



11th INTERNATIONAL ACCREDITATION CONFERENCE

November 26 & 27, 2018 – New Delhi

"Accreditation & After, the Power of Benchmarking with the Best"



Featuring . . .



Standards for Educational Advancement & Accreditation (SEAA) Trust, New Delhi

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11th International Accreditation Conference November 26 & 27, 2018 – New Delhi

P R O G R A M M E

***Day 1 – Monday, November 26, 2018 (09.30 a.m. to 05.00 p.m.)
* Multipurpose Hall, Ground Floor ****

09.00 a.m. Registration opens

- 09.30 a.m.
- Inaugural Session (Lamp Lighting)
 - Short Introduction of Speakers by Smitha Raman, SEAA Trust
 - Conference Theme – Brief Presentation by A. Thothathri Raman, Chairman, SEAA Trust
 - Release of the International Accreditation Handbook 2018

10.00 a.m. Panel Discussion by Accreditation Agency Leadership and Invited Guest Speakers on Conference Theme “*Accreditation & After, the Power of Benchmarking with the Best*”

Panelists :

- *Dr. B. V. Krishnamurty*, Academic Consultant, Peregrine Academics
- *Dr. Rattan Sharma*, President, Association of Indian Management Schools (AIMS) & Director, Delhi School of Business
- *Amy Memon*, Manager, Accreditation Services (Asia-Pacific), AACSB International
- *Dr. Mark Stoddard*, Director, Accreditation, AMBA Development Network
- *Nishit Jain*, Asia Coordinator, EFMD
- *Dr. Steve Parscale*, Chief Accreditation Officer, ACBSP

- *Dr. Doug Gilbert*, Team Lead, ACBSP and Professor at University of Phoenix
 - *Dr. Ted Collins J. D.*, Vice President of Accreditation, IACBE
 - *Dr. Sunil Puliyakot*, Associate Professor, Rajagiri Business School (RBS)
 - *Dr. Kerron Reddy*, Chairperson, AIMS Institutes, Bangalore
- 11.00 a.m. Networking Tea Break
- 11.15 a.m. AACSB Presentation – *Amy Memon*, Manager, Accreditation Services, AACSB
 Experience Sharing Session – *Dr. Tulsi Jayakumar*, Chairperson of the Family Managed Business Programme at SP Jain Institute of Management and Research
- 12.15 p.m. EFMD Presentation & Experience Sharing Session – *Nishit Jain*, Asia Coordinator, EFMD
 EPAS Experience Sharing Session by *Dr. N. R. Parasuraman*, Director, SDMIMD
- 01 30 p.m. Lunch
- 02.30 p.m. Performing Art builds Student Quality (UCPA Session) by *Geetha Ganesan*, Accomplished Dancer
- 03 00 p.m. Prize Distribution from Bloomberg Businessweek Case Competition – *Chair*
- 03.30 p.m. SAQS Presentation by *C. Ramakrishna*, Executive Director, AMDISA
- 04.00 p.m. Tea Break
- 04.15 p.m. Bloomberg BusinessWeek – *Dr. B.V. Krishnamurthy*, Academic Consultant, Peregrine Academics Services (PAS), Wyoming & *Thothathri Raman*, Chairman, SEAA Trust, New Delhi
- 05.00 p.m. Conference concludes



Day 2 – Tuesday, November 27, 2018 (09.30 a.m. to 04.00 p.m.)
*** Seminar Halls, First Floor ***

- 09 00 a.m. Tea & Welcome to the Second Day of the Conference
- 09.30 a.m. AMBA Standards & GBA/ADN – *Mark Stoddard*
Experience sharing by Rajagiri Business School (RBS), Cochin
- 11.00 a.m. Tea Break
- 11.15 a.m. ACBSP Process Presentation, Introduction by *Dr. Steve Parscale*, Chief Accreditation Officer, ACBSP
Experience sharing *Dr. Sony Verghese & Dr. Mary Matilda*, XIME, Bangalore
- 12.15 p.m. Accreditation & After (new ACBSP service) *Dr. Doug Gilbert*, Team Lead, ACBSP and Professor at University of Phoenix
- 01.00 p.m. Networking Lunch
- 02.00 p.m. IACBE Process Presentation – *Dr. Ted Collins J. D.*, Vice President of Accreditation, IACBE
Experience sharing session – *Dr. Kerron Reddy*, Chairperson, AIMS Institutes, Bangalore
- 03.30 p.m. Wrapping-up and Conclusion by *Thothathri Raman*, Chairman, SEAA Trust, New Delhi
- 04.00 p.m. Conference concludes & Tea



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Accreditation or After, our work continues!

Standards for Educational Advancement & Accreditation (SEAA) Trust, New Delhi is committed to advance accreditation in all facets. Self-regulation with accreditation and building best benchmarks of quality through accreditation, were the twin themes on which our entire voluntary drive to get each a and every top rated business education accreditation agency on board at our conferences was done. The idea is to bring the best benchmarks that accreditation could provide to the user groups keen to learn from the peers from around the world. Accreditation we believe should remain voluntary to maintain the spirit of sharing. Under duress direct or indirect, there is little or no likelihood of the institutions share knowledge based on the spirit of bonhomie. The entire higher education community would start suffering in course of time as the purveyor or quality would be the regulator who would be more keen on compliance rather than encourage experimentation and innovation in campuses.

For us accredited schools that have taken up the best accreditation suiting their level of advancement have already benchmarked with the best and advanced to a higher notch of growth. Such an institution would continue to strive place higher goals of achievement and eventually appear right at the start of the pile. The quest for triple accreditation might have stemmed from this spirit only even though we believe strongly any one accreditation could do the job as well as three accreditation would do provided the faculty and the institution have truly imbibed the spirit of such accreditation.

Trophy accreditation will also not serve the right purpose as an institution vying for such a coveted endorsement would stretch beyond its limits in its focus on securing the best and in the process end up with an accreditation recognition not matched by the growth expected of such an institute. Resources that ought to have been expended on student and faculty development would have frittered away. Accreditation & after becomes a serious issue with such institutions. The remedy sometimes more bizarre as the schools simply opt to pick up another similar if not better accreditation system to keep the wheels of semblance of quality moving. We personally like to explore this unchartered territory of what happens to the

school after accreditation, whether they continue to benchmark with the best in the class and whether such accreditation as they have received would help in such an exploratory quest of the school.

The responsibility of the accreditation agency clearly does not end with the accreditation and its maintenance. This realisation is clearly there in best accreditation systems as they offer an entire range of knowledge sharing possibilities for their member schools, if not the entire community of teachers and learners. Both the students and faculty should be the target beneficiaries of any accreditation system rather than the institution which usually is proud to display the label of being an accredited institution. This is clearly evident in many schools where once the accreditation is obtained the process of knowledge capital building by way of publications, innovative pedagogic experiments, outreach programmes, etc., that earned brownie points to get the accreditation in the first place clearly gets relegated the background much to the dismay of the stakeholders. The cursory maintenance requirement of a report filed once in two years or more does not serve the purpose of continually encouraging the schools to benchmark with the best.

Accreditation, in our experience is an brilliant way of achieving the best practice benchmarks with the shortest period of time for any aspiring school. It provides an unmatched structure, path and an incentive for the schools to grow quickly with the accompanying danger of focusing too much on the accreditation and not as much on the spirit of continuous improvement which is the hall mark of any accreditation system. Most schools like get the accreditation the fastest and would do anything to attain that goal. The exam tuition centre approach to notching up scores sometimes result in extraordinary demands on the faculty which obviously would go against the very spirit of accreditation itself. The pressure becomes unsustainable giving rise to the induction of outside consultants who would be tasked with compilation of documents rather than focus on improving the real bottomline, namely reputation built upon great teaching, pedagogy and brilliant student performance.

The remedy lies in accepting the true spirit of voluntarism and self-regulation which should apply both to the accreditation system and the schools that they accredit.

That being said, we from the SEAA Trust are proud that the small spark that we provided in 2008 is not burning like wildfire with practically any aspiring top business school of the country saying they are already accredited by one or the other high quality accreditation body or are working with one in all seriousness. There are also schools that have successfully taken up more than one accreditation system to work on. IIM Calcutta remains the only school with triple crown, namely three accreditation bestowed upon the institute while two accreditation is now becoming common.

We are privileged to host almost 400 business schools at our multiple events over the past decade and we can with great confidence say every single internationally accredited school in India had one or more of its faculty attending one of our events. Our advocacy work has been multipronged. We had been conducting events around the country which may be in the form of Regional Accreditation conferences, workshops, Roundtables and such other culminating in our annual mega event at Delhi in November which has the participation of almost all the top rated accreditation agencies, including AACSB International, EFMD-EQUIS/EPAS, AMBA, ACBSP, IACBE, ATHEA, SAQS, British Accreditation Council, among others.

We have also been bringing out strong publications annually as part of our advocacy effort which are in the form of conference books, annually revised Handbook on International Accreditation that has a minimum of seven accreditation processes incorporated along with the application forms, fees, etc.

We also brought out a book on accreditation and several background notes for various conferences on quality in business education. In the past three years we have also been working closely with Association of Indian Management Schools (AIMS) to conduct countrywide Roundtables focusing on International Accreditation jointly with our academic partners Peregrine Academics.

Apart from these generic outreach programmes, SEAA Trust has also been offering a basket of facilitation services which includes pre-accreditation research, faculty workshops, consulting on submitting the self assessment documents and joint research and support for accreditation related publications.

We have been working on expanding the SEAA intervention by offering faculty development programmes on areas relating to faculty and student engagement, Rubrics development, Learning outcome assessment workshops, understanding accreditation, finding the best suited accreditation process and such other. These highly focused FDPs would be offered with the help of extremely talented and fully aware peer faculty who have already undergone the international accreditation experience and the outcome of these FDPs would greatly focus on faculty effectiveness in managing the accreditation processes in their respective campuses. We believe that after a decade of advocacy we may still continue to focus on hard-selling the need for accreditation even while facilitating the process in our own style.

SEAA Trust also has been continuously engaging with international accreditation agencies at different levels including attending their annual conferences and other events, in the process establishing strong networking that would help us to grow to be a stronger advocacy agency for accreditation in India.

SEAA Forum, an informal body an affiliate of SEAA Trust, New Delhi has been helping to provide focused knowledge support to our member schools. We invite

the business schools to support our cause by joining as members of SEAA Forum. Two new activities introduced last year, namely Peregrine Student Case Competition based on Bloomberg Businessweek B-school connection instant cases and the SEAA International Accreditation Rubrics award would be a regular feature in our future conferences. The two activities have been specifically aimed at celebrating the best benchmarks of learning at the campuses that are benchmarking themselves with the best in the world.

Starting with a single agency accreditation of a business school 2005 currently we have some 63 schools internationally accredited by the six accreditation agencies including AACSB International, AMBA, EFMD, ACBSP and IACBE and SAQS . The accredited schools feature some of the best schools of the country from the top 100 category in any media ranking. Accreditation is not just for the creamy layer of schools but it would certainly help even outliers to rapidly improve their pace of progress and enter the top 100 category.

SEAA Trust had launched its campaign “100 by 2015” in the year 2000 to get atleast a hundred schools in the international accreditation path by the target year and we saw this number exceeded endorsing our view that Indian schools, or atleast the best among them are getting to know the value of international accreditation and are willing to invest in these processes looking at the long term gains and sustainability. Our second campaign “100 by 2015” to get reach a century mark in international accredited schools is definitely on its home run. We are of the firm belief with the century mark being crossed in International accreditation a number of residual effects would follow, chief among them is the possibility of collaborations for academic exchanges, faculty and student exchanges. The newly emerging global ecosystem powered by international accreditation would ensure that the management leadership coming out of our MBA campuses would be of global quality and would be ready to start working as leaders and not as mere executives.

An International Accreditation Handbook, the ninth such edition, is being launched at this conference which collects and presents all the top rated accreditation systems in one book along with some select rubrics and cases. It is our hope that the book that would be privately circulated purely for advocacy purposes would benefit the aspiring business school and also those who are already on the accreditation path or those that have already completed this process and are accredited immensely.

Please provide us a feedback on our advocacy efforts and also help us to further the cause of global benchmarking of quality in business education. Please visit our website www.seastandards.org and also mail us at atraman@gmail.com.





Accreditation & After, the Power of Benchmarking with the Best!

“Getting accredited is one thing but, following up and using the new status effectively& on a sustained basis is quite another” is a statement that should be framed and put on display at the chamber of every Dean and provost who just went through the process.

Accreditation is not an easy business, it is time consuming, it involves tremendous amount of people's time and it is also expensive costing anything between the annual tuition fees of ten to 20 students would have paid to the school annually. Accreditation also brings massive changes to the way of working of school, the reporting systems, the admission, student engagement and faculty engagement systems and the institutional working. After all, the very idea of accreditation is to voluntary adopt change with the help of peer experts who are brought along while the accreditation is in progress.

Standards for Educational Advancement & Accreditation (SEAA) Trust, New Delhi had consciously from the beginning in October 2008 kept as its credo to support self-regulation benchmarking with the best in their class by any higher education institution. We of course, started with business education and stuck with it for the past over a decade bringing in transformative changes in the market that we operate in which is characterized by one of the largest cluster of business schools in the world and also growing at a rapid pace. Indian market for business education is today over 4000 schools strong and is growing relentlessly even though consolidation has taken its toll and nixed around 12 to 15 per cent of the schools purely based on quality issues by the government regulator. This has not affected the incremental growth of business education with government itself adding around 18 new schools at the top end of the quality chain.

The large numbers and wide diversity of the business education institutions in the country also brings with it overwhelming challenges in maintaining quality and balancing quantity which the community has managed quite admirably over the years. The regulatory system administered by the All India Council for Technical Education AICTE and the University Grants Commission UGC, both

under the Ministry of Human Resources Development have been remarkably agile in tracking the business education quality and applying curbs and providing encouragement in right doses to nurture the growth of the business education in India. Of course, any rigidly administered regulatory system is going to make quite a few unhappy which is the case in India too.

What is the way out in building and nurturing quality ? “Self-regulation”. But for self regulation to work proper benchmarks should be identified and emulated by the institution. Here is how we started advocating international accreditation as the means of self-regulating organisations through benchmarking the best in class. Self regulation implies first a willingness to first introspect and know the weakness and strengths. The organization also should know where the opportunity lies and equally the threats.

When applied to business education, the Business school concerned should be first undertake a strong introspection and identify the strength and weakness along with their opportunities and threats before inviting any external help to move towards the next level of progress.

