EFMD GN Deans Across Frontiers
An Assessment and Mentoring System for Business Schools

2020 EDAF - ASSESSMENT CRITERIA
EDAF Assessment Criteria

Adding Value through Partnership

Document Version 2020

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Introduction

EFMD GN Deans Across Frontiers (EDAF) is designed as an assessment and mentoring system to help business schools to improve and to progress to the highest level of quality that they could achieve, including the eventual possibility of international accreditation. The system is based upon an initial assessment of the current position of the School and its activities by an international Peer Advisory Team (PAT). The resulting Peer Advisory Report (PAR) should then serve as the basis for a two to three-year mentoring period normally carried out by a member of the PAT (the Mentor). During the mentoring period, the School will work towards agreed development objectives to improve various aspects of the institution following one of two pathways: Institutional Development (Path A) or Bridging the Gap towards Accreditation (Path B). The EDAF system is fully described in the EDAF Process Manual.

The EDAF system is focussed on institutions and these are defined as the organisational units which provide business and management education. The organisational unit, whatever its name and status in its particular context, will be referred to as ‘the School’ or ‘the Business School’ in all EDAF documents. This unit may, in some cases, be a free-standing business school and, in others, the unit may be part of a wider institution, usually a university, of which it is a faculty, school or department, depending on the organisation of the parent institution.

EDAF has been designed as an international assessment and mentoring system rather than one rooted in any particular national system. It aims to take into account the great diversity of national cultures and educational systems around the world. It is, therefore, essential for the Peer Advisory Team and the Mentor to have an understanding of the local context. Furthermore, it aims to form a partnership between the Team and Mentor and the EDAF School. The essence is for all parties to work together in a spirit of honesty and openness in pursuit of quality improvement. Members of the PAT will also endeavour to open up partnerships with the wider world.

The greatest value to be gained from the EDAF process will only come from the School analysing and reflecting on its strategy and operations. This document sets out the EDAF Assessment Criteria which should be used to assess the current position of the School. It will also be used by the Peer Advisory Team as a basis for their questions during the Peer Advisory Visit. Providing as much detail as possible in terms of these criteria will help to ensure that maximum value is obtained from the process.

In preparation for the visit to the School by the PAT, the School is expected to prepare a Self-Assessment Report (SAR) which should address the assessment criteria. The purpose of this Assessment Criteria document is therefore threefold:

a) to set an aspiration level of quality for schools to aim to achieve,
b) to provide a description of the assessment criteria for EDAF,
c) to give guidance to Schools in preparing their Self-Assessment Report.
The Deans Across Frontiers Framework

The EDAF framework views the School as a wheel with a hub containing the Senior Management Team (SMT) who develop and implement strategy and who coordinate a number of interlinked activity spokes. The hub and spokes are located within the rim which is the environmental context.

The School's activity areas are the spokes of the wheel and these represent the implementation of the strategy developed by the Senior Management Team and also the School's operations within the environmental rim. The diagonal axes are major links but they also interact with the other axes:

<table>
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<th>Management and Resources</th>
<th>and</th>
<th>External Linkages</th>
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The environmental context may be taken as a given but which should be fully understood by the Senior Management Team. The context is not part of the quality assessment process. The six spokes are aspects of the School's activities or operations which can be influenced by senior management decision-making and actions and by the strategy. The quality status of these activities is assessable and links ultimately to the overall perceived quality of the School.
Each of the components of the wheel is explained in their own chapters. Chapters 1 to 9 consider a wide range of aspects that should or could be present in a good quality school, i.e. the aspirational purpose of the document.

**Chapters 1-7** cover the School’s environment and its operational activities. These will be assessed and presented in the Peer Advisory Report (PAR) in which advice will be given on areas that could be developed further. The Environmental Context is not assessed but it is necessary to explain it in Chapter 1. Chapters 2 to 7 cover the spokes of the wheel, i.e. the controllable activities or operations of the School and these will be assessed for quality.

<table>
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**Chapters 8-10** cover the Strategy Development and Financial Resources, the qualities and processes of the Senior Management Team, an overview of the School’s current strengths and weaknesses, its opportunities and threats, and the key questions related to areas on which it is particularly seeking advice from the Peer Advisory Team and the Mentor.

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Each chapter begins with an Introduction setting out the rationale (or ‘philosophy’) of the EDAF approach in order to help schools to better understand the criteria that follow. The next section entitled “The Assessment Criteria” lists the EDAF assessment criteria, which have been grouped into a number of ‘key areas’.

The key areas have been kept to a small number and are very broadly defined such that it should be possible for any School to respond to them. However, those schools that wish to give more detailed responses should also use the **Supplement to the EDAF Assessment Criteria** (EDAF Process Manual **Annex 5**) as a reference in which the key areas have been expanded with the shaded bullet points and questions to indicate the kind of detail required for accreditation. These have been designed to help the School to consider and assess its current stage of development more deeply. The more detail that a School can provide will enrich the assessment and mentoring process. Finally, in the Supplement, the key areas and associated detail questions (in shaded boxes) are also a detailed guide to the Peer Advisors as to what questions to ask and how to assess the School and its activities.

A self-assessment of the School is to be written in the Self-Assessment Report for the external Peer Advisors to use as the basis for their visit to the School. In summary, the SAR should address:

> **“What have we achieved so far, where are we now, what resources do we have and how are we constrained, and finally what are our aspirations and so where are we going and how are we going to get there?”**
The main purpose of EDAF is to help schools to answer these questions and to help them to achieve their goals.

Writing the Self-Assessment Report

The School should write their SAR using both the Contents list of this document and the Institutional Development Profile (see EDAF Process Manual, Annex 10) as a template. The EDAF process is open to any school and the EDAF Assessment Criteria have been written to cover a wide spectrum of schools. It is accepted that many of these EDAF Assessment Criteria cannot yet be achieved but this document should be treated as aspirational. Schools should be able to assess where they are currently positioned and then use these criteria as a basis for future development. Wherever schools lie on the development spectrum, they should write their Self-Assessment Report addressing those aspects that are currently relevant to them. In other words, not all areas need to be addressed. Naturally any gaps will tend to identify themselves as areas in need of further development.

In writing the SAR, the School should use the square bullet points (■) in each of the criteria sections as a guide to what to describe, explain, summarise, analyse, assess and so on. There is a Supplement to the EDAF Assessment Criteria (EDAF Process Manual, Annex 5) which gives fuller descriptions of some of these square bullets which are marked with ❶.

To aid in the preparation of supporting documents and statistics, in each chapter there is a section indicating the material that should be included in the Self-Assessment Report and a section indicating the material that should be made available in the digital or physical Base Room1 during the Peer Advisory Visit (see also EDAF Process Manual, Annexes 6 and 7). In some cases, there is a section entitled “Notes” in which definitions or explanations are provided. The length of the SAR is likely to be at least 50 pages but should not exceed 120 pages including annexes.

It is recommended that schools establish a project team to write the SAR such that different chapters are delegated to the most appropriate people. Key sections will probably need to be written by senior faculty but much of the required data should normally be assembled by administrative staff. The final SAR document should be edited by one person to ensure a consistent style and approach. Since the process of writing the SAR should entail considerable internal strategic discussion, it is likely that the SAR process will take at least 6 months which implies a time frame of at least 9 months from the date of Eligibility to join the EDAF process to the date of the Peer Advisory Visit.

