. **Governance/Advisory Board** – How is there an international dimension manifested in the School's governance and advisory system? Is digitalisation used to increase the involvement or the mix of international advisory members?

Content
4. **Curriculum/Exec Ed/Learning Resources** – what is the international perspective in the School's degree and executive education programmes? If the School offers online executive programmes targeting international markets, what resources are provided?
5. **Research & Development** – what is the international scope and recognition of the School's R&D? Does digitalisation contribute to expanding the international scope and recognition of the School's R&D?
6. **Competencies** – are global-mindedness and cultural sensitivity developed, is language learning provided and is English widely used for learning materials, teaching and publication?

Context
7. **Faculty/Visiting Professors** – what is the intercultural mix of core, adjunct and visiting faculty? Is digitalisation used to bring international adjunct / visiting faculty to the School?

8. **Students/Exchanges/Alumni** – what is the intercultural mix of degree-seeking and exchange students, and the international spread of alumni? Is digitalisation used to increase the diversity, and the engagement of remote international students and alumni?
9. **Professional Staff** – is there an international/partnerships/exchanges office with an intercultural mix of professional staff?

Network
10. **Exec Ed/Clients/Recruiters** – what is the level of the School's international corporate links with clients/employers, including international companies with domestic offices? Does the School use digitalisation to connect and engage with international organisations?
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 satellite campuses, joint programmes and franchised provisioning (where applicable)? Is the School leveraging digitalisation for internationalisation outside its home country?
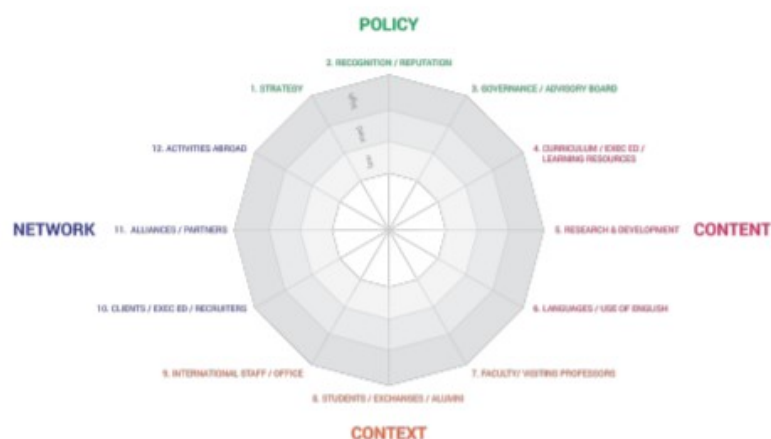
Note
A school should feel free to incorporate a completed version of this model in its Self-Assessment Report or to use the model simply to assist in determining and assessing the information which it wishes to include within Chapter 8: Internationalisation.

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 in an increasingly global world. This understanding should be reflected in the School's mission, strategy and activities. There should be evidence that the School's contribution to ERS is reflected in its regular activities, covering education, research, interactions with businesses and managers, community outreach and its own operations many of which will be digitally enabled.

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 in an increasingly digitalised world.

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 online learning 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.
- Provide a short summary of the ethical framework applied when using information about students, staff and other stakeholders. This may be in the form of a comprehensive ethical code of conduct for the School (governing privacy, use of data for commercial reasons and academic integrity in research for example). Any national/international regulatory or legal requirements in this regard the School needs to meet should also be described.
- 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?
  - ❖ To what extent does the School embrace an open eco-system and participate in co-creation of knowledge taking advantage of possibilities offered by digitalised work environments in academia and business?
- Evaluate the key changes in the School's activities regarding ethics, responsibility and sustainability that have occurred in the past five 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 of business practices that support sustainability and protection of the environment.
- Summarise the School's commitment to the global environmental protection agenda and any steps the School takes to monitor its carbon footprint and to decarbonise, including the use of digital technologies.

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 policymaking 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:
a] 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
b) How the School's work and activities impact organisational and societal stakeholders
c] The ways in which the world of practice impacts on the School's academic activities, in both education and research
d} The developments in work and activities that deliver engagement, connectivity and impact and future strategy to enhance these further
 e} 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 twoway 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 releReflecting 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 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?

  ❖ Are future job requirements identified in a timely manner, to underpin programme design, delivery and evaluation?
  ❖ Are digital tools and future skills integrated into programme design?
  ❖ Are practitioners invited as visiting faculty to ground students in the reality of practice?
  ❖ Are teaching materials kept fresh at any time through ongoing relations with practice?

- 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?

  ❖ Is the world of practice inspiring the research agendas within the School?
  ❖ Are research findings communicated to practice beyond scientific journals, where relevant?
  ❖ Does the School monitor the impact of its research on various stakeholders?

- ❖ Are future job requirements identified in a timely manner, to underpin programme design, delivery and evaluation?
- ❖ Are digital tools and future skills integrated into programme design?
- ❖ Are practitioners invited as visiting faculty to ground students in the reality of practice?
- ❖ Are teaching materials kept fresh at any time through ongoing relations with practice?

- 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?
  - ❖ Is the world of practice inspiring the research agendas within the School?
  - ❖ Are research findings communicated to practice beyond scientific journals, where relevant?
  - ❖ Does the School monitor the impact of its research on various stakeholders?

- 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 five years.

Supporting Information and Documents to be provided in the SelfAssessment 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

EQUIS FEE SCHEDULE (2021)

The total fee for the EQUIS process is **56.320 €* (5-year accreditation);** 49.280 € (3- year accreditation) or 38.720 € (non-accreditation) for new applications submitted between 1 January 2021 and 31 December 2021. For accredited schools starting the re-accreditation process between 1 January 2021 and 31 December 2021, no eligibility fee will be due. The fee schedule at the time of the (re-)application remains valid throughout that cycle of the School's accreditation process.
* One Euro = Rs 86 . Total fee would be approximately Rs 48 lakh.

ADMINSTRATIVE FEES

Application Fee: 10.560 € Invoiced upon receipt of the Application Form for Entry to EQUIS and Datasheet.

This fee is also payable by Schools entering a re-accreditation cycle. Eligibility Fee: 10.560 € Invoiced only upon a positive eligibility decision by the EQUIS Committee. This fee is charged only to Schools in the initial accreditation cycle, not to those starting a re-accreditation cycle.

