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COVID & AFTER– STRATEGY FOR FUTURE!

The two years of Covid 19 pandemic that ravaged the world also left behind unmistakable signs that humanity is in the threshold a drastic overhaul of their priorities that will set the pace for their future.

The easy going luxurious way of living off the Earth's "abundant" natural resources for over two centuries was coming to an end and the Pandemic simply speeded up end game as it were. The inconclusive climate talks at Glasgow, Scotland (in November 2021) that had key World leaders in attendance reflected the sense of urgency in putting an end to our way of living and seeking solutions that would save the planet from its precious fast receding non-renewable resources preserved by earth for millions of years.

However, the fact that the Glasgow talks led nowhere is clear pointer that humanity is still not serious even though it went through the worst ever pandemic in the entire history of human kind. Though the virus spread itself may be attributed to a medical phenomena that millions died like flies under the most testing circumstances and millions more lost their jobs, many for good, clearly showed that the problem lay elsewhere. The fast depleting water table, fossil resources, polluted air, aquatic stock and vanishing bird and bees are indications enough that the world is rushing towards the abyss on a free fall.

What can we do to stem the tie and save us from disaster? Here is where the leadership comes, not just political leadership but even corporates, public service institutions, religious bodies and such other can play a key role. The human resource that should be doing this better be educated enough to discern the coming disaster, ethical and morally strong in meeting with and overcoming the challenges ahead of them and technologically savvy enough to understand the almost tectonic changes takeing place in the industry.

The B-schools have a key role to play here by sending out technically sound, ethically strong and morally upright individuals who would take up corporate, institutional and social entrepreneurial positions.

We put together this year's conference with the idea to explore how seriously the B-schools are ready to tackle the emerging challenges in preparing manpower for the future companies and institutions. The 14th International Accreditation Conference planned for three days on virtual platforms on November 22, 23 and 24, 2021 had the overarching theme "Leadership building for the Digital Future-the B-School challenge"

We put together this year's conference with the idea to explore how seriously the B-schools are ready to tackle the emerging challenges in preparing manpower for the future companies and institutions.

When we planned the conference, we saw Business education is experiencing fundamental changes in content, delivery & assessment. The pace of Edu-tech adoption got a sudden impetus owing to the unexpected occurrence of a global Pandemic. Everyone is innovating and so are the accreditation agencies to cope with the new normal. One thing is quite clear that Business education will never be the same. The traditional MBA curriculum is being re-placed with a forward looking syllabi that is agile, adaptable and in line with the tectonic shift in business focus. The challenges are many as much of the student cohort are from non-technology or traditional tech-nology schools rooted in theory with little practice. And many among the faculty also are not trained or are not aware about the new technologies that are being invented almost on the fly.

Leadership here is not an exclusive trait we are talking about, rather the preparedness of MBA cohort to join the industry to make a difference to themselves and to the enterprise. Unfortunately, Industry 4.0 as it is popularly known, has thrust the manufacturing, service , Small and Medium industry segment and the social entrepreneurship segment as a technological powerhouse by default and the intervening two Covid years actually helped to set the blistering pace for the industry in turning to digital technologies for their growth and future. These technologies are not an exclusive domain of some, but almost all the industries of the future are going to be dependent on one form or the other of digital intervention in their regular work-ing.

Are the campuses willing and able to connect this sort of future? Yes, the Covid period in fact helped the campuses themselves adopt digital tools for their normal working. There are enough and more data on how the education sector almost completely transformed itself bottom up to adopt technology tools in teaching, learning and assessment. But the moot question is, whether the student cohort currently at the campuses and those coming in have access to a curriculum and pedagogy turned to reflect the industry trend? Are the faculty and institutions capable of teaching non-technology student high end technology to prepare them for the future? Is there enough research being undertaken in the campuses to help dig into a digital future and stay there and so on.

In face what sort of future jobs are going to be there is a subject of intense debate and not many have a clue as to what the future holds. Predictions between Actuarial professionals to nursing assistants. Elon Musk kind of businessmen on the other hand has this ominous warning there wont be any future jobs if the way AI and ML research is continued without any regulation which is the case now. "Whatever we do now as humans, machines can do better and it is best knowing this hard truth" he says.

The brighter side however is the industrial productivity and prosperity of the human race will grow in man-ifold proportions even though there is a big danger that the new found wealth may find itself accumulating in the coffers of a few with the rest of the world slipping into start poverty unless the governments become more democratic and welfare oriented to tax the ultra rich and distribute to the hapless poor through ap-proaches like Minimum Basic Income, some of the messiahs of future say.

We also raised the following issues in different segments:

1. Teaching technology for non- technology students

A bulk of the MBA students come from diverse backgrounds, not so much exposed to technology platforms that are almost completely engulfing the industry. A diverse classroom with accomplished individuals, who are not necessarily from technical campuses allows students to develop awareness, knowledge, and skills which help to avoid an ethnocentric approach to management and thus allowing them to become effective leaders in a diverse workplace. Students with technical backgrounds often may not possess the mindset to deal with leadership nor they would have the exposure to information technology tools that are used in almost in every industry or service. Steven Widmer from Purdue University writes stating that Almost any technical curriculum is challenged by students that are not technically oriented. Terminology, basic science, machine concepts, technical terminology and common sense are key ingredients required when entering an engineering technology program. Some researchers claim problem solving cannot be taught and is a technique that must be discovered by experimentation. While this maybe more than theory the door is still open for development of thought process and procedure.

In the Indian context even though the top B-schools report more than 80 per cent of their student cohort come with technical background, their own grounding in information sciences may be limited even though they may possess analytical mindset to absorb any technical teaching that may be provided at the campus. B -schools may do well in introducing basics of information technology to its students to bridge their knowledge gap to bring about homogeneity in the classroom.

2. Building an attitude for life long learning

This is the most difficult challenge even though there is enough indication that learning if going to be life long as the rate of obsolescence of knowledge is far faster than any other time of human history. Life long learning rather than learning on a fixed timescale is the way of the future and institutions that have understood would benefit big time as the courses that thyey would be teaching would have to constantly tweaked and the alumni should be involved in both teaching and learning to sustain their careers.

3. Ease of use of digital learning strategies and tools

Digital technologies are fast becoming user friendly which is one of the basic criteria when it involves the user base which has little or no understanding of information technology tools. Many of the new tools being developed as well the approaches in helping the users to obtain maximum benefit from the tool is the biggest challenge the digital technology industry today faces. This involves an element of learning and the ability to master new technologies. The faculty no longer have the choice to stay away from tech platforms

4. External digital expert involvement in teaching and learning

Often the schools find that they need external experts to teach subjects like IoT, block chain , big data , Artificial Intelligence & machine learning, Virtual and Augmented reality application and such other. Even though it should be perfectly possible for the faculty to learn the use of new technologies there is a certain handholding is needed for a specific period of time.

5. Learning from Global MBA experience in Digital era

Case studies, and benchmarking is important from the world of academics to understand the trends that you are witnessing in use of the digital technologies.

QUALITY IMPROVEMENT SHOULD BE SUSTAINABLE & REAL BASED ON CONTINUOUS LEARNING

What is the end purpose of quality improvement? Simple answer. Student outcome through assurance of learning, assurance of a comfortable campus stay (now no longer relevant), networking and of course a lucrative career. Business schools after all have traditionally been seen as the last stop before launching on a career. Now that the situation is being reversed in that the career comes first and business education comes later, the schools have to unlearn their usual way of working and relearn to align with the requirement of the new world.

What is the end purpose of quality improvement? Simple answer. Student outcome through assurance of learning, assurance of a comfortable campus stay (now no longer relevant), networking and of course a lucrative career.

Life long learning, online flipped classrooms, distant mentoring, internships also monitored remote, exams being administered online, assessment done online, follow up with students online et., are big challenge. Both technology developers and the users need to learn on the fly and also come up solutions to situations which are moving far faster than the solutions that could be found for mitigating the issues.

How are the Accreditation agencies which mentor the schools and nudge them on the path of higher benchmarked quality which is usually a moving target handling the emerging crises in Business Education. Like all academic institutions, even the accreditation

agencies have also experienced slack business and are also now working towards improving their offering to match with the times. Leaders like AACSB in fact prepared a document titled A New vision for business education. (this link opens to a page where your credentials need to be given to get the report)

The report outlines a vision for a future where business schools are the drivers of change—where business schools change the narrative about the role of business education, and of business, in society. By collaborating with business schools, corporate leaders, and industry, AACSB is exploring how to best prepare the business leaders and innovators of tomorrow and asking its members and the business education community.

EFMD in one of its blog post written by ***Associate Director Stephanie Mullins, from specialist business education PR consultancy BlueSky Education,*** says "It is important to cement the message you want to be associated with your branding now. Institutions with good branding will be doing well at present, despite being unable to host in-person events, as their brands already have a host of positive attributes associated with them; whether that's world-class research, successful alumni, or expert faculty.

The This is why you should be working to build your institution's brand through fantastic media exposure: If we do have to go through global crises, then an institution's brand must be as positive and as strong as it can be.

Council for Higher Education Accreditation (CHEA) International Quality Group has raised some key questions for presidents and chief academic officers as institutions navigate the challenging waters of accreditation and assuring quality.

In a survey that is being planned and which closes around November 27 EFMD wants to study the impact of the current pandemic on the future of business education. The comprehensive Business School Impact System (BSIS) assesses an institution's impact based on seven dimensions and helps institutions set new strategies and communicate clearly with their stakeholders. The current situation, however, has forced business schools to shift their priorities and adapt to meet the demand for new skills and embrace the digital transformation.\

Council for Higher Education Accreditation (CHEA) International Quality Group has raised some key questions for presidents and chief academic officers as institutions navigate the challenging waters of accreditation and assuring quality. Answers to these questions provide a framework for quality at this time for your institutions and program. In the area of quality the association has raised four critical issues:

1. Online Teaching and Learning: In this remote-access-driven climate, have you and your faculty engaged in discussion and decisions about the quality of offerings that are now online, e.g., curriculum, assignments, grading practices and robust interaction with students in various teaching and learning environments?

2. Student Support: What is your engagement with students working remotely to provide connection, counseling and academic advising as needed, especially for students for whom remote access and online learning is a first-time experience?

3. Finances: Many if not all institutions are facing significant financial challenges as part of the COVID-19 environment. What steps are you taking and what plans are you making to address these financial difficulties and in what ways is maintaining quality part of this discussion?

4. Governance: What steps are you and your governing board taking to plan for the ongoing education of the students enrolled in your institutions for, e.g., summer and fall offerings as needed? How do we do the best we can to assure that students can continue their education at a level of quality you find acceptable and, as needed, complete their studies or graduate on time?

At the moment, everyone is panicking and looking for solutions. From which direction the solutions would come would also depend which question is are being put, to whom and to what purpose.

This the best challenge the business education faces today. They need to re-imagining their priorities, their idea of course, curriculum, pedagogy, the student profiles, the student assessment systems, the mentoring systems and such other and of course the way their career is to be approached especially in a prolonged learning environment that is emerging. This is not mention the new vector of credit aggregation which is fast picking up in the industry which would permanently alter the character of many of the business schools. There is much at stake for business education.

FUTURE OF WORK

SEAA Future + Talks
Campus Industry Interface for Digital Future

Change is constant, is the time honored cliché but in the modern sense Change is not only constant but it is also equally immediate and tectonic, a fact some of the well known top companies are discovering to their discomfort in the recent months. Something seriously is changing and How!!

"The world of work is undergoing unprecedented changes, with Covid-19 accelerating the existing megatrends," global hiring company Adecco Group observes. With 300,000 employees in their own company spread in 60 countries worldwide shaping 3.5 million careers globally, the world's leading talent advisory and solutions company should know.

"Smart Industry nearly every sector we serve and is driven by three factors – changing consumer needs, adoption of disruptive business models and creation of new product markets and services. Technology and talent are key pillars for the creation of these digitally enabled smart industries and will be integral deciding who emerges as a leader in the new smarter, connected world." a comment at modis.com a talent development website describes the ground reality. As organizations become smarter and digitally enabled, Engineering, R&D and IT spends are converging to create Smart Industries. Disruptors such as Cloud, IoT, Data are at the core of this convergence and are driving organizational efficiencies and helping to develop new products and services for a smarter tomorrow.