Since EDAF is a mentoring and not an accreditation process (but may lead to an accreditation process at a later stage via Pathway B), maximum value will be obtained from the Self-Assessment Report and the Peer Advisory Visit by being reflective, open and honest in writing each chapter. It is therefore not necessary or desirable to write the SAR as a sales document or to hide any less good aspects of the School. The aim is for the Advisors and Mentor to fully understand the School and the issues on which it seeks advice. The quality of that advice will be directly linked to the quality of information supplied by the School. It should be noted that, as a condition of being an Advisor or Mentor, the individuals concerned have agreed complete confidentially

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1 For further details on the Base Room, see EDAF Process Manual, chapter C, section 3, item 2.4.
outside the School and the EDAF process. There is therefore no reason not to be open with the PAT.

Finally, the EDAF Team is available to offer advice on completing the SAR. Please contact the Team at: edaf@efmdglobal.org
Chapter 1: Environmental Context

Introduction

The purpose of this first chapter is to situate the School within the national and international context in which it operates. The chapter is crucial for two reasons: first of all, it should provide the Peer Advisors, who will not all be familiar with the national environment, with a concise, but comprehensive, summary of the School’s position in its home country context. Secondly, the School should be able to demonstrate that it has a full awareness of its operating environment as a basis for developing a coherent strategy towards the national and international markets for its programmes and services.

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

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

Finally, this chapter should explain the external governance structure for the School. Most schools are “owned” by a higher-level body which exercises strategic control over the School in terms of academic activities and resources. The degree of control defines the extent of the autonomy available to the internal management of the School and therefore their ability to manage the School strategically. Conversely some schools are privately owned and operated and are therefore strategically managed by their own Board, which is independent of other bodies other than regulatory oversight by Government agencies. The internal management of such schools is likely to have a greater degree of autonomy.

The key areas are:

a) The environment

b) Institutional status

c) External governance

a) The environment

- Provide general information on the political, economic and social environment which is pertinent to the School’s operations.

- Provide general information on the higher educational environment in which the School operates.

- Describe briefly the history of the School since its creation.

- Provide a description of the School’s markets and competition:
  - The national market for higher education in business and management and the nature of the competition within the national system.
  - The regional and international markets and competition.
b) Institutional status

- Provide a clear explanation of the School’s legal status and affiliation within its national system. Hence identify the key factors which underpin the School’s recognition and legitimacy within its own national context. ①

c) External governance

- Describe the formal mechanisms through which the School is externally governed, either by the governance system of the parent university, by a governing body in the case of a free-standing business school with no university affiliation, or by the Government. ①

- Identify the School’s principal stakeholders and assess their impact on major issues such as strategic planning, autonomy and funding. ①

- Describe the interface between the external governance system and the School’s internal management system. ①

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

- History of the School: a one-page summary table illustrating the evolution and key events in the development of the School, e.g. main events, creation of programmes, creation of research centres, establishment of major partnerships, opening new facilities and premises, etc.

- Organisation Chart showing reporting lines for external governance

- List of members in the School’s Governing Body and/or Advisory Board (indicating name, position, organisation, nationality, year of appointment)
Chapter 2: Management and Resources

Introduction

Since EDAF assesses the whole School and examines all its activities, the effectiveness of the internal management and decision-making processes is an issue of paramount importance. The School should operate with reasonable decision-making autonomy in setting its own path for future development, establishing its portfolio of programmes, and management of its resources.

The activities of the School should be guided by its strategy which should be shared and accepted by all the stakeholders, but especially faculty and other staff. That strategy should have been inspired by the School's mission, vision and values (see Notes at the end of this chapter). Furthermore, stakeholders should understand the School's positioning, and its strategic direction, that is, its plans and how they will be achieved. Note that a fuller description of the strategic planning process should be given in Chapter 8.

The Self-Assessment Report should then provide a description of the internal management structure and operational processes, including those for quality assurance and performance management. It is expected that the School's major stakeholders, and in particular its students, should be involved in many of these processes.

In EDAF, the School’s human resources are defined for simplicity as faculty (academic teaching and research staff) and administrative (including management) or other staff. In many schools the differentiation may not be clear cut since academic staff often hold managerial positions as well and vice versa, e.g. Deans and Vice or Associate Deans and programme directors. Since the roles of faculty and administrative staff are so different, it is usual for there to be significant differences in the management processes and policies for the two categories. However, in both cases the Human Resource Management policies and processes should have been developed as a framework to provide open and transparent management of faculty and staff. The management of faculty is included within Chapter 6 while this chapter considers the overall sufficiency and quality of the School’s administrative services and staff who support the academic functions and other services within the School.

This Chapter should also include a description of the School’s other resources and facilities and should explain how these are managed so as to achieve its overall goals. The physical facilities should provide an appropriate learning environment for the students and participants in the School’s various programmes. The requirements for undergraduate students are normally very different from those for an MBA cohort or for executive education participants. The basic principle is that the physical facilities in terms of auditoriums, classrooms, breakout rooms, social space, etc. should be sufficient to support the particular pedagogical approach in each programme. It is usually the case that MBA programmes and executive education activities will require dedicated facilities.

Appropriate office space and research facilities should be provided for the faculty in support of their various roles within the School. The School should be adequately equipped with library/documentation services providing access to books, periodicals and electronic databases backed up by the appropriate information systems. If possible, the School should have an e-learning platform for internal and external communication.
and for interactive learning and it should also provide a help service for students and faculty.

EDAF will review in Chapter 8 the sufficiency of the School's financial resources and essentially the financial viability of the School and the adequacy of these resources in line with its strategic ambitions. However, in this Chapter the School should be able to demonstrate that its management accounting and reporting processes (i.e. the supporting budgetary and financial management systems) contribute to operational effectiveness by providing transparent information about revenues, costs and contribution of each programme or other activity.

The Assessment Criteria

The key areas are:

a) School’s positioning and plans
b) Internal management structure and systems
c) Institutional performance management and quality assurance
d) Administrative services and staff
e) Human resource management
f) Facilities and the learning environment
g) Financial management systems

a) School’s positioning and plans

This section is designed to establish in broad terms the stakeholders’ understanding of the current strategic context of the School.

Briefly describe or explain:

- The School's mission, vision and values. To what extent do the School’s stakeholders have a clear understanding of them?

- The School’s current competitive position in its various markets and its ability to satisfy the expectations of its various stakeholders.

- The School’s current established directions in terms of its stated medium-term goals and the extent to which these are instrumental in achieving the vision.

- The broad plans for the coming years and how are these related to the School goals. The extent to which they are shared and understood by the School's stakeholders.

- How shorter-term operational plans link to the strategy and how progress towards the achievement of the stated objectives is measured.

- The extent to which the School values, incorporates and promotes a positive approach towards Ethics, Social Responsibility and Sustainability (ERS). 🌍
b) Internal management structure and systems

- Describe how the School is internally managed. Illustrate this with diagrams showing the organisation and management structures and decision-making processes including the structure of boards and committees. Assess these in terms of their effectiveness in contributing to the overall strategy and their efficiency in operational activities.

(c) Institutional performance management and quality assurance

Briefly describe or explain:

- The processes and indicators used to monitor overall performance.
- Any existing formal mechanisms for internal quality assurance at institutional (not programme) level.
- The ways in which stakeholders are involved in quality assurance.