Review Fee: 17.600 € Invoiced two weeks in advance of the Peer Review Visit. Accreditation Fee Invoiced only upon a positive accreditation decision by the EQUIS Accreditation Board.

If (re-) accreditation for 5 years: 17.600 €

 If (re-) accreditation for 3 years: 10.560 €

If non-accreditation: 0 €

The accredited schools have 2 options regarding the final payment: Option 1: The above amount can be paid in annual installments of 3.520 €. Option 2: The above amount can be paid at once.

OTHER EXPENSES

Travel, lodging and other direct expenses as incurred by EQUIS experts and Peer Reviewers are to be paid without delay by the institution, on submission of receipts. Peer Reviewers are advised to book their flights at the earliest opportunity to minimise the costs to the School. Peer

Reviewers should ask approval from the School before ticket purchase, copying the EQUIS Office, and should endeavour to keep the costs as low as possible (a maximum of 6000€ is envisaged but cannot be considered as the norm).

CANCELLATION, POSTPONEMENTS, LATE PAYMENTS Should the School decide to cancel or postpone the Peer Review visit, the School will be liable for any non-refundable costs incurred by the Peer Reviewers at that time.

Any postponement, re-scheduling or cancellation of the Peer Review Visit 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 6 months of the scheduled PRV date. In order to advance in the accreditation process, a School must be up to date in all its payments to EFMD.

ONE ORGANISATION – TWO BRANDS

BUSINESS GRADUATES ASSOCIATION
LEADERS NEVER STOP LEARNING

ASSOCIATION OF AMBAs
BE IN BRILLIANT COMPANY

Association of MBAs originally started at Business Graduates Association way back in 197 based out of London. AMBA accredits post-graduate business programmes with a philosophy focused on accreditation impact, employability and learning outcomes.

The popular AMBA Accreditation which has bee adopted by about 10 schools in India which was also the first ever international accreditation to be adopted in 2005 by Management Development Institute (MDI) Gurgaon, one of the Top Ten B-school of the country is being frozen a a maximum 300 schools worldwide. Currently The Association of MBAs (AMBA) has accredited MBA, DBA and MBM programmes at 280 graduate business schools in 75 countries and territories (as of 2020).More than half a century after being established AMBA has emerged as one of the top three Accreditation Agencies of the world and it remains as a much sought after & a must have accreditation for any top Business School across the world Business Graduates Association (BGA) which was an idea that was originally pursued when the agency was established half a century ago. AMBA-BGA is the way the agency imagines its future

ASSOCIATION OF AMBAs ACCREDITED

" to be recognised internationally as the authoritative voice in postgraduate management education"

BUSINESS GRADUATES ASSOCIATION

BGA's vision is to be the leading global movement for responsible management, positive impact and lifelong learning.

agency was established half a

ion internationally, the B-schools,

was the trail blazer when the

The agency through BGA is committed to raising the profile and quality standards of business education internationally, the B-schools, MBA students and graduates and alumni, employers, communities and society. In India, AMBA was the trail blazer when the Management Development Institute (MDI) acquired AMBA accreditation in 2005.

New Criteria for accreditation AMBA accreditation

AMBA has made key changes for the period 2016-2021. The new criteria have been designed to clearly identify the distinctive nature of each degree type (MBA, MBM & DBA), and to differentiate them. This has been achieved by providing a definition, core attributes (outcomes) and guiding principles for each programme. The structure of the criteria themselves have been re-adjusted to more naturally follow the flow of the MBA life cycle, starting with the foundation blocks of the Institution and Faculty, moving into Programme Design, Student Recruitment, Graduate Attributes, Curriculum, Assessment, Delivery, and ending with Impact and Outcomes

AMBA accredited schools in India

MDI GURGAON · IIM CALCUTTA · IIM LUCKNOW · SPJIMR Bharatiya Vidya Bhavan · NMIMS Deemed-to-be UNIVERSITY · TAPMI

GREAT LAKES INSTITUTE OF MANAGEMENT, CHENNAI · IMI INTERNATIONAL MANAGEMENT INSTITUTE NEW DELHI · XLRi Xavier School of Management · IIM INDORE · ISB

For employers, AMBA accreditation is a quality mark important when recruiting managers and future business leaders

Employers looking to attract game-changing managers and future business leaders know that graduates from AMBA-accredited programmes have received the best quality, most relevant management education. To recruit a graduate from an AMBA-accredited programmes is to recruit top talent

For Business Schools, accreditation brings international credibility and status

Accreditation gives Business Schools worldwide recognition and kudos. AMBA accreditation identifies the best programmes from the thousands available, and the developmental nature of our process helps Business Schools spot potential shortcomings. We provide a comprehensive report detailing recommendations for potential future improvements

For MBA graduates, accreditation offers the opportunity to connect with peers from the best global MBA programmes

Student and graduate membership to AMBA means alumni can network internationally, knowing that they are connecting with individuals from equally impressive programmes. Our member services include careers advice and support, a job portal, events, access to the latest research and thought leadership and selected offers and benefits. We can open doors and facilitate opportunities.

AMBA states that   that MBA, DBA and Master's Degree programmes must maintain the highest quality and remain current amid ever-changing trends and innovation across industry sectors. This is why unlike other accreditation bodies, like AACSB and EQUIS we accredit the programmes directly. To attain this goal, the agency works with Business Schools to accredit MBA, DBA and Master's Degree programmes globally, against defined criteria and include input from a variety of stakeholders including business school staff, MBA students and graduates, and employers. Accredited programmes are reviewed at least every five years to ensure quality and improvements are continuous.

MBA ACCREDITATION CRITERIA

OVERARCHING THEMES

Since its inception, AMBA's mission has been to promote and protect postgraduate management education internationally, with the MBA as the flagship programme. AMBA aims to encourage students to enrol on international quality programmes in reputable Business Schools and employers to recruit from such Schools.

AMBA's accreditation scheme is designed to provide a quality assurance and quality enhancement mechanism for Business Schools and MBA programmes worldwide, in order to ensure the value of this qualification for potential students, graduates, employers and society. With many competing programmes, accreditation informs prospective students and employers about Business Schools and programmes that meet the Association's international quality standards.