The future of work is changing – and in many cases, it's shifting to a more asynchronous way of working, with benefits for both employees and organizations, according to the Harvard Business Review. The traditional 9-to-5 is dead, Adecco's own research shows, and it's time for companies to consider how they can make the switch to a new way of working.

How can you facilitate that switch? Start at the top, focus on outcomes, challenge existing norms and assumptions, make clear agreements, and keep an eye on inclusion, to start Harvard Business Review observes.

For instance Rivian.com one of the fastest growing electric vehicles manufacturers backed by Amazon, the global ecommerce giant has this to say at its website "Today we're operating off hundreds of millions of years of accumulated plant- and animal-based carbon. On our current path, we will fully exhaust this stored energy in only a few generations and, in the process, carbonize our atmosphere to such a degree that life as we know it will not be possible. If the planet is to continue to sustain life and enchant future generations, we have to change."

That change cannot happen without the people in charge of such change becoming sensitive to the future needs of the society. Elon Musk founder and CEO of Tesla and SpaceX arguably one of the greatest thought leaders of our times was rather blunt in observing "one of tech's great developments — artificial intelligence — could spell the end of many jobs altogether. AI will make jobs kind of pointless," Musk said. In his opinion least vulnerable to that job disruption will be individuals who can program AI software, Musk noted, recommending young people go on to study engineering.

But, even then, he said, "eventually the AI will just write its own software."

Clearly the role of education institution is going to be more profound than ever in making these changes possible even though the old model of campuses, faculty trained in traditional ways and the whole pedagogy based on class room teaching, case studies and quizzes has to make way for more closer industry interaction and the facilitation and not teaching done by faculty drawn from industry and also form academia who are well versed with the changes taking place on the ground.

From the looks of it the higher education ecosystem needs to undergo drastic overhaul for them to remain relevant. "I would specifically address how b-schools are transforming themselves based on the lessons learned from Covid-19, specifically the shift in how we approach education from the traditional classroom/ lecture model to one that engages through media. In my opinion, we will not simply turn back the clock to 2019 when the new normal is upon us. There are many lessons learned to apply to transform how we deliver instructional content" says Dr Olin Oedekoven, the founder and CEO of Peregrine Global group of educational service companies, a pioneer in online and virtual, education, assessment and training platform created more than 15 years earlier with footprint in over 50 countries worldwide.

There will be a blend of online and offline teaching in the future and innovation in digital technology will continue to drive the future of education. This is where B-Schools face the greatest challenge. Not only they should be using all the digital tools for their own campus offering but they should also be researching and advocating transformative research in teaching and learning methodologies to shape the digital future in Education. The need for continuous learning with the education having a short shelf life with the tectonic shifts taking place in businesses and their requirement would pose an additional challenge and great opportunity for the business education campuses.

Special edition of the Ex4EDU.Report for the
SEAA Trust Conference 2021*

Are academic degrees past their "best-by" dates?

How certificates and non-traditional educational providers may upend the academic degree

A model rooted in the middle ages

The academic degree has a long and complex history. Some scholars place the origins as dating back to 1179 at the Lateran III ecclesiastical conference in Rome. The purpose of those first degrees was to grant the right to teach and interpret the Bible.

Several centuries of change in higher education have resulted in the introduction of a hierarchy of degrees to bachelor's, master's, and doctoral degrees. In the U.S. it is estimated that there are at least 1,500 variations of types of degrees. Are degrees as a concept past their "best-by" date?

When we purchase products in a shop, there is often a date on the product stating something such as "best-by" indicating the expiration of when the product can be safely sold or consumed. It may be time to ask if the current approach to degree-based higher education is past its best-by date.

The number and diversity of degrees belie a crisis of confidence in the value of higher education and increasingly the worth of a degree. Results of a survey by Third Way, a U.S.-based Think Tank, surveying over 2,000 interviews of stu ents and caregivers suggested that only 1/3 of felt that higher education was worth the cost.

This is likely due to the higher cost of attaining a degree, the associated debt load, and diminished earning potential. precipitously from 247% to only 42% against non-graduates. This is likely due to the higher cost of attaining a degree, the associated debt load, and diminished earning potential.

Last, the currency or shelf life of the knowledge obtained in a degree program has drastically shrunk. The mantra of 4 years studying for a 40-year career is a relic of history. Authors Douglas Thomas and John Seely Brown in their book A New Culture of Learning categorize the half-life of knowledge in university degrees as perishable skills--a half-life of less than 2.5 years, semi-durable skills--a half-life of 2.5 to 7.5 years, and durable skills--a half-life of more than 7.5 years. The more durable tend to be soft skills while the less durable, and often more frequently taught in higher education, are the technical skills.

The declining attractiveness of university or college degrees is also reflected in what has been a decade-long fall in higher education enrollments in many countries. According to the National Student Clearinghouse Research Center, higher education enrollment in the U.S., for example, has seen two years of significant pandemic-related declines following a 10-year trend of decline. Projections by McKinsey & Co. do not paint a good picture for the future, either, with demand for higher education seen as entering a significant decline mid-decade.

These issues clearly indicate that degrees and academic programs as we now understand them may be past their "best-by" dates. There are some clear indicators of what may come next.

What's next? 5 Trends to Watch

Declining demand and desirability of current higher education products will drive change and several trends are already evident.

Focus on standards-based quality.

For the vast majority of institutions, there will be a need to demonstrate quality almost as a ticket to entry. The pillars of quality assurance have historically been governmental authorization and accreditation. Both are increasingly influenced and driven by standards such as a growing list offered by the International Organization for Standardization (ISO).

Standards will allow transparent evaluation of institutional quality with a holistic view balancing inputs, processes, and outcomes, extending beyond the factors used in school rankings. The days of accreditation agencies as clubs of nobles are also over. Accreditation will need to equate with quality and improvement of student outcomes.

Running on reputation.

Elite institutions relying on reputational quality and rankings will likely weather the storm better than undifferentiated offerings from under-resourced schools. Those elite institutions, however, make up a small part of the mix of higher education student populations. Again using the U.S. as an example, such institutions represent less than 5% of total students as described in an earlier edition of the Ex4EDU.Report. The net effect will likely create substantial amounts of "news" but far less impact on overall educational attainment.

Despite the limited enrollments of the elite schools, many non-elite institutions unwisely divert enormous resources into chasing university rankings. Whether university rankings have any correlation with improved student outcomes has been called into question by research conducted at the Stanford University Graduate School of Education in a paper entitled *A "Fit" over Rankings*. In the end, engagement around student outcomes matters much more than rankings

Unbundling of institutions

Ryan Craig's book College Disrupted. The Great Unbundling of Higher Education makes the case that complex higher education institutions represent an endangered species. The multi-headed crises of affordability, lack of consumer confidence, and intransparent quality will provide openings to focused providers not offering the whole complex product.

A case in point is the recent initial public offering of Udemy, which raised in excess of $400 million. The presence of such educational content and services providers is set to grow substantially and displace the markets of many higher education institutions.

The classroom comes to the community

The Covid-19 lockdowns, often resulting in online remote learning, acted as a catalyst for a variety of online learning solutions. This trend is expected to continue and lessons will be learned about what works with online modalities will drive more targeted use of the technologies.

For higher education, the result will be that the classroom of the future will no longer be just at the institution but in students' homes and communities

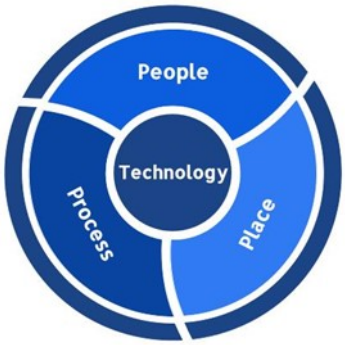
Alternative credentials take off

Micro-credentials are perhaps the greatest existential threat to today's cornucopia of academic degrees. Credential Engine, a credential registry in the U.S., lists over 900,000 credentials representing $1.9 trillion in training expenditures, both of which dwarf the academic degree market.

Credentials offer flexible pathways to learning and can be stacked or aggregated to signify the achievement of the equivalent of an academic degree. Any one of the trends described above signifies substantial disruption. Taken together, they point to a major shake-up and shake-out in higher education

Making the transition to the degrees of the future

The sunset of traditional academic degrees and the appearance of new learning credentials will require transformations on the level of the higher education institution and the curriculum on offer.



Learning organization transformation: A P3T proposition

Transforming organizations is never easy and even more difficult in traditional-bound sectors such as higher education. A framework that has proven its worth over time is the people, process, and technology (PPT) model often used by change and transformation practitioners. The addition of "place" to the model to create 3PT creates a holistic foundation for change because humans and the places they inhabit, either physical or virtual, are inextricably linked.

- People — With a move to new learning models, more automation of learning paths, and the use of technology, the traditional faculty model of "doing it all" must change. The roles of delivering content, coaching performance, and evaluating student work may be performed by multiple people rather than as a solo act of faculty. Support services for student success must also be attuned to the whole student lifecycle, not just classroom interaction.

- Process — A degree program consisting of stackable credentials is a very different learning process than courses offered in a traditional degree model. Semesters and terms will have less or little meaning. Sequencing and scaffolding of learning will need to take place at the micro-content level focused on competencies rather than being viewed as a part of an academic degree program.

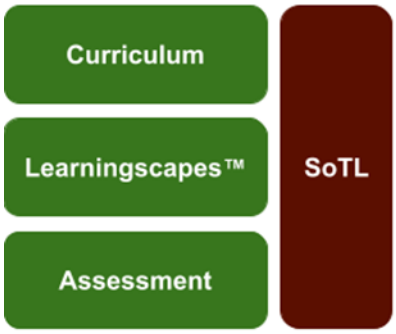
- Place — The traditional instructor-centric classroom will be replaced with hybrid online, remote, and personal experiences. The classroom of the future will include the ability to augment in-person experiences with engaging remote and online content delivery using a whole new generation of digital facilitation platforms, devices, and technology configurations.

- Technology — Technology is shown last because it should serve the 3Ps rather than the other way around. A post-traditional degree world will rely on much more than just an online learning system as the technology platform. The use of adaptive learning tools and rich engaging multi-media will be the norm rather than a sideshow.

- ● Curriculum — Curriculum in a post-traditional degree world plays out differently. The end result will be learning pathways designed to achieve mastery of competencies sets rather than the attainment of a degree. The starting point will be designing around competencies with varying degrees of

knowledge half-lives. Competencies go far beyond job-ready skills and include enablers of personal and team productivity.

- ● LearningScapes™ — LearningScapes add the "how" to the "what" of the curriculum. The approach taken to supporting and delivering learning will vary by what is taught and to whom it is directed. Looking at learning with such an optic allows moving towards context-rich techniques such as experiential, collaborative, and social learning.



- ● Assessment — Notions of assessment must evolve beyond a fixation on testing. The success of learning programs should be gauged based on more than exam results. Approaches incorporating overall performance evaluation and external validation are critical to the new world of multiple learning pathways assisting learners to master competencies.

- ● SoTL — Academia often follows the paradox of the cobbler's children who have no shoes. The profession is supposedly all about learning, except when it comes to learning about learning. The inclusion of the scholarship of teaching and learning in the CLAS model is designed to ensure that curriculum, learning, and assessment improve continuously. SoTL provides a discipline of improvement that is so often lacking in the design and delivery of educational programs.

- We are past the "best-by" date of today's academic degree model. The next evolution of higher education learning will involve changes in both institutions and what those institutions offer. The existential challenges to today's higher education model require acting and acting now rather than hoping for a future resembling the past.

* About the Ex4EDU.Report

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An Applied Model for Business Program Validation in a Technologically Dynamic World

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Abstract

Kettering University is a private nonprofit university with a mission focused on the engineering and management of emerging technologies in an industrial context. The Kettering University School of Management is therefore expected to be at the forefront of curriculum design and delivery for the managers of the Industry 4.0 economy. In response, the school has developed an operating model that follows an iterative process of engagement, design, innovation, and the impact that simultaneously captures the common elements of design thinking and that integrates academic best practices with near-real-time industry inputs to achieve institutional, business, societal and student success. The model describes both qualitative and quantitative inputs, specific internal processes, and performance metrics that help optimize the school's available resources to achieve the maximum benefit to the University's stakeholders. Evidence and examples as experienced in the operation of the model and expectations for future actions are included as support.