When one talks about external help, in the current context we are talking about accreditation agencies and their systems that are to be summoned by the aspiring business school to reach the next level of quality and competitiveness. Which accreditation system to adopt is a function of what stage of growth and size the business school is in and also based on the type of future the leadership in the respective schools may have envisaged for their institutions. Interestingly however the accreditation systems whether big or small, regional or international across the geographies, whether it is in law, business, medicine or any other have universally adopted the following broad processes

Accreditation Processes are Universal –

- *Standards* : There are certain identified standards, principles or suggested practices which every agency has evolved based on its own interaction with their target groups in any education segment. In the case of business education too, each of the accreditation agencies which we track and present have a certain set of standards which they would first propagate to their member schools as guiding blocks while the school brought on their accreditation path over a mutually identified pace using a mentor or guide. In practice however, some systems are rigid about adhering to their standards which are fixed like AACSB administering 15 standards, ACBSP 10 while AMBA, EFMD and IACBE have advocated certain nuanced principles the schools are expected act upon .
- *Self-study* : The institution or program seeking accreditation prepares an in-depth self-evaluation study that measures its performance against the

standards or principles supported by the accrediting agency. This is the SWOT analysis the schools are to undertake

- *Peer Review On-site* : The schools usually are involved in the selection of a peer team to visit them to evaluate whether the institution or the program that is being accredited is matching with and exceeding the claims in the self-study and the recommendations contained in the mentor report. Keeping in view the standards or principles already set by the agency. The team visit would be between two to three days and the team may comprise of between 3 and five peer members.
- *Grant of Accreditation* : This would be the third or fourth stage of the accreditation process where an independent Board of peer members would be constituted to look into the documents, recommendations of the mentor, Peer reviewers etc., and once again match their conclusions with the compliance requirement of the set standards or principles. The independent Board for accreditation would recommend to the agency leadership the accreditation could be granted or refused with reasons specified. The agency on being satisfied that the business school meets its standards, would grants accreditation status and list the institution or program in an official publication. In the current context, it would be also available in the respective websites for the lay public to see whether any institution of their choice is accredited by the agency concerned or not. The accreditation could be conditional or without any caveat for two, three, five, seven or ten years depending upon the agency.
- *Accreditation Maintenance* : Continuous improvement is sought to be achieved by the continuous monitoring and soliciting of annual, once in two or three years compliance report from the accredited schools. The accrediting agency monitors each accredited institution or program throughout the period of accreditation granted to verify that it continues to meet the agency's standards.

Last point is of great interest to us this year as we would like the agencies, the accredited schools to tell us whether the maintenance has been in order, whether the maintenance does not merely mean complying with the accreditation standards or something that goes beyond that and whether standards themselves are such that continuous improvement is an essential precondition for maintaining the accreditation status. In other words, being accredited also means being in continuous path of improvement.

Our own experience, not substantiated by any elaborate time series study tells us that most accreditation systems are compliance driven and not based on continuous improvement. The reason for this is many.

An almost decade old paper filed by the American Council of Trustees and Alumni ACTA talked about this dichotomy. "Accreditation does not ensure quality—and it often visits all sorts of ills upon colleges," said ACTA president Anne D. Neal.

ACTA's paper opens with four recent stories illustrating how accreditors undermine educational quality by interfering with academic freedom and institutional autonomy. One case shows how it is possible for colleges and universities to be accredited and yet have one or more academic departments that are weak or dysfunctional. Another case recounts recent efforts by the accrediting arm of the American Bar Association to pressure law schools to skirt the law.

According to ACTA "Accreditation's heavy focus on processes and governance rules is increasingly disconnected from the priorities and needs of institutions in the rapidly changing world of higher education." The fact is: Today, virtually all colleges and universities in the United States are accredited (sometimes by more than one accrediting body). Yet there is widespread— and justifiable—concern that college quality has been on a steady decline. And while accreditation may have been well-intended, it is no exaggeration to say that it is now the greatest barrier to innovation in higher education and a major driver of skyrocketing costs.

For instance, Many students in this digital age are turning to new models of educational delivery—such as competency based online courses and skill-building bootcamps— but can't receive federal financial aid because they aren't attending "accredited" institutions. Yet the future of American higher education will be "unbundled," as students turn to a range of providers, as needed, over a period of time. It no longer makes sense to have a regulatory regime which focuses on the control and confines of a single university.

Accrediting agencies simply can't deal with new, more affordable skills-based learning organizations that don't offer degrees, alternative providers (offline and online), and a world in which faculty no longer do everything in the classroom. When students choose to learn from world-renowned lecturers online, or enrol in selfpaced courses with academic coaches, the accreditation process can't handle these innovations and, in fact, stifles low-cost models and institutional innovations that provide greater student access. (ACTA 2013).

The accreditation that ACTA is talking about is the regional accreditation by seven of the nine accreditation bodies that deal with accreditation and the State and Federal governments insistence that only students from accredited schools may get study loans and scholarships. The idea is not for the government to get involved but the seemingly voluntary process the accreditation implies is to take care of the quality endorsement of the education institutions.



In the Indian context too, the premise of launching local accreditation namely National Accreditation & Assessment Council (NAAC) run by the UGC and the National Board of Accreditation (NBA) is the same, namely to avoid the government

regulation but ensure certain level of quality compliance by the education institutions.

In India, increase in seats and getting grants from the UGC or AICTE is contingent upon the schools getting accredited by one or the other regional accreditation bodies namely the NAAC or NBA which are being constantly improved in their process orientation. Apart from the fact that this conditionality has put a lot of schools into trouble, the agencies lack of bandwidth to ensure effective implementation of their standards much after the accreditation granted remained a big challenge. Several studies both internal and external have pointed out that considering the agencies between them do not have the capacity in terms of manpower and infrastructure to accredit all higher educational institutions numbering over 25,000 things are going to remain chaotic. Calling other agencies to set up accreditation systems or even marking down the state owned Indian Institutes of Management (IIMs) to set up their own agencies for accreditation is not an easy solution as also a time consuming one.

The government has also puts itself in a corner by not approving the international accreditation agencies to be treated on par with the two state agencies as the Law relating to the setting up these agencies needed amendment.

Coming back to what has happened to the accredited schools once they got their accreditation, much seem to have been happening though a systematic study has not been done to gauge the extent of accreditation impact on the running of the business schools of the country. Interestingly, much of the international accreditation activity have centered around schools which are already doing extremely well in terms of the student admissions, the quality of faculty, the institutional process, academic process and brand equity and accreditation has not added much to the bottom line of the institutions. The fact the recruiters do not think accreditation is an essential or at least a desirable precondition for picking up students from certain business education, speaks volumes about the lack of adequate impact of the accreditation among the Indian B-schools. Perhaps this is an area the agencies as well their accredited schools should focus their attention on.

However, when it comes to schools that are within the top bracket of schools in terms of media ranking or other forms of recognition, the scene is entirely different. These are the schools that have been reporting a sharp increase in the quality of students, the type of faculty seeking to join and the increase in

collaborations with the other peer schools from the same agency which had accredited them.

Only in the last two to three years have all the schools started publishing the accredited status logos in their websites and advertisement fliers if not flaunting them to their stakeholders. We have been tracking all the accreditation agency activity in India and among the six accreditation systems that we track business has been brisk in terms of acquiring new membership and getting schools accredited. AACSB reported the highest number of accreditation in the last two years, while EFMD has shown a strong membership addition while ACBSP which is the largest international accreditor by way of number of schools accredited has slowed down.

While the accreditation agencies go about their job of enlisting ever increasing number of schools to take up their accreditation, SEAA is happy that our targeted “100 by 2020” campaign to get at least a 100 schools internationally accredited may become a reality.





On the Need for Leadership in the World of Accreditation

John Bassett*

Few Americans outside of higher education, unless journalists or members of Congress, pay much attention to “accreditation” except to be aware that a college possessing it has passed muster on certain qualitative scorecards. For a professional program, it signifies a “good housekeeping seal of approval” from an accreditor probably recognized by the Council for Higher Education Accreditation (CHEA) with both the program and the accreditor performing at a certain standard. Having accreditation from your professional association has clear meaning with regard to the standards of the profession and in relation to the availability of federal funds for students studying in these fields.

If you plan to attend, or your child plans to attend, an undergraduate college, however, accreditation means validation by one of seven regional accreditors, or a national accreditor usually for Bible colleges or certain business schools. These accreditors also go through a process of “recognition” perhaps by both the U.S. Department of Education (DOE) and CHEA. The federal government’s role derives from the growth of billions of dollars in Pell Grants and other financial aid and the corresponding need for taxpayer accountability. They bring somewhat different expectations to the recognition process; an accreditor wants to lose neither the tie to financial-aid-eligibility for its process nor peer-review approval of quality.

While attention is often paid to the tension between these two forms of recognition, less has been paid to the kind of leadership peer-review higher education accreditation will need in the next generation to maintain credibility and influence as the gatekeeper for quality standards. Addressing that challenge is also the key, however CHEA and DOE work out their “partnership,” to maintaining strong support within higher education itself for peer review as the coin of the realm to measure not simply “quality,” a rather general term begging the question “quality of what and for what,” but also integrity, fulfilment of mission, and sustainability.

Peer-review accreditation also holds dear the importance of continuous improvement based on what is learned from an institution’s own self-assessments. Accreditation of programs for the professions depends on standards for and proven

success in preparing new professionals to be strong practitioners in such professions as engineering, physical therapy, nursing or business. There are leadership issues at stake—openness to new modes of education, awareness of changes in the profession and in the political and economic contexts for the profession and wisdom in managing quality oversight amid those changes.

The issues in institutional accreditation, however, are more complex and may require a different kind of leadership. For the regionals, it is intriguing that the same kind of credential (accreditation) is granted to every successful institution whether Eastern Illinois University, Yale, Whitman College, Charter Oak, or Cuyahoga Community College. The fundamental standards of all regionals are similar even if phrased differently, and within a region the standards are always the same. And yet everyone knows the analyses must differ. Evaluating quality of teaching at a large public research university, using hundreds of Teaching Assistants with varied English skills, and at a liberal arts college like Grinnell or Millsaps or Washington and Jefferson can scarcely be the same process.

Second, peer-review defines its role not in terms of identical compliance but in terms of a college's articulated mission. While the education mission is always most important, colleges may also have a certain religious mission or military mission or public-service mission. Evaluation must account for how fulfilling a dual mission may justifiably be part of the accreditation process.

Third, many other factors have been suggested as legitimate parts of evaluation. Should the average debt burden of graduates be a factor, or is that unrelated to quality? Should safety factors and responsiveness to student concerns be a factor? Should a record of political partisanship be a negative factor? Should the level of community involvement be considered? How important should diversity and low-income access be? How do you consider graduation rates when those are affected by many factors but especially the economic level of entrants?

Fourth, many universities have significant research agendas that affect everything else, including undergraduate teaching; and that research is likely part of the institutional mission and the institution's role in the state, regional or national economy. Yet normal accreditation processes do not attend much to the research dimension and perhaps they should not, though it is hard to do a comprehensive analysis without accounting for that elephant in the room.

So given the complexity of accreditation today, what kind of leadership is needed going forward? One goal must be deep buy-in from the most highly regarded universities and colleges, so the management and commissioners of accreditors are able to enlist regular involvement and support from those institutions. This involvement was very present when CHEA was founded, and it continues to be essential to commanding respect from not only higher education, but also business and government leaders. Accreditation leadership must be able to help lead higher

education through this age of great changes – technology in many ways, globalization, new delivery modes and kinds of providers both for-profit and not-for-profit, demographics, an increasing role of government, and more. It must help to make good decisions about what is and is not part of the formal accreditation process and how the industry accommodates quality evaluation of what is not. Leadership must continue to insist upon the special value of the diversity of the very kinds of colleges and universities in America, but also recognize that much postsecondary education will take place outside of colleges in the future.

Leadership will provide a vehicle for recognizing that colleges must attend to safety, debt load, community involvement, intellectual openness, and diversity of several kinds, but that the bottom lines for accreditation will be the demonstrated quality of the student learning experience and student outcomes however measured, the sustainability of the institution, and the integrity of its operation. To articulate these values in an academic world of constant change, anathema for many colleges, will require accreditation leaders able to manage change, to articulate effectively the value of peer-review to diverse audiences, and to develop partnerships with government. It will also require the courage to say NO, whether to a college failing to serve its students and community or to a government that might insist on a model for accreditation that violates the fundamental values of peer review and continuous improvement.



* John Bassett is former President of Heritage University, Washington, USA.



An Idea for Real Reform

Peter Augustine Lawler*

We in higher education are seeing the despotic impositions of educational bureaucrats floating up in our direction through the efforts of our administrative class to impose a “culture of assessment” through the increasingly intrusive and pointlessly homogenizing standards for accreditation. Much of what’s required for accreditation now is a huge waste of time and treasure in the eyes of faculty, and they comply with ironic resignation to degrading requests. The culture of assessment is a war against the moral and intellectual diversity that has been the saving grace of our system of higher education

When faculty ask administrators why they put up with the burgeoning accreditation nonsense, their excuse is always that it's better than direct regulation by the federal government. The government, after all, has designated accreditation by one of the monopolistic regional accrediting associations as what's required to qualify for federally subsidized loans for students and other federal aid. And slacking off when it comes to measurable learning outcomes and all that, it appears, would cause the bureaucrats to stop trusting the administrators. Margaret Spellings, President George W. Bush's secretary of education, often made that point clear. Complying with all the demands of the Department of Education continues to be a big reason given for our bloating class of administrators in higher education.

Now what if the Department of Education were to say that it would be perfectly fine with a much more minimalist mode of accreditation? That means one that wasn't pretty obviously about imposing uniformity on higher education in our country through expert-concocted best practices, the re-configuration of all of education according to the twin standards of competency and diversity (which leaves no safe space for liberal education properly understood). The latter standard shamelessly serves a definite left/corporatist agenda around the buzz words "social justice," "global citizenship," "equity," "activism," "engagement," and such. Now, there's nothing wrong with a left/corporatist college, but adopting the ideological views of the administrators who dominate the American Association of Colleges and Universities shouldn't be a requirement for being in business.

What if accreditation simply meant validating that the college was performing at an adequate level to grant degrees, given that really mediocre places are getting accredited anyway under the present dispensation?

Here's my model process of accreditation: A team of evaluators swarms the campus unannounced, checking the books, syllabi, and faculty qualifications and visiting some classes and observing the facilities. All the books and records would have to be accurate and up to date, but the college wouldn't have to do anything different from what it would ordinarily do just to please the accreditors. If everything checks out as "good enough," they split, leaving behind a certificate of approval. If not, the school is put on notice. You might say this isn't much different from the process by which hotels and restaurants are certified as good enough to serve customers. Well, that's the point. It isn't.

The Department of Education couldn't keep accreditation agencies from requiring more than it does, but it would expose such requirements for what they really are. It wouldn't be the government's fault!



* Peter Augustine Lawler is Dana Professor of Government at Berry College. He is executive editor of the acclaimed scholarly quarterly *Perspectives on Political Science* and served on President George Bush's team.

