

Going Global

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By:

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“ EFMD acts as a catalyst to promote and enhance excellence in management development internationally”

EFMD a Global enabler!

PART 1: EFMD Activity Overview

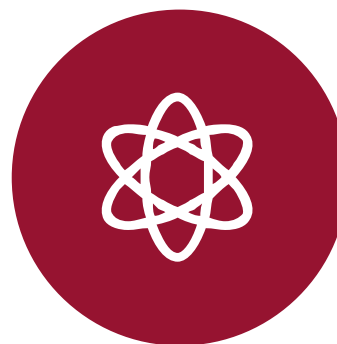
EFMD – I'M PART OF IT



COOPERATIVE



RESPONSIBLE & INCLUSIVE



DIVERSE



EXCELLENCE DRIVEN

What is EFMD?



An international, not-for-profit, membership organisation of business schools and corporations, based in Brussels, Belgium, with local presence in Geneva, India, Hong Kong and Miami

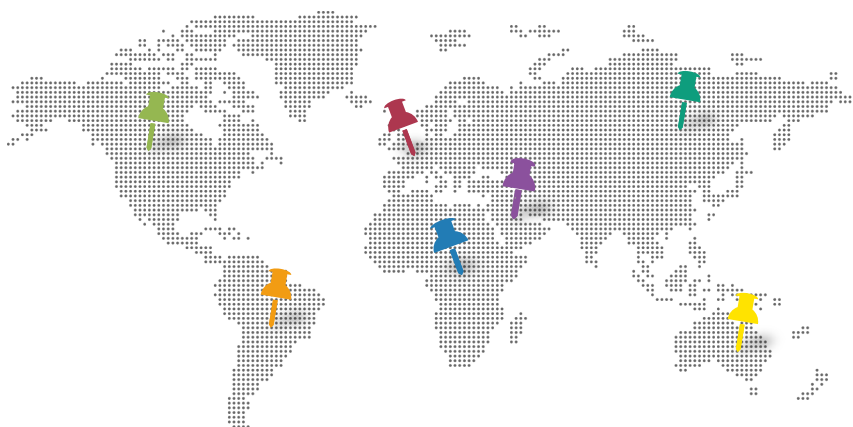


Members from academia, business, public service and consultancy



“Bridge” between the corporate and management education worlds

EFMD Membership Worldwide



60%

Europe



40%

Outside of Europe



MEMBERS

867

Europe 514



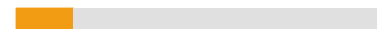
Asia 129



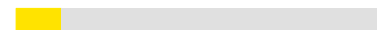
North America 76



Central/South America 45



Australia-Oceania 36



Africa 35



Middle East 32



EFMD Network Services to Business Schools

CONFERENCES TARGETED TO ACADEMIC BODY – high value content and relevant format assured by the outstanding professionalism of the Steering Committees

CAPACITY BUILDING EVENTS



EFMD Advisory Seminar
Innovative Ways in Teaching and Learning



Winter School with HUMANE
New Challenges for Higher Education Institutions in the Ever-changing Global Environment



Research Leadership Programme (RLP)



Events Highlights in 2015



40 Events



15 Targeted
Conferences



Record
Attendance to
EFMD Deans
Conference



Over 2600
Participants

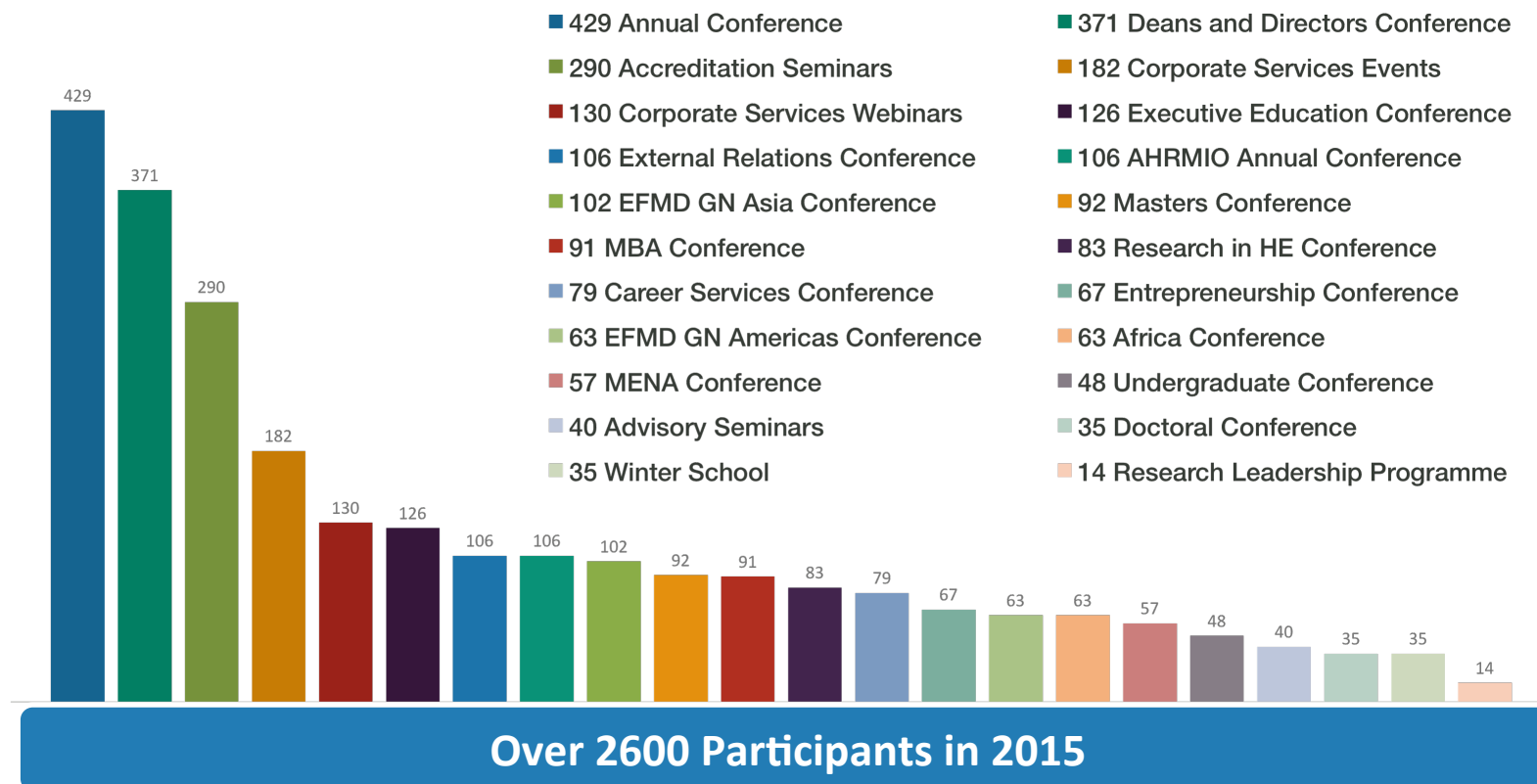


Events
in 16 Countries
on 5 Continents



EFMD Annual
Conference
Attracted 429
Participants

Events in 2015



Quality & Development Services



EFMD Quality Improvement System (EQUIS)



EFMD Programme Accreditation System (EPAS)



EFMD Corporate Learning Improvement Process (CLIP)



Online Course Certification System (EOCCS)



EFMD GN Deans Across Frontiers (EDAF)

Underpinning Criteria

- Respect for diversity
 - No one “right” model for a business school
 - QS systems first have to understand BS context before evaluating
- Responsible management
 - Ethical behaviour, social responsibility, sustainability
 - Should be embedded in BS policies and operations, teaching and research
- International dimension
 - International learning experience for students
 - Mix of international faculty and students, study abroad
- Corporate connections
 - Corporate learning experience for students, e.g. projects, internships
 - Corporate involvement in governance, teaching, research, etc.