(d) Administrative services and staff

- Describe the organisation and management of the support services (e.g. programme support, marketing, finance and accounting, buildings and grounds, documentation centre, computer service, etc.).

(e) Human resource management

Describe or explain:

- How the HRM function is structured and operates within the School.
- The School’s HRM strategy and its policies for the management of both academic faculty members and other staff.
- How relevant routine personnel operations are organised and evaluate their effectiveness.

(f) Facilities and the learning environment

Describe or explain:

- The educational facilities: auditoriums, classrooms, breakout rooms, individual workstations, and social areas for students. Identify any premises shared with other parts of the host Institution (if appropriate) and explain the allocation system.
- The office and other facilities available to faculty, administrative and other staff.
The processes for the management of physical resources within the School.

The library and documentation services provided on- and off-site (documentation centre, library, databases, research facilities, etc.). Describe any special relationships with external libraries (including that of the parent institution/university) and research institutions.

The facilities available: hardware, software, intranet, e-learning platforms, open-access computer rooms, help services, Internet access, etc.

g) Financial management systems

Describe the School’s internal financial control and budgetary systems.

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

- Internal Organisation Chart showing reporting lines
- Internal Management Structure diagram, if different from the organisation structure
- Chart showing the internal Committees structure

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

- Documents describing the School’s strategic plans and related policies (if possible in English)
- Any relevant policy and procedure documents that have been developed to support the implementation of the strategic plans
- Any current operational plans with associated timelines
- HRM strategy and policies (e.g. Staff Handbook, New Employees’ Induction Pack)
- Information distributed to students explaining the documentation facilities and services available (e.g. texts and articles in the national language and in English)

Notes

1. Mission

EDAF defines ‘mission’ as the role for which the School was created or is currently mandated to fulfil. It derives, for example, from its status as part of a public university or as a private business school founded to serve a corporate market. The mission answers the questions: ‘Why does the School exist? What is it for? What does it do?’
2. Vision
EDAF defines the term ‘vision’ as the way the School would like to position itself in the future (maybe in the next 5 to 10 years). The term encompasses the School’s ambition as it projects itself into the future. It is a dynamic concept, expressing a willingness to take up challenges. However, it is not expressed as a detailed set of objectives, but rather as one or two simple, but powerful ideas.

3. Strategy
It is the role of the strategy to plan out the route towards realising the vision but within the scope of the mission. The School should have developed a formal strategy which will include clear and measurable (medium term) objectives, an action plan for achieving them and an estimate of the resources required (with sources) to implement the plan.
Chapter 3: External Linkages

Introduction

A business school cannot and should not operate in isolation from the external world. Since its function is to provide not only an intellectually rigorous education based on academic excellence but also to provide practical skills for a managerial career, it has a responsibility to ensure the professional relevance of its programmes. It is therefore necessary that the School be grounded in its external world. Its links are likely to be at local, national and possibly international levels and to encompass business and community needs.

It should be noted that, within EDAF, “connections with practice” refers to links with any organisation that needs to be managed, e.g. government and public sector organisations, NGOs, not-for-profit charities, private sector companies including multinationals, SMEs, professional firms, etc. Connections with practice will impact upon many dimensions of the School’s activities including the School’s overall strategic priorities, its system of governance, its definition of programme outcomes, its internship and career placement services, its faculty profile, its research agenda, and of course its executive education provision. EDAF recognises that the extent and intensity of the business interface will vary considerably between schools. An appropriate balance is expected between academic quality and managerial relevance related to the mission of the School. Special mention should be made of the executive education activity, if applicable.

An international perspective is important for business schools since the graduates will be operating in a global market place with shrinking communication boundaries. It is therefore essential that the learning processes develop not only understanding of international business and management theory and practice but also an inter-cultural approach to practice in an international context. However, EDAF recognises that internationalisation can take many forms and that the degree of internationalisation will vary considerably across a broad spectrum of activities. Very few schools can act independently of any particular national culture and have a student and faculty mix in which no one nationality dominates. Most schools have their roots in the mainstream of their national system of higher education. The main objective in their first degree or Bachelors and pre-experience Masters programmes is to ensure that the knowledge and skills imparted by their programmes are in line with the realities of management in their home country while recognising an internationally inter-dependent world. The challenge for them is to introduce a culture of internationalisation into their own national culture, without repudiating the latter.

The School should act as a catalyst for the development of the local or national business communities, as a forum for debate, and as a source of dissemination of new ideas and trends. It may also have international outreach in this area. The faculty should be encouraged to involve themselves in a range of activities that fall outside normal academic activity.

The School should have demonstrated in Chapter 2 that it has a clear understanding of its market position and the perceived value of its brand. It should be aware of its local, national and international (where relevant) competitors and of any product differentiation between them. In this chapter it should show how it developed a marketing plan with clear objectives and that it has sufficient resources to implement the plan. In addition, it should show how it develops and manages its external relations with its markets, its former students or alumni, the broader community, its connections...
with practice and its international affairs. These activities may be managed by different offices but the overall management structure should be explained.

**The Assessment Criteria**

The key areas are:

- a) Strategies and policies for developing external links
- b) Connections with practice
- c) Executive Education (if applicable)
- d) International links
- e) Community links
- f) Marketing
- g) Organisation structures and operations

**a) Strategies and policies for developing external links**

- Describe in general the School’s overall approach to making connections to its external community. ①

**b) Connections with practice**

Describe:

- The School’s strategy and policies for including a managerial dimension in its activities and the key processes used to manage the School’s links with the world of practice. ①
- The involvement of the world of practice in the School’s teaching activities. ①
- Any flows of funding from business sources in the investment and operational budgets.
- Any international features of the School’s relations with the world of practice.
- Any partnership with a hiring platform to facilitate/ensure the success of graduates in the labour market.

**c) Executive Education (if applicable)**

Describe or explain:

- How executive education fits into the School’s overall strategy. ①
- The School’s key areas of expertise in the area of executive education.
- The portfolio of programmes and services offered in the area of executive education and their rationale. ①
The School’s positioning in the national and international market for executive education.

The School’s marketing and sales approach for its executive education activities.

The School’s processes for selecting, managing and supporting the participants before, during and after training.

The design process for executive education programmes.

The faculty resources available for deployment in executive education programmes (core faculty – FT or PT, adjunct faculty, visiting faculty, etc.).

The delivery methods used in the School’s executive education programmes.

The School’s approach to the management of quality in its executive education activities and the associated processes for monitoring, evaluating and reviewing programmes.

The School’s international executive education activities.

d) International links

Describe or explain:

The School’s strategy and policies for incorporating an international perspective into its activities.

The current level of internationalisation as reflected in the profile of the faculty and of the student body, and in its programmes.

The School’s international activities outside its home country (exchange students abroad, faculty mobility, joint programmes, offshore operations, etc.), including its network of international academic partners.

e) Community links

Briefly describe or explain:

The role of the School in the local, national and international community.

The School’s overall contribution to the local and national environment, its role in developing the community and in acting as a catalyst for social initiatives.

The engagement of students in non-profit and/or humanitarian activities.