ADN (AMBA Development Network)

About AMBA

Founded in 1967, AMBA's mission has always been to promote and uphold high standards for postgraduate management education internationally. AMBA encourages students to enrol with Business Schools that not only offer quality programmes, but develop capable leaders who will contribute to changing the world for the better.

The AMBA ecosystem also promotes unparalleled interaction between quality Business Schools, ambitious students, and innovative employers, ensuring rich dialogue and the exchange of ideas between these various stakeholders.

The AMBA Development Network

The AMBA Development Network (ADN) was launched with one key mission in mind: to provide high-potential Business Schools the opportunity to be part of a community that promotes continuous improvement. The ADN has been shaped to support schools who share AMBA's values and seek assistance in reaching our accreditation standards.

Joining the ADN enables Business Schools to leverage the strength and support of the AMBA family to aid their development and goals. The ADN offers numerous tools, connections, and research, which can help create positive initiatives and changes to your management education portfolio.

By joining the AMBA Development Network, you join a prestigious group of Business Schools dedicated to improving management education around the world.

Services of the ADN include:

- 1) **ADN desktop review and institutional mentorship** – Joining the ADN entitles your School to tailored advice from an experienced, AMBA-approved

Business School expert through our Desktop Review, which is an in-depth consideration of your MBA portfolio. External reviewers will provide constructive feedback on how the MBA portfolio is positioned in relation to the AMBA accreditation criteria as well as industry best practice. You can also have a conversation with AMBA accreditation staff should you choose to commence the accreditation process. Alongside the review, we also offer institutional mentorship for an additional fee to Schools looking for a bespoke process to guiding your School towards AMBA accreditation standards.

- 2) **AMBA resources** – The ADN provides members with access to a wealth of resources including bespoke research, case studies, and video interviews with some of the world's leading business leaders. Alongside this, all members receive access to our monthly AMBITION magazine which provides insight into the business education market and the latest trends affecting the industry. Members have the option to also partake in tailored research projects with AMBA and be featured in our publications.
- 3) **Online community network** – ADN membership includes an online platform where you can actively engage and network with other business schools in the AMBA community. This will allow you to establish faculty or student exchanges, set up joint-research projects, or share content with the rest of the community. You can also advertise employment opportunities should you seek to expand your faculty or professional service staff. ADN Schools are also listed on the AMBA website which is visited by pre-MBA students seeking to select a study programme as well as industry professionals looking to hire new graduates.
- 4) **Events** – Be among the first to hear about AMBA's Global Conference, Accreditation Forum, Latin America Conference, Business School Professionals Conference, Employer Forum and Asia Pacific Conference. All ADN members receive discounted delegate rates to all our events. Meet both new and old connections, and join thought-provoking discussions and workshops. In addition to our conferences we also deliver a number of free webinars and social events around the world, which ADN members are welcome to attend.

Becoming AMBA accredited:

Being part of the ADN puts you on the path towards AMBA accreditation. You can have ongoing conversations with AMBA accreditation staff should you chose to commence the accreditation process.

Being the world's only MBA, MBM, and DBA-specific accreditation and student/alumni membership organisation, AMBA brings together unique mix of Business Schools from around the world that have succeeded in meeting AMBA's rigorous

accreditation criteria. Accrediting more than 250 Business Schools from six continents, AMBA is truly global in scope. In addition, AMBA connects over 30,000 MBA, MBM, and DBA students and alumni, forming a truly exclusive and talent-rich global network.

We work 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, students, graduates and employers. Accredited programmes are reviewed at least every five years to ensure that quality is upheld and improvements are continuous.

Today, our accreditation service is the exclusive global standard for all MBA, DBA, and MBM programmes. We accredit programmes in more than 70 countries. Our accredited schools make up approximately 3% of the world's best business education providers, forming an unmatched gold standard for postgraduate management courses

ADN Member-Schools in India

- Great Lakes Gurgaon – Haryana
- ICBM — School of Business Excellence – Hyderabad
- Rajagiri Business School – Cochin
- School of Inspired Leadership (Soil) – Gurgaon, Haryana
- Woxsen School of Business – Hyderabad
- Xavier Institute of Management (XIMB) – Bhubaneswar



AMBA is planning to launch in January 2019, a new service called Business Graduates Association (BGA) as a sister brand to accredit entire Business School. The new institutional accreditation system would expand the scope and impact of AMBA primarily in the emerging markets.



Global Business Education

Academic Programmatic Assessment

Peregrine Academic Services provides internationally normed, summative assessment services for Business Administration academic programs that are used for internal and external programmatic evaluation. The customizable exams are delivered online and can be effectively integrated into any undergraduate or graduate program to comprehensively evaluate retained student knowledge associated with the academic degree program's learning outcomes.

The assessment service is specifically designed to address AACSB, ACBSP, IACBE, AMBA, and EFMD accreditation requirements related to learning outcomes assessment, quality assurance, and external academic benchmarking.

Structure

It is a fully online assessment with a unique design that allows for non-proctored administration to both on-campus and remote students in a secure test environment.

Topics

The assessment offers 12 core business program topics to create an assessment customized to your needs.

Customization

Our flexible design lets you create assessments that best align with your Business Administration general program as well as specializations.

Support

Unmatched client support to assist with your test administration and report interpretation every step of the way. We also provide LTI integration so that the assessment can be administered through a course shell within your school's LMS.

Comprehensive Reporting

You receive immediate access to all institutional and individual assessment scores/results. This intuitive and flexible reporting system generates a wide range of comparative reports across time, cohorts, to name a few, for sophisticated in-depth analysis.

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Results and Reporting

School officials have 24/7 access to student results and reporting through Client Admin. Reports are used for academic benchmarking and learning outcomes evaluation.

The site includes student registration management, access to completion certificates and individual scores, and summative reports for comparative analysis.



Exam Content

The test bank offers 12 core business program topics with a separate test bank available for the bachelor's, master's, and doctoral academic degree programs. An exam includes 10 questions per topic, randomly selected from the test bank of more than 3,000 questions.

The Global Business Education assessment is available in: English, English for India specific topics, and six other languages - Spanish, French, German, Portuguese, Russian, and Mongolian.

- 1. Accounting
- 2. Business Ethics
- 3. Business Finance
- 4. Business Integration and Strategic Management
- 5. Business Leadership
- 6. Economics (including subtopics in)
 - + Macroeconomic
 - + Microeconomic
- 7. Global Dimensions of Business
- 8. Information Management Systems
- 9. Legal Environment of Business
- 10. Management (including subtopics in)
 - + Human Resource Management
 - + Operations/Production Management
 - + Organizational Behavior
- 11. Marketing
- 12. Quantitative Research Techniques and Statistics

Service Pricing

Service pricing is based on annual projections and includes access to all individual results, summative reports, and analytics.

Customization of assessment exams, client and technical support services, along with Client Admin features and capabilities are all included in this one simple service pricing.

PRICING GUIDE		
SERVICES PER YEAR	PRICE PER EXAM	
	BA/BS/GRAD	AA/AS
1-100	\$45	\$23
101-500	\$40	\$20
501+	\$36	\$18



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Write & Cite®

An Academic Writing Readiness Course

Could your students stand to improve their writing? Peregrine Academic Services offers **Write & Cite®**, an online tool used to develop students' understanding of structure and style, research techniques, and documentation methods. With 8-12 hours of instructional content and a 50-question competency exam, Write & Cite teaches students the skills they need to craft clear, effective, well-documented assignments.

Whether your university requires APA, MLA, or Chicago Style documentation, Write & Cite provides guidance on structuring and formatting a paper and crediting others' ideas through solid research and proper citation. Upon completing the course, your students will have a clear understanding of academic writing requirements so that you can spend more time teaching content, instead of correcting form.

Structure

This fully online course consists of a 20-question pre-test, eight interactive training modules with quizzes organized into the learning sections, and a 50-question post-test with questions randomly drawn from the entire course. Upon completion of the post-test, students will receive a completion certificate to demonstrate their competency in academic writing.

Topics

In addition to the 5 modules covering types of academic writing, literature sources, structure, style, and plagiarism, the course includes 3 technical modules that cover either APA, MLA, or Chicago Style documentation requirements.

Support

Unmatched client support to assist you in incorporating the program into your course and accessing data through our client admin website. We also provide LTI integration so that the program can be offered through a course shell within your school's LMS.

Comprehensive Reporting

You receive immediate access to all student registrations and results. This intuitive and flexible reporting system generates both individual and collective pre- and post-test results to demonstrate assurance of learning.



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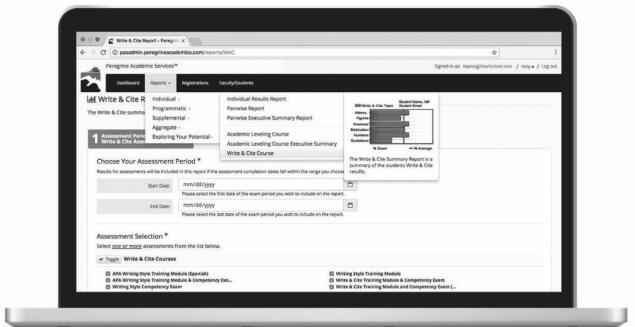
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Results and Reporting

School officials have 24/7 access to student results and reporting through Client Admin. Reports are used for academic benchmarking and learning outcomes evaluation.

The site includes student registration management, access to completion certificates and individual scores, and summative reports for comparative analysis.



Course Content

Write & Cite's 8 training modules help students achieve the following learning outcomes:

- + Prepare an academic paper in accordance with either the APA Writing Style (6th Ed.), the MLA (Modern Language Association) style, or The Chicago Manual of Style (CMS).
- + Define and use proper tone, word choice, and idea development for academic papers.
- + Demonstrate ability to clearly define a research problem.
- + Select credible sources for a presented research problem.
- + Describe plagiarism, and identify proper citation techniques for crediting others' ideas.
- + Recognize the most common writing errors and demonstrate techniques to avoid them.
- + Identify the tone, structure, purpose, and format for different types of academic writing.
- + Consider nuance and meaning to choose vocabulary appropriate for a paper's purpose.
- + Use feedback to review an assignment and correct errors in style, structure, and content.
- + Demonstrate an understanding of proper grammar, including consistent verb tense, correct subject-verb agreement, and uniformity of phrases.

Service Pricing

Service pricing for Write & Cite is based on the projected number of courses required annually.

Service pricing includes access to individual results, reports, and analytics.

PRICING GUIDE	
SERVICES PER YEAR	PRICE PER COURSE
1-100	\$49
101-500	\$44
501+	\$39



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B-School Connection

Education Resource Center

The B-School Connection Education Resource Center is designed to bridge the gap between business theory and practical application. The Education Resource Center integrates current global news into the classroom and inspires students to engage in critical thinking about events shaping the world today.

The B-School Connection...

- ➔ Provides online, easily accessible, low cost weekly news content
- ➔ Offers instructional and integration support
- ➔ Fosters more informed and better engaged students
- ➔ Adds a global and international dynamic to any classroom
- ➔ Develops globally informed, career-ready graduates



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**SUPPLEMENT ANY COURSE OR PROGRAM WITH CURRENT, APPLICABLE,
DISCIPLINE-SPECIFIC, AND COMPETENCY-BASED CONTENT.**

The B-School Connection addresses programmatic and institutional accreditation requirements related to general skill areas, foundational knowledge, the global context, student engagement, entrepreneurial skills, innovation, lifelong-learning, and workplace application.

Article Summaries

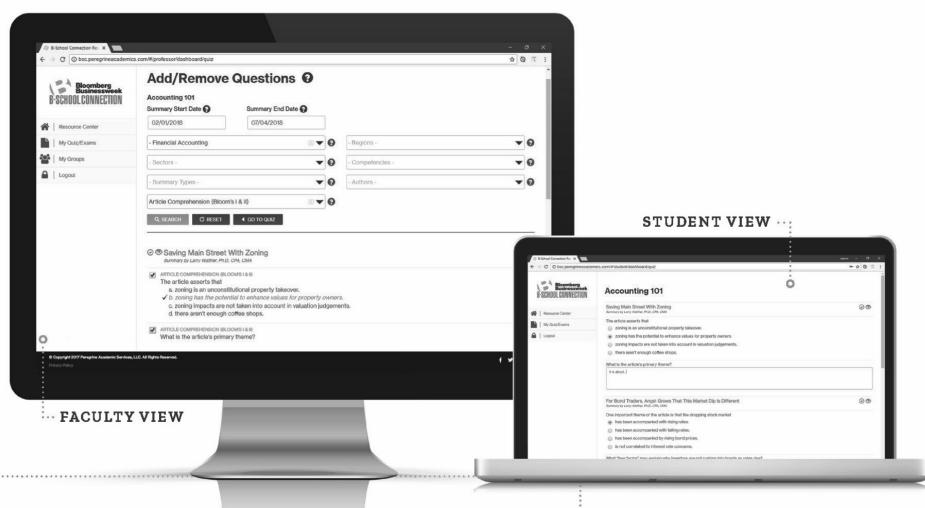
Each week, our advisory board of academic writers provides article summaries with key learning points, discussion questions, and activities for students. Full articles are available for faculty and students directly within the Education Resource Center.

SEARCH ARTICLE SUMMARIES BY:

- + Academic Discipline & Topic
- + Economic Sector
- + Geographical Region
- + Competency
- + Summary Activity Type

Online Quizzes and Exams

Faculty can now generate custom online quizzes and exams directly from the Education Resource Center – as illustrated below – based on the article summaries produced by the Advisory Board. The Quiz/Exam feature offers faculty a quick way to test student knowledge on assigned articles and the concepts being taught in class.



Service Pricing and Guest Site Information

Education Resource Center: \$15 per student per year

Digital subscriptions to *Bloomberg Businessweek* are available as an optional add-on.

Visit the B-School Connection Education Resource Center at: BSC.PeregrineAcademics.com

Contact us at Info@PeregrineAcademics.com to speak with a representative and to obtain the guest registration code for a full tour of this dynamic academic resource.

Seamless Integration

The Education Resource Center offers discipline specific sample syllabus content and lesson plans that demonstrate how you can easily integrate the B-School Connection into your curriculum and enrich your student's experience. We also provide LTI integration with your learning management system to create a seamless experience for faculty and students.

CLASSROOM INTEGRATION ACTIVITIES:

- + Discussion Board Posts
- + Short Papers
- + Student Presentations
- + Student Team Projects
- + Case Studies
- + Assessment Activities

Faculty Certification

Faculty members can further their professional development, learn integration techniques, and contribute to their academic community by participating in the B-School Connection Faculty Certification Program.

STUDENT VIEW



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Universities must Lead on Sustainable Development Goals

Lennart Levi and Bo Rothstein*

The World Economic Forum issues impressive annual reports on the major ‘Global Risks’ facing mankind. To counteract these risks—as well as the present mounting disaffection and disruption across the world, partly due to short-term and silo thinking by elites—the 193 member states of the United Nations have agreed on 17 very ambitious Sustainable Development Goals (SDGs) and 169 targets.