Introduction

Kettering University is a private, not-for-profit university located in Flint, Michigan, U.S.A. Prior to 1997, it was known as General Motors Institute (GMI) and its primary focus was the development of engineers and industrial administrators for General Motors. After its divestiture from General Motors, Kettering University expanded its engineering and business programs to serve the greater automotive industry and beyond. A mainstay of the GMI / Kettering education process is the integration of rigorous academic terms and co-operative education terms over the span of each student's undergraduate program. Students attend regular classes for 11 weeks and then spend the next 12 weeks at one of over 500 co-operative education partners, repeating the cycle for four and a half years at which time they will graduate with a bachelor degree and approximately two years of work experience, often with Fortune 500 manufacturing and technology firms.

Beyond the co-operative education requirement, all Kettering undergraduate students need to complete a culminating academic experience or thesis that focuses on a theoretical or applied research problem, a technical or business problem from their co-op employer, or a business plan for a new venture. Recently (March 4, 2021), Kettering University's President Dr. Robert K. McMahan announced the program realignment and reinvention initiative named "*The Bright Future*" that reorients the university's primary education and research focus to the innovation in general and production of engineers and leaders on the multidisciplinary aspects of advanced mobility. Moving forward, all Kettering University programs will need to demonstrate their relevance in this or closely affiliated fields.

According to the World Economic Forum, the Industry 4.0 revolution will fundamentally change the types of skills required to operate and manage businesses in the future. The pace of technological change will place a premium on some technical knowledge that may be difficult for more than a few specialists to truly understand at innovation's dynamic cutting edge. This means that while some technical prowess and understanding will always be important, the managers of the future will need to embrace a mindset of continuous technological progress and disruption, and accept multidisciplinary lifelong learning as necessary to manage agile and reconfigurable investments in intellectual, physical and human capital (World). Individuals who understand and embrace this new reality will be the business leaders of the future.

According to the recent Deloitte report (2021), the trifecta of evolving economic structure, the future of work, and the need for new skill pathways compels the institutions of higher education to align their curriculum with the job market, scale rapidly to meet the additional demand, bridge the skills gap, and continue to keep pace with the transformation of skills in-demand. This disruptive innovation environment expects these traditional universities to rise to the occasion by:

1. Aligning skills development with market needs that drive economic growth thereby enabling global prosperity;

2. Innovating redesigned learning pathways that facilitates access and affordability thereby addressing the societal inequity concerns; *and*

3. Embracing the partnership with industries thereby amplifying the impact of sustainable economic recovery

The future of work is digital. No job is exempt from digitalization and the prevailing COVID-19 pandemic environment has accelerated this transformation in nearly every industry. The "New Collar Workers" must possess a combination of the required digital skills, durable human skills, technology skills, and business enablers—what Burning Glass Technologies (now EMSI-Burning Glass) refers to as "the new foundational skills"—to be most effective in a digital economy.

Therefore, it is against this backdrop of institutional inertia and rapid technological change that the Kettering University School of Management pursues its mission to provide industry-relevant management education integrating emerging technologies, innovation, and entrepreneurship for the solution of critical business and social problems.

The Model

In keeping with the school's mission, the authors with the assistance of their faculty colleagues have identified a general model by which to both drive and assess their educational efforts. The model captures both the current state of the undergraduate management program and elements that are emerging or aspirational. See Appendix: Catalyzing Model for Reimagination of Management Program.

The objective function of the model is that students are able to engage the industry 4.0 economy by being contributing citizens and advancing economic prosperity by reducing the complexity of technological change and the interconnectivity gaps that interfere with the adoption of new technology. The degree of impact that the management program makes is measured by a function that captures the institutional, industry, academic and societal validation of the program and also factoring in the number of qualified students who enter the program since they are the agents through which the program validation occurs.

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The interactions of the various validating processes start with the School of Management's regular engagement of various stakeholder groups to obtain their insights. The Industry Advisory Board provides industry insights to the curriculum from the perspective of current industry best practices in an Industry 4.0 context. The Dean's Student Advisory Board provides insight into the interaction of educational content and processes and the expectations of industry co-op employers relative to that content in practice. Institutional insights come through departmental engagement with broader university performance goals and constraints as established by the Board of Trustees, President, and Provost. Societal insights come from broader program performance metrics and concomitant program benchmarking. Finally, the faculty design the framework for course content and delivery based on input from the Industry Advisory Board, the Student Advisory Board, institutional insights and constraints, societal expectations, and their own academic knowledge, industry-driven research and practical management experience.

Once a program is developed the model generates validation of the stakeholder insights by identifying and obtaining relevant evidence in a consistent way and evaluating that evidence for possible program innovation and greater future impact. Ideally, the function captures evidence that supports both assurance of student learning and program accreditation activities as well as program relevance. What follows is an initial list of parameters or data that might be captured in the future to measure the impact of the program relative to the objective function that emerges from the mission.

Industry validation could include co-op employer evaluations and rehire rates for current students, recruitment and placement rates for recent graduates, and industry support for faculty through sponsored research and consulting. Institutional validation could include evidence of multidisciplinary inquiry and collaboration by both faculty and students, through both academic and co-curricular activities. Another important institutional measure could be scholarly productivity measured by both faculty publication and the quality of student theses. Additional institutional measures could include brand development and positioning, enrollment revenue, department endowment and endowed faculty chairs growth. Societal validation could include program ranking and reputation for value, the ability to attract and recruit higher quality students, faculty and staff, and greater learner success both upon matriculation and after graduation. Academic validation comes from measures of program rigor, student ability to frame issues in multiple contexts and views, student understanding of and use of analytical and communication skills, student engagement in project-based learning, student development and improvement of common business skills and the creation of an atmosphere of intellectual inquiry and vibrancy by faculty and students.

Implicit in the model is the idea that stakeholder insights and institutional and societal expectations are gathered regularly and that these insights and expectations are brought to the attention of the faculty for their consideration.

Implicit in the model is the idea that stakeholder insights and institutional and societal expectations are gathered regularly and that these insights and expectations are brought to the attention of the faculty for their consideration. This consideration then informs possible changes to courses in terms of content, outcomes or offerings. It also informs the creation of new programs, delivery modalities or research programs.

The Industry Advisory Board and the Dean's Student Advisory Board meet on regular schedules set by the Dean. The Dean also meets regularly with the University leadership to discuss new, or changes to existing, institutional initiatives and expectations. General trends in societal expectations are discovered and explained in a more ad-hoc fashion and typically serve as the hints to future program changes rather than as the impetus for immediate change. Academic insights are gathered through faculty administration of their courses and are shared regularly at faculty meetings along with insights from the other stakeholders.

Additionally, the model suggests that the selected validation measures are collected and revisited regularly and that any deviations from expectation are discussed and understood by the faculty who then suggest, vet and implement approaches for improvement to their courses, co-curricular offerings or research. That said, some of the measures are likely to be more dynamic than others and responses to the changes in validation measures will occur at different rates.

The Current Practice

As a starting point and illustration of current practice, the School of Management faculty envisioned and created a new undergraduate degree program called the Bachelor of Science in Management (BSM). The BSM program requires that students complete integrated business core courses and one of five concentrations; Business Analytics, Innovation and Entrepreneurship, Supply Chain Management, Sustainability Management, or Technology Leadership. These concentrations were created by the faculty through a combination of successful legacy courses and programs and the deliberate pursuit of Industry 4.0 insights, new institutional expectations, and student interest and engagement to create new courses for each concentration area. This reimagined cross-disciplinary BSM degree program which prominently intersects the disciplines of Management and STEM is now two years old and the new concentration courses have recently begun to be taught for the first time. As a consequence, initial insights of the new program are just beginning to be captured at the course level.

At the same time, the Dean assembled an Industry Advisory Board (IAB) that consists of industry leaders who share an interest in the success of the Kettering University and the School of Management. The IAB has been asked to prepare for and meet twice since its inception and has since provided insight that largely supports the BSM and its choice of concentrations. In addition, the Dean's Student Advisory Board (SAB) has been meeting biweekly for the past two years as well. The SAB has supplied insights into the relevance of course content, co-op workplace expectations and ways to further engage both business and non-business students in business electives classes and through co-curricular activities. The faculty formally meet every two weeks during the term and have currently started working through the accreditation and assessment elements of this new program.

While the BSM program and its concentrations have been the primary focus, the model also applies to the graduate programs administered by the School of Management. For example, recent industry interest in worker reskilling and upskilling has led to new graduate certificate programs and the nascent development of modular short courses that can be offered asynchronously and on-demand. The industry interests have led to the development of targeted stackable micro-credentials that are designed for specific companies. Program non-specific interest from the community has led to research and consulting opportunities in data analytics, healthcare technology business development, and blockchain-based smart contracts in additive manufacturing. These industry validations of the school and its programs serve as both input and evidence of our program relevance and competencies. Other industry validation data includes co-op employer evaluations and rehire rates for current students, recruitment and placement rates for recent graduates. Institutional validation currently includes scholarly productivity measured by faculty publication, enrollment, revenue, department endowment and endowed faculty chairs growth. Societal validations include program rankings and reputation for value. Academic validation comes from student development and improvement of common business skills as measured by the pre and post-test results of the Peregrine Undergraduate Common Professional Component exam.

Conclusions and Expectations for the Future

The model presented in this article enabled the Kettering University School of Management to take the initial bold move of breaking the boundaries of traditionally defined business school models at both the undergraduate and graduate levels. However, the School is in the earliest operating iterations of the model. As stated in the introduction the school is attempting "practice what it preaches" by creating mechanisms for regularly gathering stakeholder input, acting on that input to improve and grow, and maximizing the impact on social, institutional, industry and student success in an Industry 4.0 context. However, there is still more to be done.

Measures for the creation of an atmosphere of intellectual inquiry and vibrancy by faculty and students are currently anecdotal, and some effort needs to be put into identifying measures here, as well.

First, the school needs to identify the specific measures to capture industry support for School of Management faculty through sponsored research and consulting. In addition, while the activity certainly takes place, metrics need to be identified to capture the evidence of multidisciplinary inquiry and collaboration by both faculty and students, through both academic and co-curricular activities. Institutional measures need to be developed for brand development and positioning. The ability to attract and recruit higher quality students, faculty and staff, and greater learner success both upon matriculation and after graduation are anecdotally captured but are not formally tracked. Measures for the creation of an atmosphere of intellectual inquiry and vibrancy by faculty and students are currently anecdotal, and some effort needs to be put into identifying measures here, as well.

Second, once the measures are constructed and data obtained, the relevance of the measures needs to be evaluated by identifying the specific relationships among the measures and the proper assignment of coefficient weights.

Third, the model assumes that program "impact" is the dependent variable. How that impact is measured could arguably be captured by the rate of improvement in all of the independent inputs. As such, the initial structure of the model as presented here may be subject to change as further evidence is obtained and additional analysis is undertaken.