EFMD enabling B-Schools attain¹¹ globalization



Unlimited access to **network** of - management education providers, industry experts and professionals.



Sharing of good practices and mutual learning.



Credibility to an institution seeking funding resources from donors, foundations and government.



Recognition in the educational market due to presence in **Global Rankings**.



Helps the school to attain **world passport**



Helps in **brand enhancement**

EFMD enabling B-Schools attain globalization



QUALITY PROGRAMS


Enhances the **ability** to deliver quality programs.



Enable attract : Students



Enable attract :Faculty



Continuous Improvement

Helps the institution to **identify - strengths & weaknesses** - continuous improvement.



Recruiters are assured of the quality of graduates they are hiring

PART 2: EOCCS

EOCCS



Online Course Certification System

- A new online course certification system in pilot phase (2016)
- Designed to evaluate the quality of business and/or management-related courses that either stand alone or constitute part of a certificate or a programme
- A thorough review of individual courses through international comparison and benchmarking
- Advantages of EOCCS
 - In-depth Review
 - Feedback within 3 months
 - Recognition of online learning as effective and flexible learning
 - International Benchmarking
 - Quality Assurance

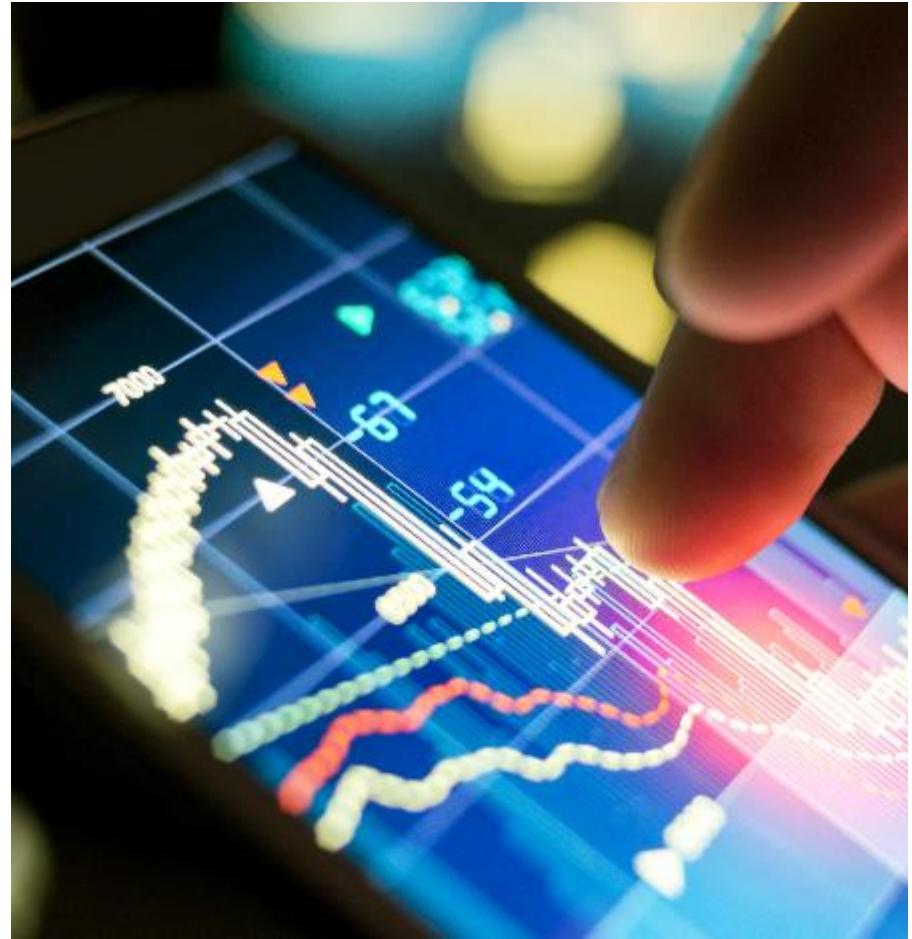
2012 – The Year of the MOOC

‘The year of disruption...’...will lift more people out of poverty’

‘Best
education in
the world
comes to
the most
remote
corners of
the planet’



- The Global E-Learning Market is expected to have reached \$107 billion by 2015.
- Five year compound annual growth rate $\approx 9.2\%$
- Worldwide Mobile Learning Market \$8.7 billion in 2015 (est.)



Source: <http://elearningindustry.com/elearning-statistics-and-facts-for-2015>

Emerging from the MOOC Experiment

From Teaching

to Learning

Traditional Teaching		New Learning
Memorising	What to learn	Applying
Learner = passive vessel to be filled with teacher's knowledge	How to learn	Learner = active constructor, discoverer and transformer of knowledge
Assessment of learning (summative)	How to assess	Assessment for learning (formative)
Adapted to conformity	How to teach	Adapted for diversity
Competition and individualism	How to interact	Cooperation and social relationship

Corporate Online Learning

- Why is online learning of interest here?
 - Pressure of time, costs and globalisation
 - Diversity (e.g. globally allocated employees)
 - Lifelong learning (career development for employees)
- A **re-thinking** of how organisations design, develop and deliver learning takes place
- Possibilities
 - Adding a **global dialogue** to existing formal learning patterns
 - Recruitment
 - Marketing
 - Customer learning (e.g. how to use some new company software or apply some new methodology)

Purpose of EOCCS

- Providing international quality benchmark in diverse technology enhanced education landscape
- Firmly embedded in EFMD accreditations – internationalization, practical relevance and quality improvement
- Open to any institution including HE, corporate learning-organizations and public agencies
- Provides thorough review of individual courses through comparison and benchmarking



Benefits of EOCCS

- In-depth **Review**
- **Feedback** within 3 months
- **Recognition** of online learning as effective and flexible learning
- International **Benchmarking (Best Practice)**
- **Quality Assurance**



Challenge: New Types of Learners

➤ Role of societal influences

- **Millenials** (aka Generation Y) entering the scene
- **Increased individuality**/diversity of students/learners
- Concept of **Lifelong Learning**
- **Social Responsibility**

Generation Z:

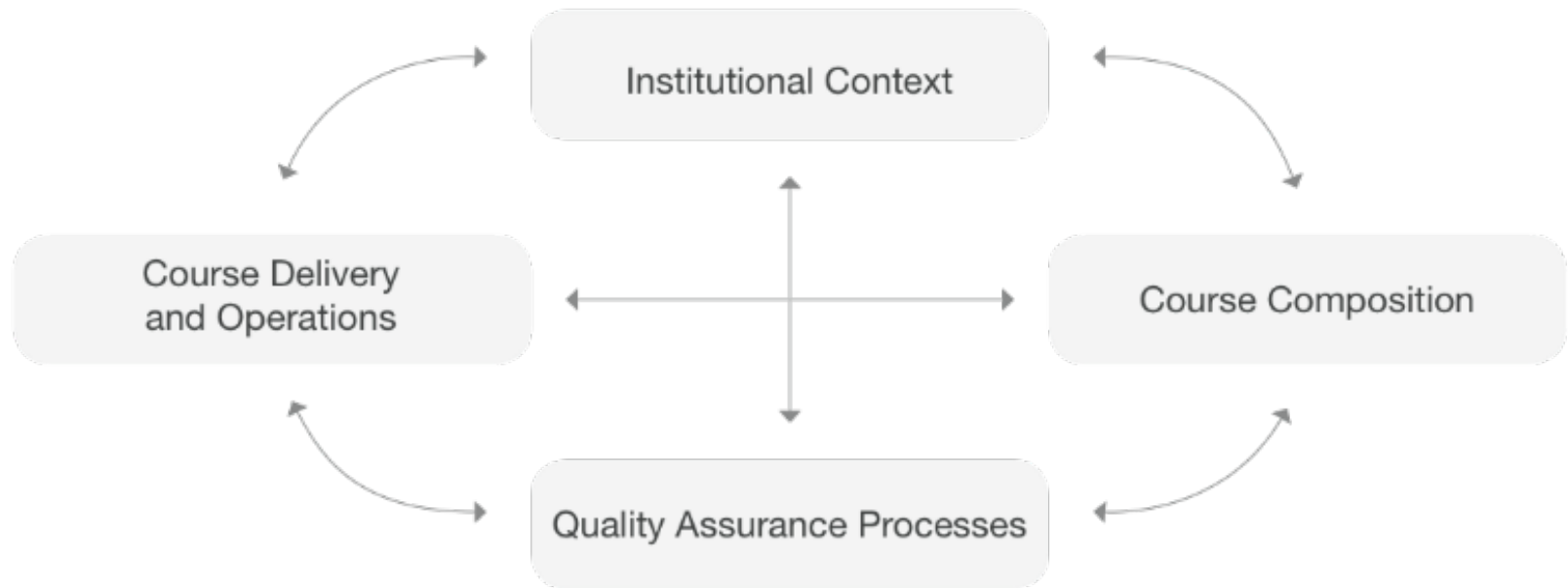
- Connected
- Tech-dependent
- Multi-tasking

Challenge: Institutional Transformation

- **Major investments** are necessary
 - In hardware and software
 - In competence development at management level
- Design and delivery of TEL courses demands **specific skills**
 - Faculty and staff need to be qualified
 - Or employed (Instruction designer, Web designer)
- **New roles** have emerged
 - Discussion leader
 - E-tutor
 - Retention specialist
 - Content specialist
 - Community manager
 - ...
- Careful design of the **learning experience** is needed
- A different approach to **quality assurance** is needed

EOCCS Framework

Designed to evaluate online courses in the context of rapidly evolving technologies in the framework of:



EOCCS Standards

1. Institutional Context

- Environment
- Strategic Planning
- Resources & Facilities
- Course Team

2. Course Composition

- Target Groups
- Design for Learning
- Design of Course Layout
- Design of Course Content
- Design of Course Delivery
- Applied Technology
- Qualification

3. Course Delivery and Operations

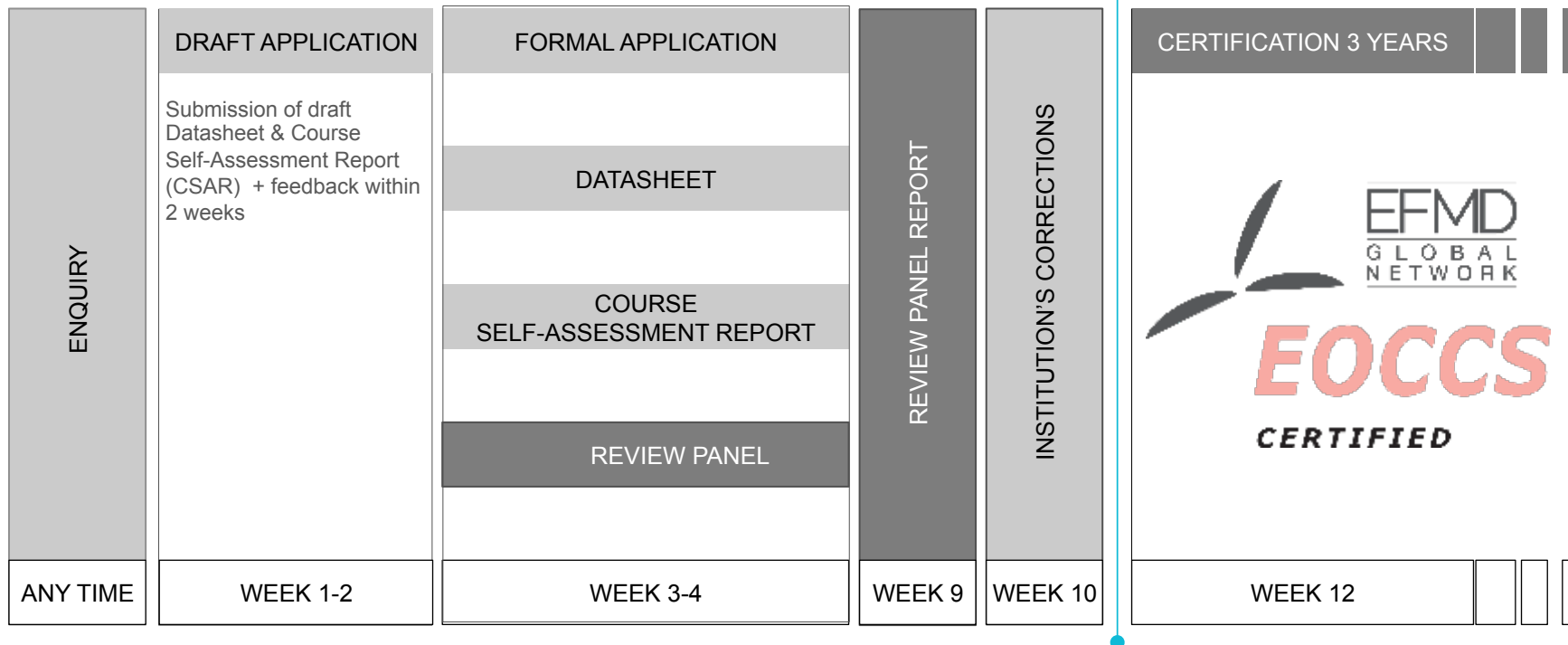
- Participants
- Course Presentation
- Corporate Interactions