The SDGs include: ending poverty; ending hunger; encouraging good health and well-being; providing quality education; promoting gender equality; providing clean water and sanitation; promoting affordable and clean energy; providing decent work and economic growth; addressing industry, innovation and infrastructure; reducing inequalities; developing sustainable cities and communities; encouraging responsible consumption and production; taking action on climate change; promoting life below water; promoting life on land; working towards peace, justice and strong institutions; and creating partnerships to achieve SDG goals.

However, recent political changes in Europe and elsewhere put this hope at risk. To increase the likelihood of success for these 17 SDGs, higher education institutions worldwide must teach and train today’s students—tomorrow’s decision-makers—to think both critically and ethically, to learn to cope with ethical dilemmas and apply systems-thinking approaches to serious and complex societal problems.

Developing Ethical Leaders of the Future

Students need to be aware of the local, regional and global contexts in which they live and make decisions. Many of today’s students do not grasp their role in and responsibility to the world and large numbers don’t seem to care.

A single course at college can only ever be a beginning. Families, media, religious bodies, primary and secondary schools and workplaces as well as higher education institutions must be educated and recruited to play their part.

The 2030 Agenda for Sustainable Development aims to promote the entire cluster of 17 SDGs and 169 targets. The critical-ethical analytical skills and systems-based approach outlined above are indispensable prerequisites to achieving this.

By ‘critical’ we refer to the application of careful, exact evaluation and judgement. By ‘ethical’ we refer to a set of principles about the right way to behave. By ‘systems’ we refer to a group of interacting, interrelated or interdependent elements forming a complex whole. Accordingly, systems-thinking is based on the recognition of interconnectedness and systems processes.

What needs to be done?

Universities need to start to become ethical leaders by looking first at themselves. The Council for Higher Education Accreditation/International Quality Group and UNESCO’s International Institute for Educational Planning have issued an advisory statement on combating ‘corruption’ in higher education internationally.

The statement, however, uses ‘corruption’ as a general term to designate a broad variety of malpractice in institutions of higher education, such as appropriation, bribery, cheating, corruption, deceit, embezzlement, extortion, favouritism, fraud, graft, harassment, nepotism, etc – an ABC of misconduct.

To deliver the badly needed SDGs and targets, we need trustworthy, ethical, honest and impartial government institutions that exercise public power, oversee policies fairly and take into account their range, complexity and occasional incompatibility. These institutions are much more likely to promote trust and social capital which in turn improves health and well-being. Tackling corruption is vital.

We also need higher education institutions that can teach the crucial necessary skills we have highlighted. These should be taught and implemented throughout people’s entire life span. It is crucially important that leading higher education institutions start leading by example to increase future decision-makers’ motivation and ability to act ethically.

Next Steps

Recognising the university sector’s potential and responsibility to help shape the moral contours of society for the better and given the societal benefits from increased social capital, we ask universities and institutions of higher education to shoulder their role as key agents of change, as stated in the Compostela Group of Universities’ Poznan Declaration of 2014. They should :

- Endorse a cross-faculty approach to broaden the curricula to include components of critical-ethical analysis and systems thinking. To some extent,

this is presently being considered by the European Commission in their endeavours to modernise European higher education.

- Appreciate the unique opportunity they have to shape professional identities. At universities, the norms and boundaries of acceptable behaviour are to a large extent set for a number of professions. Universities have a possibility as well as a responsibility to help shape the normative contours of society for the better.
- Teach the teachers through the provision of pedagogical resources and training to a wide range of faculty.
- Develop a web page for information dissemination of pedagogical material, discussion topics, case studies, e-learning tools etc.
- Organise conferences to exchange good practice as regards implementation of the 17 SDGs and 169 targets of the UN Agenda 2030. The Karolinska Institute, in collaboration with the Royal Swedish Academy of Sciences, is planning such a conference, to be held in Stockholm on 30 March 2019.
- Develop partnerships with other universities, networks, national authorities for higher education and civil society organisations championing the critical-ethical agenda.
- Commit for the long term. Changing norms and behaviour is an inherently slow process. While there may indeed be ripple effects from promoting critical-ethical behaviour and systems-thinking, it is likely that the ‘exposed’ generation will need to reach a critical mass and-or managerial positions before true and measurable change will occur.
- Coordinate with national education authorities and social partners with regard to fulfilling the state’s obligation under the UN Agenda 2030 SDGs.
- Encourage voluntary associations and participation in these.
- Talk the talk and walk the walk. In addition to teaching critical-ethical behaviour and promoting systems thinking, it is crucial that higher education institutions – as agents providing public goods – act accordingly, ensuring impartiality in teaching, student assessment and research and that matters regarding awards of degrees, employment and promotions are based on legitimate, transparent and objective criteria.

Low Costs, High Gain

Considering the relatively low costs of implementation and the possible societal gains if these proposals are implemented broadly, this initiative has the potential

to be extremely cost efficient in the long term. More important, however, is that, ethically, it is the right thing to do.

This is why we propose additional high-level conferences on such issues, with a focus on the implementation of Agenda 2030 (what should be taught and how). Based on the outcomes of these, recommendations should be made regarding the necessary redesign of all higher education and for its subsequent implementation.



*This article is part of a series on
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responsible for the editorial content.*



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ACBSP

Accreditation

with Baldrige Criteria



ADVANCE YOUR ACBSP ACCREDITATION WITH BALDRIGE CRITERIA.

Go beyond accreditation for performance excellence.

Institutions and organizations that achieved ACBSP accreditation have a proven dedication to excellence. The journey towards next level performance excellence can continue through *Accreditation Next*, a collaboration of ACBSP and The Baldrige Alliance for Performance Excellence.

ACBSP members can pursue three tiers of Accreditation Next; Accreditation Plus, Platinum and Diamond. The three tiers qualify organizations for excellence recognition by Baldrige Alliance programs. Diamond tier recipients are eligible to apply to the national Baldrige program and compete for the Malcolm Baldrige National Quality Award, the U.S. Presidential quality award.

Accreditation Next focuses on process and results:

- Continue the journey towards performance excellence by becoming a “role model” program
- Enhance the benefits of accreditation based on global principles for quality higher education, such as CHEA
- Align with world-class frameworks used by role model organizations — Baldrige, EFQM, Japan Quality Award, China Quality Award, Tata Business Excellence Group, and others
- Avoid the unnecessary costs of additional programmatic accreditation by embracing business relevant performance standards
- Gain real world organizational experience to manage change in performance excellence

Holding Baldrige recognition is acknowledgment that a college or university’s teaching processes align with the standards of excellence from similar organizations around the world.

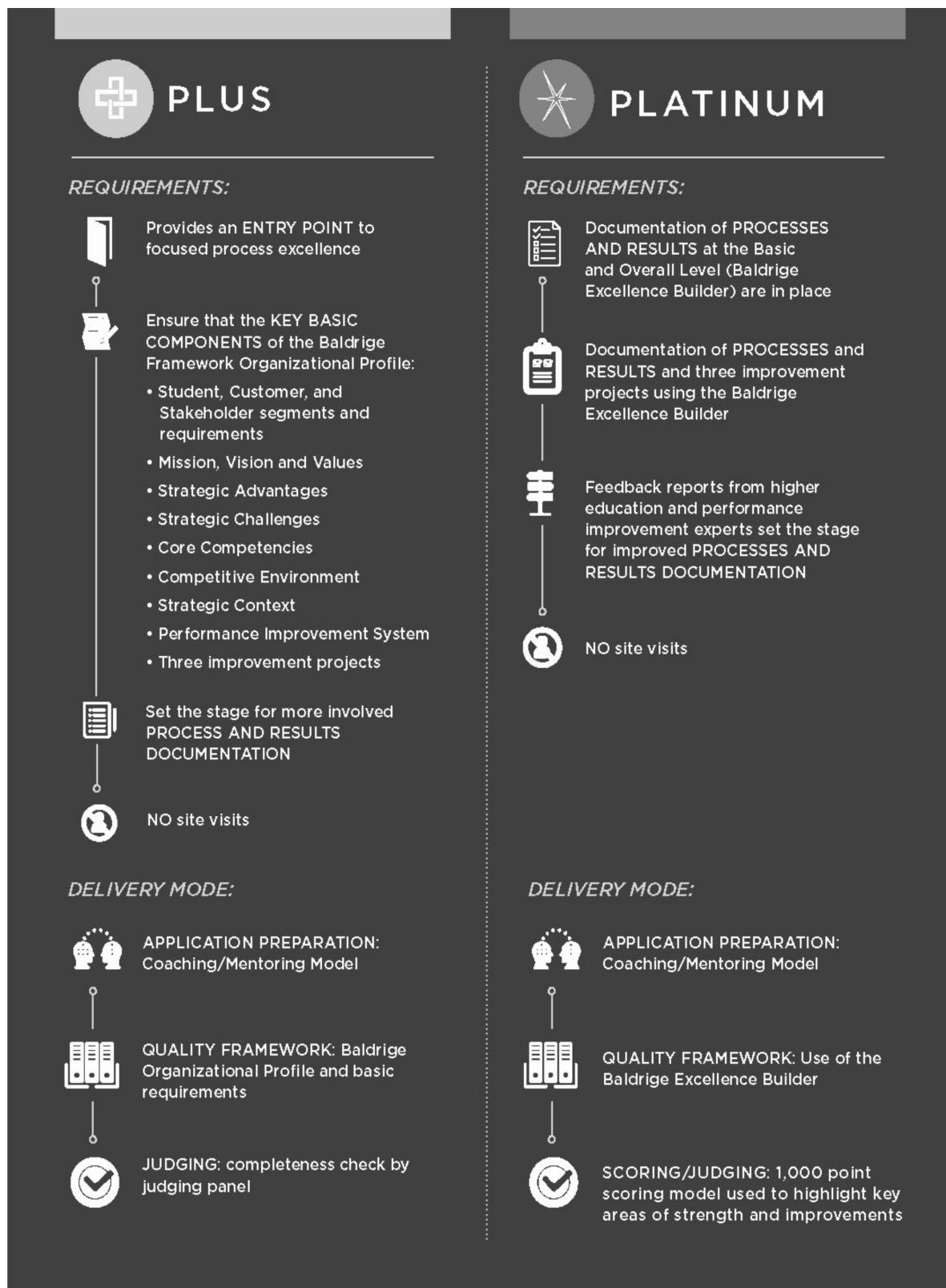
“ACBSP is unique among business school accreditation associations in its 30-year relationship and explicit use of the Baldrige Framework for Performance Excellence as the foundation of its accreditation standards and criteria and review process.”



— The Baldrige Alliance for Performance Excellence



ACBSP Accreditation with Baldrige Criteria



ACBSP Accreditation with Balridge Criteria



DIAMOND

REQUIREMENTS:

-  Documentation of PROCESSES AND RESULTS using all criteria of the Baldrige Framework for Excellence
-  Documentation of PROCESSES and RESULTS and three improvement projects using the Baldrige Excellence Builder
-  SITE VISIT of high-scoring applicants

DELIVERY MODE:

-  APPLICATION PREPARATION: Coaching/Mentoring Model
-  QUALITY FRAMEWORK: Use of *full* Baldrige Framework criteria
-  SCORING/JUDGING: 1,000 point scoring model used to determine if score is sufficient for award



ELIGIBILITY

ACBSP accredited members are eligible to apply. An application committee will review the processes already in place at the school and recommend the level at which each applicant school will apply. Some institutions may be further along in their business program practices and could enter the award program at the Platinum or Diamond Level, rather than beginning at Accreditation Plus.

READY FOR THE NEXT LEVEL?

Contact Dr. Steven Parscale, ACBSP Chief Accreditation Officer
913.339.9356 • sparscale@acbsp.org
acbsp.org/accreditationnext



A Collaboration of **ACBSP** and **The Baldrige Alliance**.
Going beyond accreditation for performance excellence.



Beyond Recognition : The Value in Volunteering for AACSB

*Paul Schwager**

I think all of us would agree that you cannot be in higher education without having a passion for serving. In fact, our motto at East Carolina University is servire, “to serve.” At ECU, we are dedicated to serving eastern North Carolina and all those who have supported us over the years.

AACSB has been supportive of our school’s efforts since we gained our first accreditation more than 50 years ago. It should be no surprise, then, that part of my service to ECU and the college of business is to be an active AACSB volunteer. I have served in various volunteer roles for more than a decade. I am an ardent supporter of the association’s mission of fostering engagement, and I encourage anyone involved with AACSB to engage with the organization because the benefits are numerous.

How It Began

My volunteer involvement with AACSB started with the Associate Deans Affinity Group. This relationship enabled me to engage with colleagues around the world who were facing many of the same issues that I also faced, both personally and professionally. I helped organize network dinners, develop sessions focused on key topics, and promoted the value of involvement. What was my ROI? I created connections worldwide. I now regularly interact with colleagues and share advice, experiences, challenges, and successes. What other industry does that? AACSB shows us that we are in this effort to advance business education together. Each of us works hard to accomplish our unique school mission, but often an outside perspective is just the perspective we need to see how we are part of a larger movement.

Recently I was asked to facilitate AACSB’s Volunteer Advisory Group. The purpose of this group is to help AACSB better engage, train, deploy, and recognize organizational volunteers. As is typical with AACSB, the group is a cross section of the membership. We have members from every region who perform various roles at their institutions. It is an honor to work with this outstanding group of passionate business education professionals who enhance the volunteer experience

and prove its worth. To date, we have held an organizational meeting at AACSB's International Conference and Annual Meeting (ICAM) and conducted several virtual meetings. If you were at ICAM this year, you probably saw the volunteer wall.

More than 1,000 people volunteer with AACSB. The group is making good progress, and AACSB is actively listening to our ideas and acting on some of them. Recently, AACSB has sent out letters to supervisors thanking individuals for their efforts.

It's Not About Recognition

I'll make an assertion here and suggest that volunteers do not seek recognition, but, speaking on behalf of an institution, we want to celebrate those who have engaged with AACSB. An effort is underway to better recognize volunteers because we understand the value they bring to AACSB and their institutions.

Volunteers also are taking a more prominent place on AACSB's website and at its conferences and seminars. We are examining ways we can identify school experts who can contribute to various areas of thought leadership, as well as the possibility of providing a database of expertise that can be leveraged for multiple opportunities.

Keep this in mind if you are asking yourself whether you have the time to volunteer; it all depends on how you approach it. I referenced ROI earlier. I believe there is a significant ROI because I come away from each interaction encouraged and with a new perspective. But, to be honest, I don't track it. My support of AACSB is part of my daily routine here at ECU because I know my experiences and what I learn will only help those we serve.

We have made great strides thanks to our volunteers, but progress doesn't happen without you. Please share your volunteer interests with us by updating your profile on the volunteer portal. This will enable all of us to be engaged in meaningful ways.