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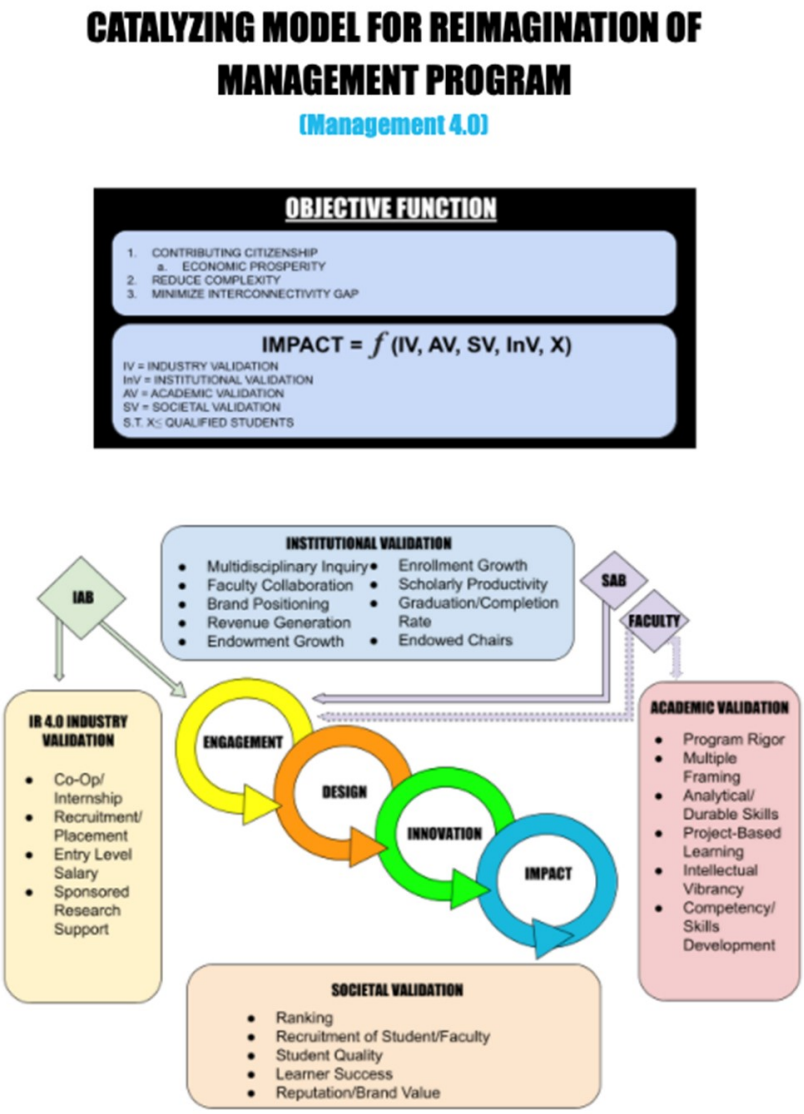


New phrases for new normal

"Much has changed in the past few months and terms are sometimes used interchangeably, but have very different meanings", Dr Olin O Oedekoven President of Peregrine Global says. He should know as he founded the computer based assessment and learning content for nearly 15 years, perhaps much ahead most peers who are today seeking to carve a piece of the fast expanding virtual teaching, learning & assessment pie.

Olin offers the new vocabulary and critical terms that need to be used to understand exactly what we mean by various terms that are being used interchangeably today.

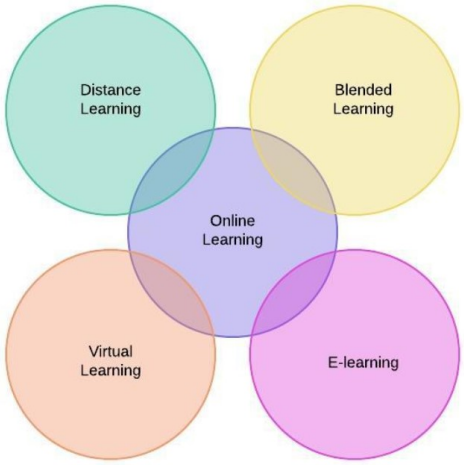
In-person. This is the traditional approach with a classroom of students and a professor teaching course materials.

Remote. This is what many school did where they sent students home and had them join via Zoom or some other platform to listen to lectures. The only difference between remote and in-person is the location of the students. The instruction did not change.

Online. This is what many schools like Ashford, University of Phoenix, Capella, Walden, etc. offer. The school has a Learning Management System (LMS) and the students log into that LMS to obtain instructional content and submit assignments. Participation is asynchronous, meaning the course professor does not require to be on a webinar at specific times. A student can complete a course and never actually hear or speak to their course professor.

Blended. This is a combination of online and either in-person or remote. Most of the instruction is delivered online with some of the instruction delivered remotely, usually in the form of a seminar approach rather than a lecture. This is how my SBS course works where I have 1 seminar period with the students (remote this year), but the course includes online learning modules and written assignments that are done outside of the seminar.

Virtual. When we meet using Zoom or another platform rather than in-person.



Tim Hagen *im Hagen, founder of Progress Coaching* says "whether we like it or not, our new reality exists in the virtual world. The traditional methods of in-person training and teaching have become temporarily incapacitated, and innovators of eLearning have taken the stage. Our time has come as L & D leaders to take stage and lead our organizations in this unique transitional time"

Virtual learning essentially avoids the need for using a classroom so that students from remote locations would be able to attend a "classroom" almost fully on on an interactive mode.

Facilitated Virtual Learning: This is *computer-based*, *Internet-based* or *remote teacher online* instruction that is supplemented by a human “facilitator.” This facilitator does not direct the student’s instruction, but rather assists the student’s learning process by providing tutoring or additional supervision.

Technology is a big enabler helping the new learners to acquire knowledge. Best part is the barriers to knowledge by way of language, remoteness etc., has been dispensed with today. The coming years would only become more technologically advanced and therefore more beneficial to learning than the years of the past and the B-schools who understand this tectonic shift and are willing and able to invest in the new normal alone will hope to survive with or without the Pandemic forcing people to remain at their home.

Leadership Building for the Digital Future -the B-School Challenge

*Dr Mansi Kapoor**

To begin with the heart of any business transaction from buying a loaf of bread to boarding a Virgin Galactic flight to the edge of the earth and beyond are both shaped by the contours of society we live in. Globalization and the internet, had already started shaping new digital frontiers and the landscape had started shifting. It's the pandemic which "became the portal" (to quote a friend) through which we have moved to a new, digital world and have commenced building a new future.

What the pandemic fundamentally did was to make people comfortable with "living on line". Schools, universities, offices, family and friends all "moved" to a new place! All our "social" experiences changed and with that our expectations too, from what we expect from school/ college, work, family and friends. Over the two years, each one of us from New York to New Delhi had the chance to reflect, reassess and change parts of our lives that didn't really make any sense.

Globalization and the internet, had already started shaping new digital frontiers and the landscape had started

We are now sure of at least a few things- Our fragile ecosystems have been damaged and can no longer sustain our lifestyles, the skills that we now have are redundant, our idea of progress- flawed, our invincibility – an illusion.

The phenomenon of "The Great Resignation" has also shown as that the corner office and the Gucci blazer are no longer aspirational. Employees too are no longer relating/responding to traditional HR policies. Customers no longer want to be talked to, they want to be a part of the story, engaged with the product and seek immersive, novel and personalized attention and care. The short of this is –No one wants to be "managed" anymore! So, what's going to be the core idea behind management schools in a digital future? The following could point to the path ahead:

End of Linear Models of Being and Thinking

The Linear way of thinking or decision making does not apply in today's world, nor will it be useful in navigating our digital future. In the linear mental model, we put things in hierarchies and create a structure around those, creating an order and artificially creating a channel for the flow of "resources' information etc. It's a linear model that also separates looser from winners, creates a category of people, who are pitted against each other. It's a winner takes all approach which sooner or later turns toxic. This linear model also creates separate disciplines: in management, namely we have HR, Finance, Marketing, Operations, etc creating shallow expertise and that's not how things work in the real world and hence we see the lack of break through thinking, very little innovation and no creativity or new perspectives around us.

The circular way of thinking will allow the creation of clusters of knowledge, these clusters can be centered around the three nodal points of our existence: Planet, people and profits. With these clusters, interdisciplinary subjects /thoughts can be created which in turn will create new ways of thinking and solving problems. It's interesting to talk about the concept of Circular Economy, which is based on a whole new way of thinking about how we use resources. Many organizations now use the circular economy model to make products that are more sustainable. However, being circular is not only about a new business model, it is a way of being, which is more in sync with collaborative approach.

Changing the Value Proposition of BBA and MBA

In the current scenario, there are numerous BBA programs that offer "specializations" to young people, fresh out of school. Their choices are more based on "what they hear" rather than "what they know". Most of these students then, within a year go for an MBA which is often just an extension of the UG experience.

The focus of BBA could be development of right skills, competencies and attitude with aim of either getting students placed or turning them into entrepreneurs. The MBA could have a totally different flavor and approach. The students should back to campus after a minimum three years of work experience, co – create new knowledge with faculty and industry, work on projects. The post graduate experience has to be a mature one, the course should aim at creating "thinking" people. The word leadership is being deliberately avoided because, there is so much glib talk doing the rounds, especially in the "management industry".

Some MBA courses can be sponsored by industry and practitioners, allowing for the creation of vibrant learning environments where there is learning by doing. The overall essence of the MBA should be in terms of its social impact.

Differentiate, Differentiate, Differentiate

It's really heartening to see so many Private Universities, thriving in India. Finally, Indian students can get out of the tyranny of coaching and tuition to crack the IIT or the medical college. Also, the enormous pressure to get 98% made most of our students cramming robots. So finally, students are armed with more choices but …. … here's the catch!

We now have so many universities that are so much the same. This is especially true for Management Institutes. So most follow the same model, guest lectures, training and placement, summer internship, a semester abroad or collaboration with International faculty, more or less the same course baskets, some very similar "packages" by the same, omnipresent organizations. (the student testimonials are also exactly the same, the attire also).

There is an absolute dearth of individual creativity, authenticity, expression of words. This in the "attention economy" where organizations spend crores to create content that generates engagement and interest. Getting accredited and via for top rankings, is of course a lofty goal, which makes the ecosystem exciting and energized, however, if all clamor for just the same things, all will be, pretty much the same. It would be great, if management institutes would really develop one key area of excellence.

Some of the neglected areas that need our attention – New Age Ethics, Philosophy of Management, Neuroscience, Business History.

There are innumerable niche areas that have immense potential. Some of the neglected areas that need our attention – New Age Ethics, Philosophy of Management, Neuroscience, Business History. These subjects, many would have no co relation with "good jobs" but ironically, many industry experts lament the fact that MBA graduates are disappointing and lack what it takes to thrive. It's subjects like these, that create the fertile, receptive mind that nurtures bold ideas and an independent spirit. Moreover, and more importantly, if management wants to restore its position as the most coveted discipline and does not want to get relegated by big tech then, the it needs to shake up things within and create classes that spark an idea, that generate a debate, that lead to innovation. .

It's amusing to see old age thinking in classrooms and the quest for innovation and research at the same time. The eccentric professors have long left campus ironically for free spaces which value intellectual capital and quirkiness. It's sad that the places for free thinking, ideation have become consumed by the slick market-place. Last but not the least- Since, there is now great geographical spread of many management institutions, the campus should give students immersive experiences in local cultures, cuisines, customs, language. This in turn will pave a way for diversity in student applications and create the alchemy of global and local thinking.

Lastly : The existential Question

In April of 2016, Michael D Higgins, the President of Ireland addressed the European University Association's Annual Conference – What is the role of the University in the Digital Age? Higgins spoke about invigorating education with the help of technology, but moving beyond the narrow confines of political ideologies, and dehumanizing aspect of so- called rationalists' theories. Higgins' idea of the Education Universe was ideological. That the space is the cradle for free thinking. The University Education according to him should be able to create free thinkers, should be a place of dissent when required and the birth place of revolutions.

The polarized world that we live in currently, have made many governments think of placing universities strategic to the propagation of their ideologies, whether left or right. Be the arrow, not the target is what critical theorist, Raymond Williams said. The aim of an university education, should be to create an ecosystem of citizenship and positive activism.

It's the place where solutions to wider problems like, climate change, sustainability, inequality, hate are found. The essence of the speech is using technology to bring the purpose of the university alive, and not get stuck in the doomsday paradigm or become a mere intermediary in the job marketplace.

Some Last Thoughts

The larger purpose of Higher Education, be it any discipline is to inculcate free and critical thinking and push the boundaries of knowledge and the notions that students have. The ensure that students, raise questions and the learning community collectively finds answers.

This is the long-term perspective. However, it should be remembered that students also need meaningful career opportunities and the right to consider a fair return on investment during the journey of obtaining a degree qualification. It is fair to say that a good college experience has tangible and intangible benefits. As new skills emerge in context of the Fourth Industrial Revolution, skills that would require more agility to navigate an AI enabled world, the value of the degree will also be subject to change. As businesses, individuals and other organizations rethink their purpose, universities will follow the action.

This is not the first time, nor will it be the last, that universities will need to adapt. "The inertia of a massive university is formidable," noted Harvard President Charles W. Eliot in his inaugural address. "A good past is positively dangerous, if it makes us content with the present, and so unprepared for the future." President Eliot made those remarks in 1869. The time to prepare for a new future is now. Finally, and symbolically—Facebook: Metaverse: Management: ???