4. Quality Assurance Processes

- Institutional QA
- Course Review
- Assessment Methods
- Monitoring Teaching
- Monitoring Learning

EOCCS Process Schedule

EOCCS CERTIFICATION BOARD
(meets normally 4x/year)



EOCCS Pilot Institutions – September 2016



PART 3: BSIS

Business School Impact System

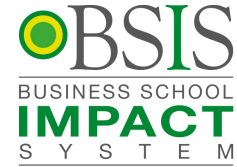
The Key Tool for Measuring your Business School's Impact on the World Around It



Total of 20 Schools in Europe,
Middle East, Asia and the
Americas

- A joint venture between EFMD GN and FNEGE as a service to EFMD GN members in any part of the world
- Designed to determine the extent and nature of a Business School's Impact upon its local environment - the city, the region, the world
- A BSIS Label is conferred upon Schools who have gone through the process as a sign of internal awareness and external recognition

The Founding Purpose



- Mounting pressure on business schools to demonstrate relevance and impact
 - Accountability for outcomes
- Business model of many schools is under threat (in the Western hemisphere!)
 - Need to justify their contribution to their local environment
- Need for a tool to facilitate communication with stakeholders
- Need to link impact with strategic issues, e.g. perceived identity, branding, competitive positioning, market differentiation, etc.

The BSIS Objective

- Determines the nature and extent of a School's impact on its local environment
 - City, Land, Canton, Region = Impact Zone
- Tool for transparent communication with local stakeholders, decision makers and the public at large
- Identifies, measures and evaluates the various areas in which a School makes a difference in the impact zone
 - Not an accreditation system, not a ranking
 - No final score, no benchmarking

BSIS Assessment Criteria (new)



- 24 impact areas & 120 indicators
- General impact categories:

1. Financial Impact

2. Educational Impact

3. Business Development
Impact

4. Intellectual Impact

5. Impact within the
Regional Ecosystem

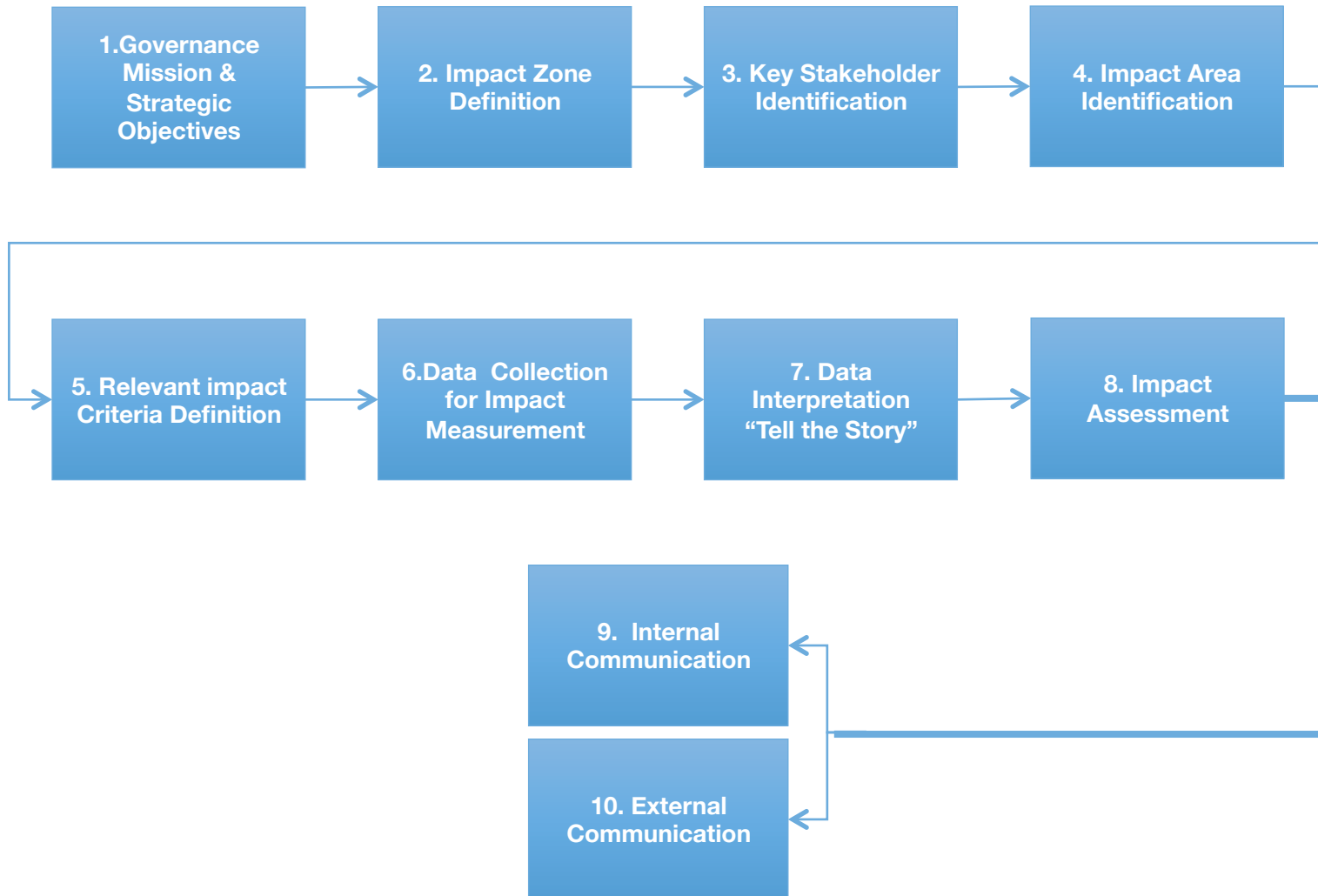
6. CSR Impact

7. Image impact

The BSIS Process

1. Definition of the impact zone and exploration of the School's motivation to engage in BSIS
2. Assembly of evidence (data, etc.) by the School
3. Drafting of the School's explanatory comments on the information presented
4. Site visit by BSIS expert panel
 - Interviews with key internal and external stakeholders
5. Written report: Summary of findings re. impact profile and recommendations