* Paul Schwager is interim dean at East Carolina University College of Business in Greenville, North Carolina, and chair of the AACSB Volunteer Advisory Group



Know your Accreditation Agencies!

India has a long tradition of accreditation dating back to nearly two decades with the setting up of the National Accreditation & Assessment Council NAAC & National Board of Accreditation (NBA) both promoted in the government sector. Accreditation is a process that goes beyond mere recognition or approval which usually a regulator does in any country. Accreditation is usually voluntary taken up with the assistance of peers with the idea of continuously improving the quality of the campuses.

The accreditation agency's role is to assess the situation on the ground first which is usually done by the institution itself based on certain parameters laid down by the agency by way of certain itinerant standards or procedures.

Accreditation grows the school on a sustainable basis, not just from point A to point B. Mere endorsement of as is where is quality is not the purpose of accreditation which is what the regulator does in the first place by way of licensing or giving permission to open the business.

There are generally two different types of accreditation agencies-programmatic accreditation agencies and institutional accrediting agencies. These are further classified into local and international By definition, local agencies deal with the norms and compliance of regulations in a given market or region while the international creditors look beyond the local norms and certify the institutions having achieved globally accepted norms of quality.

Beware of the Accreditation Mills!

Accreditation guarantees quality and the stakeholders usually go by the stamp of an accreditor which becomes an easy target for institutions and individuals out to make quick money. There are a number of flyby night operators who promise an international accreditation certification for a mere few hundred to a thousand dollars and within couple of weeks while it takes years and US\$ 30,000 to 50,000 to secure legitimate accreditation certification.



AACSB, as the longest serving global association dedicated to advancing management education worldwide, has accredited over 740 of the world's best business schools across 50 countries and territories.

As AACSB International completes its Centennial commemoration this year, it came out with a list of 100 successful alumni drawn from accredited schools of AACSB International across the world. The Influential Leaders from AACSB Business Schools Challenge was created to recognize innovative and inspirational business school graduates, and the AACSB-accredited schools that have helped them achieve their success.

The centenary celebration concluded symbolically by ringing the bell in the New York Stock Exchange, a rare honor for a business education accreditation company.

An AACSB International member institution offering undergraduate and/or graduate degrees in business may voluntarily apply for AACSB Business Accreditation. The AACSB Accreditation Process includes rigorous self-evaluation and peer-review elements. The process begins with the submission and approval of an Eligibility Application. Once a school's Eligibility Application has been approved, it will enter the Initial Accreditation phase. If a school is able to meet all of AACSB's Accreditation Standards and completes the requirements, it will be recommended for Accreditation. All AACSB-accredited institutions must enter the Continuous Improvement Review process every five years.

Accredited Indian B-schools

- Indian Institute of Management, Calcutta (IIM-C)
- Indian School of Business (ISB)
- T A Pai Management Institute (TAPMI)
- Xavier School of Management, Jamshedpur (XLRI)
- Institute of Management Technology, Ghaziabad (IMT)
- IFIM Business School, Bangalore
- NMIMS, Mumbai

AACSB 2013 Standards

Strategic Management & Innovation

Standard 1 : Mission, Impact, Innovation

Standard 2 : Intellectual Contributions, Impact, and Alignment with mission

Standard 3 : Financial Strategies and Allocation of Resources

Participants — Students, Faculty, and Professional Staff

Standard 4 : Student Admissions, Progression, and Career Development

Standard 5 : Faculty Sufficiency and Deployment

Standard 6 : Faculty Management and Support

Standard 7 : Professional Staff Sufficiency and Deployment

Learning and Teaching

Standard 8 : Curricula Management and Assurance of Learning

Standard 9 : Curriculum Content

Standard 10 : Student-Faculty Interactions

Standard 11 : Degree Program Educational Level, Structure, and Equivalence

Standard 12 : Teaching Effectiveness

Academic and Professional Engagement

Standard 13 : Student Academic and Professional Engagement

Standard 14 : Executive Education

Standard 15 : Faculty Qualifications and Engagement



European Federation for Management Development (EFMD) is one of the most respected international accreditation agencies of the world based out of Brussels, Belgium with 800 business schools membership.

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

Bouquet of EFMD Accreditation Offering



The EFMD Quality Improvement System (EQUIS)



EFMD Programme Accreditation (EPAS)



The Corporate Learning Improvement Process (CLIP)



Technology-Enhanced Learning Accreditation (CEL)



Online Course Certification System (EOCCS)

The Federation also offers programmatic accreditation called EPAS which many Indian schools have started adopting Corporate Leadership Improvement Programme is for corporate varsities. In India, three of the business schools including IIM-A, IIM-B and IIM-C are accredited for EQUIS while SDMIMD, Mysore is accredited for EPAS.

Accredited Indian B-schools

- Indian Institute of Management, Ahmedabad (IIM-A)
- Indian Institute of Management, Bangalore (IIM-B)
- Indian Institute of Management, Calcutta (IIM-C)
- SDMIMD, Mysore (EFMD-EPAS)

EQUIS Assessment Criteria

- Environment Institutional Status
- Governance
- Mission, Vision and Values
- Current Strategic Positioning
- Strategic Direction and Objectives
- Strategic Planning
- Quality Assurance
- Internationalisation
- Ethics, Responsibility and Sustainability
- Corporate Connections



Association of MBAs is the first ever International Accreditation done in India with MDI Gurgaon was from Association of MBAs based out of London in the year 2005. Since then it has never looked back. SEAA when formed also got the first support from Association of MBAs. As of now the agency has **TEN** accredited schools in India which includes two of the four older Indian Institutes of Management (IIM-L & IIM-C) and also the IIM-Kozhikode and five Top Ten schools, S P Jain, MDI Gurgaon, IMI Delhi, Great Lakes Institute of Management, Chennai, XLRI Jamshedpur, IIM, Indore and Narsee Monjee Institute of Management Studies, Mumbai. The London based worldwide agency has footprint in 70 different countries.

The London based worldwide agency has footprint in 70 different countries. The Association started in 1967 to serve the interests of a small group of MBA graduates is a powerful global benchmarking body today. MDI, Gurgaon was the first Business School to receive Association of MBA accreditation in 2005 while S P Jain got its accreditation in 2010, IIM-K got it in 2011 IIM-C in 2014 and the rest of the schools

in 2012. There are now ten accredited schools including two of these accredited in 2016 namely IIM, Indore and NMIMS, Mumbai.

Accredited Indian B-schools

- Management Development Institute (MDI), Gurgaon
- S P Jain Institute of Management and Research, Mumbai
- Indian Institute of Management Lucknow (IIM-L)
- International Management Institute, New Delhi (IMI)
- Indian Institute of Management, Indore (IIM-I)
- Indian Institute of Management, Kozhikode (IIM-K)
- Indian Institute of Management, Calcutta (IIM-C)
- Great Lakes Institute of Management, Chennai (GLIM)
- Xavier School of Management, Jamshedpur (XLRI)
- Narsee Monjee Institute of Management Studies, Mumbai (NMIMS)

AMBA accreditation has two streams – **MBM** and **MBA**.

MBA : Student under MBA programmes should have a minimum experience of three years with the collective class cohort experience exceeding five years. Also 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.

MBM : The MBM is a generalist Masters degree. 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 MBM designation. Institutions already having a MBA programme stand better chance for getting their MBM programmes recognised for accreditation in exceptional circumstances. In Indian context all the accreditation provided are under this category as no work experience is needed here.



Accreditation Council for Business Schools & Programs – One of the fastest growing and arguably the largest accrediting agency in terms of accredited schools membership numbering , 1,297 campuses, 221 of which are located outside of the U.S. Of those campuses, 1,037 have achieved accreditation and more than 150 are in candidacy for accreditation. Individual members on these campuses now exceed 12,000. The Kansas city based ACBSP also has the biggest presence in India in terms of the initial number of schools accredited by the agency. There are at present 15 accredited schools 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.

ACBSP has a formal tie-up with the Global quality awards organization, Malcolm Balridge Award Foundation. As such the accreditations done by ACBSP conforms to the standards set by Malcolm Balridge Award for B-schools.

Accredited Indian B-schools

- PSG Institute of Management, Tamil Nadu (PSGIM)
- Amity University School of Business, Noida (AUBS-N)
- Amity University School of Business, Gurgaon (AUBS-G)
- ICBM – School of Business Excellence, Hyderabad (ICBM-SBE)
- Jansons School of Business, Coimbatore, (JSB)
- Ramaiah Institute of Management Studies, Bengaluru (RIMS)
- School of Communication & Management Studies, Cochin (SCMS Group)
- Appearjay School of Management Studies, New Delhi (ASM)
- C K Shah Vijapurwala Institute of Management, Vadodara (CKSVIM)
- Lovely Professional University, Punjab (LPU)
- Xavier Institute of Management & Entrepreneurship, Karnataka (XIME)
- Asian School of Business Management, Bhubaneshwar (ASBM)
- Justice K. S. Hegde Institute of Management, Udupi (JKSHIM)
- SIES College of Management Studies, Navi Mumbai (SIESCOMS)
- VIT Business School, Vellore

Steps to Accreditation

There are three steps to complete the membership process :

1. Provision of an official document from an appropriate government organisation stating recognition, accreditation, and/or your right to grant degrees.
2. Payment of the annual dues
3. Submittal of a member enrolment is the final step of the initial accreditation process.

Each campus of the school is treated as a separate member school and as such the ACBSP annual fees have to be paid for each campus being included in the process. e.g. the Bangalore and Delhi campus may be considered as two different entities for ACBSP accreditation purposes even though they may operate under a common name.

Accreditation Standards

- Leadership
- Strategic Planning
- Student and stakeholder focus
- Measurement and analysis of student learning performance
- Faculty and staff focus
- Educational and business process management



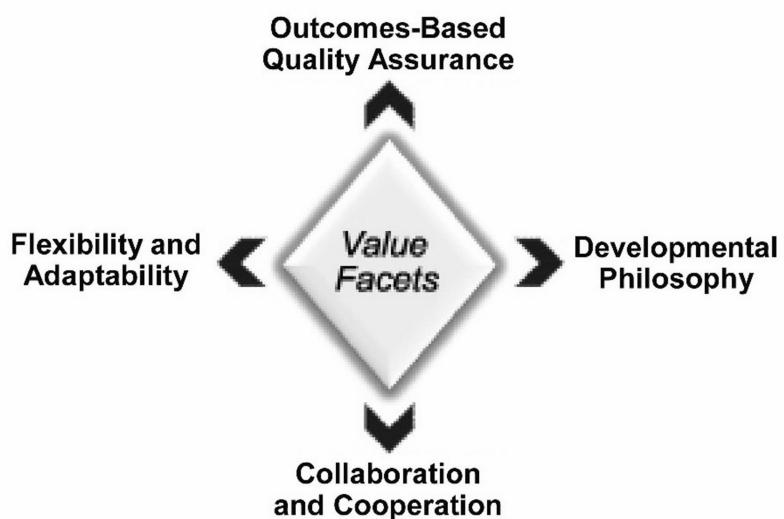
One of the relatively young **CHEA** approved accreditation agencies for business education, **IACBE** was conceived as a mission driven Deming Porter Framework model based system that is fully process oriented delivering its assessment based on certain abiding principles that exemplifies the mission of the school. Being younger institution, IACBE rode the technology wave from the start carving now a niche for itself among the global accreditation bodies.

The 1997 vintage accreditation agency accredits business programs that lead to degrees at the associate, bachelor's, master's, and doctoral levels in institutions of higher education worldwide that grant bachelor's and/or graduate degrees. Dr. Green who founded the agency also played key role in AACSB International and later ACBSP, both approved by CHEA. IACBE was set up in response to the expressed needs of presidents, chief executive officers, chief academic officers, and business deans, chairs, directors, and HODs who wanted an accreditation process that was not driven by prescriptive standards relating to inputs and resources, but was mission-driven and outcomes-based one.

Principle-based Accreditation

- Accreditation is Mission driven
- The process uses Outcomes-Based Quality Assurance in a Deming-Porter Framework
- Emphasis on Continuous Improvement Based on the Deming Cycle of TQM
- Characteristics of Excellence in Business Education

The IACBE's Value Diamond



The 4 Facets of the IACBE's Value Diamond

1. Outcomes-Based Quality Assurance in a Deming-Porter Framework
2. Developmental Accreditation Philosophy Based on the Deming Cycle of CQI
3. Collaborative and Cooperative Approach to Accreditation
4. Flexible and Adaptable Accreditation Process

Accredited Indian B-schools

- Alliance University Business School, Bangalore (AUBS)
- M S Ramaiah Institute of Management, Bangalore (RIMS)
- Acharya Institute of Management Studies, Bangalore (AIMS)
- Indus Business Academy, Bangalore (IBA)
- Acharya Bangalore B-School, Bangalore (ABBS)
- University of Petroleum & Energy Studies, Dehradun (UPES)



Association of Management Development Institutions in South Asia (AMDISA), a not for profit association, based at Hyderabad launched the accreditation system for Business Schools called "**South Asian Quality Assurance System**" with acronym as **SAQS**.

SAQS is the South Asian system of quality assessment, improvement, and accreditation of higher education institutions in management and business administration. AMDISA received financial support from EFMD during 2004-2006 for developing SAQS. AMDISA evolved the South Asian Quality Assurance System (SAQS), at a national workshop of Deans and Directors of Management Schools, coordinated by AMDISA's Founder-President late Dr Dharni P. Sinha in June, 2000.

SAQS has positioned itself as Quality Assurance System representing the highest standard of achievement for management schools. AMDISA believes that Institutions that earn Quality Assurance, confirm their commitment to quality and continuous improvement through a rigorous and comprehensive peer review of institutional mission and its alignment, faculty capability, and composition, curricula quality, admission and delivery system, research and executive education, pursuing regional and global network promoting connections with corporate world and making its contribution to community having appropriate academic and physical infrastructure.

Accredited Indian B-Schools

- IILM Institute for Higher Education, New Delhi
- Xavier Institute of Management Bhubaneswar (XIMB) India
- SVKM's NMIMS School of Business Management Mumbai, Bangalore

- IFIM Business School Bangalore, India
- FORE School of Management , New Delhi
- Great Lakes Institute of Management (GLIMS), Chennai
- Institute of Financial Management & Research (IFMR) Chennai
- Nirma University, Institute of Management Ahmedabad



Accreditation Service for International Colleges & Universities – ASIC based out of London is an international accreditation providing quality standard for schools, colleges, universities and online learning providers.

ASIC has been formed to bring independent information to both the student population and the wider Higher Education world, through its international accreditation service with objective benchmarking.

The nearly three decades old agency has accredited a few schools already in India beginning with Amity University group of global business schools. It is an affiliated member of European National Quality Assurance agency.

Accredited Indian B-Schools

- Amity University, Noida (AU)



British Accreditation Council– BAC has been working in the sector for nearly 30 years, setting standards, helping institutions to develop and providing a public assurance of quality.