Accreditation is holistic in nature, using the criteria as a benchmark for assessing the overall quality of an Institution and its MBA programmes. Accreditation assessments seek to balance the requirements for comparable international standards with the need to recognise local legislative and cultural differences; in particular, where the extensive two-year full-time MBA is the prevailing norm, there may be some allowable deviations from criteria. AMBA will not necessarily rule out for consideration any such deviations where the Institution and its MBA programmes are of genuine international quality, with career outcomes demonstrably equivalent to those seen at other accredited Institutions.

MBA Definition

The MBA is a generalist, postgraduate, post-experience degree designed to develop holistic, innovative and socially responsible business leaders for high performance organisations in the global market, through the development of knowledge, skills and values required to succeed in complex environments.

MBA Attributes

MBA graduates will have built on their prior professional experience and academic background to acquire a broad base of management knowledge and skills that enables them to:

- Lead themselves and others in the achievement of organisational goals, contributing effectively to a team environment.
- Think critically and make decisions based on complex information.
- Maximise resources for the benefit of organisations and society.
- Know and understand organisations and their stakeholders.
- Integrate functional knowledge and apply strategic management skills at a senior level in changing business environments.
- Operate effectively in cross-cultural settings, understanding the nature of globalisation.
- Understand the complexities of business ethics in a global environment and act with integrity.
- Analyse complex data, understanding the financial implications of managerial decision-making.
- Enhance their careers and their commitment to lifelong learning.

Key Principles

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.

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.

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.

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.

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.

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.

7. Curriculum Breadth & Depth – The MBA curriculum should be comprehensive and integrative, and clearly delivered at the Masters level.

8. Assessment Rigour & Relevance – The MBA assessment strategy must be robust, varied and to standards that are consistently applied at the Masters level.

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.

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.

CRITERIA

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 on pastoral care and responsibility. All students distinct should be monitored and supported throughout.

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.

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.
- **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.

MBM ACCREDITATION CRITERIA

OVERARCHING THEMES

Since its inception, AMBA's mission has been to promote and protect postgraduate management education internationally. AMBA aims to encourage students to enrol on international quality programmes in reputable Business Schools, and employers to recruit from such Schools. The MBM – a blanket term to describe any postgraduate general management programmes that do not meet the post-experience requirements and outcomes of an MBA – is an important component of AMBA's portfolio as a Masters-level qualification preparing high potential career entrants for a successful management career.

AMBA's accreditation scheme is designed to provide a quality assurance and quality enhancement mechanism for Business Schools and MBM programmes worldwide, in order to ensure the value of this qualification for potential students, graduates, employers and society. With many competing programmes, accreditation informs prospective students and employers about Business Schools and programmes that meet the Association's international quality standards.

Accreditation is holistic in nature, using the criteria as a benchmark for assessing the overall quality of an Institution and its MBM programmes. Accreditation assessments seek to balance the requirements for comparable international standards with the need to recognise local legislative and cultural differences. AMBA will not necessarily rule out for consideration any deviations where the Institution and its MBM programmes are of genuine international quality, with career outcomes demonstrably equivalent to those seen at other accredited Institutions.

MBM Definition

The MBM is a generalist, postgraduate, and predominantly pre-experience degree designed to provide a thorough grounding in the theoretical fundamentals of management – accompanied by substantial practical interventions – in order to enable graduates (usually from any discipline) to successfully begin a management career within a variety of different organisational settings, through the development of integrated knowledge, skills and values.

MBM Attributes

MBM graduates will be able to utilise the broad theoretical knowledge, skills and practical experience gained during their studies to:

- Think critically and formulate reasoned opinions based on complex information.
- Integrate functional knowledge and apply strategic management skills at a junior level in changing business environments.
- Understand organisations and their stakeholders.
- Operate effectively in cross-cultural settings, understanding the nature of globalisation.
- Understand the importance of business ethics in a global environment and act with integrity.
- Analyse complex data, understanding the financial implications of managerial decision-making.
- Work effectively within a diverse team environment.
- Develop a management career and a commitment to lifelong learning.

CRITERIA

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.

Key Principles

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.

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.

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.

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.

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.

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.

7.   Curriculum Breadth & Depth – The MBM curriculum should be comprehensive and integrative, and clearly delivered at the Masters level.

8.   Assessment Rigour & Relevance – The MBM assessment strategy must be robust, varied and to standards that are consistently applied at the Masters level.

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.

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.

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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.

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.

DBA ACCREDITATION CRITERIA

Key Principles

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.

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.

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.

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 represent best practice in management research and application, taking into account market trends and practices.

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.

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.

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.

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.

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.

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.

OVERARCHING THEMES

Since its inception, AMBA's mission has been to promote and protect postgraduate management education internationally. AMBA aims to encourage students to enrol on international quality programmes in reputable Business Schools and employers to recruit from such Schools. The DBA is an important component of AMBA's portfolio as a transdisciplinary, practically-focused Doctoral-level programme.

AMBA's accreditation scheme is designed to provide a quality assurance and quality enhancement mechanism for Business Schools and DBA programmes worldwide, in order to ensure the value of this qualification for potential students, graduates, employers and society. With many competing programmes, accreditation informs prospective students and employers about Business Schools and programmes that meet AMBA's international quality standards.

Accreditation is holistic in nature, using the criteria as a benchmark for assessing the overall quality of an Institution and its DBA programmes. Accreditation assessments seek to balance the requirements for comparable international standards with the need to recognise local legislative and cultural differences. AMBA will not necessarily rule out for consideration any deviations where the Institution and its DBA programmes are of genuine international quality, with career outcomes demonstrably equivalent to those seen at other accredited Institutions.

DBA Definition

The DBA is a Doctoral-level, research-based qualification, designed to make a contribution to the enhancement of trans-disciplinary professional practice in management disciplines, in addition to a contribution to knowledge via the development and application of theoretical frameworks, methods, and techniques. A DBA places emphasis on the novel application of theory, as well as the potential creation or testing of theory within the context of practice.