The School’s policy towards faculty participation in academic and professional organisations.
f) Marketing

Describe or explain:

■ The Marketing/Communication strategy and hence the mix of marketing and communication channels most commonly used by the School.\(^1\)

■ How the effectiveness of the Marketing/Communication activities overall is evaluated.\(^1\)

g) Organisation structures and operations

■ Describe how the external links (community affairs, business relations, executive education, international activities and marketing operations) are organised and managed.\(^1\)

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

- List of the School’s principal external/business partners indicating the nature of their relationships
- Statistical data on the executive education programmes offered over the past 3 years (if applicable)
- A list of the School’s key clients in the field of executive education in the past 3 years (if applicable)
- List of international academic partners showing the nature of relationship (e.g. student exchanges, faculty exchanges, research collaboration, joint programmes)
- Examples of community outreach activities
- Table showing the marketing budget for the current year and for the past 3 years
- Organisation structure diagram (if available) for all these functions

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

- Strategy and policy documents on external links
- Documents describing special projects related to the community
- Marketing strategy/plan
Chapter 4: Programmes

Introduction

Given the cultural diversity that exists at an international level, the aim of the EDAF process is not to establish a common norm for the design, content and delivery of programmes. EDAF respects national and local diversity in an international context, leaving responsibility for national issues to the appropriate local associations. Nonetheless, the movement towards increased convergence of national systems and greater compatibility between programmes is gathering speed around the world. For all schools, the international positioning of their programmes has become more important than in the past. EDAF therefore also aims to help schools to adapt their programmes to make them internationally compatible so as to facilitate the international “readability” of degrees and the mobility of students across academic borders.

In order to help schools make sense of the proliferation of degrees, especially those carrying the Masters label, EQUAL2 has drawn up a series of guidelines that may be useful in preparing the Self-Assessment Report (see “Guidelines & Position Papers – Supporting Material for the EQUIS and EPAS Accreditation Systems”, sections A to F3). In the case of the MBA for example, the guidelines are intended to set certain limits regarding the use of the label, excluding its use for pre-experience degrees.

The programme portfolio of the School should have developed in line with the needs of its external environment as well as taking account of its internal faculty expertise. The School should be able to demonstrate a rational balance between these two aspects. The external needs will help define target markets and target graduate profiles. Programmes should be designed so as to transform the expected student intake into the desired graduate output and the School should be able to demonstrate the processes which achieve this transformation.

In order to assess the effectiveness of the programme design, delivery and assessment processes, EDAF not only takes an overview of the programme portfolio and the management thereof but it also reviews one sample programme in depth as a check on the effectiveness of the management of the overall programme portfolio. The School should select one of its typical programmes in discussion with the EDAF Office, e.g. an undergraduate (Bachelor), a pre-experience postgraduate (e.g. generalist or specialist Master) or a post-experience postgraduate (MBA) programme. The overall portfolio and the ‘selected programme’ should therefore be described in the Self-Assessment Report and will then be assessed during the Peer Advisory Visit. During the Visit, there is an interview session for some faculty members who teach on the selected programme (see Faculty Interviews below).

This chapter on Programmes should be related to the next chapter on Students and Graduates and vice versa.

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

3 This document can be downloaded from the EPAS section on the EFMD website: https://efmdglobal.org/accreditations/business-schools/epas/epas-guides-documents/.
The Assessment Criteria

The key areas are:

a) The Programme portfolio
b) Programme design processes
c) Programme content
d) Intellectual and managerial skills acquisition
e) Programme delivery
f) Student assessment
g) International, business and societal relevance
h) Programme quality assurance
i) Sample or selected Programme

a) The Programme portfolio

Describe or explain:

■ The overall portfolio of programmes that the School currently offers (consistent with the latest Datasheet). ①

■ The School’s teaching and learning strategy for the development of its programme portfolio. Explain the School’s policy as regards the balance between programme offerings at different levels (undergraduate, Masters, MBA, doctoral, executive education).①

■ How the programme portfolio has changed over the past 5 years and plans for future programme creation or deletion, repositioning or development.

■ The School’s systems for managing its programmes.

b) Programme design processes

Describe or explain:

■ The process for designing programmes. Explain how the School ensures that programmes meet the needs of the market and of participants.①

■ The key changes in programme design that have occurred in the last 5 years, together with an identification of key problems in the resourcing or design of current programmes.①
c) Programme content

- For each broad programme (set)\(^4\), briefly describe:
  - The nature of the degree or qualification, its level of recognition in the national and international context, together with details of equivalencies to other qualifications (where appropriate).
  - The programme philosophy and rationale, key programme objectives and intended learning outcomes (ILOs).\(^1\)
  - The core content, options offered and the pedagogy adopted.

*d) Intellectual and managerial skills acquisition*

- Describe the means by which transferable intellectual skills (conceptualisation, analysis, critical thinking, communication, etc.) appropriate to higher education are integrated into the curricula. Schools should explain how the various learning and development outcomes for students are defined in their different programmes.\(^1\)

- Summarise the key managerial skills (team work, interpersonal skills, presentation skills, project management, leadership skills, etc.) which the School promotes in students and the methods it uses to achieve them. Discuss the role of practical work, internships and projects in developing these skills.\(^1\)

*e) Programme delivery*

Describe or explain:

- The teaching methods currently used in programme delivery (lectures, case studies, business games, group work, project-based learning, tutorials, etc.) and the School’s policy as regards teaching innovation and the use of new technologies in the educational process.\(^1\)

- The main constraints which limit the range or scope of teaching methods and materials employed in the School's programmes.

- Processes for the allocation of faculty to programmes.

- The mechanisms for maintaining quality control of teaching and learning on a continuous basis. Explain how the criteria and processes used to monitor programme quality relate to the programme objectives.

*f) Student assessment*

- Describe the assessment systems for monitoring and grading students’ work and progression through the programme.\(^1\)

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\(^4\)For a definition of Programme Sets, Programme Objectives and Intended Learning Outcomes: see the Notes at the end of this chapter.
■ Demonstrate that the quality of the students’ work is appropriate to the level of the programmes and meets international degree standards.

**g) International, business and societal relevance**

Describe or explain:

■ How the School’s programmes include an intercultural perspective.

■ The opportunities for international cross-cultural learning between students on the programmes, e.g. international student enrolment and opportunities for student exchange.

■ How the School’s programmes include a business perspective.

■ The extent to which programmes integrate the current challenges in business and society such as Global Responsibility and Sustainable Development and the necessity to develop socially responsible managers.

**h) Programme quality assurance**

Describe or explain:

■ The institutional systems designed to ensure the delivery of high-quality programmes that meet international standards.

■ The processes for the periodic review of programmes.

■ The processes for the evaluation of standards of teaching and assessment.

■ The evidence for satisfaction on the part of key stakeholder groups with regard to programme design, content and delivery, and standards.

**i) Sample or selected programme**

■ The selected programme will be reviewed in depth as an indicator of how well the systems work across all programmes. More detail is therefore required for this programme in the Self-Assessment Report and in the Base Room. For the Schools pursuing the Pathway B: Bridging the Gap, in particular towards EFMD Programme Accreditation (formerly known as EPAS), the selected programme should be the one aiming for EFMD Programme Accreditation. The review will cover components b) to h) above, namely:

  - Programme design processes
  - Programme content
  - Intellectual and managerial skills acquisition
  - Programme delivery
  - Student assessment
  - International, business and societal relevance
  - Programme quality assurance
Supporting Information and Documents to be provided in the Self-Assessment Report

- A table indicating international student enrolment, if relevant, in the School's various programmes over the past 3 years
- A table indicating student exchange flows in the School's various programmes over the past 3 years including names of key international partner schools
- A table showing the take up by students of the opportunities for live project work, internships and placements with business partners over the past 3 years

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

General Programme Portfolio

- Teaching and Learning strategy (provide any formal documents that may exist)
- Brochures and other general descriptions for each degree programme
- Course catalogue or list of courses in each programme, including brief descriptions of the aims and objectives
- Documents describing the overall assessment regime and grading system
- Evaluation questionnaires
- Code of Ethical Conduct or similar document

Selected Programme

The term 'selected programme' refers to the programme chosen for more intensive assessment during the Peer Advisory Visit (see the final paragraph of the Introduction above).