Vision

BAC aims to be an established, diverse and leading education charity for the independent further and higher education and training sectors. It is focused on expanding its accreditation and consultancy activities in the UK and international markets. Linked to this, BAC aims to be recognised by UK and overseas governments as an influential voice on standards and quality for the independent education sector.

BAC's aim is to provide respected and rigorous inspection-based accreditation to enhance the standards and quality of independent further and higher education and training providers. It also offers a bespoke consultancy service.

There are now hundreds of BAC-accredited colleges in the UK, providing a wealth of academic programmes, including vocational and professional qualifications, foundation courses for university entry, and externally validated degree courses.

While the BAC is not a membership organisation, and indeed must maintain an objective distance from institutions to preserve the value of our accreditation, we are nevertheless dedicated to helping colleges in their efforts for continual improvement.



Campaign 2020



Standards for Education Advancement & Accreditation (SEAA) Trust had been running a campaign to help bring atleast a 100 schools in the international accreditation path by the year 2015 to empower them through self-accreditation and adoption of internationally benchmarked practices. As we close the year 2018, we find the number of schools in the accreditation path together with the schools which are already accredited has crossed the century mark.

Realistically, those which are processing their accreditation would take anything between two to five years to become eligible for accreditation. As such, by 2020 we expect atleast a 100 schools would have been accredited. Our "100 International Accreditations 2020" is a highly doable proposition.

The century mark is a psychological milestone which gives an impetus for linking up with the best schools of business in the world helping the Indian business schools to prosper and progress on the path of quality and self-regulation.

Please mail us with any details relating to international accreditation process, choice of agencies and help in facilitation.



New Higher Education Accreditation Association launched in Vienna, Austria

Dr. Olin Oedekoven, President, Peregrine Academic Services

The Association for Transnational Higher Education Accreditation (ATHEA) is a not-for-profit, membership-based association that seeks to advance quality in higher education through institutional accreditation based on the European Standards and Guidelines for Quality Assurance (ESG), which is required for eventual recognition by the European Quality Assurance Register in Higher Education (EQAR).

“We are excited to launch this important initiative in order to provide outcomes-based accreditation to primarily private universities located in Europe” reported Günther Singer, Executive Director of ATHEA. Singer elaborated that while the association is currently focused on European universities, institutional membership is open to universities that reside outside of the European region that meet membership requirements.

ATHEA aspires to be the preeminent resource for institutions of higher education striving to achieve excellence in fulfilling their missions. ATHEA intends, through voluntary assessment and adherence to high standards for student learning outcomes and operational behaviour, to assure higher education’s publics that its accredited institutions are fulfilling their stated purposes and addressing the publics’ expectations. ATHEA is a voluntary, non-governmental, membership association that is dedicated to quality assurance and improvement through accreditation via peer evaluation. Accreditation by Board of Commissioners instils public confidence in the institutional mission, goals, performance, and resources through its rigorous accreditation standards and their enforcement of those standards.

THEA (Transnational Higher Education Accreditation) is the actual accreditation service provided by ATHEA. An institution joins ATHEA in order to be awarded THEA. The THEA Board of Commissioners is the independent accreditation decision-making body of ATHEA and is elected by the organisation’s membership in accordance with the ATHEA bylaws.

The first annual conference of ATHEA was held on 21-October-2015 in Brussels, Belgium. At this meeting, the association finalized its bylaws, formalize its

candidacy and accreditation processes, and discussed the development of supplemental quality assurance service for higher education institutions that currently do not qualify for THEA institutional accreditation because the institution does not offer its own academic programmes.

Organizational Purpose

The ATHEA is a non-profit organisation to promote the following activities:

- (a) To provide educational, accrediting, quality assurance and other services to its member institutions, degree/diploma granting post-secondary educational institutions offering higher education and located inside or outside the European area, including, but not limited to, the countries who are signatories of the Bologna Protocols.
- (b) To serve as an accrediting agency that is included on the European Quality Assurance Register for Higher Education. As such, the ATHEA will conduct voluntary, non-governmental peer review and make decisions concerning the accreditation or pre-accreditation status of member institutions.
- (c) To promote quality assurance and improvement through voluntary accreditation via peer evaluation and instil public confidence in its institutional members' missions, goals, performance, and resources through its rigorous accreditation standards and their enforcement.
- (d) To initiate and sustain such training and research activities as may be consistent with the general purposes of ATHEA.

ATHEA Mission and Vision

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accredited institutions are fulfilling their stated purposes and addressing the publics' expectations.

ATHEA's Accreditation Beliefs

ATHEA believes that accreditation must be mission-based, strategic planning driven, outcomes and competency centred, and based upon peer-review. Accreditation signifies that an institution has a purpose appropriate to higher education and has resources, programmes, and services sufficient to accomplish and sustain that purpose. Accreditation indicates that an institution maintains clearly specified educational objectives that are consistent with its mission and appropriate to the degrees it offers, and that it is successful in achieving its stated objectives.

Self-regulation through accreditation embodies a philosophy that a free people can and ought to govern themselves through a representative, flexible, and responsive system. Accordingly, accreditation is best accomplished through a voluntary association of educational institutions. Accreditation enhances educational quality throughout the region by improving the effectiveness of institutions and ensuring that institutions meet standards established by the higher education community, and serves as a common denominator of shared values and practices among the diverse institutions.

Both a process and a product, accreditation relies on integrity, thoughtful and principled judgment, rigorous application of requirements, and a context of trust. It provides an assessment of an institution's effectiveness in the fulfilment of its mission, its compliance with the requirements of its accrediting association, and its continuing efforts to enhance the quality of student learning and its programmes and services. Based upon reasoned judgment, the process stimulates evaluation and improvement, while providing a means of continuing accountability to constituents and the public. An intended outcome of accreditation is that the process leads to continuous enhance and development of the institution and serves as a mechanism of continuous improvement.

The product of accreditation is a public statement of an institution's continuing capacity to provide effective programmes and services based on agreed-upon requirements. The statement of an institution's accreditation status is also an affirmation of that institution's continuing commitment to the principles and philosophy of accreditation.

Accreditation supports the right of an institution to pursue its established educational mission; the right of faculty members to teach, investigate, and publish freely; and the right of students to access opportunities for learning and for the open exchange of ideas. However, the exercise of these rights should not interfere with the overriding obligation of an institution to offer its students a sound education.



Accreditation / Support Agencies Worldwide

Accreditation Agencies

- AACSB International Association to Advance Collegiate Schools of Business
- BAC (British Accreditation Council)
- ASIC (Accreditation Service for International Colleges)
- ACBSP (Accreditation Council for Business Schools & Programs)
- EFMD (European Federation for Management Development)
- AMBA Association of MBAS
- SAQS South Asian System
- MSCHE Middle States Commission on Higher Education
- NEASC-CIHE New England Association of Schools and Colleges Commission on Institutions of Higher Education
- HLC Higher Learning Commission
- SACS Southern Association of Colleges and Schools Commission on Colleges
- WASC-ACCJC Western Association of Schools and Colleges Accrediting Commission for Community and Junior Colleges
- WASC-SCUC Western Association of Schools and Colleges Accrediting Commission for Senior Colleges and Universities

Global Institutions for Management Excellence

- NQAAHE The International Network for Quality Assurance Agencies in Higher Education
- AOM Academy of Management Education
- NAFSA Association of International Educators

ASSOCIATION
OF
AMBA

International Accreditation Council for Business Education

Internationally Accredited School Profiles – Indian

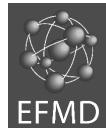
International Accreditation has followed the same pattern of high diversity of the business schools in the country with the earliest accreditation going for one of the best schools of management, usually ranked within the top ten, Management Development Institute (MDI) Gurgaon in 2005. It was Association of MBAs based in London who opened the International accreditation mandate in India with MDI Gurgaon. It took another five years before the next business school could get its international endorsement, this time IACBE with Alliance Business School later merged with the Alliance University. Around the same time SEAA Trust, New Delhi began its active campaign of international accreditation and brought all the top rated accreditation agencies on the same platform at its annual conference and also held individual conference focused on respective accreditation processes around the country.

AACSB International, EFMD-EQUIS, AMBA, ACBSP, IACBE, SAQS and British Accreditation council participated in this initiative. Between 2008 and 2014, as many as 28 accreditation were done in a flurry giving us the satisfaction that we were on the right track. We started a campaign “100 by 2015” to get at least a 100 schools in the international accreditation path by 2015, which is done. We have also kept now a target for converting all these schools in the path to an accredited status by 2020 which is a tough task. Accreditation is not an endorsement of present state of art of the school, but which builds the school over a period before the accreditation is approved.

The promise is also help sustain the momentum gained during the accreditation process which uses scientifically evolved standards or principles and groups of peer faculty leadership from around the world. The best benchmarked accreditation system also helps the schools to grow their network which sustains their future growth. Almost all the schools that have been accredited clearly got a leg up when it came to faculty development, international linkages and student development, the theme of the current year's conference and the overriding theme of the future work.

A close look at the list of accredited schools reveal that different accreditation systems evolved to suit different needs of the business schools depending on their

vintage, growth and size have found their match. We have all the top rated Indian Institutes of Management on the list while every single top ranked institute of the country also find their place. The list also has smaller regional schools, MBA institutes with university collaboration, independent PGDM schools and two of the coveted international schools, ISB Hyderabad and Great Lakes.



Indian Institute of Management (IIM-C), Calcutta

Vision – To be an international centre of excellence in all aspects of management education.

IIM-C became the first triple crown accredited school this year when it received AMBA accreditation and later AACSB accreditation in quick succession. The school already had EQUIS accreditation from EFMD, Brussels. Only 5 other business schools in Asia and 73 business schools around the world are currently 'Triple Accredited'. The push for acquiring global accreditation from three different sources came from its vision to be an international Centre for excellence in all aspects of management education. IIM-C was established as the first national institute for Post-Graduate studies and Research in Management by the Government of India in November 1961 in collaboration with Alfred P. Sloan School of Management (MIT), the Government of West Bengal, The Ford Foundation and Indian industry. During its initial years, several prominent faculty formed part of its nucleus, including Jagdish Sheth, J. K. Sengupta, among others. Over the years, IIM-C has grown into a mature institution with global reputation, imparting high quality management education. It has been playing a pioneering role in professionalising Indian management through its Post Graduate and Doctoral level programs, Executive Training Programs, Research and Consulting Activities. Today, the institute serves as an autonomous body, continually evolving to meet its goals in an ever-changing business environment. The vision of the Institute is to emerge as an International Centre of Excellence in all facets of Management Education, rooted in Indian ethos and societal values. Over the past four decades, IIM Calcutta has blossomed into one of Asia's finest Business Schools. Its strong ties to the business community make it an effective mechanism for the promotion of professional management practices in Indian organizations. Today, IIM Calcutta attracts the best talent in India – a melting pot of academia, industry and research.



Indian School of Business (ISB), Hyderabad

Vision – Our vision is to be an internationally top-ranked, research-driven, independent management institution that grooms future leaders for India and the world.

India's global business school, Indian School of Business won the prestigious Hult and Clinton Foundation prize of US \$ 1 million this year, an endorsement of the way the school has been built over the years. The school was the result of a repressive regulatory regime which refused to accept changes which made a group of industrialists led by McKinsey Corporation, a global consulting firm to draft a plan for a business school with a difference. Ably assisted by the then Chief Minister of undivided Andhra Pradesh Chandrababu Naidu, the US \$ 100 million campus with the backing of Kellogg, Wharton and London Business School set up over a decade ago at Hyderabad. The school has grown to a large megalith spawning all areas of management education and has diversified into setting up Bharti Institute of Public Policy, Max Institute of Healthcare Management, Punj Lloyd Institute of Infrastructure Management and Munjal Institute for Global Manufacturing, all modelled on the same lines of ISB with respective industry leaders chipping in with capital. ISB's stature as a research-oriented institution has grown rapidly since its inception in 2001. The faculty at ISB have contributed more than 150 articles to reputed journals. The school has set up Centre for Analytical Finance; Centre for Emerging Markets Solutions; Centre for Investment; Centre for Leadership, Innovation, and Change; Centre for Teaching, Learning, and Case Development; Srini Raju Centre For IT and The Networked Economy; Thomas Schmidheiny Chair for Family Business and Wealth Management and Wadhwani Centre for Entrepreneurship Development



T A Pai Management Institute (TAPMI), Karnataka

Mission Statement – "To excel in postgraduate management education, research and practice".

Tucked in the lush coastal region of Karnataka, the T A Pai Management Institute based in Manipal is a fit candidate of being the first full fledged management school to receive the AACSB International accreditation in the country. The institute anchored on the tradition set by its visionary founder T A Pai in 1984 has played a strong role in industrialization of the region. Manipal is home to a large number of educational institutes for medicine, pharmacy, dentistry, arts and science, engineering and technology and is known for its cosmopolitan ambience. The town is also known for its innovative development banking and financial services sector. Today, over 3000 TAPMI alumni hold responsible managerial positions in India and abroad. In early 2009, its 25th year running, TAPMI took a landmark step in its history by shifting its operations to a new scenic 42-acre residential campus in Manipal. Located on the side of a hillock and overlooking a valley filled with verdant tropical greenery, this campus provides an ideal setting for serious academic study and creativity, combined with entertainment and relaxation. TAPMI has signed MoU with Asian Institute

of Management, Sheffield Hallan University, Darmstadt University of Applied Sciences, University of Wisconsin, St Mary's college California among others and it has also diversified into launching an 18 months MBA programme with University of Dubai and opened a branch campus at Jaipur.



Institute of Management & Technology (IMT) Ghaziabad

Strategically located in Delhi NCR, the flagship institution of four campus IMT Ghaziabad has emerged as a premier management institution accredited by AACSB, AMBA and SAQS.

The school is also highly rated by media houses and it has been running post graduate management programmes for the past 36 years. These are : i) Post Graduate Diploma in Management (PGDM); ii) PGDM Dual Country Programme (DCP); iii) Executive PGDM; and iv) Part-time PGDM. In all the programmes the bottomline consideration has been innovation, execution and social responsibility.



IFIM Business School, Bangalore (IFIM)

IFIM Business School is one of the top ranking institutions in India. It has a distinct advantage of being a pioneering premier management institute housed in the hub of the IT industry—in Electronics City, Bangalore.



NMIMS School of Business Management, Mumbai (NMIMS)

The School of Business Management (SBM) of SVKM's NMIMS, Deemed to be University (as per UGC Norms), one of India's premier business schools is situated in Mumbai - the financial hub and nerve centre of the country. Apart from offering diverse cutting-edge programs for students, it also offers executive education programs for professionals who want to make the key transition in their careers. The SBM educational experience aims to equip students with a bedrock of management skills to help them navigate through the complex business environment of today. A dynamic curriculum designed in conjunction with academics and industry practitioners, provides them the opportunities to master new skills and explore varied perspectives.