DBA Attributes

DBA graduates will have built on their prior professional experience and academic background to acquire a broad base of management knowledge and skills that enables them to:

- Contribute to the enhancement of trans-disciplinary professional practice in management.
- Bring new and relevant scholarship to bear on new business and management problems.
- Create, apply, and then integrate new knowledge.
- Provide an evidence-based approach to critically analyse and evaluate management problems understanding the role and limitations of research in solving these problems.
- Be able to present scholarly research to both academic and non-academic audiences.
- Adopt innovative and creative solutions to business problems and opportunities.
- Provide leadership for change in multiple contexts for a variety of stakeholders.
- Work in a variety of organisational contexts.

CRITERIA

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

- Doctoral-level Learning: many academic Institutions refer to the Dublin Descriptors for the requirements of Doctoral-level learning.
- 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.
- Portfolio: all programmes bearing the designation 'DBA' 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.
- Transdisciplinary: a research topic that requires the integration of multiple academic areas.

AMBA & BGA joint accreditation

Institutions in possession of AMBA accreditation can apply for AMBA & BGA joint accreditation. In exceptional circumstances, institutions new to both AMBA & BGA can engage in a AMBA & BGA joint accreditation, provided they meet all the eligibility criteria.

AMBA & BGA 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. Achievement of joint accreditation allows institutions to demonstrate the quality of their MBA, as well as their responsible management practices, and positive impact on stakeholders.

Undergoing a joint accreditation means that institutions need only one visit of highly experienced assessors, and combines required documentation from the two accreditations, thus reducing the amount of administrative work and tasks required.

PROCESS
The AMBA & BGA joint accreditation process consists of three stages to ensure Business Schools are fully prepared for the final assessment visit. Each stage exists to support the quality enhancement of the institution.

DOCUMENTATION
Institutions undergoing a joint visit have the benefit of a streamlined workload resulting in fewer documents produced than necessary. All documents serve as the footprint to the final assessment visit.

ASSESSMENT VISIT
The AMBA & BGA assessment visit consists of a two full day visit to the institution's main campus by a Peer Review Team (PRT). The PRT consists of three assessors who belong to the AMBA & BGA Faculty of Assessors, a group of current and retired deans and directors with decades of experience concerning Business School education.

The institution will be given an agenda for the two days on how to address both the AMBA and BGA accreditation criteria.

WHAT IS BGA ACCREDITATION?
BGA accreditation is a gold-standard quality assurance achievement that is awarded to Business Schools that can clearly demonstrate an increasing impact on their students and communities over a measurable period, using BGA's Continuous Impact Model (CIM), which assesses the improvement in impact across a range of metrics.
BGA accreditation is designed to provide both quality assurance and quality enhancement mechanisms for institutions worldwide, in order to ensure the value of the qualification for potential students, graduates, employers and society. Accreditation plays a key role in informing prospective students and employers about the quality of the institution and its programmes.
The criteria used for BGA accreditation are based upon the BGA Charter, and outline the standards that institutions are expected to meet in order to be awarded accredited status by BGA.

BGA Accreditation Criteria

BGA accreditation is designed to provide impact-driven quality assurance and quality enhancement mechanisms for institutions worldwide, in order to ensure the value of the qualification for potential students, graduates, employers and society. Accreditation plays a key role in informing prospective students and employers about the quality of the institution and its programmes.

BGA accreditation criteria are used as a benchmark for assessing the overall quality of an institution. BGA accreditation recognises the need to compare international standards while taking into consideration local legislative and cultural differences. Where the institution and its programmes are of genuine international quality, with career outcomes demonstrably equivalent to those seen at other accredited institutions, the BGA Accreditation Board (BAB) may apply compassionate consideration in awarding accreditation on a case-by-case basis.

The criteria used for BGA accreditation are based upon the BGA Charter, and outline the standards that institutions are expected to meet, in order to be awarded accredited status by BGA. The criteria will be used to inform recommendations of accreditation by the peer review team (PRT), and the award of accreditation by the BAB. They are intended to be used in a holistic way to assess the overall quality and values of an institution, rather than adopting a tick-box approach.

Core Principles of BGA Accreditation

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 consultative, 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 industry practice and understand changing trends to innovate and continuously meet market demands. The BGA accreditation process reflects this commitment to fostering innovation and challenges institutions to continuously perform at the highest level.

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, where it receives recommendations in terms of programme and curriculum design, methods on teaching and delivery, 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.

Eligibility

To be eligible for accreditation, institutions must:

- Have been in continuous operation for at least five years
- Possess degree awarding powers (institutions with no degree-awarding powers must seek a recommendation letter form an AMBA or BGA accredited institution)
- The institution must have been graduating at least three student cohorts from one of its degree programme
- The institution must have audited financial statements that prove it is financially sustainable in the long term.

Institutions do not need to be **BGA validated** in order to apply for accreditation, although this interim stage is designed to support institutions towards a successful accreditation journey.

There are a number of key documents that have been specifically designed to support Business Schools through the BGA Accreditation process. Some of which have been highlighted below.

If you have any questions regarding BGA Accreditation, please email **accreditation@businessgraduatesassociation.com**