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Role of virtual leader Education Industry

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Anthony J.D' Angelo, once said and said it quite right "When solving problems, dig at the roots instead of just hacking at the leaves"-.

The year 2020 has been a significant year, while organizations across all industries were gearing up for the big digital transformation, education industry was not felt untouched, hit by the pandemic, educators had to rise to the role of digital transformer. Slow but steady education also went virtual.

The test-and-learn approach has helped the education sector a make it's a path through the a disruptive period, with no right or wrong way of conducting classes, the only failure would have been to remain inactive. Virtual classroom for teaching and breakout rooms for discussions, MS Team, Google classroom, Zoom have today become household names.

Technology solutions are important in managing disruption, but the right culture is pivotal, specially when the entire education sector is now on virtual platform. For the first time, on teacher's working memories, student engagement has been a challenge when there is no longer an ability to see and hear

how 'busy' the classroom is. On the other hand, challenge of teacher productivity, lack of understanding of the technology has aroused resistance from leadership. The old leadership styles of the educators will not be suitable to facilitate an engaged and connected remote workforce.

Research powered by this pandemic, resulting in upgradation of technology adapting to new normal recent time witnessed, significant growth in online mode of working or virtual work assignments

Telecommuting provided the platform for enormous number of employees to work remotely.

Regardless of where the relevant expertise is located in the world, technology and these pandemic times has enabled organization to access and connect to virtual teams emphasizing importance of virtual leadership to display or showcase with virtual teams while working remotely.

These recent times have restructured and reshaped the organization in terms of getting work done by the team members as well. How leader communicates ,follow interface with their virtual team members.

Being physically separated from the organization and team inmates, leaders are more charged with leading, directing, face to face interaction follow ups. Thanks to the technology and leadership skills that's inculcated in leaders.

With this upsurge in pandemic, leaders need to access and utilize different types of technology to communicate and collaborate remotely. No one could have predicted that the drastic shift covid-19 will bring to workforce to work in virtual work arrangements.

So, with almost 100 per. Workforce working from home came the emerging need for strong virtual leadership skills. At all the levels of management, this transition from in- person leader to virtual leadership has emerged eventually.

Regardless of where the relevant expertise is located in the world, technology and these pandemic times has enabled organization to access and connect to virtual teams

Has this disruption in the form of pandemic, challenged the teaching model, student and teachers experience? Should the education sector, now call itself the industry that focuses on the stakeholders. Is there a need to reimage or replicate the business models, to enhance the experience of their employees- the teachers? What role should the leader play in this virtual set up.

The article attempts to focus on the above questions and predominantly on the leadership role to enhance employee teacher experience

Digital transformation

Digital transformation is the process of using digital technologies to create new — or modify existing — business processes, culture, and customer experiences to meet changing business and market requirements. This reimagining of business in the digital age is digital transformation. To put things in perspective, Netflix is a classic example, started out as a mail order service Netflix disrupted the brick-and-mortar video rental business. Wide-scale streaming video was possible because of technology. Today, Netflix offers a wide variety and ever-growing library of content on demand content to its customers at unbeatable prices.

Digital Master, companies with the digital capability and a strong leadership capability are creating new path to competitive advantage by developing new innovative technologies to transform three key areas of their business- customer experience, operational processes and business model. Digital transformation is not just about enabling technologies in these three key areas but it's a shift in the cultural mindset of the organization as a whole. Employees has always been in the forefront as drivers of innovation, source of advantage. The capabilities of employee have never been underpinned but the experiences that the get in this large deep world of digitalization has never been on the priority of our leaders.

2. Employee Experience

Leaders search relentlessly for talent that drives the organization goals. Critical talent will stay longer in the organization when they are happily engaged. It would not be wrong to state that engaged employees are the once who have enhancing experience at their work place. Positive experience with workplace practices, communication practices and leaders who facilitate environment where expectations are rightly set and met is what matters the most. Transforming the way we work in an virtual era has been the scope more so ever in the pandemic stricken world.

The test of your organization employee experience index would be some basic questions the leader needs to ask and find deep rooted answers in the minds of the employees.

Are my employees engaged in and passionate about their work?

Are my employees making a significant contribution to the organization?

Do my employees feel valued, respected, and included in work group?

Do my employees feel that their manager / employer care about their well-being?

Are my employees growing and developing in new ways?

Does job allow for me time, for life outside of my work that embraces their personal interests as well as their family, friends, and community?

Covid 19 has created new challenges for the leader. The covid 19 has brought problem to forefront, which we did not even imagine, specially in the education sector. The education sector in India stood at US$ 91.7 billion in FY18 and was expected to reach US$ 101.1 billion in FY19, with 39,931 colleges and 993 universities. India had 37.4 million students enrolled in higher education in FY19. India is also the second largest market for E Learning after USA.

The pedagogical evolution and the use of technology in the education sector have turned all focus on Indian education market, making the country second largest market for e-learning after the US. The e-learning sector is expected to reach $1.96 billion by 2021 with around 9.5 million users. (Anjum, 2020)

Digital transformation is the integration of digital technology into all areas of a business, fundamentally changing how you operate and deliver value to customers. It's also a cultural change that requires organizations to continually challenge the status quo, experiment, and get comfortable with failure.

The pedagogical evolution and the use of technology in the education sector have turned all focus on Indian education market, making the country second largest market for e-learning after the US.

Covid 19 has set a new mandate, rethink the existing operating model, experiment more to align to changing needs and become more agile to meet the new needs of the customers not to forget the change in the VUCA world. To put things in perspective, the existing operating model of teaching has been teachers delivering content in physical classroom aided by ICT, a classroom with students using conventional note taking in books and learning through memorizing with aim to score a distinction in the examinations.

Digital transformation will enhance instructional learning, by creating a blended learning experience that combines both traditional classroom-based methods and modern technology. Technological intervention at various process including admission, curriculum development, maintaining student documents, examination and results placement, alumni relations, student support services will create and add value.

If digital is the future ahead, the institutional leadership needs to draw up a digital strategy answering the key questions- current status, opportunities, and phase out digitization of the above-mentioned processes

It can be stated that the lockdown, caused by COVID 19 has had a measurable impact on the commercialized educational institutions as due to the nature of their business, a loss of revenue stream in form of students may not be good for them and has caused a reduction in the revenue streams. However, the advent of e-learning via apps, college owned learning portals, collaborations with MOOC and Online course providers can be used as a way to make up for the loss of revenue, caused by the lockdown

Impact on the teachers and the students:

Due to the Coronavirus pandemic, many schools, colleges and universities have asked their teachers and professors to make use of online learning methods and tools - Google Video, Skype, Zoom, Facebook live, YouTube etc. to deliver lectures and complete the course content. It cannot be said with certain that all teachers are familiar with this new paradigm and many teachers are doing their best to complete the syllabus allotted to them through all available means at their disposal (8). However, there have been a few difficulties as the sudden change from classroom to the smartphone/computer has had its fallout as no one has a clear idea, as to exactly how to go ahead with this new paradigm, regarding impartation of teaching through the online mode.

Teaching via the online mode has become an accepted reality in the current Corona virus pandemic. However, the necessary groundwork which will support online teaching has not been made available in proper terms and thus, it could be stated that the current batch might suffer due to the difficulties in adjusting to the new situation of online learning(8). Further, online mode of receipt/delivery of education has not been developed on an uniform basis, throughout the country in all schools, colleges and universities. There have been avenues created for this purpose such as the DD Network of Educational channels, Online learning platforms such as SWAYAM, etc. However, until now they were seen as an aid to delivery of education and not as a main tool of delivery of education.

A teacher's live presence in the classroom is seen as ideal as there is constant receipt/delivery of feedback of the content that is being taught and difficult. The teacher does not find it difficult to gauge whether the student has understood what has been taught as the body language of the student is the best judge for this question. This is difficult to transition from the offline classroom to the online classroom as the level of quality, with reference to delivery and receipt of the course content is dependent on the quality of the internet connection, the nature of the recording device being used to record the lecture (dedicated video camera, web camera, smartphone camera, etc.), audio recording media – (dedicated microphone with USB mixer/processing interface, in-built microphone in smartphone etc.).

FIVE FAÇADES THAT A DIGITAL LEADER SHOULD HOLD:

Competency to be hard-hitting in facing the market and competition transformation.

Artistic leadership to articulate idea into reality.

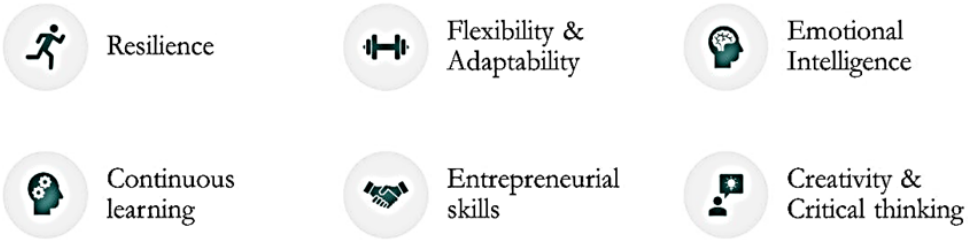
Comprehensive visionary

Intrusive leadership

Reflective leadership.

Leadership styles and form that flourishes in born -digital organization is very diverse from leadership obligatory for organization that are shifting pathways from their time tested ways of doing business to embark upon digital revolution.

Resilience and adaptability will be crucial for the next generations entering work



When schools eventually re-open, we expect that school leaders will face a high burden in quickly creating safe and healthy learning spaces for their students. Drawing on the literature that focuses on schools emerging from disasters, we believe that leaders will have to address the following factors:

a. Mental health and wellbeing challenges among teachers and students who may have suffered from anxiety, depression, isolation or malnutrition. School leaders will have to be trained in identifying symptoms of these challenges and in lay practitioner methods to address these.

b. Learning losses among children - we anticipate these losses to be more severe in schools that were of lower quality, as the base of learning among students would already have been lower. Rapid remedial lessons with competency-based grouping may be the answer to this challenge, but this will require additional support for leaders and teachers.

c. **Loss of students and teachers -** we know that in urban areas, migrant workers (including teachers) have headed back to rural homes during the crisis. While many will come back to their urban homes, many may not. And depending upon the eventual spread of the coronavirus, there could be loss of lives among teachers, parents and students. School leaders will have to plan for various scenarios and adjust depending on the situation as schools reopen.

d. **Ensuring adequate supplies -** With the interruption in supply chains, things like textbooks and learning materials may be in short supply, and it will fall on school leaders to figure out plans for learning to continue.

e. Scheduling and other logistical challenges - Depending upon how controlled the return to fully open communities is, there may be scheduling challenges - for instance, older children may return to school first followed by younger children later. This would mean that school leaders will have to be prepared for operating their schools with a high degree ofEven with no internet access, teachers can still use the phone—calling students to talk through problems or convening two or three students on a group call to have academic discussions.

Regardless of how teachers structure conversations, it can be helpful to provide a rubric that clearly lays out what full, thoughtful participation looks like in each environment.

Less formalized opportunities for discussion can also help build relationships. Chen, the teacher in California, invited students to schedule virtual book talks with her in the spring. Students didn't have to be in the same class section to sign up for the same time slot, so groups of friends could come together.

flexibility.

The challenge today is to reduce as much as possible the negative impact this pandemic will have on learning and schooling and build on this experience to get back on a path of faster improvement in learning. As education systems cope with this crisis, they must also be thinking of how they can recover stronger, with a renewed sense of responsibility of all actors and with a better understanding and sense of urgency of the need to close the gap in opportunities and assuring that all children have the same chances for a quality education.