BSIS Impact Value Chain

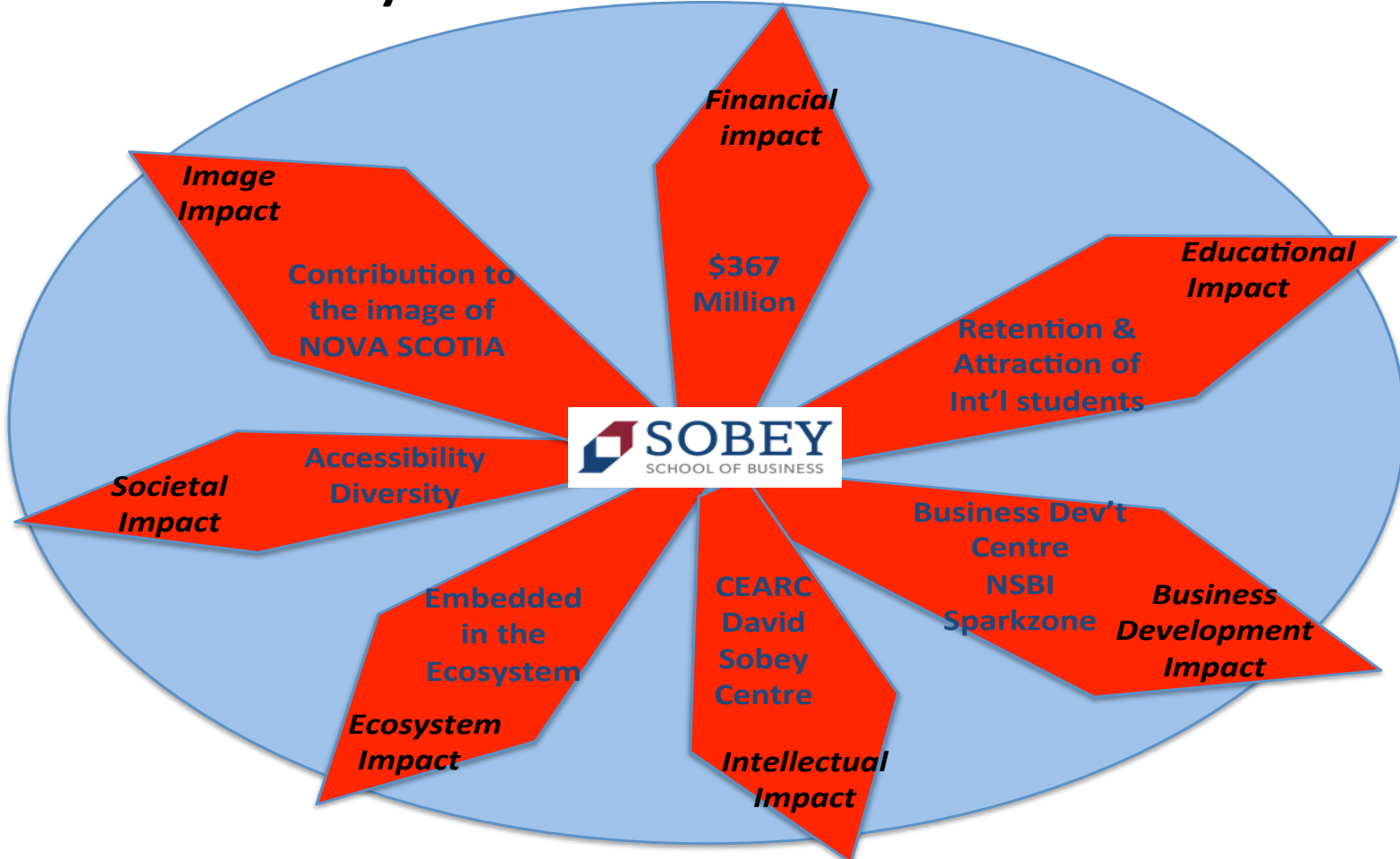


BSIS Output

- School's Impact Assessment Report, BSIS Team's Final Report
 - Factual inventory of significant areas of impact;
 - Qualitative interpretation of the impact areas (where appropriate); highlighting of major contributions
 - Distinctive impact profile of the School
 - Recommendations for better management of the School's links with and integration into local environment

BSIS School Profile

Sobey School of Business IMPACT PROFILE



Business Impact Dashboard



Business Impact Dashboard 2016 BSIS Report

Programme Admission-Student Origin:

- 43% from the region = talent retention
- 43% from abroad = int'l attractiveness
- 14% elsewhere in Canada

Job Placement

- 696 undergraduates->68% on the regional market
- 219 graduates->37% on the regional market

Executive Education

- 1808 participants
- 210 days

The School as a Resource for Regional Companies

- internships: 93 students=29 FTE=\$290 000
- Short missions:149=6700 days=27 FTE=\$273 000
- Professors consulting:\$590 000

Intellectual Contribution to Regional Companies

- PhD: 1
- Articles:21
- Reports:11
- Books:7
- Communications: 39
- Cases:4
- Public Lectures: 15 = 1000 external participants

- CEARC
- Research for Atlantic Canada Communities

Alumni: 20 000

Financial Impact (\$ Million)

- Direct: 45
- Indirect: 60
- Induced: 262
- Total: \$367 Million

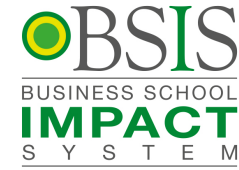
Entrepreneurship:

- Sparkzone
- Business Development Centre
- Nova Scotia Business Inc.
- Enactus

Data on Sobeys School

- Number of students:3200
- Number of Faculty:78
- Number of Adjuncts:96
- Number of Administrative Staff:32

Other Benefits of BSIS



- Creating a data reporting system which enables the School to track impact in key areas
- Raising awareness among the School's staff about the importance of impact (and its measurement)
- Aligning the School's strategic intent with its demonstrable impact
- Communicating the School's relevance and importance to stakeholders more effectively

BSIS Today



- 20 Schools have completed the process
 - 13 French schools (included SKEMA with 5 Campuses)
 - 3 international pilots (Corvinus, St. Gallen, San Telmo)
 - USEK (Lebanon), HEC Liège (Belgium), Sobey Business School (Canada)
- 3 Schools currently in process, including CEIBS (China)
- 4 Schools expected to enter the process by end of 2016