BGA's Continuous Impact Model
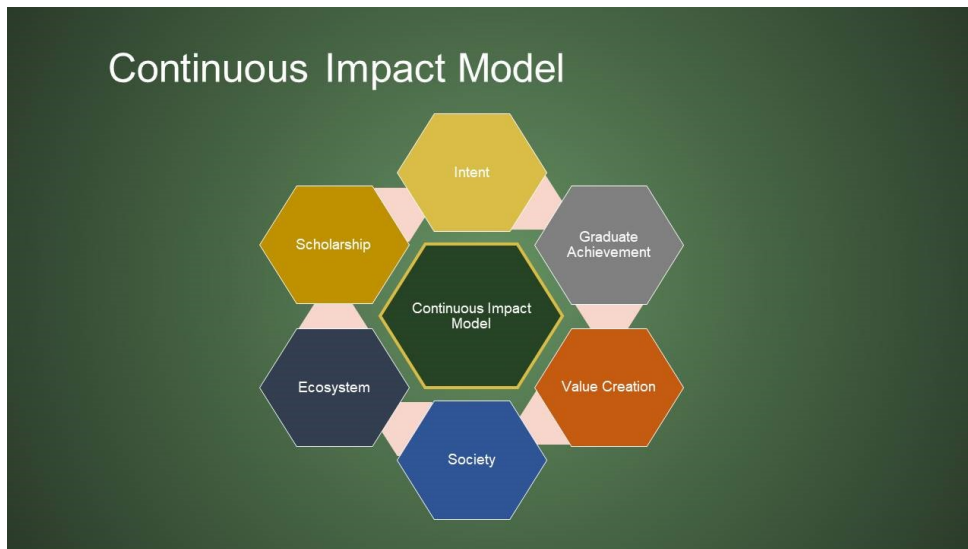
A key element of BGA's accreditation is the use of BGA's 'Continuous Impact Model', a unique process which is designed to support institutions to develop an understanding of their impact on stakeholders. The model is built for Business Schools and measures the changes of impact variables over time and establishes evidential feedback loops to improve the quality of the institution and its activities in a continuous improvement process. Schools are required to undergo the CIM once they begin the accreditation process. The Business School's assigned Accreditation Director and academic mentor play a supportive role in ensuring a School's development and measurement of its impact metrics are used to meet BGA's accreditation criteria.

BGA's 'Continuous Impact Model', offers a unique process which is designed to support institutions to develop an understanding of their impact on stakeholders, and is a key element of the BGA accreditation process.

The model is designed to measure the changes in impact variables over time and establishes evidential feedback loops to improve the quality of the institution and its activities in a continuous improvement process. Schools are required to undergo the CIM once they begin the accreditation process.

Schools undergoing accreditation are assigned an Accreditation Director and an academic mentor, who play a supportive role in ensuring the School's development and measurement of its impact metrics are used to meet BGA's accreditation criteria.
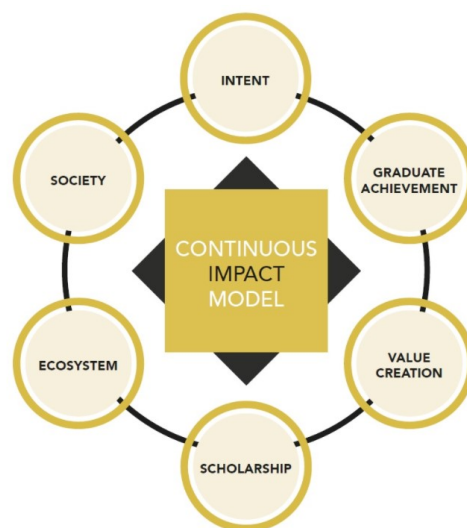
PURPOSE

Institutions are expected to provide relevant, measurable metrics under each dimension of the CIM. The number may vary significantly from one institution to another, but it is recommended that between 5 to 10 impact metrics are developed, where at least one references one of the **UN SDG's**. Institutions are required to provide at least three years' worth of data to effectively showcase measurable changes, though it is recommended to provide more if additional years of data are available.

Being able to effectively measure an institution's impact on a range of stakeholders helps inform them of the institution's various strengths and weaknesses and is important in ensuring that it is achieving its mission while building trust among stakeholders. Moreover, the CIM informs stakeholders of the steps the institution is taking to continually improve using quantitative metrics. By maintaining a high level of transparency, accountability, and commitment to higher principles, an institution can confidently and accurately evidence its status and level of quality.

A MODERN IMPACT DRIVEN APPROACH:

The CIM is not intended to be prescriptive – an institution will work with an appointed academic mentor to develop appropriate metrics and ensure that a feedback loop is established and effective over time. The developed key metrics, and how well the institution achieves them, will ultimately determine if it will achieve BGA accreditation, as the data produced will be used in the assessment stage of the accreditation process. Institutions are expected to provide a narrative for each metric explaining why trends are either positive or negative and what potential solutions may be available (if any).

SCOPE

The length of time required to create the impact metrics may vary significantly from institution to institution, as some may have data readily available for the development of impact metrics, while others may have to begin the data collection process at the beginning of the pre-assessment stage. It is expected that the chosen impact metrics will be broad and will cover a wide range of different categories; however, at least one metric must specifically reference the UN Sustainable Development Goals (SDGs).

ACCREDITATION COUNCIL FOR BUSINESS SCHOOLS & PROGRAMS

Founded in 1988, the Accreditation Council for Business Schools and Programs (ACBSP) is a global business education accrediting body and the first organization to offer accreditation to all levels of collegiate business educational degree programs from associate to doctoral.

ACBSP ignites a standard of excellence with an accreditation process based on the Baldrige Education Criteria for Performance Excellence. By evaluating aspects of leadership, strategic planning, relationships with stakeholders, quality of academic programs, faculty credentials, and educational support, ACBSP assesses whether or not business programs offer a rigorous educational experience and commitment to continuous quality improvement.

ACBSP -Accreditation Council for Business Schools & Programs is the only global accrediting body, which accredits business programs at the associate, baccalaureate, and graduate degree levels. The membership extends to more than 60 countries, more than 1,200 member campuses and 13,000 individual members. ACBSP also has the biggest presence in India in terms of the number of schools accredited by any of the top five international accreditation agencies operating in the country.   There are at present 17 accredited schools and 8 member schools of which nine in candidacy mode of ACBSP in India.

It is the second agency to be recognized by Council for Higher Education Accreditation (CHEA), the apex regulatory advisory body of America. Accreditation done by ACBSP conforms to the standards set by Malcolm Balridge Award for excellence. ACBSP currently has around 17 schools accredited.

LIST OF INDIAN SCHOOLS ACCREDITED BY ACBSP

ACBSP UNIFIED ACCREDITATION STANDARDS

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.

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.

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.

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.

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
4. Ensuring faculty development including scholarly and professional activity

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.

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.