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SEAA
SELF-REGULATION WITH ACCREDITATION

14th International Accreditation Conference 2021

November 22-24,2021(Three day Virtual event)

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

IAC 2021 PROGRAMME

DAY :1 November 22,2021

6 00 p m Short welcome by Smitha Raman
Lamp-lighting
Tribute to Covid 19 victims & warriors (short clip by Aiswarya Arvind, Dancer Malaysia)
Short introduction to conference by A Thothathri Raman Chairman SEAA Trust New Delhi
Short film on Accreditation
Release of the International Accreditation Handbook cover & 14th IAC Journal

6 10 p m Panel discussion
"Leadership Building for the Digital future, the B-school Challenge"
Panel Members:
Prof Balasubramanian Director GRGCAS Coimbatore (panel chair)
Dr Geoff Perry Executive Vice President and Chief Officer Asia Pacific AACSB
Andrew Main Wilson CEO AMBA-BGA
Jeffrey Alderman President & CEO ACBSP
Nishit Jain Special Advisor EFMD Global
Ted Collins Director of Member Services, Marketing and Recruitment IACBE
Paul Mallette Director of EMEA Operations Peregrine Global
Dr Atul Parvatiyar Center Director Rawls college of Business Texas Tech University

7 00p.m. AACSB International Accreditation Presentation by Amy Memon, Regional Head, South Asia

7.20 p m EFMD Global Presentation by Nishit Jain Special Advisor EFMD Global Network Asia

7 40 p m Dr Gunther Singer SBS Swiss Business School

SEAA Future + Talks
Campus Industry Interface for Digital Future

7 50 p m Dr. Sandhya G.Krishnan, Global Head of Millennial Council at Cognizant

SEAA Future + Talks
Campus Industry Interface for Digital Future

DAY :2 November 23, 2021

6 :00p m Introduction of second day of the Conference by Prof A Thothathri Raman Chairman SEAA Trust

6 05 p.m Panel discussion

"Infusing Tech content in MBA, opportunities and hurdles"

Panel Members:

Dr M J Xavier Professor and Chairperson - Centre for Technology and Innovation LIBA Chennai (Panel Chair)

Dr Manish Jain Founder Chairman IBA Bangalore

Dr N R Parasuraman Director SDMIMD Mysore

Dr Biju G Pillai Sr. Director IT and Dean Faculty of Management Sri Balaji University Pune

Dr B V Krishnamurthy Advisor Peregrine Global Services & Alliance University, Bangalore

Dr Doug Gilbert Founder Loan Tree Academics, Denver

Dr Biswajeet Pattanayak Chancellor ASBM University Bhubaneshwar

Dr Tapan K Panda Director NMIMS Hyderabad

Dr Rajesh Khajuria, founder IQAC Vadodara & Professor at FPT University (Dai hoc FPT) Vietnam

7 p.m. AMBA-BGA Accreditation Presentation by Mark Stoddard Director of Accreditation

7.30 p m ACBSP Presentation by Dr Steve Parscale Chief Accreditation Officer

7 50 p.m. Prof William Parrot, Higher Education Quality Assurance Consultant Iowa

8:00 p.m **Concluding remarks**

DAY :3 November 24,2021

6:00 p.m. Introduction of Third day workshop by Prof A Thothathri Raman

6:05 p.m All women Panel discussion

" Staying Agile and resilient in disruptive times"

Panel Members:

Dr Kerron Reddy CEO and Founder AIMS Institutes, Peenya Bangalore (Panel Chair)

Dr Madhu Chitkara Pro Chancellor Chitkara University Chandigarh

Dr Deborah G Gaspard , Chair ACBSP Board

Alimaa Jamiyansuren Director Asia Pacific Peregrine Global

Dr Jayanthi Ranjan Dean Sharda University Greater Noida

Prof Aruna M. Katara Managing Committee President I square IT Pune

Dr Chandrika Parmar PRME chapter president and professor at SPJMR UK

Dr Lakshmy Sivaratnam Professor Kansas Community College

6 50 P M IACBE Presentation by Ted collin Director of Member Services, Marketing and Recruitment IACBE

7 10 P M Peregrine Global Presentation by Alimaa Jamiyansuren Director Asia Pacific Peregrine Global

7 30 P M IAABS Presentation by Dr Bigyan Verma Director SIESCOMS Mumbai and Dr R Nandagopal Director General Sree Saraswathi Thyagaraja College

7 40 p m Dr Luis Franscisco Rodriquez Sr an experienced Scholar and Business Consultant for LATAM, Caribbean and US.

7 50 p m Dr Praveena Dorathi Head Health safety and environment JLL Work Dynamics West Asia

8 00 p m Concluding remarks

November 22, 2021 **Panel 1**: ***"Leadership Building for the Digital future, the B-school Challenge"***

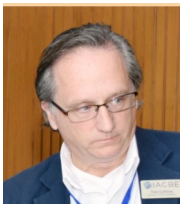
Prof. Balasubramanian is currently the Director of GRG Centre for Advanced Studies, Coimbatore. He is a Graduate in Mechanical Engineering from the University of Madras and holds PG Diploma in Management (MBA) from IIM Calcutta. He is a Fellow of the All India Management Association. He has nearly 50 years of professional experience.

Geoff Perry is executive vice president overseeing global membership. With senior management experience in the university sector, having served as business school dean, pro vice chancellor, and deputy vice chancellor at Auckland University of Technology

Andrew Main Wilson is Chief Executive of AMBA & BGA – the Association of MBAs and the Business Graduates Association. He commenced his career with Thomson Holidays (now TUI), then the world's largest travel tour operator. He progressed to become Marketing and Commercial Director of Thomas Cook and then Sales and Marketing Director of Citibank Diners Club. He subsequently joined the Institute of Directors (IoD) as Chief Operating Officer.

Jeffrey Alderman, President/CEO, joined ACBSP in February 2015 coming from the Kansas City Kansas Chamber of Commerce. In addition to his work at the Chamber, Jeff brings an extensive background in association management including serving as executive director of the Kansas Bar Association. He served as executive director of the Camden County (N.J.) Bar Association and was assistant executive director of the Detroit Metropolitan Bar Association.

Nishit Jain Special Advisor EFMD Global is a well known name in theIndian B-school circles having worked for over two decades in varous capacities and with EFMD now forclose to a decade. Nishit has been a a regular speaker and an ardent supporter of SEAA's accreditation advocacy.



Ted Collins has previously served as Vice President of Member Services and Marketing and Vice President of Accreditation and Compliance, and is now responsible for social and print media, public relations, new member recruitment, and member services for IACBE, the Kansas based accreditation organization. He also works with individual schools on application processes, workshops, accreditation questions and compliance issues.

Paul Mallette Director of EMEA Operations Director of EMEA Operations, Peregrine Global Services Paul has more than 30 years of experience in higher education in both teaching and administrative positions, including the higher education quality assurance work where he specialised in business program accreditation, in the US, Europe, the Middle East, and Asia. In addition to his teaching and quality assurance work, Paul has served as Director of Training at International Masters Publishers in Paris and Director of Admissions at Clark University's Graduate School of Management in Worcester, Massachusetts.

Dr Atul Parvatiyar is a professor of Practice, Director of the Center for Sales & Customer Relationship Excellence . His academic strength lies in marketing and supply chain management. He is a is a well known name in Indian and international e-commerce education circle. He was a long term member of the E-Commerce Council of Atlanta. Received Gold Medal from International Olympic Committee for outstanding voluntary services as Venue Protocol Manager during 1996 Summer Olympics in Atlanta, USA. He started his career at XLRI, Jamshedpur

INTERNATIONAL ACCREDITATION PRESENTATION 2021

Amy Memon, Regional Head, South Asia has been with AACSB at various capacities and she has an initimate knowledge about the Indian B-school market. She stationed in Mumbai, a city known for well known B-schools. An amiable personality with great articulation she has been a regular speaker at SEAA Trust New Delhi's annual conferences for nearly a decade

INTERNATIONAL ACCREDITATION PRESENTATION 2021

Presented by Nishit Jain Special Advisor EFMD Global

Dr Gunther Singer SBS Swiss Business School is an accreditation expert and an European union higher education quality expert. A well known trainer on career and life-skills, Dr Singer has the Executive director of Association of Transnational Higher Education Accreditation ATHEA an Austria based accreditation system of Europe. He was a former associate of Peregrine Educational Services which is now called Peregrine Global.

Dr. Sandhya G.Krishnan is the Global Head of the Millennials Council of Cognizant, one of the largest software companies of the world. In her position at the council Dr Sandhya is in charge of empowering the youth and unleashing their potential within the company and outside. An impactful speaker and a keen academic Sandhya has been on SEAA platform earlier also providing her insights into future careers options for the youth.

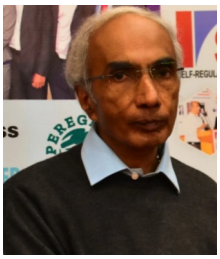
Day 2: 23rd November 2021 Panel 2 : "Infusing Tech content in MBA, opportunities and hurdles"

Dr M J Xavier Professor and Chairperson - Centre for Technology and Innovation LIBA Chennai is an experienced academic and is the founding director of Indian Institute of Management Ranchi (IIM Ranchi) With more than 25 years of professional experience in teaching, research, academic administration and industry . Xavier obtained his Doctorate in Management (1984) from the Indian Institute of Management Calcutta. He was originally an engineer with an .M.Tech (1979) in Chemical Plant Engineering from Regional Engineering College, Warangal and B.Tech. (1976) in Chemical Engineering from Coimbatore Institute of Technology.

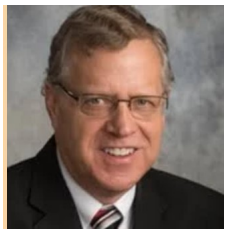
Dr. N.R.Parasuraman is currently the Director and Senior Professor at SDM Institute for Management Development, Mysore. He is a Fellow member of the Institute of Company Secretaries of India and the Institute of Cost and Management Accountants, and a Commerce and Law graduate. His Ph.D was on Capital Structure of Indian Companies. He has 37 years of experience in diverse areas of finance. His special areas of teaching and research are Strategy, Financial Derivatives, Multinational Finance and Corporate Valuation.

Prof. Manish Jain has managerial experience at MICO & Tata – IBM, MUHEPL and is also presently the Director – Business Development at MUHEPL. He was a nominee for 'Jewel of India 2002 Award' and a recipient of "Rastriya Shiksha Saman Puraskar" by Indian Economic Development & Research Association (IEDRA) for his contributions to quality higher education. He received 'Distinguished Service Award' at IIM Ahmedabad for his contribution of developing Management Education in India.

Dr Biju G Pillai Sr. Director IT and Dean Faculty of Management Sri Balaji University Pune is a PhD from Savitribhai Phule University in information technology area. He has a Master of Management Studies degree from Indsearch Institute Pune. A teacher, a mentor and a charismatic leader who has always set an example for all his students and the alumni across the globe for his versatility and the hard work he puts in everything he does.



Dr B Krishna Venkatesh is Academic Consultant at Peregrine Global Fellow Institute of Directors and a well known academic with nearly half a century of experience in Business Education and Information Technology leadership. He is currently advising Alliance University which he helped found more than two decades earlier as its first Business Schools director. He was the former advisor to Ramaiah Institute of Management Studies Bangalore. Prof Krishnamurthy has also been associated with leading management journals including the prestigious Harvard Business Review.



Dr Doug Gilbert Founder Loan Tree Academics is the Founder/CEO, EduPartner.Solutions | Principal, Lone Tree Academics based out of Denver which specializes in Higher education strategy development, curriculum development, data analytics, assessment, learning design and performance excellence. It also includes include Quality Matters, ISO 21001:2018, the Baldrige Framework, and the EFQM Excellence Model.

Dr. Biswajeet Pattanayak is the former Professor of Indian Institute of Management (IIM) Indore & Lucknow and founder of ASBM University based in Bhubaneshwar. He is a Ph.D. and D.Litt. in Organizational Behavior, D.Sc. in Management Science and is a Fellow of All India Management Association (AIMA), New Delhi. Prof. Pattanayak has received the prestigious International Teaching Excellence Award for 2016 of ACBSP . His book 'Creating Performing Organisation' has been a global best seller of Amazon.com.

Dr. Tapan Panda Director of NMIMS Hyderabad is an award-winning academician, writer, and a renowned expert on marketing and branding. He is frequently consulted by several leading Indian and international brands on marketing, branding, advertising, and other business aspects. During his sterling career spanning over 28 years, he has been a part of academic faculty at India's top business school, Indian Institute of Management (IIM) at Lucknow, Kozhikode, and Indore, besides several other institutions of repute. He has also been a Dean at Jindal Global Business School; Founding Dean at the School of Management Studies, BML Munjal University and Director at Great Lakes Institute of Management. He is also a visiting professor to University of Bordeaux, University of Paris, France, University of Maryland, USA and China University of Politics and Law.