For this programme, the documents listed below should be made available in the Base Room, either in hard copy or electronically.

- Documents setting out the rationale and structure of the programme including overall objectives and Intended Learning Outcomes (preferably in English)
- Details of each course in the programme including Intended Learning Outcomes and syllabi
- Descriptions of the assessment regime and grading system (preferably in English)
- Access to online material regarding course organisation and delivery
- Teaching evaluations (summary) by students for each core course and elective courses
- Learning materials and student work: there should be one course for each faculty member selected for interview by the Peer Advisory Team (see Faculty Interviews below)

Learning materials should be provided for each of the selected courses to include the course notes, slides or handouts, case studies, textbooks, journal readings.
Student work should be sampled based on mark or grade schedules or distributions (list of student names with marks or grades) within the selected courses. Note that mark schedules must be provided for each of the selected courses. For each of the courses selected above, the following student work should be provided:

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

A sample of 6 graded final dissertations or internship reports (as appropriate, e.g. Masters theses or first degree “stage” reports) should also be provided, with the 2 highest marks and the 2 lowest marks and 2 with mid-level marks.

**Faculty Interviews**

In order to better understand the teaching ethos and processes for the selected programme, the EDAF process aims to link the Base Room teaching materials and samples of student work directly to the faculty selected for interview by the Peer Advisory Team. The Institution should select a maximum of 8 faculty for interview on the basis of:

- providing broad subject coverage within the programme
- faculty with major teaching contributions to the programme
- a mix of senior and junior faculty
- a gender and age balance and
- faculty with good English language skills (as far as possible)

Summary teaching evaluations should be provided for all faculty teaching on the programme, highlighting those for the faculty selected for interview. It should be noted that even for programmes primarily delivered by visiting faculty, it is expected that such faculty are available for interview in person. **Interviews will normally not be held by tele- or video conference.** This may therefore mean that the Peer Advisory Visit should be scheduled to coincide with visits by such faculty for programme committee meetings, for example.

Prior to the meeting with the selected faculty, the PAT will have reviewed in the Base Room the teaching materials and course work of the selected faculty sample in order to provide an informed basis for discussion of teaching and assessment methods. In turn this will assist the PAT to evaluate the programme and course structures, academic depth of the programme, the teaching methods used and the appropriateness of the assessment regime.

**Notes**

1. All degree programmes should be included for assessment in this chapter, including those offered to corporate markets such as the EMBA or in-company MBAs.
2. “Certification” programmes, i.e. programmes offered to continuing education and corporate markets, should not be included since these awards are not recognised university-level degrees and have no official recognition outside the School itself. These programmes should be described in Chapter 3 on External Linkages.

3. Schools are invited to refer to the EFMD Programme Accreditation (formerly known as EPAS) criteria, which may be of help in preparing this chapter (available from the EFMD website\(^5\) or from the Quality Services Office).

4. Please refer to the document “EQUAL Guidelines on Collaborative Provision” in cases where the School offers its programmes in other locations outside its main campus in collaboration with other schools (see “Guidelines & Position Papers – Supporting Material for the EQUIS and EFMD Programme Accreditation Systems”, section F\(^6\)).

5. In all EDAF documents, ‘programme’ refers to a structured period of study, usually for a duration of one or more years, leading to a degree qualification as in ‘MBA programme’, ‘undergraduate programme’, ‘Masters programme’, etc. The term ‘programme set’ refers to a suite of programmes which have a common core (at least 40% of all taught courses) but different named or specialist pathways with different degree titles.

6. The term ‘course’ refers to a single unit of study in a particular subject within the programme as in ‘Marketing course’ or ‘Finance course’. Each course is usually assessed separately and leads to a grade and a pre-established number of credits.

7. The term ‘module’ is sometimes synonymous with ‘course’ and sometimes is used to refer to an organised sequence within a course. In this sense, a course may be structured as a series of modules.

8. In the case of more loosely organised programmes that may not have a strict course structure, the term ‘module’ may refer to short sequences focusing on a particular topic. For example, an Executive MBA programme may be organised into a series of one to three-week modules over a period of two years.

9. It is useful to distinguish ‘programme objectives’ and ‘intended learning outcomes’.
   - The programme objectives are general in nature, covering, for example the target market, the profile of students to be recruited, the jobs for which students are to be prepared.
   - The intended learning outcomes or ILOs are more specific and relate to what students are expected to know, what they are expected to be able to do, and how they are expected to behave.

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\(^6\) This document can be downloaded from the EFMD website.
Chapter 5: Students and Graduates

Introduction

In this chapter, the assessment will address a range of issues regarding the School’s management of its student population and other programme participants. The chapter covers the target markets, the School’s selection processes, the quality of the students enrolled, the monitoring of students’ progression during their studies, the support services for students in need of guidance, the career placement services, graduate career progression and the alumni association. This chapter should be related to the chapter on Programmes.

EDAF recognises that selection for admission is not always possible, for example in many public universities in Europe. In these cases, the School should be able to show that high standards for progression through the programmes and for graduation at their end will compensate for the absence of selectivity upon entry. The assessment of quality of the student body also encompasses students’ motivation, commitment and seriousness of purpose for their programme of studies.

The School should be able to demonstrate that it is successfully preparing students for potential careers in management. While it is desirable that the School is able to attract students from other countries, it is also important that home country students should be open to international experience and have exposure to an international learning environment, including opportunities for study abroad.

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

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

There is an expectation that the School will educate its students to act ethically in their professional lives. Values such as integrity, respect for others, socially responsible action, and service to society should be an integral part of the personal development agenda.
In summary, business and management education institutions play a key role in developing personal awareness and the appropriate attitudes, values, skills and behaviours to equip students in their professional lives as managers. Schools should be able to demonstrate a concern for the type of managers they are trying to educate, backed by suitable processes for helping students to manage meaningful change, to direct their energies and personal skills, and to define their own future. As a consequence, the educational experience organised by the School should go much beyond classroom instruction and provide students with structured and monitored opportunities to develop the personal and professional qualities that have been defined as learning outcomes.

**The Assessment Criteria**

The key areas are:

- a) Target profiles and criteria for selection
- b) Preparation for study and progression
- c) Support and counselling services
- d) Personal and professional development
- e) Graduate quality and career placement/support
- f) Alumni relations
- g) Students on the Selected Programme

**a) Target profiles and criteria for selection**

Describe or explain:

- The target markets and profiles (e.g. age, entry qualifications, work experience) for incoming students in the School’s various programmes (or programme sets).

- The target profile for graduating students in terms of knowledge, values, managerial skills, professional competences, and entry level into corporate employment.

- The selection processes. Show how these relate to the objectives set for the School’s different programmes. Describe the results of the selection for the different programmes, including the number of applications, the number of students to whom a place was offered, and the number of students effectively enrolled for each of the past 3 years.