Number of Campuses in ACBSP Membership (Update on the way)

1,159	Member Campuses	972	Institutions with Accredited Business Programs
654	Member Institutions		
975	Baccalaureate/Graduate Degree		
184	Associate Degree		
		130	Candidates for Accreditation
254	Outside the United States		
60	Different Countries	57	Not Currently Seeking Accreditation
6	Continents		
13,000+	Individuals		
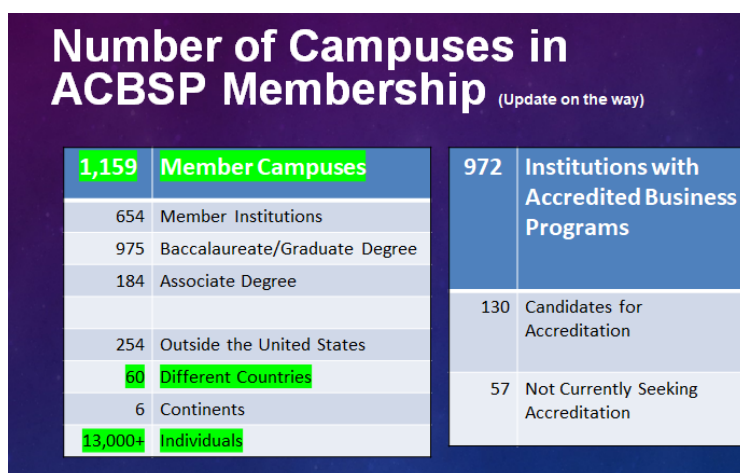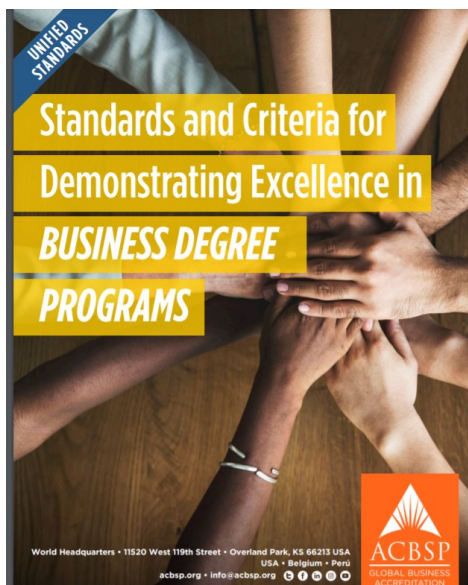
GENERAL INFORMATION

 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 effective, systematic approach, fully responsive to the overall requirements of the standards and criteria, is evident.	The approach is fully deployed without significant weaknesses or gaps in any areas or work units.	Fact-based, systematic evaluation and improvement and organizational learning are key organization-wide tools; refinement and innovation, backed by analysis and sharing, are evident throughout the organization.	The approach is well integrated with organizational needs identified in response to the other standards.
Very Good to Excellent	An effective, systematic approach, responsive to the overall requirements of the standards and criteria, is evident.	The approach is well deployed, with no significant gaps.	Fact-based, systematic evaluation and improvement and organizational learning are key management tools; there is clear evidence of refinement and innovation as a result of organizational-level analysis and sharing.	The approach is integrated with organizational needs identified in response to the other standards.
Very Good	An effective, systematic approach, responsive to the overall requirements of the standards and criteria, is evident.	The approach is well deployed, although deployment may vary in some areas.	A fact-based, systematic evaluation and improvement process and some organizational learning are in place for improving the efficiency and effectiveness of key processes.	The approach is aligned with organizational needs identified in response to the other standards.
Good	An effective, systematic approach, responsive to the basic requirements of the standards is evident.	The approach is deployed, although some areas are in early stages of deployment.	The beginning of a systematic approach to evaluation and improvement of key processes is evident.	The approach is in early stages of alignment with basic organizational needs identified in response to the other criteria.
Improvements Needed	The beginning of a systematic approach to the basic requirements of the standards is evident.	The approach is in the early stages of deployment in most areas inhibiting progress in achieving the basic requirements of the standard.	Early stages of a transition from reacting to problems to a general improvement orientation are evident.	The approach is aligned with other areas or work units largely through joint problem solving.
Major Improvements Needed	No systematic approach is evident; information is anecdotal.	Little or no deployment of an approach is evident.	An improvement orientation is not evident; improvement is achieved through reacting to problems.	No organizational alignment 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 excellent in most areas of importance to the criteria.	Excellent improvement trends and/or sustained excellent performance levels are reported in most criteria.	Evidence of industry and benchmark leadership is demonstrated in many criteria.	Results fully address key customer, market, process, and action plan requirements.
Very Good to Excellent	Current performance is good to excellent in most areas of importance to the criteria.	Most improvement trends and/or current performance levels are sustained.	Many to most reported trends and/or current performance levels, evaluated against relevant comparisons and/or benchmarks, show areas of leadership and very good relative performance.	Results address most key customer, market, process, and action plan requirements.
Very Good	Improvement trends and/or good performance levels are reported for most areas addressed in the criteria.	No pattern of adverse trends and no poor performance levels are evident in areas of importance to your organization's key business requirements.	Some trends and/or current performance levels, evaluated against relevant comparisons and/or benchmarks, show areas of good to very good relative performance.	Results address most key customer, market, and process requirements.
Good	Improvements and/or good performance levels are reported in many areas addressed in the criteria.	Early stages of developing trends are evident.	Early stages of obtaining comparative information are evident.	Results are reported for many areas of importance to your organization's key business requirements.
Improvements Needed	A few business results are reported; there are some improvements and/or early good performance levels in a few areas in criteria reported.	Little or no trend data are reported.	Little or no comparative information is reported.	Results are reported for a few areas of importance to your organization's key business requirements.
Major Improvements Needed	There are no results or poor results in criteria reported.	Trend data are either not reported or show mainly adverse trends.	Comparative information is not reported.	Results are not reported for any areas of importance to the organization's key business requirements.

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.

"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.

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:

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.

TABLE 1 Review of all Academic Activities (Report in the Online Portal)

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 B: Indicate with "yes" or "no" whether the business unit administers the program.

Column C: Indicate with "yes" or "no" whether the program is to be accredited by ACBSP.

If no, provide justification explaining why the program should be excluded from the accreditation process and how you will communicate with the public what is and what is not accredited.

Column D: Indicate number of degrees conferred during self-study year

A. Business or Business Related Programs	B. Program in Business Unit	C. To be Accredited by ACBSP	D. 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 if 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 transcripted course work in one field.
- A concentration or specialization is defined as 12-15 credit hours of transcripted 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.