PART 4: EQUIS

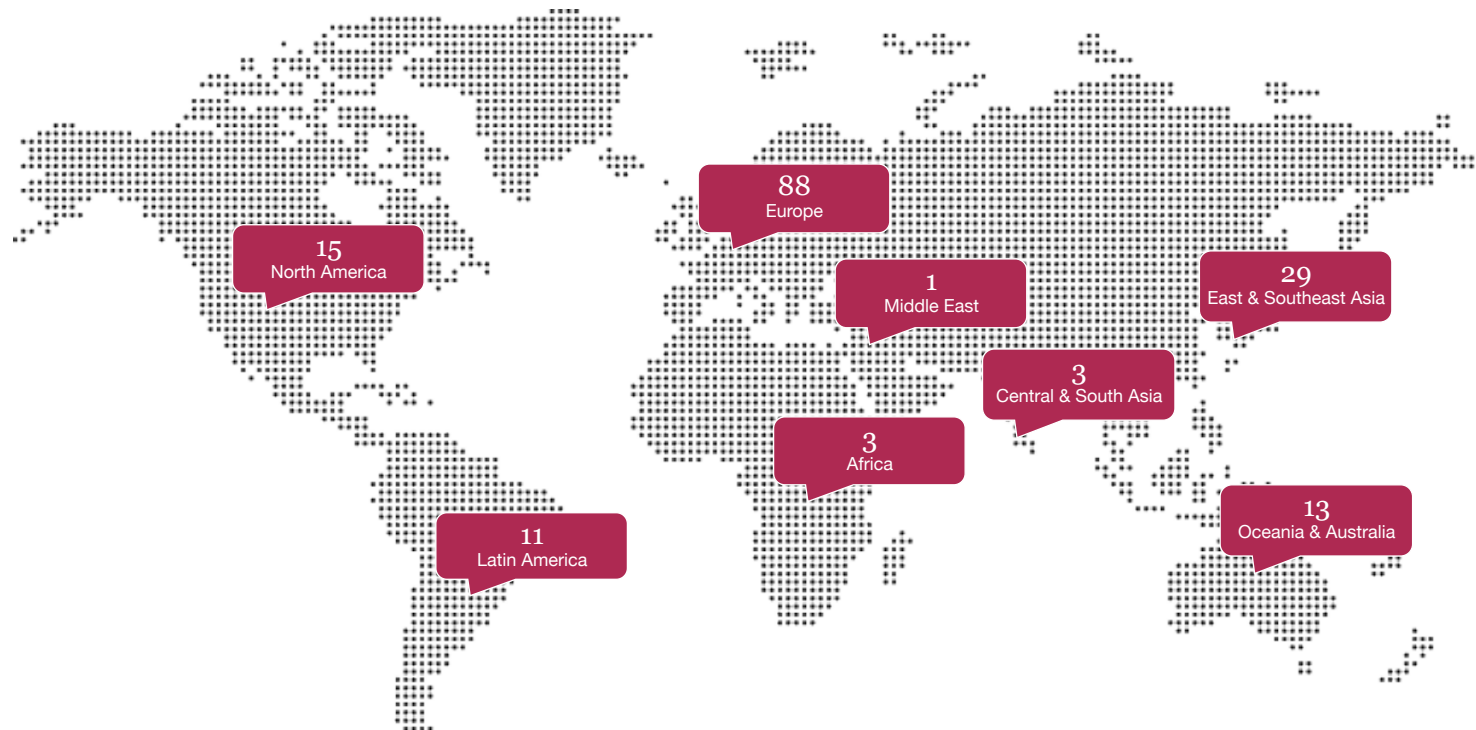
What is EQUIS?

- Launched in 1997 to satisfy the demand for an international accreditation scheme for business schools
- Designed to evaluate and accredit high quality international business schools
- Perspective beyond that of national accreditation agencies



EQUIS is designed to provide recognition and advice to whole institutions such as business schools and university faculties of business and management.

EQUIS Accreditations



163 accredited schools across 40 countries

EQUIS Update

- 163 Accredited Schools (in 40 different countries)
 - 75 outside Europe in 22 countries, 88 within Europe
 - 71 accredited for 3 years, 92 accredited for 5 years
- 46 Schools (re-)accredited in 2015
 - Of which 8 new schools
- 48 Peer Reviews in 2016
 - 14 reviews for initial accreditation, 34 re-accreditation reviews
- 23 Schools formally in the pipeline
 - of which 12 from outside Europe
- Stable inflow of 12-15 new applications
- 2016 EQUIS documents include the new Advisory Service

EQUIS Differentiating Factors (1)

➤ **Institutional assessment**

- Assessment of whole School with coverage of
 - degree and non-degree programmes
 - academic research and knowledge generation in general
 - all campus locations and collaborative provision
 - faculty and other resourcing (and its management)

➤ **Linking academic and business perspectives**

- Balance between academic and professional skills (incl. students' personal development)
- Involves both academic and corporate stakeholders
- Corporate connections is a key EQUIS Standard

• **Importance of strategy and governance**

- Participation of experienced deans in Peer Review Teams

EQUIS Differentiating Factors (2)

- **Internationalisation as a key criterion**
 - Of quality standards
 - Of reputation
 - Of the School's culture
- **Focus on diversity, especially w. r. t.**
 - Curriculum structure and content
 - Faculty composition and deployment
 - Research objectives
 - Executive Education
- **Peer Review Team members acting as consultants and auditors**
- **Quality criteria in 10 areas**

Key EQUIS Eligibility Criteria (1)

Applicants are required to satisfy certain criteria in order to become eligible for EQUIS accreditation

Institutional scope

- EFMD member with degree awarding powers
- Mission is appropriate for a higher education institution
- Primary focus on education for general management or business administration
- Reasonable autonomy in the management of its academic staff, budget, design and running of its programmes
- Clear boundaries to distinguish it from other neighbouring units
- Academic staff covering the principal management disciplines
- Graduated at least 3 classes in its main degree programme
- In operation for at least 10 years
- Institutional stability in cases where major structural changes have recently occurred

Key EQUIS Eligibility Criteria (2)

Excellent National Standing

- Evidence of excellence in at least two areas of activity (programmes, research, specialisations...)

International Reputation

- Recognition outside its home country

Breadth of activities

- Substantial presence in at least two of the principal programme segments (Bachelors, Masters, MBA, Ph.D, Executive Education)

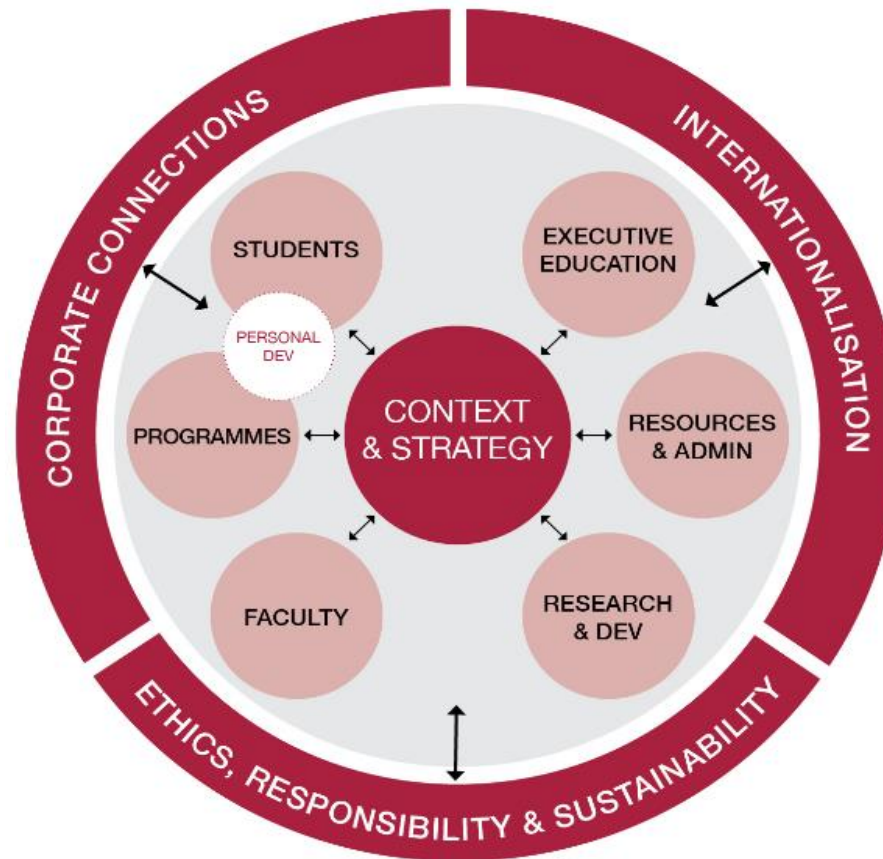
Core faculty of at least 25 FTE qualified academics