- How the School ensures the quality of its graduating students in cases where selection upon entry is not possible.

- The current student population in terms of origin, previous study, age and gender. For post-experience programmes such as the MBA, indicate the number of years of professional experience before admission. This information should be presented in a table with statistics for the past 3 years. Assess whether this student mix is in line with the School’s strategic objectives.

- The mechanisms in place to ensure that socially disadvantaged students have access to the School’s programmes.
b) Preparation for study and progression

- Describe the processes used to prepare students in advance of their entry into their course of study. ①

- Provide a summary, for each of the main programmes, of progression, completion, failure and drop-out rates. This should be accompanied by an explanation of these trends and the actions taken to respond to them. ①

c) Support and counselling services

- Describe the processes used to provide learning support for students throughout their courses. ①

d) Personal and professional development

- Identify the processes by which the School helps students to develop both personally and professionally. ①

- Explain the role of any special techniques and tools in diagnosing the personal qualities of individual students. ①
e) Graduate quality and career placement/support

- Provide clear statistics on the employment of graduates. ①

- Describe the arrangements for career development support on campus and for the alumni. ①

f) Alumni relations

- Describe the way in which the School maintains and utilises contacts with its former students. ①
g) Students on the selected programme

- Show how all the above issues are applied to the Selected Programme described in the previous chapter on Programmes.
Supporting Information and Documents to be provided in the Self-Assessment Report

➢ A table providing for each programme the statistical information over the past 3 years about the selection and admissions process (applications, offers, acceptances, enrolment, full-time equivalent in the case of part-time students)

➢ A table for each programme showing annual progression rates, dropout rates and graduation rates (as % of initial entry)

➢ A table showing graduate employment statistics for past 5 years including a list of major employers

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

➢ Documents relating to the selection process: information packs, application forms, interview reports, test material, process documents, etc.

➢ Guidance documents for incoming international students, where applicable

➢ A table showing the profile of each student entry cohort within the School’s degree programmes (previous study, age, gender, percentage of international students, etc.). Indicate also the average number of years of professional experience for MBAs.
Chapter 6: Faculty

Introduction

A key requirement for the development of a School is the existence of a permanent core faculty, defined as academic staff for whom the School is the principal employer. This definition excludes members of other schools employed on a part-time basis or other part-time teaching staff. There should be a sufficient number of core faculty to cover the major disciplines within business and management education. Ideally there should be 10 or significantly more. These faculty members are the core group that ensures the continuity of the School, embodies its traditions and values, builds up its distinctive expertise through research and programme innovation, and makes its reputation in the outside world. They constitute the academic centre of the School which can interact with and coordinate the activities of other part-time teachers.

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

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

Again, the profile of the faculty will depend on the mix of activities. A School with a primary focus on executive education will require a quite different faculty skills profile from a School that mainly offers full-time degree programmes. Success in developing the School will depend to a large extent on the School's ability to adjust the size and composition of the faculty in line with its strategic objectives.

Effective faculty management is a crucial function within management education institutions. There should be processes in place for the recruitment, deployment, evaluation and development of the faculty. Workloads should allow a reasonable balance between teaching, intellectual activity (e.g. research), and internal responsibilities such as programme management and development. Ideally there should be an HR strategy, including a faculty development plan, linked to the strategic agenda and supported by an adequate budget.

This chapter should be related to the next chapter on faculty’s Intellectual Activity and vice versa.
The Assessment Criteria

The key areas are:

a) Faculty size, qualifications and composition

b) Faculty management

c) External links

a) Faculty size, qualifications and composition

Describe or explain:

- The current core faculty as defined above and assess the sufficiency of the size and mix of the faculty to fulfil the School’s strategic objectives. Include the following information:①
  - The number of faculty members holding degrees, e.g. first degree (Bachelors), Masters, Doctorates (PhD or DBA)
  - The number of faculty members currently working towards a doctoral degree
  - The organisation of the faculty (departments, chairs, professorial ranks)
  - The distribution of the faculty by subject speciality or departments
  - The age distribution of the faculty
  - The gender mix of the faculty
  - The distribution of the faculty by nationality
  - The flows of new appointments and departures over the past five years

*Much of this information can be presented in the supporting documents in the SAR or the Base Room.*

- The impact of the national environment, if relevant, on the organisation of the faculty (civil servant status, promotion procedures, tenure, career tracks, remuneration, work permits for foreigners, etc.).

- The non-core, adjunct or part-time teaching resources available. Use a similar breakdown to that provided for core faculty.①

- The School’s current deployment of teaching resources, including both core faculty and non-core faculty, within its different programmes.①

b) Faculty management

Describe or explain:

- The management processes governing the operation of the faculty and assess their effectiveness. In particular, address the issues of academic workload management.①

- The current policy and practice regarding the recruitment, induction, review and promotion of faculty members.①
The current policy for the development of faculty and explain how this supports the strategic plan for the School.①

The strategic plan (in brief) for the future development of the faculty. Identify the key priorities for the future and the budgets involved.

c) External links

Describe or explain:

- The international dimension of the faculty.①
- The nature of the links between the faculty and the world of practice (through consulting, executive education, Board membership, etc.).①

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

- A summary list of the core faculty indicating: name, academic rank, highest degree, where degree obtained, nationality, subject area, date of appointment, percentage of full-time engagement in the case of contracts that are less than full time (i.e. 75%, 50%, etc.)
- A table showing faculty staffing levels over the past 5 years, including the number of new appointments and the number of departures for each year, with a breakdown by category or rank
- Distribution of the core faculty by academic department when appropriate
- A table setting out for the current year the key statistics for the faculty (gender distribution, age distribution, nationality mix, degree profile, etc.)

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

- HR strategy document for faculty (if it exists)
- Copies of the Faculty Handbook or other documents setting out the missions, rights and responsibilities of the teaching staff (if available)
- CVs in English for all the core faculty members including publications over the past five years (recommended format: 2 pages of CV + key publications list)

Notes

1. The term “faculty” is used to designate “academic staff” members who are employed to teach and/or to conduct research within the School.

2. The term “core faculty” is used in preference to “full-time” or “permanent” faculty. Members that can be considered legitimately as core faculty are not necessarily
full-time. In some countries it is common practice to allow teaching staff one day a week for related activities. In reality, they hold a four-day a week contract. Some faculty members on a three-day contract may be considered as part of the core faculty if the School or Institution is their only employer or their principal employer.

3. The term “non-core faculty” is used to designate any person employed on an occasional basis to teach or to conduct research. These persons may have an annual contract with the School, but the School is not their principal employer. They include, for example, practitioners from business and the professions, academics from other institutions, and visiting professors.

4. In describing the size of the faculty, the “full-time equivalent” (FTE) is a useful indicator when a large percentage of the faculty have less than full-time contracts. It is the total of faculty contract days divided by 5, assuming that 5 is 100% employment. For example, 5 faculty members with 3-day contracts would be the equivalent of 3 faculty members with 100% contracts. In this case, the headcount is 5 but the FTE is 3.

5. The percentage of full-time employment refers to the number of contract days in the case of faculty members who are employed on a part-time basis. A four-day contract is thus the equivalent of 80%.
Chapter 7: Intellectual Activity

Introduction

Intellectual excellence contributes to the brand recognition of the School, to its capacity to attract high quality faculty and good students, to the quality of its programmes, to its capacity to attract funding, and to its ability to provide usable knowledge and new management methodologies to its business clients. In summary, the faculty’s intellectual activity allows the School to fulfil its public service mission and to serve its chosen markets better.