<u>*Note: All faculty qualifications must be validated with original transcripts, certificates, and/or related written documentation that clearly states the qualification.*</u>

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 Degreed 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— <u>qualified to teach law courses</u>
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
- Student advising and/or counseling activities
- Institutional and community program service activities
- Business and industry interaction
- 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.

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 <u>must be</u> continuously and actively engaged in scholarship and professional activities. Faculty members who are Master's or Bachelors Qualified <u>must be</u> continuously and actively involved in professional activities and <u>may be</u> 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.

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."

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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 Poral 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 is utilized in 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.

Topic Outline:	Hours/Minutes or % of a 3-hour Course
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

Summary of UG CPC Topics Covered in this Course:	Hours/Minutes or % of a 3-Hour Course
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.

Criterion7.4.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

IACBE

At the IACBE, we believe that academic quality and excellence in business education should be measured in terms of the educational outcomes of an academic business unit relative to its mission rather than by prescriptive standards relating to academic resources.

We work together with you as partners on your journey. Throughout your accreditation journey we are here to provide guidance and support to help you understand the accreditation process and requirements. In addition, we act as a liaison between your institution and the IACBE Board of Commissioners, who will determine your accreditation status.

But our partnership doesn't end with your certificate of accreditation – at the IACBE we are dedicated to helping you to move your business programs to the forefront in today's competitive landscape. We provide opportunities to develop as a leader, to engage in professional development, to network with your colleagues, and to share best practices in business education.

How to be an IACBE member

Any academic business unit (department, division, school, college, faculty of business, etc.) whose parent institution grants business degrees at the associate's, bachelor's, master's, or doctoral level may apply for membership in the IACBE. There are many benefits to becoming a member in one of our the three categories:

An educational member of the IACBE is an academic business unit that has met the IACBE's requirements for membership, and (i) whose parent institution has appropriate institutional accreditation, recognition, or governmental authorization to award degrees that are eligible for IACBE accreditation, and (ii) that has affirmed its commitment to excellence in business education.

Candidate for Accreditation:

A candidate for accreditation of business programs is an academic business unit that has successfully completed the candidacy review process, and (i) has developed an appropriate outcomes assessment plan, (ii) has met the IACBE's candidacy requirements relating to its business programs, resources, and operational processes, (iii) has affirmed its commitment to excellence in business education, and (iv) is eligible to undergo an accreditation review of its business programs. While the academic business unit holds candidacy status, accreditation will only apply to the programs included for review by the Board of Commissioners during the accreditation process (not the overall academic business unit).

Member with Accredited Programs:

A member with accredited programs has successfully completed the IACBE accreditation review process and the academic business unit that offers the programs has affirmed its commitment to excellence in business education as related to the accredited programs. The accreditation covers the programs specifically granted accreditation and not the overall academic business unit. Member benefits, such as reduced rates to attend workshops or conferences, will be available to employees and students of the institution.

(Note: The criteria for accreditation are contained in the IACBE's Self-Study Manual.)

Mission-Driven, Outcomes-Based

Accreditation is a quality assurance process in which an institution of higher education or an academic unit within the institution voluntarily undergoes an external and independent appraisal of its educational activities.

Programmatic accreditation by the International Accreditation Council for Business Education is mission-driven and outcomes-based, and involves an independent, external evaluation of the business programs offered by an institution's academic business unit. The effectiveness of the academic business unit is evaluated by reviewing the educational processes related to teaching and learning in the institution, and by an assessment of the outcomes of the teaching-learning process.

Process and Requirements

Accreditation is a quality assurance process in which an institution of higher education or an academic unit within the institution voluntarily undergoes an external and independent appraisal of its educational activities. Programmatic accreditation by the International Accreditation Council for Business Education is mission-driven and outcomes-based, and involves an independent, external evaluation of the business programs offered by an institution's academic business unit.

The IACBE accredits business programs that lead to degrees at the associate, bachelor's, master's, and

The IACBE staff will work with the faculty and administration of the academic business unit as the unit prepares a comprehensive self-study to identify program strengths and weaknesses, and the level of compliance with the IACBE's "Accreditation Principles." In addition, the academic business unit will host a site visit by an independent team of peer reviewers. The self-study along with the site-visit team's report of findings and the academic business unit's response to the report will be reviewed by the IACBE's Board of Commissioners, who will determine the accreditation status of the institution's business programs.

Educational Membership Process

For the business programs of an academic business unit to become an Educational member of the IACBE, the academic business unit must follow the process summarized below:

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1. Does the institution grant business degrees at the associate's, bachelor's, master's, or doctoral levels?

2. Does the institution have a publicly-stated mission appropriate to a college or university?

If the answer is yes to the above questions…

↓

Submit Membership Application and Dues

↓

IACBE Staff Review and Validate the Application

↓

Become an Educational Membership

Educational Membership Requirements

To become an educational member of the IACBE, an academic business unit must:
Submit an application for educational membership.
1. Pay its membership dues to the IACBE.
2. Provide evidence that its parent institution grants business degrees at the bachelor's, master's, or doctoral level.
3. 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).
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 (e.g., a non-editable document such as a PDF file).

If two or more institutions have the same parent institution or if an institution provides business programs under different institutional names, separate membership may be required. Contact the IACBE office to discuss the options that are available.

An educational member is not allowed to claim or imply accreditation by the IACBE until accreditation has been granted.

Once an academic business unit has been admitted to educational membership in the IACBE, the institution may provide a link on the academic business unit's home page to their Member Status Page. A link to the page will be sent to the academic business unit along with the letter notifying them of their acceptance for educational membership.

Candidacy Status Process

For the business programs of an academic business unit to be considered for Candidacy Status by the IACBE, the academic business unit must follow the process summarized below:

Be an Educational Member in Good Standing

↓

Hold nationally recognized accreditation

↓

Attend the IACBE Accreditation Institute

↓

Submit Application Materials for Candidacy Status

↓

Undergo Candidacy Visit

↓

Receive and Respond to Candidacy Visit Report

↓

Undergo Candidacy Review by Board of Commissioners

↓

Board of Commissioners Determines Candidacy Status of Academic Business Unit

If candidacy status is granted, the Academic Business Unit representative will receive a letter detailing any required actions

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Candidacy Requirements

The purpose of becoming a candidate for accreditation (also 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 team of professional peer reviewers from the members of the IACBE.