- Sufficient to support portfolio of activities and number of students
- Small schools explain how they meet the EQUIS criteria given their small size

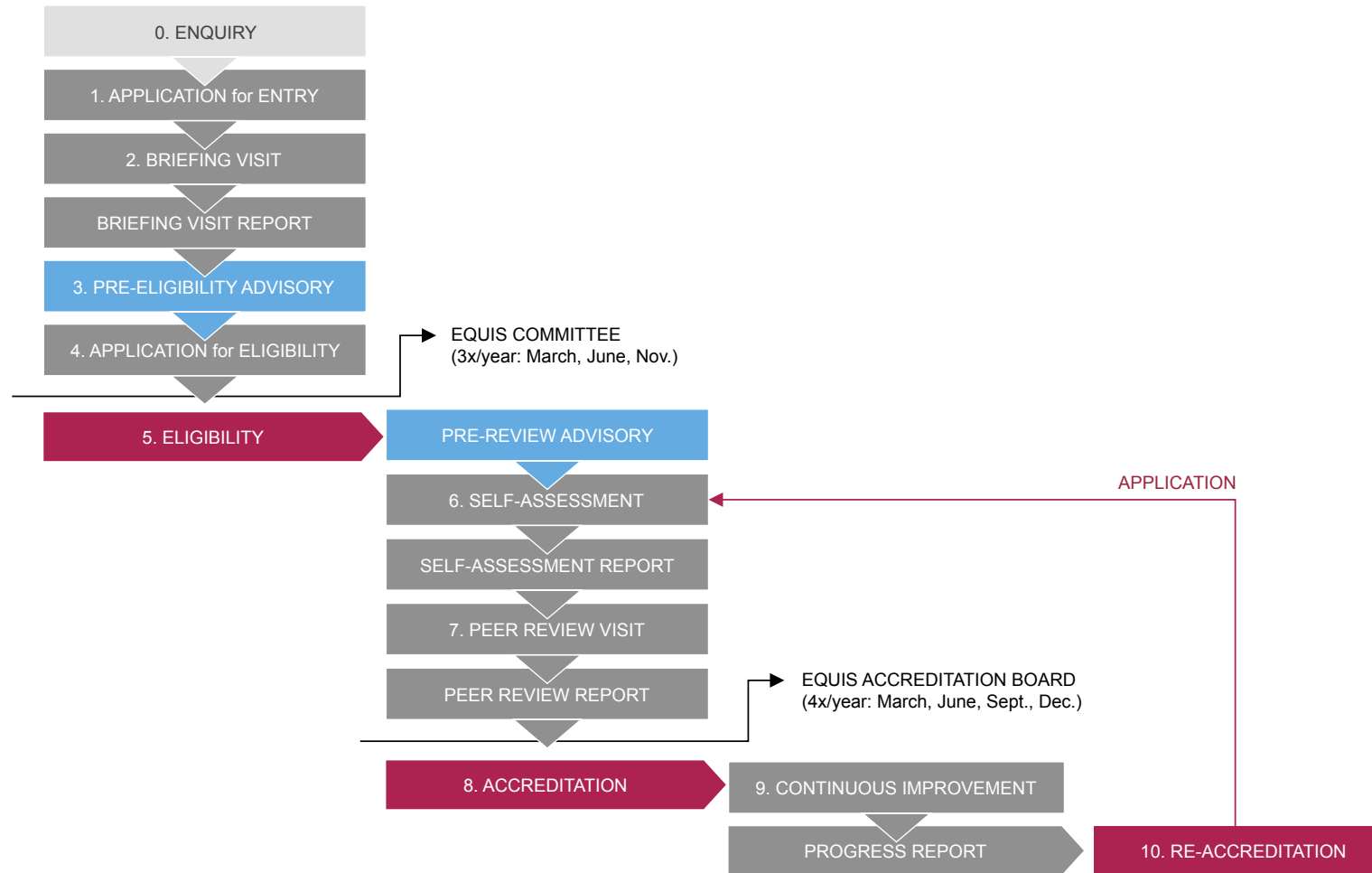
Prospect of satisfying the EQUIS Standards & Criteria

- E.g. programme quality, faculty, research, corporate connections, ethics/responsibility/sustainability and internationalisation

EQUIS Framework



EQUIS Process Flowchart



PART 5: EPAS

What is EPAS?

- Launched in June 2005 to satisfy demand for an international programme accreditation scheme for high quality degree programmes in business and management (primarily) with a strong international perspective
- Motivated by global market need to provide transparency in degree standards and quality (initiated by the Bologna process)



EPAS provides:
Rigorous, thorough and
detailed assessment

International recognition and
effectiveness

EPAS Target Market

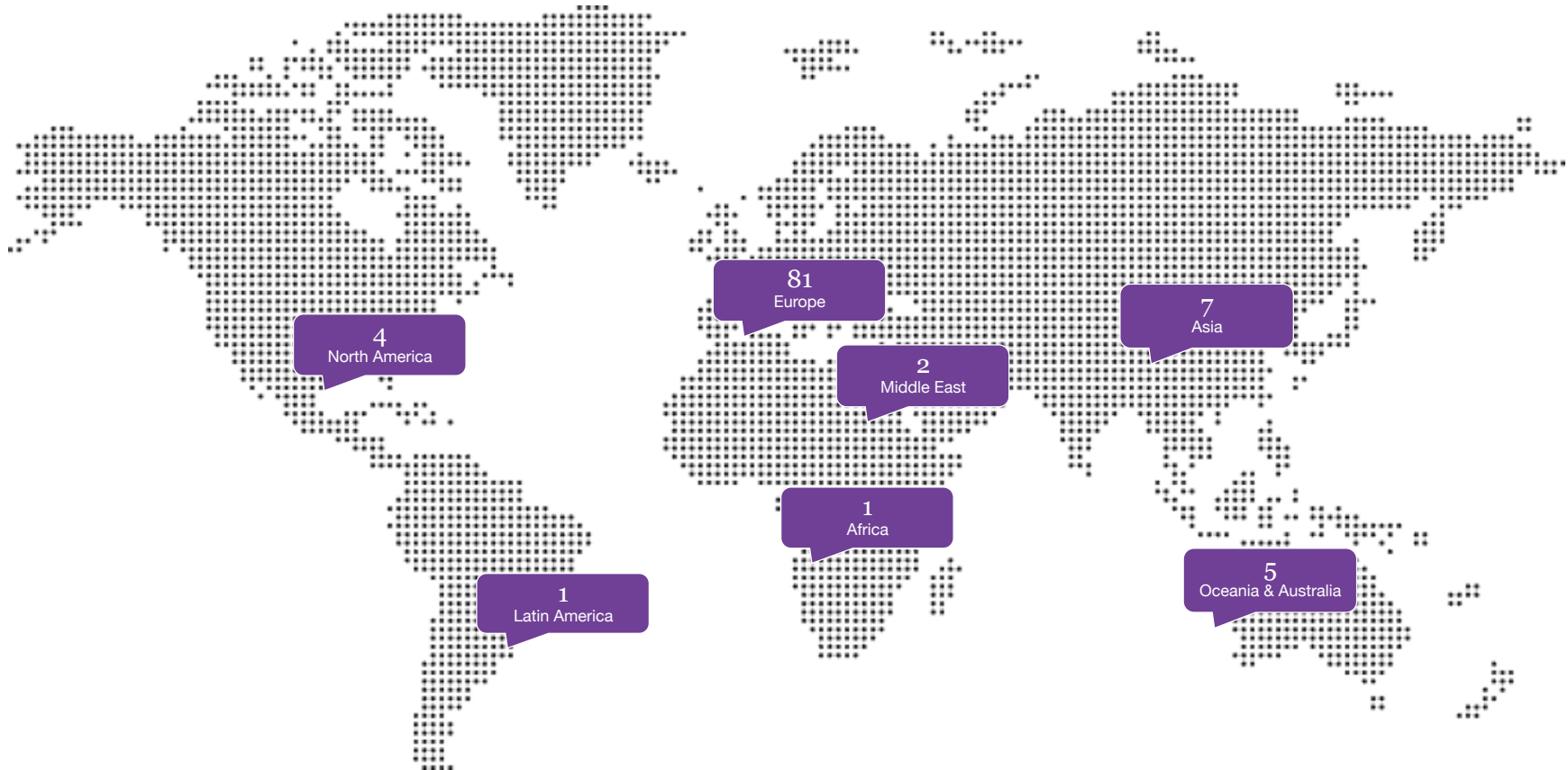
Premium programmes with credible internationalisation, strong corporate links, convincing academic rigour and well-functioning quality assurance