EDAF defines the faculty’s “intellectual activity” as a broad spectrum of endeavour ranging from scholarly publications aimed primarily at the academic community, through professionally relevant publications and activities aimed at organisations and business practitioners, to educationally relevant productions aimed at learners and teachers in universities, schools and companies. Therefore, within the EDAF Assessment Criteria, the term is not restricted to the purely academic conception of research but encompasses a diverse range of activities, all of which enlarge managerial knowledge and understanding and improve the quality of the management profession.

For this purpose, EDAF classifies intellectual activity into three categories: academic research, practice oriented research, and pedagogic development and innovation. These are fully explained in the Notes at the end of this chapter. It should be understood that the boundaries between these categories will never be absolute. In addition, consulting is recognised as another form of intellectual activity.

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

Schools should be able to demonstrate that they are productive in some areas of the intellectual activity spectrum as described above, that there are processes in place for the management and monitoring of the activity, and that they allocate time and resources to support faculty members. Whatever the chosen emphasis by different schools, involvement in some form of intellectual activity is seen as essential for each faculty member in order to keep abreast of current developments in his or her discipline. The purely vocational or the exclusively practice oriented school with a sole emphasis on teaching is unlikely to develop as a renowned business school.

It is further expected that schools will have an explicit, publicly stated strategy and policy regarding the development of intellectual activities and production. At one extreme, this may only be a commitment to the principle that such activity is an individual concern and that it cannot be managed centrally. Nonetheless, even in these cases, recruitment policy, time allocation, evaluation and reward processes provide a context in which intellectual activity can prosper. In most schools, the activity requires some planned guidance in the form of targeted specialisations, centrally managed research centres, an encouragement to pursue collaborative work, and so on. This is
particularly true of the many schools around the world that are currently striving to upgrade their research potential, often from a situation in which research was not seen as a value and only given low priority.

These latter aspects particularly should be related back to the chapter on Faculty.

**The Assessment Criteria**

The key areas are:

- a) Expectations on intellectual activity
- b) Academic and applied research activities
- c) Pedagogical development and innovation
- d) Consultancy activities and links with the world of practice
- e) Management of intellectual activity
- f) Quantity and quality of intellectual output

**a) Expectations on intellectual activity**

- Given the School’s current positioning, mission and target audiences, describe in general the objectives for intellectual activity and the types and extent of this activity expected from faculty members.

**b) Academic and applied research activities**

Describe or explain:

- The School’s overall research strategy and policy. Explain how the research agenda contributes to the strategic objectives of the School.
- How research is organised within the School.
- How the School attracts applied research and consultancy contracts.
- How research is funded (internal budgetary allocations, government funding, research grants, company sponsorship).
- The research activities of the non-core faculty to the extent that they contribute to the quality of the School’s programmes and to its ability to serve its chosen markets. Clearly specify which of this output is produced by academics that work primarily for other academic institutions.
- The impact and influence of research on the School’s activities.

**c) Pedagogical development and innovation**

- Describe the School’s overall policy for promoting pedagogical innovation and the mechanisms for determining priorities in this area.
d) Consultancy and links with the world of practice

- Describe how the School’s overall intellectual production can be considered relevant to its corporate markets.

e) Management of intellectual activity

Describe or explain:

- How intellectual activity is integrated into the workload of individual faculty members.

- The processes for monitoring and evaluating intellectual activity.

f) Quantity and quality of intellectual output

- Summarise the intellectual activity carried out by the core faculty over the past 5 years.

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

Data on research and publication should only be reported for the core faculty, defined as those members of the teaching staff for whom the School is the principal employer. The publications of part-time staff from other schools, adjunct teaching staff, visiting professors, or business practitioners should not be included. It must be underlined, however, that non-core teaching resources can contribute substantially to innovation and development. Their contributions should be described separately.

- Provide pertinent numeric data on output, e.g. numbers of publications in different categories of journals

- A table listing the School’s choice of the best 10 articles published over the past 5 years

- A table listing funds received from research grants, commissioned research or development, and company sponsorship over the past 5 years

- A table of applied research and consultancy contracts won over the past 3 years showing client name, nature of work, revenue

- Membership of the Research Committee
Information and Documents to be provided in the Base Room during the Peer Advisory Visit

- A sample of materials published during the past year (Articles, Books, Theses, Reports, Case Studies, Educational materials, etc.). These can be made available in hard copy or electronically.
- Any written statements regarding strategy, policy and processes on intellectual activity.

Notes

1. Academic Research

In approaching the assessment of research, EDAF takes into account the particular circumstances of the business school under review within the world of higher education. On the one hand, university-based business schools should conform to the principle that one of the missions within all business schools with university status is to produce and organise new knowledge, to develop new theory, and to design new methodologies within the discipline. In fact, university-based systems of faculty promotion and tenure often reinforce the requirement for such research rooted in scientific methodologies and targeted principally at the academic community.

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

*Academic research quality can be assessed by its impact on the international academic community.* This impact may be measured by how often a publication is cited by other academic researchers or whether an article has been published in a widely read and reputed journal - often those labelled as “top international refereed academic journals”.

2. Practice-oriented Research

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

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

3. Pedagogic Development and Innovation

The provision of innovative pedagogical methodologies, educational tools and learning materials in support of more effective learning in business schools and companies is also considered an important dimension of the School’s intellectual activities.

Achievements in this area can be assessed by their impact within the School on its teaching mission and outside the School by their impact on other educational practitioners. In part this impact may be judged by the number of individuals or schools that make use of the pedagogic materials or techniques developed by the School. For example, the quality of textbooks, cases, business simulations, etc. could be evaluated by the number of copies sold in a certain time period.
Chapter 8: Strategy Development

Introduction

The senior management of the School should be able to explain the processes by which they developed the mission, vision and values and consequently the School’s current strategic direction. From there the School should explain how it developed its strategic and operational plans. It is expected that this development process would have been broadly inclusive, by consulting fairly widely across the School’s stakeholders, and this should have led to widespread knowledge and acceptance of the strategic direction and plans across the School (as assessed in Chapter 2).

As a result of this process, the School should be able to explain its current strategic positioning as regards target markets and populations, resources available, programmes offered, ability to generate intellectual output and employment markets served. The School should also explain the international dimension of its activities and its links with the world of practice. These explanations may be formulated in the form of a SWOT analysis (Strengths, Weaknesses, Opportunities and Threats).

The School should describe its strategic vision and plans with a realistic appraisal of the steps required to achieve its objectives. Such an appraisal should lead to an assessment of the risks involved and should also result in the development of strategies for risk management. In this section of the Self-Assessment Report, mention should also be made of the sub-strategies that derive from the overall strategy in areas such as teaching and learning, programme development, research, external links, marketing and HR processes. This is especially important in those areas where the achievements of the School are still limited.