In order for an academic business unit to be considered for candidacy status and for its business programs to be eligible for accreditation by the IACBE, the academic business unit must:
1. Be an educational member in good standing of the IACBE.
2. Provide evidence that its parent institution has institutional accreditation from an appropriate nationally-recognized institutional accrediting organization. Institutions located outside of the United States must provide evidence of equivalent recognized institutional accreditation from an appropriate organization in the relevant country or region, or approvals or authorizations to award degrees from an appropriate governing, legal, or similar body. This evidence should take the form of a copy of the most recent letter from an appropriate nationally-recognized accrediting organization affirming or reaffirming institutional accreditation or recognition to award degrees. In cases where this documentation is in a language other than English, the academic business unit must submit a copy of the original non-English version of the document and an English translation of the document.

1. Have at least one group of graduates from each business program to be considered for accreditation eligibility.
2. Attend the IACBE Accreditation Institute which must be completed within one year immediately prior to the submission of the application for candidacy status.

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.

Submit an application for candidacy status, an application supplement containing programmatic information, and pay its application fee. Applications for IACBE candidacy status must be approved and signed by the institution's chief executive officer (i.e., president, chancellor, director general), affirming the academic business unit's commitment to abide by the accreditation policies and procedures of the IACBE and to attaining and maintaining excellence in business education.

1. Undergo a candidacy visit by an IACBE representative.
2. Be reviewed by the IACBE Board of Commissioners.

If two or more institutions have the same parent institution or if an institution provides business programs under different institutional names, separate membership may be required. Contact the IACBE office to discuss the options that are available.

The completed candidacy application and all supporting materials must be submitted to IACBE headquarters at least 60 days prior to the candidacy visit. No candidacy visit travel arrangements will be made until the IACBE has received a complete set of candidacy materials.

The purposes of the candidacy visit are (i) to provide assistance to the academic business unit as it prepares to enter the candidacy phase of the accreditation process, (ii) to determine whether there are issues of concern pertaining to the resources, processes, business programs, or other aspects of the academic business unit's operations that need to be addressed prior to beginning the self-study process, and (iii) to evaluate the readiness of the academic business unit to pursue IACBE accreditation.

If candidacy status is granted, it will cover a time period not to exceed five years.

A candidate for accreditation is not allowed to claim or imply accreditation by the IACBE until accreditation has been granted. Once an academic business unit has been granted candidacy status in the IACBE, the institution may provide a link on the academic business unit's home page to their Member Status Page. A link to the page will be sent to the academic business unit along with the letter notifying them othat they have been granted candidacy status.

Accreditation Process - First-Time Accreditation

For the business programs of an academic business unit to be considered for first-time accreditation by the IACBE, the academic business unit must follow the process summarized below:

- Be a Candidate for Accreditation in Good Standing
- Submit Application Materials & Fee for First-Time Accreditation
- Schedule Site Visit
- Attend the IACBE Accreditation Institute
- Prepare & Submit Draft Self-Study
- Undergo a Technical Review
- Prepare & Submit Final Self-Study
- Undergo Accreditation Site Visit
- Receive & Respond to Site Visit Report
- Undergo Accreditation Review by Board of Commissioners
- Board of Commissioners Determines Accreditation Status of Business Programs

First-Time Accreditation Requirements

For the business programs of an academic business unit to be considered for first-time accreditation by the

IACBE, the academic business unit must:
1. Be granted candidacy status by the IACBE Board of Commissioners.
2. Have at least one set of graduates for which there are outcomes assessment results for each program to be considered for accreditation.

Submit an application for accreditation 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.
1. 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.
2. 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.

Prepare and submit a draft self-study and all supporting materials at least 120 days prior to the scheduled site visit.
1. Prepare and submit the final self-study and all supporting materials at least 60 days prior to the scheduled site visit.
2. Undergo a site visit.
3. Be reviewed by the IACBE Board of Commissioners.

If two or more institutions have the same parent institution or if an institution provides business programs under different institutional names, separate accreditation may be required. Contact the IACBE office to discuss the options that are available.

Guidelines for preparing the self-study are found in the IACBE's *Self-Study Manual*. It is essential that these guidelines be followed when preparing the self-study. Incomplete, inaccurate, or poorly organized information may delay a program's pursuit of accreditation.

A preliminary 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 virtual meeting to conduct an initial technical review of the self-study for completeness and accuracy. 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 will be made by the Board of Commissioners.

The purposes of the technical review are:

* to identify any technical issues associated with the academic business unit's self-study (i.e., missing, incomplete, and/or inaccurate information) and

* 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 technical review, the academic business unit will 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 site visit. No site visit travel arrangements will be made until the IACBE has received the final self-study documents.

Once an academic business unit has been granted accreditation of its business programs by the IACBE, the institution must provide a link on the academic business unit's home page to their Member Status Page. A link to the page will be sent to the academic business unit along with the letter notifying them of their accredited programs. If accreditation is granted, it will cover a time period not to exceed seven years.

Costs and Fees by Type	
Annual Membership Dues	
Academic Business Unit	
2022 Membership Dues	$2,650
2022 Accreditation Maintenance Fee	
- 1-14 accredited programs	$500
- 15-19 accredited programs	$750
- 20-24 accredited programs	$1,000
- 25-29 accredited programs	$1,250
- 30+ accredited programs	$1,500
2022 Accounting Accreditation Maintenance Fee	$200

Individual	
Active Educator	$200
Retired Educator	$100
Student	$50
2022 Membership dues will be invoiced in September 2021 with payment due no later than December 15, 2021.	

2021 Membership Dues for New Members	
Date of Joining IACBE	
January 1 – February 28	$2,650
March 1 – April 30	$2,120
May 1 – June 30	$1,590
July 1 – August 31	$1,080
September 1 – October 31	$590
November 1 – December 31	waived
Application Fees	
Application fee for Candidacy Status	$1,500
Application fee for First-Time Accreditation	$1,850
Application fee for Reaffirmation of Accreditation	$1,850

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