Dr Rajesh Khajuria, founder IQAC Vadodara & professor at FPT University (Dai hoc FPT) Vietnam has nearly half a century of experience as a management professor and corporate trainer who was a founder director of CSKVIM Vadodara. He also founded the Accreditation support services nonprofit IQAC recently. He is a commissioner for accreditation at the ACBSP.

INTERNATIONAL ACCREDITATION PRESENTATION 2021

Mark Stoddard Director of Accreditation and AMBA-BGA is an accomplished academic and accreditation expert who headed the Association of MBA accreditation process and is now the Director of Business Graduates Association of the Association of MBAs. He has extensive business development experience and academic support experience in Accreditation area and has been connected with India for over two decades. Mark also launched the AMBA Development Network and AMBA's Research Centre, serving as Founding Editor of its journal, Business Leadership Review; he also led the expansion of the AMBA accreditation portfolio to MBM and DBA programmes. Mark holds an MA in Russian Politics and a BA (1st Class Honours) in American Studies, having studied at the University of Essex (UK) and the University of California, Berkeley (USA).

INTERNATIONAL ACCREDITATION PRESENTATION 2021

Dr Steve Parscale Chief Accreditation Officer of ACBSP completed a Doctor of Philosophy in Business Administration degree, with a specialization in Management, from Northcentral University in Prescott, Arizona. He has a Master of Science in Management degree and a Bachelor of Science in Human Resource Management degree from Friends University, an Associate of Applied Science degree from Butler Community College, and an Associate of Applied Science degree from the Community College of the Air Force. He served as team member, team leader, and Judge for the Kansas Award for Excellence. Steve is a Certified Quality Manager through the American Society for Quality (ASQ).

William Parrot, Iowa Des Moinse based Higher Education consultant has a stellar trackrecord of being an international quality expert and an accreditation champion. He had held the position of Director Accreditation services at IACBE for nearly 8 years after which he joined the Peregrine Education Services, now Peregrine Global and worked in senior leadership positions before starting on his own in mid 2021.

Day 3 : November 24, 2021 All Women panel : *“" Staying Agile and resilient in disruptive times"*

Dr Kerron Reddy CEO and Founder AIMS Institutes, Peenya Bangalore founded the Acharya Institue of Management Sciences one of the pioneering private business schools of South India at Bangalore nearly a quarter century ago. A visionary par excellence and an accompalished woman leader among mainly male dominated business education field he expanded her AIMS institutes to other areas to found a diversified group of institutions

Dr Madhu Chitkara Pro Chancellor Chitkara University Chandigarh is a rare Edu-prenur who founded the two Chitkara Universities one at Chandigarh Punjab and another at District Baddi Himachal Pradesh. One of the best known woman education leaders of India, Dr Madhu Chitkara has achieved one of India’s largest international collaborations and faculty network in the country. At Chitkara University, she has been instrumental in creating more than 60 relevant industry-linked programs in the fields of Hospitality, Engineering, Management, Architecture, Art & Design, Nursing, Healthcare, Teacher Training, Mass Communication and Pharmacy at graduate, postgraduate and doctorate level.

Deborah G Gaspard was elected Chair person of ACBSP Board of Directors for the year 2021-22 . She is the first African American woman academic to hold this position at the world’s largest accreditation agency Accreditation Council for Business Schools and Programs based out of Kansas City. Deborah Gaspard, a faculty member and director of the Marketing and Entrepreneurship programs at Metropolitan Community College in Omaha, Nebraska

Lakshmy Sivaratnam is Professor, Business & Accounting, Kansas City Kansas Community College (United States) is also a Treasurer at ACBSP and an extremely active memberofthe accreditation community. She is an avid adventure traveller with many tales to tell about her trips and people she met.

Alimaa Jamiyansuren Director Asia Pacific Peregrine Global has extensive marketing and promotional experience and has worked with Peregrine for over a decade. She is the chairperson of the Mangolian American Higher Education Foundation and member of the Academic Advisory Board of Ider University Mangolia and member of AACSB’s Asia Pacific Academic Board.

Prof Aruna M. Katara is the Managing Committee President of I square IT Pune . As the President of Hope Foundation and Research Centre (Hope Foundation) promoted by the FINOLEX Group established by Late Shri Pralhad P Chhabria, Founder Chairman, Finolex Group of Companies in the year 1979 , Aruna Katara has t has been able to carry on with the ambition of her father in managing Finolex Academy of Management and Technology (FAMT), Ratnagiri, International Institute of Information Technology (I^2IT), Pune and the Pralhad P. Chhabria Research Center (PPCRC), Pune.

Dr Chandrika Parmar PRME chapter president in India and professor at SPJMR UK is a well known management faculty of the country. She has a DPhil in Management Studies from Said Business School, University of Oxford. She started as a political scientist She was Associate Director, Programmes, Centre for the Study of Developing Societies (CSDS) Delhi where she was part of several national and international research projects funded by HIVOS; Ford Foundation; Carnegie Council on Ethics and International Affairs; Indian Council of Social Science Research (ICSSR)

Dr Jayanthi Ranjan is a rare information technology area thinker and leader having worked with leading business schools , corporates and international Universities . She is a highly published researcher with papers regularly being accepted in in leading academic journals , A former Associate Dean of IMT Ghaziabad, Nagpur she is currently a Director of Sharada University Business school in Delhi NCR.

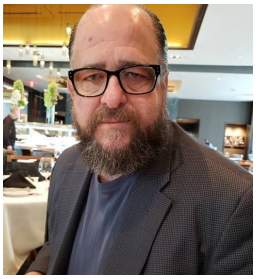
Special Presentation

INDIAN ASSOCIATION OF AUTONOMOUS BUSINESS SCHOOLS!

Dr Bigyan Verma is the Director at SIES College of Management Studies Former Faculty of XLRI & Adjunct Professor of Carleton University, Canada, a position he held while steering the online programmeof Carlton University at Kohinoor Business School as its Director. His expertise covers a wide area of educational leadership. He has a PhD in finance.

Dr R Nandagopal a veteran management professor and now the Director General of Sree Saraswathi Thyagaraja College has a PhD in Finance from Madras University and had headed the PSG Institute of Management for about 17 years before which he was the Program Director of Instiute of Public Enterprise Hyderabad and after PSGIM he had joined the XIME at Cochin campus as its director and later at Chennai campus before taking up the current position.

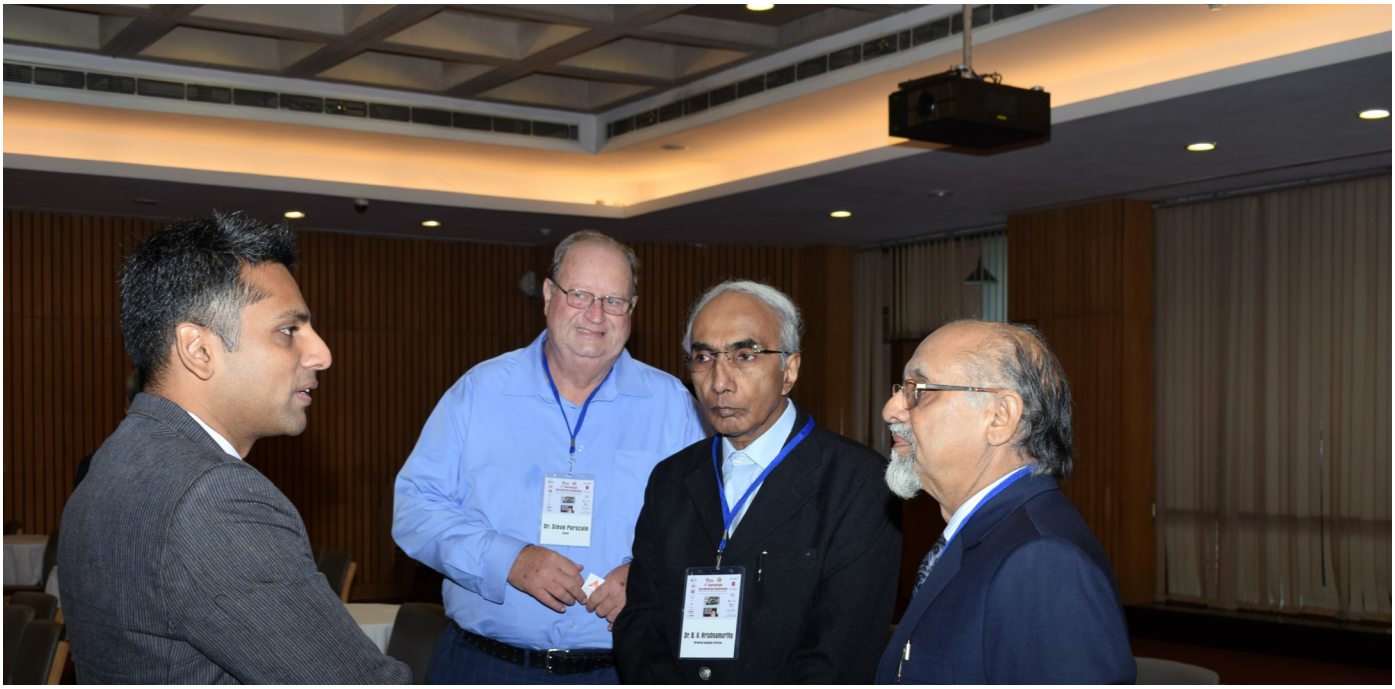
SEAA Future + Talks
Campus Industry Interface for Digital Future



Dr Luis Franscisco Rodriquez Sr is a Knowledge Management PhD and an accomplished academic and consultant based in Texas. He is a Management Professor Graduate School at Keiser University and Principal Business Consultant at SBS / Strategic Business Solutions . Before his assignment at Keiser University he was with Jarvis Christian College Admissions and Universidad Ana G. Méndez

Dr Praveena Dorathi Head Health safety and environment JLL work dynamics
West Asia is a PhD in environmental sciences from Madras University and has attended the one year woman leadership programme at Indian Institute of Management Calcutta and has a PG diploma in Industrial safety from Guru Jambeshwar university Hisar Haryana. She has worked Worked in DEG, World Bank and IFC funded projects. Had conducted EHS audits in IT/ITES sector. ISO 14001 system auditing.

Standards for Educational Advancement & Accreditation (SEAA) Trust, New Delhi (estb: 2008)



Standards for Educational Advancement & Accreditation (SEAA) Trust, New Delhi had been launched on the premises that world's second largest B-schools market (India) and the near by South and South East Asian nations may benefit greatly by international accreditation that promises peer reviewed mentor driven quality building process that not only endorses the level ofquality reached but help build on a continuous improvement basis sothat the schools can ultimately attain the goal of self-regulation as akin to Government Regulation to achieve semblance of quality based on procedural compliance.

Accreditation we stronglyi believe should be voluntary and should be taken up by institutions not for vanity or for brand equity but to build themselves continuously for the future.
With this idea in view we gave ourselves the following vision and mission statements along with the operating credo.

Credo: Self-Regulation with accreditation
Mission: Advancing Self-regulation with Accreditation
Objective: Helping Higher Education Institutions (HEI) to globally benchmark with the best in the class by adopting peer reviewed independent internationally accepted and validated accreditation standards offered by select & elite Accreditation institutions

Standards for Educational Advancement (SEAA) Trust, New Delhi is globally the only advocacy organisation for International Accreditation and global benchmarks of quality in business education.

Whatever accreditation you may take up whether local or whether international, a common thread of quality needs to be achieved based on some commitment and strategy which is universal. For a school that is growing, the need for endorsement would come which can happen with Ranking, Rating and Accreditation.

Like in every industry, product differentiation is a key to success even though the bottom-line description of a product may be same. Be it entertainment, consumer goods, services etc., it is not so much the product or content but it is about the utility value to the customer. The world of Accreditation, Ranking and Rating, quality endorsement systems like ISO 9000 etc., the scene is no different.