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

Finally, the chapter should demonstrate whether and how all the School’s resources, especially financial, meet the needs of current activities, identify areas of shortfall and indicate whether and how these gaps can be filled. The resource needs should be projected into the future as a business plan in line with the strategic plan for the School in order to assess the sufficiency of resources for implementing the strategy.
The Assessment Criteria

The key areas are:

a) Strategic planning process
b) Current strategic positioning
c) Strategic objectives and plans
d) Financial resources
e) Sufficiency of resources to meet current and future needs

a) Strategic planning process

Describe or explain:

■ The internal process by which its mission, vision, values and strategic objectives were developed and then converted into strategic and operational plans. ①

■ The extent to which the School’s stakeholders were involved in the planning process and thus the extent to which it may be expected that they have understood and accepted the current plans. ①

b) Current strategic positioning

Describe or explain in broad terms:

■ The School’s current market position and its current resourcing position in terms of how this influenced the development of strategy. Provide a brief analysis of the School’s strengths and weaknesses in maintaining this strategic positioning and its perceived opportunities and threats for the future (SWOT analysis – see Notes at the end of the Chapter). ①

c) Strategic objectives and plans

Describe or explain:

■ The rationale or logic for translating the vision into the strategic direction as expressed in the School’s long-term goals.

■ How the medium-term strategic objectives were developed from the broad long-term strategic direction and how their achievement is to be assessed.

■ How the School’s strategic objectives were matched to the availability of resources. Identify the key constraints which limit future performance and the actions planned to eliminate them, decrease their impact or otherwise deal with them.

■ A broad outline of the strategic plans (including business/resourcing plans) for the coming years. ①
How the School takes advantage of opportunities as they arise and how or whether the activities that are then developed are eventually incorporated into the strategy.

How the strategy is used to inform the annual operational and budgeting process.

The principal strategic risks that the School faces or may face in the future and how these risks will be managed.

d) Financial resources

Describe or explain:

- The current financial resources of the School with a breakdown by source of funding. Indicate the degree of stability or vulnerability of these funding sources. Public university Faculties/Schools should explain fully the budgetary allocation system by which the national educational authority funding is channelled through the central University to finance the School’s activities (notably programme costs and the salaries of teaching staff).

- The budget for the current year with an analysis of the major headings.

- The financial performance of the School over the past 5 years.

- The projected financial needs of the School and the plans to meet these targets.

e) Sufficiency of resources to meet current and future needs

Assess the overall adequacy of all the resources to meet the demands of the School’s portfolio of activities.

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

- The budget for the current year and forecast budgets for coming years where available

- A summary of the School’s financial accounts for the last 5 years broken down by main activity area (income statements and balance sheets)

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

- SWOT analysis (if available).

- Documents describing the School’s strategic plans and related policies (if possible in English).

- A financial business plan.
Any relevant policy and procedure documents that have been developed to support the implementation of the strategic plans.

Any current operational plans with associated timelines.

Notes on SWOT analysis

The SWOT analysis is a basis for future development and should consider issues such as:

- Strengths of the School on which to build (e.g. faculty specialisms, ability to attract top quality students, excellent facilities, generous funding)
- Weaknesses – areas to be strengthened or developed (e.g. poor qualifications of faculty, only able to attract weaker students, limited resources)
- Opportunities potentially available in the market place (e.g. growing demand for executive education, additional funding to be bid for, booming economy and population growth generating rising demand for higher education)
- Threats to be mitigated through risk management actions (e.g. new competitors entering the market, declining economy and falling population)

Special Note

Confidentiality regarding financial information:

The Peer Advisors are informed that all information to which they have access in the documents provided by the School is confidential. The School may, however, withhold written information that it considers strategic although a verbal response will be expected.
Chapter 9: Senior Management Team

Introduction

As stated in Chapter 2, the effectiveness of the internal management and the decision-making processes is of crucial importance to the success of the School. Experience has usually shown that effective managerial processes are the critical means to achieving quality in management education. While that chapter provided a full description of the system of the internal management processes, this chapter is concerned with the effectiveness of the Senior Management Team in utilising the processes to the benefit of the School and the wider community.

The definition of who constitutes the Senior Management Team (SMT) is an open question. While this could just be the Dean, it usually includes other senior people with responsibilities for particular areas of operations. These may be designated as Vice or Associate Deans, Directors of functional units (e.g. Finance, HRM, Marketing), Programme Directors, etc. The EDAF process is likely to be far more useful to the School if there is a wider SMT but it is up to the Dean and the School to decide who should be part of the SMT.

This chapter should aim to give an honest opinion of how well the processes work and of the areas in which the SMT needs guidance from the Mentor so as to improve their own performance and that of the School.

The Assessment Criteria

The key areas are:

a) Senior Management Team structure and operation
b) Appointment processes
c) Quality of senior management
d) Management style and culture
e) Leadership abilities
f) Strategic management
g) Operational management
h) Performance appraisal and development

a) Senior Management Team structure and operation

Describe or explain:

- The Senior Management Team structure showing the areas of responsibility for each member of the Team and relate the reporting lines back to the organisation chart given in Chapter 2.
  - Provide a brief job description for each member of the SMT in terms of their management role (i.e. excluding any faculty role as a teacher/researcher).

- How the SMT operates in terms of meeting schedules (frequency), agenda setting, decision-making, communication of outcomes to the School, follow up actions, etc.

- The working relationship with the governing body or person.
b) Appointment processes

Describe or explain:

- The appointment process for the Dean or Director of the School.①
- The appointment processes for the other members of the SMT. These may be different for different roles.①
- Any incentives, rewards or compensations made for taking on these roles and their general nature. Confidential personal information is not expected.①

c) Quality of senior management

- Provide information on the qualifications and management experience of the SMT members.①

d) Management style and culture

- Describe the management style and culture within the School.①

e) Leadership abilities

- Describe the approach of the Dean and SMT members to providing leadership to the School.①

f) Strategic management

- Describe the approach of the Dean and SMT to the development of the School’s strategy.①

g) Operational management

- Describe the major issues that arise in running the School’s various operations, e.g. do the issues tend to focus on customers or students, academic programmes, resources or finance, people or staff, etc.?①
h) Performance appraisal and development

- Describe the performance review process for the SMT.

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

- Senior management structure chart
- An annex table of SMT job descriptions
- Summary table of qualifications and experience of SMT members, giving name, role, age, gender, academic qualifications and experience in the past 10 years

**Information and Documents to be provided in the Base Room during the Peer Advisory Visit**

- Review reports on management structures, if any
- CVs for each member of the SMT
- Performance management documentation
- Minutes of SMT meetings for the past 3 years
Chapter 10: Concluding Overview

Introduction

This chapter should be in the form of an Executive Summary in which the School should summarise where it is today, referring to its SWOT analysis, and hence it should identify the key issues which it needs to address for its future development.

Secondly, the School should be able to list areas in which it seeks advice from the EDAF Peer Advisory process, and subsequently from the Mentoring process, and also areas in which it seeks assistance through an EDAF generated partnership.

a) Summary of current position

- Describe very briefly the key aspects of the School’s current position.①

b) Key issues for future development

List briefly:

- The key features of the strategic plan, i.e. not just the strategic objectives but also the planned actions to achieve them.

- The areas and issues perceived as key to the successful achievement of the School’s strategic objectives.①

c) Areas for EDAF advice and assistance

- List areas in which the School and its SMT are particularly seeking advice and assistance through the EDAF process.
Further Information and Contacts

If you have any questions concerning the EDAF mentoring system, or would like to receive more information, please consult the EFMD Global Network website where all documentation is available to download:

http://www.efmdglobal.org/index.php/edaf

Alternatively, you can contact the EDAF Office: edaf@efmdglobal.org