offered by

1. high-profile institutions with excellent flagship programmes
2. institutions on a credible path towards institutional accreditation
3. institutions structurally not qualifying for EQUIS (e.g. faculty too small)
4. non-Business Schools offering management-related programmes (e.g. Schools of Public Management, Schools of Law, Schools of Public Health)



EPAS Accreditations



101 accredited programmes across 35 countries

EPAS Update

- 101 Programmes from 73 institutions in 35 countries are currently accredited by EPAS
 - 19 Programmes from institutions outside Europe
 - 70 Programmes accredited for 3 years, 31 accredited for 5 years
- 24 Peer Review Visits scheduled in 2016
 - 32 Programmes to be reviewed
 - 11 Programmes for initial review, 21 Programmes for re-accreditation
- 30 new Programmes formally in the pipeline
 - 8 Programmes from institutions outside Europe
- Stable inflow of 10-15 new applications per year
- 2016 EPAS documents include the new Advisory Service

Key EPAS Eligibility Criteria (1)

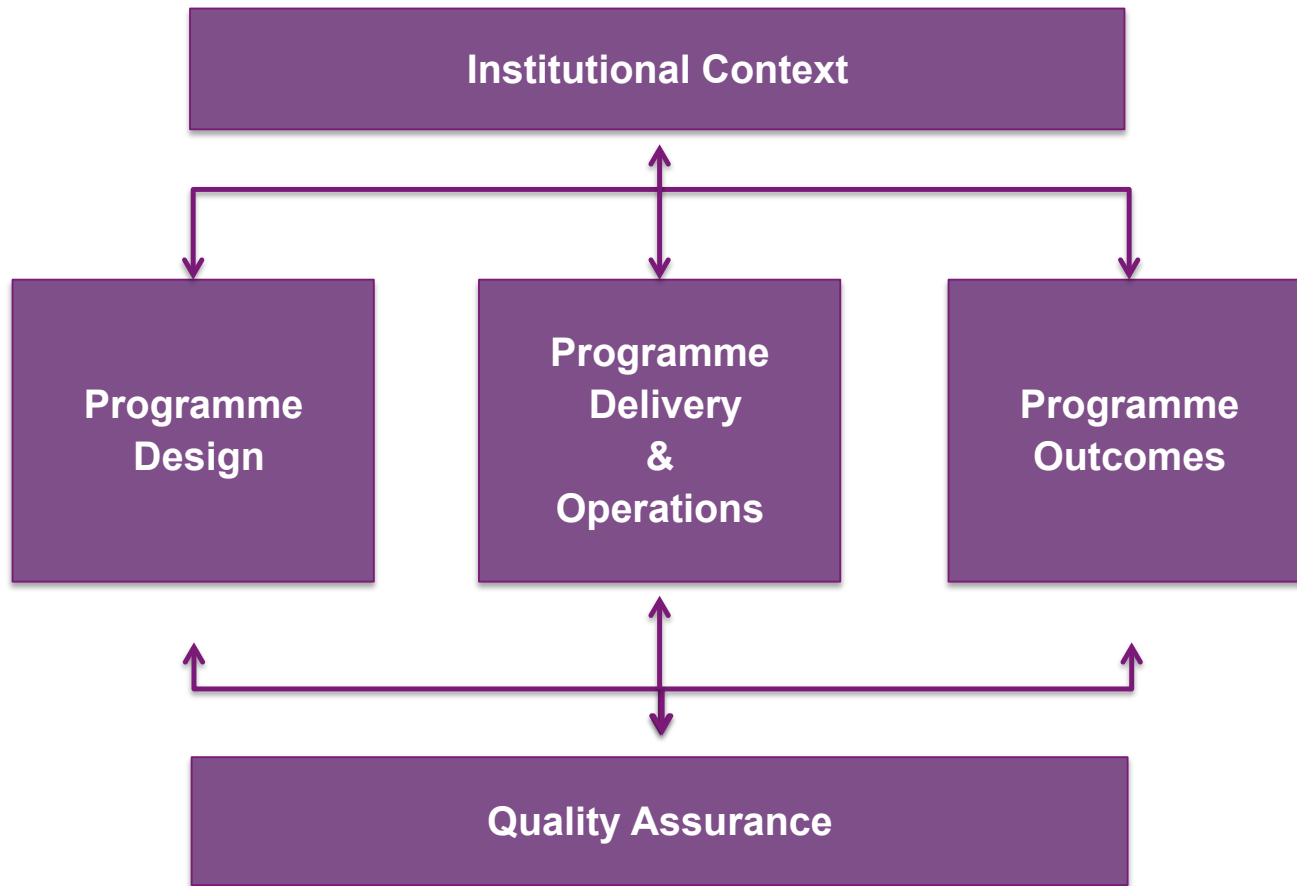
- Scope
 - EFMD member
 - Not EQUIS accredited
 - Programmes granting a higher education degree
 - Programmes in business, management or related areas
- Institution with strong national/international reputation
- Institution in operation for at least 5 years



Key EPAS Eligibility Criteria (2)

- Evidence of international perspective and academic rigour at the programme level
- Minimum intake per cohort of 25 for general management programmes (and 20 for specialised programmes)
- 3 cohorts graduated already (with at least 60 graduates total)
- Likelihood to meet the EPAS Standards and Criteria within 2 years

EPAS Accreditation Criteria



“ EFMD acts as a catalyst to promote and enhance excellence in management development internationally”

THANK YOU