Indian Institute of Management (IIM-A), Ahmedabad

Vision – To become an Institute that is globally recognized and respected as a thought leader in management.

The institute's post graduate diploma programmes PGDM became a hall mark of high quality business education emulating which more than 400 such PGDM institutions came up in the private sector. The one year model of business diploma PGPM introduced in the later years has become an instant hit with the corporate. In 2008, IIMA also became the first business school in the country to be awarded EQUIS (European Quality Improvement System) accreditation. This accreditation awarded by the EFMD (European Foundation for Management Development) certifies that the quality of IIMA's academic processes and programmes are on par with the best business schools globally that have similar accreditation.



Indian Institute of Management (IIM-B), Bangalore

Mission Statement – IIM-B aims at augmenting the management resources of the nation through programmes of teaching, research, training, consultancy and other professional services. Within this broad canvas, the institute strives to enhance its contribution to further strengthening managerial competence in business and industry. IIM-B has been in the forefront of innovation and research and it literally led and rode the Information Technology deluge that hit India taking it to a high level of competency and business opportunity. The institute's alumni were keen entrepreneurs in IT based on the leadership skills that were taught to them by highly competent faculty during their two year stint at the school. Being aware of the need to retrain corporate leadership to help them to be abreast of the developments in a dynamic business environment, the school had launched a plethora of corporate initiatives including executive management programmes and a series of training programs.



Shri Dharmasthala Manjunatheshwara Institute for Mgmt. Development

SDMIMD, a premier B-school located in Mysore, was established in 1993 with the objective of providing quality management education based on a firm foundation of Indian values and ethics.

SDMIMD is promoted by Shri Dharmasthala Manjunatheshwara Educational Trust that runs over 40 recognized educational institutions in Karnataka, including Engineering, Medical, Dental, Ayurveda and Naturopathy colleges.

SDMIMD's flagship offering is a two year, full time, residential Post Graduate Diploma in Management (PGDM) program which is approved by AICTE and accredited by NBA. The program has also been recognized as equivalent to MBA by Association of Indian Universities.

SDMIMD's PGDM Program is accredited by ACBSP (Accreditation Council for Business Schools and Programs), USA. and by EFMD (European Foundation for Management Development), thus becoming the first institute in India to get the dual accreditation of ACBSP and EFMD-EPAS. These accreditations have propelled SDMIMD to be among the top global Business Schools and have enabled the students to learn in an environment that is process and outcome enabled and globally oriented.



Management Development Institute, Gurgaon

Vision – MDI is a school for – Thought Leaders and Change Masters; and Academic Excellence and Continuous Innovation.

Management Development Institute Gurgaon has the unique distinction of becoming the first ever internationally accredited business school of India in the year 2006. The Association of MBAs, London, by giving MDI Gurgaon its international accreditation stamp also opened its books in India and today AMBA has seven best known schools of the country accredited by the organization. MDI Gurgaon started out as a professional training centre and gravitated to become a business school in the eighties. With sprawling green campus which also sports an amateur golf course and football ground, the first for any business school in India, the institute has been balancing high campus academics with short courses for lifelong learning by the corporate executives.

The institute also has focused schools within itself offering Energy Management in association with NTPC and an Institute for Public Policy in association with the Government of India. The institute alumni are vast in numbers and are now occupying key leadership positions around the world. The school also has one of the largest contingent faculty who contributes to research and consultancy in a big way. The totally faculty driven institute, MDI has five deans and a director, an unique leadership structure evolved owing to its diversified product offering as a business school. The institute has the largest international student exchange programme. Well organized exchange programmes at the institute ensure that regular PGP students get an opportunity to spend a term abroad. An equal number of international students from as many as 45 B-Schools spend a term in MDI. This makes the experience at MDI truly international.



Indian Institute of Management (IIM-K), Kozhikode

Vision – The institute aims to create a unique and futuristic space of global reckoning so as to nurture the finest management thinkers in the pursuit of developing innovative, socially responsible and environmentally friendly practitioners, leaders and educators. Hence, it abides by its dictum of ‘Globalizing Indian Thought’.

The fifth IIM to be set up in the country, the IIM K is also the second in the Southern region and the first in Kerala. The institute has one of the best ambience in the country set amidst lush undulating greenery of the coastal state of Kerala perched on top of two hillocks of Kunnamangalam area. The 100 acre of campus evenly spread over the two hillocks provide one of the most best locations for higher studies anywhere in the world. Despite its disadvantage of distance and remoteness of its location, the school has carved its niche in the area of distance education combining digital technology with that of classroom, making it a pioneer in blended education. The school also strategically launched campus based training programme for faculty and leadership from around the country's business schools as well as corporate thus ensuring a strong networking for itself.

The 1996 vintage school is now matured into a truly global business school and received international endorsement with Association of MBAs accreditation. The institute moved to its new campus in January 2003 and the number of programs increased manifold with this step. The Institute has a strong International Exchange Programme for students and faculty with several leading Management Institutes in EU and ASEAN countries like SDA, Bacconi, Jonkoping, Sweden, Copenhagen Business School, Denmark, ESCAP-EAP, France; University of Queensland, Austria, Victoria University of Wellington and so on.



Great Lakes Institute of Management, Chennai

Vision – To become the leading management institution in India providing Quality Education at an affordable cost and build Human Capital for Emerging Economies.

The Great Lakes Campus is comparable is the best in the world in terms of infrastructure, aesthetics and more importantly an example of sustainable use of

resources. The 27 acre campus is set on the scenic ECR road which runs from Chennai to Pondicherry and just 9 kms from UNESCO heritage site Mahabalipuram, the campus provides a serene and tranquil environment with ideal setting for pursuing extremely rigorous and intellectually challenging programs. The differentiator in Great Lakes way of education is to provide highly comparable world class business education at prices which are comparable with the best in the local markets. This the school has been able to achieve through intense interaction with its networked schools abroad and constantly innovating on the campus.



S. P. Jain Institute of Management and Research (SPJIMR), Mumbai

Vision – To be the business school recognised around the world for its innovative, influential and relevant education.

One of spectacular growth stories of business education in the country, S.P. Jain Institute of Management and Research (SPJIMR) is a constituent unit of the Bharatiya Vidya Bhavan, which was founded in 1938 by the then Kulpatti Dr. K.M. Munshi and 53 other eminent professionals. Bharatiya Vidya Bhavan is registered under the Societies Registration Act XXI of 1860 and the Bombay Public Trust Act 1950. It is a trust of repute and eminence and is universally recognised for its educational as well as cultural activities. In India, Bharatiya Vidya Bhavan has more than 37 institutes in India and abroad. Anchored on a mission is to influence practice and promote value-based growth, the school has been striving to develop students will recognize, understand, and uphold the social relevance of business decisions, including within the underserved sections of society. SPJIMR's approach to innovation is influenced by its emphasis on the different stages in the Learning Process, its conviction with regard to the pedagogic method and the deployment of the KSA (Knowledge, Skills, and Attitude) Matrix.

The school is now a world leader family business, a niche opportunity it discovered owing to its location at the commercial capital of India. The Centre for Indo European Studies (CIEBS) is a joint centre of ESB Business School, Reutlingen University, Germany and S. P. Jain Institute of Management & Research (SPJIMR), Mumbai, India. It is funded by the European Union (EU). Centre for Entrepreneurship Development (CED). It has established centres in Services, Sciences, Management and Engineering; Continuing Management Education; Family Managed Business; Development of Corporate Citizenship and Education and social sector.



International Management Institute (IMI), New Delhi

Vision – To be a premier global management school.

International Management Institute (IMI) is one of the oldest business schools of the country, located in the institutional hub of Qutab enclave. The institute set up with Lausanne based International Institute of Management now called IMD Lausanne was a pioneer in introducing globally benchmarked management education in the country. It is also unique in the way it was started by a clutch of businesses making it the first such business school to be set up with corporate sponsorship. Bit corporate houses like RPG Enterprises, Nestle, ITC, SAIL, Tata Chemicals, BOC and Williamson Magor etc. were involved in its setting up. Besides this it has also various other international linkages with bodies like World Bank, UNDP, ILO, UNCTAD, Asian Productivity Organization etc. To provide a global perspective to the students, the Institute's flagship two year Post Graduate Programme in Management has a student exchange programme with various European Schools such as ESC Rennes, France, MIP School of Management France, Graz University Austria, IESEG School of Management and IDRAC Lyon, France etc. IMI is also one of the empanelled Institute of the Ministry of External Affairs, GOI, for special Commonwealth Assistance Programme under which the Institute gets the executive MBA students from various Afro - Asian countries for its 15 months Executive Post Graduate Programme in Management.



Indian Institute of Management (IIM-L), Lucknow

Vision – To be a preeminent centre of excellence, generating and imparting knowledge in management and providing socially conscious and globally relevant thought leadership.

Established in 1984, IIM Lucknow was the newest of the four older IIMs. Though it was set up after a gap of around three decades, in the last two decades of its existence, it has carved a niche for itself among the global business schools as a fully integrated global management school. The Indian Institute of Management Lucknow is fourth in the prestigious IIM family of management schools to be established in India after IIM Calcutta, IIM Ahmedabad and IIM Bangalore . In 2005, IIM Lucknow expanded its area of influence in the realm of management education by becoming the first IIM to set up a satellite campus exclusively for Executive Education at NOIDA in Delhi NCR region. Situated in a city known for its cultural heritage, the campus is spread over more than 190 acres of

beautifully landscaped area. With its foundation in the city of "Tehzeeb", IIM Lucknow as well inculcates human values and professional ethics in the students to help them make a positive impact not just on the nation but on a global platform. IIM Lucknow is an ideal setup conducive to learning, accessibility and excellence. The PGPM and the PGPABM, offered by the Institute subject the students to an overall transformation, training them to be better managers, and better human beings. The rigorous syllabi not only instill, in them, a passion for knowledge but also attempt to teach them how to apply that knowledge to real-life situations. The programmes lay emphasis on well-rounded personality development of the students as well as to inculcate the values of teamwork and integrity.



Xavier School of Management, Jamshedpur (XLRI)

XLRI, with its single vision of Magis, i.e., pursuit of excellence, focuses on three areas: academic excellence, personal values and social concern. Our mission is to develop competent, committed and compassionate leaders who will make a difference to the people among whom they work.

Its world-class faculty with its commitment and deep sense of service delivers the curriculum very effectively. XLRI tries its best to recruit the best faculty, induct them properly and help them to imbibe Excel culture and value and serve the students and industry with great dedication.



Indian Institute of Management, Indore

Established in 1996, IIM Indore is the sixth in the family of state-supported management schools. Since its inception, IIM Indore has been acting as a leader in the field of management education, interfacing with the industry, government sector and PSUs. IIM Indore is registered as a Society under Societies Registration Act, 1973.

Situated atop a scenic hillock, the 193 acre campus of IIM Indore provides an ideal backdrop for contemplative learning. IIM Indore has the latest in teaching aids, rich learning resources, a strong IT backbone, state-of-the-art sports complex and hostels as well as contemporary infrastructure.

Mission

IIM Indore seeks to be a contextually-relevant business school with world-class academic standards that develops socially-conscious managers, leaders and entrepreneurs. IIM Indore is committed to:

- Excellence in management education, research, and training
- Use of contemporary participant-centric pedagogies and teaching methods
- A presence in emerging segments of management education



PSG Institute of Management (PSGIM), Coimbatore

Vision – Raise the bar in management education and practice-based research engaging faculty and students to become a lead business school in India.

PSG Institute of Management Coimbatore is the first ACBSP accredited school in the country and since then has also emerged as a de facto leader of internationally accredited schools under the ACBSP stable by volunteering to help the schools in the process and also those already accredited on its quality building path in the spirit of accreditation. The school started by the 80-year old PSG & Sons Charity, is now part of a 27 institution educational conglomerate that spans from school education to the entire gamut of higher professional education. The industrial city of Coimbatore known for its small industry domination had been considerably influenced by the visionary founders of PSG who pioneered the use of technology in manufacturing decades before Indian independence. The institute celebrated its Golden Jubilee this year making it one of the oldest business schools of the country. The full-fledged, autonomous management institute, affiliated to the Anna University of Tamil Nadu offer full time and part time MBA programs in Management, PG Diploma in Management and Doctoral Programme in Management. PSG Institutions were founded on the principle of empowerment and entrepreneurship and nurtured its vast alumni base who in turn help the outgoing batches with live projects and practical advice.



Jansons School of Business, Coimbatore

Vision – To be a world class Business School developing competent and committed managers & entrepreneurs driven by values.

Coimbatore city is known for its industrial prowess and entrepreneurship and as such it is no surprise that Jansons School of Business from the Jansons Foundation focuses primarily on entrepreneurship and innovation. The ACBSP accredited school, the second one to get this distinction in the city has leveraged its international endorsement and networking to build on an excellent foundation on which it had been set up.

The school located in Karumathampatti near Coimbatore has world class infrastructure and good ambience stocked with best intellectual capital and good faculty group. The institute offers full time residential MBA programme in association with Bharathiar University, Coimbatore and also the University's PhD programme. Not one to make do with only the University curriculum which itself was exhaustive, the school offers papers in retailing, supply chain, data mining, business analytics among the choices, thus equipping the students with more skills than a normal MBA programme would offer. Such innovative spirit had continued in even setting up a stock market simulation centre for hands on training of the bourses and of decision making. Being located in an industrial hub there is no dearth of faculty from industry.



School of Communication & Management Studies (SCMS), Cochin

Vision – To be a leader in providing value based education in harmony with the changing global order.

School of Communication & Management Studies (SCMS), now nomenclature as SCMS Group has its flagship business school in Cochin offering both PGDM and MBA programme. It is also the first school to received international accreditation in Kerala from ACBSP. SCMS has developed into a world-class business school offering a range of two year post graduate diploma programmes taught by a large contingent of faculty drawn from across the country. Being part of a primarily agriculture, fisheries and tourism dependent coastal state with its vast stretches of backwaters and aqueducts and a population which is cent per cent educated and spread all over the world, management education was the missing link in the value chain which SCMS has been able to provide with élan. The institute has a series of short term programmes and consulting offers as well to support innovation and growth in the state of Kerala. Being the only globally accredited school of Kerala, the institute carries out its responsibility of peer support well for the other Kerala schools. SCMS boasts a unique legacy for supporting and developing individuals and their aspirations to help contribute to the world's wealth of knowledge, bridge communities and make it possible for individuals to grow academically, professionally and personally. Rooted in social values, the institution is committed to provide holistic education. The school has actively networked with the global universities for students and faculty exchange

programmes and has recently announced that the School of International Studies would be launching a 18 month overseas MBA programme in association with Ravensburg-Weingarten University of Applied Sciences, Germany,



Apeejay School of Management (ASM), New Delhi

Vision – To be the most preferred management school known for creation of valuable business leaders.