> " The Most common issue the aspirational B-schools face when they take up any accreditation, Indian or international is lack of preparedness before the process kicks in. "

As an experienced global influencer for high quality accreditation processes with International Accreditation systems, we at SEAA Trust, New Delhi has been seeing quite a large amount of underlying quality threads which the institutions opting for International Accreditation could give credence to help them acquire their accreditation faster and also put the entire experience of going through accreditation a valuable institutional building process with lasting value.

The Most common issue the aspirational B-schools face when they take up any accreditation, Indian or international is lack of preparedness as to some of the tough challenges they may face while submitting their initial applications and even later when the process kicks in. Despite the mentors being present and trying to be helpful, lack of a systematic way of gathering and preserving data, absence of periodic surveys, lack of student learning assessment metrics and such other, pose a huge challenge to the schools.

Spending some few precious working days to study the competing accreditation processes, quality improvement systems like ISO, Ranking like NIRF or any other media ranking would help the business school team big time when they start on their accreditation. Accreditation as a means of show casing the intrinsic quality and continuous improvement taking place in the Higher Education Campus is today an accepted fact. Despite the ongoing debate about the efficacy or otherwise of the utility of accreditation for growth of HE campus the accreditation movement is not going away anytime soon.

When it comes to accreditation it comes with different hues and colours even though broadly they are either programmatic or are institutional. And by definition it is almost always "voluntary" and are peer reviewed to avoid any bias brought in by self-regulation or by government regulation. The Indian National Accreditation and Assessment Commission (NAAC) finds accreditation as an "act of granting credit or recognition (especially with respect to educational institutions that maintain suitable standards) This definition of what is accreditation by the official accrediting body of India belonging to the Government owned University Grants Commission clearly establishes the need for everyone understanding accreditation in its proper perspective.

Some of the International Accreditation Agencies we track

There are a number of accreditation agencies operating from different parts of the world accrediting business education. We have been closely tracking most of these top rated accreditation agencies with the criteria of listing only agencies that are validated by external evaluators. For example, the AACSB, ACBSP and IACBE were vetted by Council for Higher Education Accreditation (CHEA) in USA and the AMBA, BGA, BAC etc., being vetted independent European Quality Register and the Quality Accreditation Agency (QAA). The only exception is the India based accreditor South Asian Quality System (SAQS) which we track.

AACSB as the oldest and longest serving global accreditation agency strives to continuously improve engagement among business, faculty, institutions, and learners, so that business education is aligned with business practice.

AACSB revised its standards 11 times in its over a century of existence the most recent of which in 2020 when the standards were revised to explore the content and nature of the standards, then explore ways to improve the processes and attitudes around the peer review visits along with a stronger volunteers training system.

The 2020 standards empower business schools to make choices that are consistent with their missions and that allow them to lead and thrive in their unique environments.

The new standards are divided into three strategic goals "Strategic Management (3 standards) Learners success (four standards) and Thought Leadership (2 standards) as opposed to the current four categories Strategic Management, Participants, Teaching and Learning and Academic and Professional Engagement. The new standards enabled AACSB to move toward principles-based and outcomes-focused standards. They call business schools to specifically identify how they envisage making a positive societal impact. They embrace alternative instructional delivery models. They promote the importance of collaborations within and between disciplines and institutions.

THE TRANSITION SCHEDULE

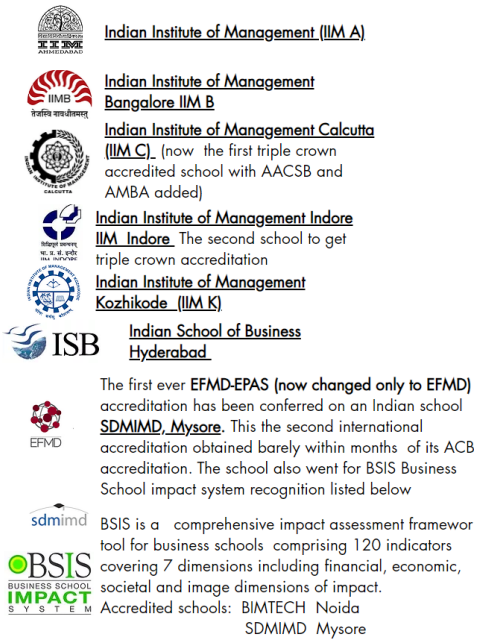
The transition period for adopting the 2020 business accreditation standards will take place between January 2021 and June 2023. The initial pilot will occur in the 2020-21 academic year, with a small number of schools with visits scheduled between January and June 2021 reviewed under the 2020 business standards. The pilot schools have been identified and all other schools outside the pilot group will be reviewed under the 2013 standards.
Schools with peer review team visits scheduled between July 1, 2021 and June 30, 2023, can choose to be reviewed under either the 2013 or 2020 business standards. Schools should communicate their preference to their AACSB accreditation staff liaison.

Beginning July 1, 2023, all schools will be reviewed under the 2020 standards during their next scheduled visit.

1. Amrita University School of Business Coimbatore- Tamil Nadu
2. Jagdish Sheth School of Management Bangalore- Karnataka
3. Indian Institute of Management Calcutta- West Bengal
4. Indian Institute of Management Udaipur- Rajasthan
5. Indian School of Business Hyderabad- Telangana
6. Institute of Management Technology Ghaziabad- UP
7. S.P. Jain Institute of Management and Research Mumbai- Maharashtra
8. School of Business Management, NMIMS University Mumbai- Maharashtra
9. T. A. Pai Management Institute Manipal- Karnataka
10. XLRI Jamshedpur- Jharkhand
11. **Indian Institute of Management (IIM) Indore- Madhya Pradesh**
12. ICFAI Business School Hyderabad- Telangana
13. Indian Institute of Management Lucknow- UP
14. SCMHRD-Symbiosis International University Pune- Maharashtra
15. VIT Vellore
16. **Indian Institute of Foreign Trade (IIFT)**
17. **Management Development Institute (MDI) Gurgaon**

EFMD Global

European Federation of Management Development is now called EFMD Global. EFMD is an international non-profit, membership driven organisation dedicated to management development. It is Recognised globally as an accreditation body for business schools, business school programmes, and corporate universities.
The organisation has around 900+ members across 91 countries, and acts as a catalyst to promote and enhance excellence in management development. Based in Brussels, Belgium EFMD has offices in Geneva, Hong Kong, Miami and Prague.
EFMD Global membership offers the unique opportunity to become part of the leading international network in the field of management development.
The massive network 30,000 management professionals from academia, business, public service, and consultancies, helps EFMD Global to play a central role in shaping global approach to management education and provide a unique forum for information, research, networking and debate on innovation and best practice.



Association of MBAs & Business Graduates Association (BGA)

Change is the constant! Association of MBAs the London based accreditation agency formed in 1967 has moved and now refocusing its efforts in developing an accreditation and a sustainable quality improvement process under the umbrella of Business Graduates Association (BGA)

The popular AMBA Accreditation which has bee adopted by about 10 schools in India which was also the first ever international accreditation to be adopted in 2005 by Management Development Institute (MDI) Gurgaon, one of the Top Ten B-school of the country is being frozen a a maximum 300 schools worldwide. Currently The Association of MBAs (AMBA) has accredited MBA, DBA and MBM programmes at 277 graduate business schools in 57 countries and territories (as of 2020).

More than half a century after being established AMBA has emerged as one of the top three Accreditation Agencies of the world and it remains as a much sought after & a must have accreditation for any top Business School across the world

Business Graduates Association (BGA) which was an idea that was originally pursued when the agency was established half a century ago. AMBA-BGA is the way the agency imagines its future. The agency through BGA is committed to raising the profile and quality standards of business education internationally, the B-schools, MBA students and graduates and alumni, employers, communities and society. In India, AMBA was the trail blazer when the Management Development Institute (MDI) acquired AMBA accreditation in 2005.

AMBA accredited schools in India

Members

Business Graduates Association (BGA) membership is growing worldwide. In India currently the following member schools have formed BGA chapter led by their respective Deans, besides IIM Calcutta.

- IIM Indore
- IIM Jammu
- T A Pai Management Institute
- Athena School of Management

ACCREDITATION COUNCIL FOR BUSINESS SCHOOLS & PROGRAMS (ACBSP)

ACBSP -Accreditation Council for Business Schools & Programs is the only global accrediting body, which accredits business programs at the associate, baccalaureate, and graduate degree levels. The membership extends to more than 60 countries, more than 1,200 member campuses and 13,000 individual members. ACBSP also has the biggest presence in India in terms of the number of schools accredited by any of the top five international accreditation agencies operating in the country. There are at present 17 accredited schools and 10 member schools of which nine in candidacy mode of ACBSP in India.

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

INDIAN ACCREDITED SCHOOLS 17

1. PSG Institute of Management Coimbatore, Tamil Nadu
2. ICBM - School of Business Excellence Hyderabad, Andhra Pradesh
3. Jansons School of Business Coimbatore, Tamil Nadu
4. School of Communication & Management Studies (SCMS Group) Cochin, Kerala
5. Apeejay School of Management Studies Delhi
6. C K Shah Vijapurwala Institute of Management, Vadodara, Gujarat
7. Lovely Professional University Phagwara, Punjab
8. Xavier Institute of Management & Entrepreneurship (XIME) Bangalore, Karnataka
9. Asian School of Business Management (ASBM) Bhubaneshwar, Orissa
10. Justice Hegde Institute of Management Udupi, Karnataka
11. SIES-College of Management Studies (SIESCOMS), Navi Mumbai, Maharashtra
12. Rajagiri College of Social Sciences society, Cochin, Kerala
13. SDMIMD, Mysore, Karnataka
14. VIT University - Business School, Vellore, Tamil Nadu
15. VIT Chennai
16. PSGR Krishnammal College for Women - Dept. of Management, Coimbatore
17. Kristu Jayanti College, Bangalore

*listing based on the order of obtaining the accreditation. First accreditation was that of PSG was obtained in 2010.
At the moment there are 10 schools having Candidate status

1. Leadership
The business unit must have systematic leadership processes that promote performance excellence and continuous improvement. Values and expectations must be integrated into the business unit's leadership process to enable the business unit to address its societal responsibilities and community involvement.

2 Strategic Planning
The business unit must have a systematic process for developing a strategic plan that leads to continuous improvement. The strategic plan must include implementation goals and progress measures.

3 Student and Stakeholder Focus
The business unit must have a systematic process to determine requirements and expectations of current and future students and other key stakeholders. The process must measure stakeholder participation and satisfaction and use the results for continuous improvement.

4 Student Learning Assessment
The business unit must have a systematic student learning outcomes assessment process and plan that leads to continuous improvement. Student learning outcomes must be developed and implemented for each accredited program, and the results must be communicated to stakeholders.

5 Faculty Focus
The business unit must have a systematic process to ensure current and qualified faculty members by: Fostering teaching excellence. Aligning faculty credentials and skill sets with current and future program objectives. Evaluating faculty members based on defined criteria and objectives Ensuring faculty development including scholarly and professional activity

6 Curriculum
The business unit must have a systematic process to ensure continuous improvement of curriculum and program delivery. The curriculum must be comprised of appropriate business and professional content to prepare graduates for success.

7 Business Unit Performance
The business unit must have a systematic process to identify and track key student performance measures for the purpose of continuous improvement. The business unit must ensure adequate resources and services to support its programs.

International Accreditation Council for Business Education (IACBE)

IACBE changed its name from International Assembly for Collegiate Business Education to International Accreditation Council for Business Education (IACBE) without altering its original title in 2017. This suggestion was made by SEAA to the IACBE leadership a while ago. IACBE also changed its logo with the name change. Dr. Phyllis Okrepkie is currently the president of IACBE. The IACBE accredits over 2,000 business and accounting programs worldwide.

The 1997 vintage principles based programmatic 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.

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.

IACBE ACCREDITED SCHOOLS

IACBE ACCREDITED & MEMBER SCHOOLS IN INDIA

1. AIMS Institute of Higher Education Bangalore
2. Acharya Bangalore Business School ABBS Bangalore
3. Alliance University Bangalore
4. Amity University Noida
5. GLA University Mathura
6. Indus Business Academy IBA Bangalore
7. University of Petroleum & Energy Studies (UPES) Dehradun
8. Institute of Engineering & Management (IEM), Kolkatta*

* *Educational Member*