The New Delhi based Apeejay School of Management (ASM) is one of India's premier business schools from the Apeejay Education Society stable. There are three other business schools and an university supported by this society. ASM excels in training its manpower to develop high level of competency and dedication work. This it does through various programmes for enhancing the potential of individual students, enriching human values, upholding the Indian value system, all acting in union as a vehicle for growth at the national and international level, thereby making it a "student driven" institute of higher learning. The school is also known for its faculty research and it conducts periodically highly valued faculty development programmes as a way of giving back to the industry in the spirit of peer support central to any accreditation process. The students go through a unique inspirational transformation to become reputed professionals in their chosen area of expertise. Our close links with industry give them ample opportunities to apply the acquired skills. The course curriculum is a tempting blend of in-depth subject knowledge and practical experience gained through a continuous process of industry academic interface.



ICBM School of Business Education (ICBM-SBE), Hyderabad

Vision – To be a world- renowned alma mater to generations of alumni of leaders, managers and entrepreneurs of immense knowledge and capabilities, impeccable character and selfless service to humanity. Our vision is also to create quality managers, ready to take the corporate world to the next generation.

The Hyderabad based ICBM-SBE acquired the distinction of being the second business school to be accredited in the undivided Andhra Pradesh and the first one to be accredited by ACBSP in the region. The institute's PGDM programmes combine good quality with affordable pricing attracting some of the best class of students to the campus. The institute has invested in faculty numbers and their development, high quality of research and entrepreneurship. The institute has encouraged its faculty and students to take part in series of national level

programmes in other campuses on a regular basis. Innovation in pedagogy is a hall mark of this institution whose leadership faculty spend considerable time and effort to emulate the best benchmarked practices in the rest of the world and bring these to the campus.

XIME



Xavier Institute of Management and Entrepreneurship (XIME), Bangalore

Vision – In an environment which is perceived as ‘Elitist’ XIME will harness the power of technology, innovation and excellent human resources to provide its students with world class business education programmes which are affordable, imaginative and relevant to the Indian business environment and ethos. Recognising that ethics and values are so essential for good business practice, XIME would strive to inculcate these concerns in its management graduates.

There are just a few who could walk the talk and stand tall among achievers. Starting business school by a practitioner of management is a dream fulfilled by a few which required extraordinary zeal and drive and not merely the academic and professional credential a director of an Indian Institute of Management (IIM) may possess.

Joe Philip was the man behind the setting up of the Xavier Institute of Management and Entrepreneurship, Bangalore who ascribes his founding a business school to a promise he made to his daughter Maria who did not live to see the inauguration and blossoming of the school into a powerful world-class business school securing an international accreditation endorsement from ACBSP. Being a natural visionary and powerful leader from his days with industry, Prof Philip could easily envision a school that is strong on academics, industry networking and international linkage. As a founder of the Association of Indian Management Schools, Association of BRICS Business Schools (ABBS) catering to the newly formed emerging market economic consortium and the Indian Association for Autonomous Business Schools (IAABS), it is no surprise that its founder is able to infuse the spirit of leadership and out of the box thinking in the students who pass out of XIME's portals. The school is firmly focused on entrepreneurship and continuous personal and professional growth. The institute itself has grown and has diversified with its second campus at Cochin.



Lovely Professional University (LPU), Jallandar

The primarily agrarian region of Jallandar in Punjab is today emerging as a world-class education hub thanks to the massive 600 acre university in the otherwise

bustling trading and farming town. Set up by a family known for its food processing and sweet making business, LPU is today an ACBSP accredited school part of a massive university that offers 150 programmes with 3500 faculty admitting around 25,000 students, making it the largest such institution in the Higher Education space in the country.

With internationally benchmarked curricula, innovative pedagogy, experiential learning, and 50+ foreign tie-ups for equitable and affordable quality education, the University is poised to establish itself as a Centre of Excellence in Research. The university campus exhibits a rich diversity as the academic staff and students come from all the states of India and more than 26 countries in the world. Education at LPU is a holistic one, aimed at developing the intellectual and personal strengths of students. The LPU experience takes place both within and outside the classroom, nurturing creativity and innovation through challenging project work, participative learning and providing an environment conducive to sparking ideas and how to translate those ideas into reality.



SMJV-CKSVIM Business School

SMJV Trust Vision – To develop a community of colleges and colleges for all people and communities to work collectively and responsibly to meet the academic as well as life-long learning needs of our diverse students.

CKSVIM Business School is the leading Institute in the heart of Vadodara (Baroda) City in Gujarat State known as Banyan City / Knowledge City, founded by 100 year old Shri Mahavira Jaina Vidyalaya (SMJV) Trust (Mumbai) which has entered in its centenary year (1915-2015). The trust manages 11 boys / girls hostel accommodating 1200 boys and 500 girls.

CKSVIM Institute of Management offers Global MBA (Master of Business Administration) two-year full time Post-Graduate Degree Program approved by AICTE, MHRD, Govt of India and affiliated to Gujarat Technological University (GTU), Ahmedabad. It has a Ph.D Research Centre also.

The Institute is housed in 30,000 Sq ft Wi-Fi Building with 10 mbps dedicated internet. It is the 1st Business School in GTU and India to become Globally Accredited by Accreditation Council for Business Schools & Programs (ACBSP), USA, an ISO 9001:2008 Certified by BVQI. Awarded Gold Medal in National Management Week organized by AIMS for CSR, A+ in Best B-Schools Survey by Business India for the year 2011 & 2012 and many such Awards.



Ramaiah Institute of Management Studies (RIMS), Bangalore

Vision – To be one of the institutions of choice for students and employers alike

Being the first twin accredited business school from ACBSP and IACBE, the Ramaiah Institute of Management Studies (RIMS) Bangalore enjoys an unique distinction of being the only such school in the private sector to get such international endorsement. The second twin accreditation happened with Indian Institute of Management Calcutta nearly three years later with AACSB International and AMBA endorsing the school. The institute is from the house of Ramaiah's a first generation entrepreneur who spawned the entire gamut of higher education from engineering to medicine. The undivided group had set up two management institutes one of which is RIMS which got developed into a global school of value. The school used the international accreditation processes and standards to build itself to match and better the standards set by the agencies receiving flawless scoring in all counts which was also recognized by the American Society for Quality Assurance (ASQA).



VIT Business School (VITBS)

VIT Business School (VITBS) was established in September 1994. Currently, VITBS is fast emerging as a premier Management Institution that adapts to the ever changing needs of the industry. The focus is on making the MBA graduates versatile and innovative, in line with the current and emerging industry requirements.

The campuses at both Chennai and Vellore have the most modern facilities to groom the future industry leaders. VITBS is 100 percent digital in its operations and learning environment.



Justice K. S. Hegde Institute of Management, Udupi (JKSHIM)

Justice K S Hegde Institute of Management was established by the Nitte Education Trust on July 4, 1998. Named after the visionary and founder, late Justice K S

Hegde, the Institute offers a two-year full time MBA program recognised by the All India Council of Technical Education (AICTE) and the Government of Karnataka and is affiliated to the Visvervaraya Technological University, Belgaum.

The Institute is also recognised as a centre for guiding research. The institute was recently accredited by ACBSP and is now among the very few institutes in India with the 'ACBSP accredited status'. The institute is also accredited by NAAC and the MBA program is also accredited by NBA. The Institute has been recognised among the premier B-schools in Karnataka based on its performance in the field of academics, consultancy and research activity.



SIES College of Management Studies, Navi Mumbai (SIESCOMS)

The SIES College of Management Studies (SIESCOMS) was promoted by SIES in 1995 specifically to cater to the growing need of management education in India. It is the prime constituent of its academic complex at Nerul. Over a period of time, SIESCOMS has been catering to the needs of various segments of management education aspirants.

The flagship programs of the institute include: Masters in Management Studies (MMS); Masters in Computer Application (MCA); Post Graduate Diploma in Management (PGDM); Post Graduate Diploma in Management (Pharmaceutical Management); Post Graduate Diploma in Management (Biotech Management); and Ph.D. Program.



Asian School of Business Management, Bhubaneshwar (ASBM)

Asian School of Business Management (ASBM) is approved and recognized by All India Council for Technical Education (AICTE), Ministry of HRD, Govt. of India as an autonomous institution.

ASBM offers Post Graduate Programme in Management leading to Post Graduate Diploma in Management, Two year full time residential programme duly approved and recognized by AICTE, Ministry of HRD, Govt. of India and equivalent to MBA by Association of Indian Universities(AIU). Moreover, This programme is also accredited by National Board of Accreditation (NBA), Govt. of India and it has received accreditation endorsement of ACBSP.



Rajagiri Centre for Business Studies (RCBS)

Rajagiri Centre for Business Studies is located in a picturesque valley in the IT hub of Kochi, Kakkanad. The Centre is driven by a single-minded focus on imparting value based management education to equip young professionals to make their mark in the corporate world.

The school has a well-chartered plan for connecting with the globe by a series of student and faculty exchange programmes and also a structured approach towards quality improvement. As part of the process, the school went in for ACBSP accreditation. The experience gained has set the school on the path of next accreditation which is AMBA. Towards that the school has joined the AMBA Development Network (ADN).



Acharya Institute of Management & Sciences (AIMS), Bengaluru

Vision – To transform youth into professionals of global excellence with a deep concern for society.

AIMS established in the year 1994 by a group of eminent educationists and philanthropists to impart quality education and with a vision to expand the horizons of teaching-learning realms, wherein, the students' intrapersonal and interpersonal disposition is groomed. AIMS started with 2 UG programs and 60 students and is now offering 6 PG & 4 UG programs having around 2000 students at the campus.

The Hospitality program has also been ranked among the best in the country and the graduates are widely accepted by leading chains in India and abroad. Also, students of various programs have been securing university ranks. AIMS is accredited by NAAC and with the highest score of 3.46 out of 4 for an institution that is being accredited for the first time.

AIMS B-School has also been accredited by IACBE which is an international accreditation body for B-Schools. Apart from being consistently ranked among Top 1% of B-Schools in India in various leading surveys, AIMS has also been rated as best college for Entrepreneurship Education in India and ISB, Hyderabad has selected AIMS as a local delivery partner for the global Goldman Sachs 10000 women entrepreneurs Development Program.



Alliance University, Karnataka



Vision – To be a world-class University that nurtures talent and catalytically transforms the lives of millions through excellence in teaching, research, service and community development. To uphold a commitment to shaping lives through scholarly teaching and learning, and that which contributes to an equitable and holistic transformation of society at large.

Alliance University is a private University established in Karnataka State by Act No. 34 of year 2010 and is recognized by the University Grants Commission (UGC), New Delhi. Alliance University is a renowned university of higher learning located on an extensive state-of-the-art campus in Bangalore offering a variety of degree courses. The University has baccalaureate concentrations, postgraduate offerings, doctoral degree programs and several professional certificate programs. The University aspires to be among the best universities in the world by the year 2025 through a series of strategically crafted moves, precisely calibrated action plans and an unwavering commitment to the pursuit of excellence.

With its oldest business school, Alliance School of Business, the University having already established Alliance College of Engineering and Design; Alliance School of Law; and Alliance Ascent College, is in the process of establishing many other prominent academic units, viz., Alliance College of Arts and Humanities; Alliance College of Science; Alliance College of Medicine and Dentistry; Alliance College of Education and Human Services; Alliance School of Health Sciences; and Alliance College of Media and Communications.



Indus Business Academy (IBA), Bangalore

Vision – “To be a globally respected Business School nurturing innovative entrepreneurs & business leaders who would produce wealth for the nation”.

IBA has created a niche for itself in the sea of management institutes through the culture it imbibes in its students. Through a 3D approach to learning – Discourse, Dialogue and Discussion, they are trained to be Creative, Enlightened and Organic Leaders. The IBA's founding mission is to bring excellence in teaching, training, corporate networking and in placements. The institute decided to address these issues by creating a world-class infrastructure in a 5-acre eco-friendly land.

The curriculum at IBA is designed in a manner that it will be rigorous, which will constantly be upgraded based on corporates' requirement and would be in tune with the latest case studies and real time experiences.



Acharya Bangalore B-School, Bangalore (ABBS)

Acharya Bangalore B-School approaches business education to foster academic excellence, leadership qualities and entrepreneurial skills among the leading MBA colleges in Bangalore. As a center of knowledge, the B-school prepares students to stay ahead of developments and skill base needed for success in the fiercely competitive world of business.

ABBS higher management education spans functional and industry boundaries and is shaped by student aspirations, abilities and skills employers expect from management graduates.



University of Petroleum and Energy Studies (UPES)

University of Petroleum and Energy Studies (UPES) was established in the year 2003 through UPES Act, 2003 of the State Legislature of Uttarakhand. With an ambitious vision and unique approach, UPES emerged as an innovative institution offering industry-focused specialized graduate, post graduate and doctoral programs in key areas such as Energy, Infrastructure, Transportation, Information Technology, Design, Planning & Architecture, Public Policy and Legal studies.

The university's objective is to develop competent technocrats, professionals and managers who are ready to join the core industries. Advanced teaching methodologies, innovative and updated curricula and the focus on 'on-the-job exposure' give UPES students the edge to be readily deployable in the chosen field. It is accredited by IACBE.



Faculty of Management, Xavier University, Bhubaneswar (XIMB)

XIMB, with its single vision of Magis, i.e., pursuit of excellence, focuses on three areas: academic excellence, personal values and social concern. Our mission is to develop competent, committed and compassionate leaders who will make a difference to the people among whom they work. XIMB is an institute with a

difference. XIMB spares no effort to make its curriculum world class and deliver it in the most effective manner. It constantly scans the developments in business and in society and tries proactively to meet the challenges.



IILM Institute for Higher Education, New Delhi (IILM)

Established in 1993, IILM offers management programs at graduate level with curriculum benchmarked against the best in the world. Both the Programmes — PGDM and Executive PGDM are approved by AICTE. Some of the key features of IILM PGDM Programme : Globally benchmarked curriculum with access to world class learning materials; Faculty with rich academic and industry experience; Student exchange facilities with foreign partner universities; and Strong connect with industry through interaction with renowned professors, industry captains.



FORE School of Management, New Delhi

FORE School of Management, New Delhi has been providing quality education in management for the past 27 years and over 5000 students have graduated from FORE since its inception in 1992.



Institute for Financial Management & Research (IFMR), Chennai

The Institute for Financial Management & Research (IFMR) is a leading business school with the objective of moulding ambitious young men and women into competent and socially responsible organisational leaders in a global setting. Established in 1970 as a not-for-profit society, IFMR was sponsored by ICICI, the House of Kotharis and other major industrial groups.



Nirma University, Institute of Management, Ahmedabad

Established in the year 1996, Nirma Institute of Management is a product of the visionary Padmashree Dr.Karsanbhai K. Patel. Built on the principles of entrepreneurship, excellence and professionalism, the institute has been imparting quality business education and boasts of producing some exceptional leaders and managers of the industry.



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