PROCESS GUIDELINES
The BSIS Process

Once a Business School has applied to enter the BSIS process the first stage is to clearly define the impact zone for which the analysis will be carried out. In some cases, this may be the city, in others a region, a Land, a Canton, a province or a specific economic area depending on the political and administrative organisation of the country and depending on the particular circumstances of the School. In the case of a Business School or Faculty operating within a university, it will also be necessary to clearly define the scope of the organisation to be assessed within the wider structure.

The next stage is the data collection process during which the School works closely with the BSIS experts to prepare the documentation required before the on-site visit itself. The information needed is of two kinds: on the one hand quantifiable data relating to measurable impact indicators (such as the number of jobs created in the impact zone or the money spent by out-of-zone students on board and lodging); on the other, data relating to qualitative impact that can only be measured through judgement (such as the School’s contribution to the image of the city or region), although factual evidence must underpin the judgement.

At the heart of the BSIS process is the two-day on-site visit during which the team of experts interviews a carefully selected group of key players within the School and a range of external stakeholders. These meetings are often the occasion to confront internal perceptions regarding the School’s impact and external expectations. Measuring the gap between the two is a significant outcome of the process.

Following the on-site visit the BSIS experts draft a report setting out in detail their findings based on the School’s input in its own report and on input from the interviews. It will include an Impact Profile highlighting the areas in which the School has a significant and characteristic impact. It will also identify areas in which its impact remains limited or is insufficiently documented. Finally the report will conclude with a series of practical recommendations for future development.

The BSIS experience does not end with the onsite visit and the ensuing Experts’ Report. To receive the BSIS Label Schools must commit to a formal Development Plan to be implemented over a three-year period. The BSIS system must be seen as an on-going engagement and not just as a one-stop assessment process.
### The BSIS Process

<table>
<thead>
<tr>
<th>Stage</th>
<th>Description</th>
<th>Tasks</th>
</tr>
</thead>
</table>
| **Stage 0** | Enquiry | • Documentation provided  
• Questions answered |
| **Stage 1** | Application | • Submission of application  
• Feedback from the BSIS team |
| **Stage 2** | Definition of the Scope of the Assessment | • Geographical Scope  
• Scope of the School’s Activity within the wider University  
• Scheduled conversations with BSIS Co-directors |
| **Stage 3** | Preparation of the Documentation to be submitted before the on-site visit or made available on site during the visit | • Drafting of School Impact Assessment Report  
• Collection of supporting documents to be sent as appendices to the report or made available during the on-site visit  
• Support from the BSIS office as needed |
| **Stage 4** | Preparation of the Interview Schedule | • Plan the schedule for the 2-day BSIS on-site experts visit  
• Organised with the BSIS office |
| **Stage 5** | The Logistical Arrangements for the On-site Visit | • The School arranges travel and accommodation details for the BSIS Experts  
• Support from the BSIS office as needed |
| **Stage 6** | The On-site Visit | • 2-day BSIS Experts Visit  
• Feedback provided by the experts at the end of the visit |
| **Stage 7** | Drafting of the BSIS Final Report | • Report drafted by the two Experts  
• Submitted for revision to the School within one month after the on-site visit |
| **Stage 8** | Three-year Development Plan and Awarding of the BSIS Label | • Label awarded after BSIS process is fully completed for a three-year duration  
• Development plan definition based on key experts’ recommendations |
| **Stage 9** | Renewal of the BSIS Label | • On request  
• Submission of a report showing the work done and proposing a new development plan for the further three-years |
**Stage 0: Enquiry**

General information about the BSIS process is available on the EFMD and FNEGE websites [www.efmdglobal.org](http://www.efmdglobal.org) and [www.fnege.org](http://www.fnege.org). For further information and for an opportunity to ask detailed questions Schools can also make an appointment to speak with one of the members of the BSIS Office staff.

**Supporting Documents:**

Available online:
- Brief Introduction on EFMD and FNEGE websites
- BSIS Brochure
- BSIS Assessment Criteria Guide
- BSIS Process Guidelines
- Template for the BSIS Impact Assessment Report
- BSIS Excel Sheet
- Template for the Summary Fact Sheet

**Stage 1: Application**

In addition to membership of the EFMD, formal entry into the BSIS process requires the submission of the following documents:

- A Letter of Application together with the signed and completed contractual agreement as shown in **Annex 1**.
  The Letter of Application should include:
  - A statement defining the Impact Zone and the scope of the BSIS assessment.
  - A statement of the School’s objectives and expectations in going through the BSIS process.
  - The Summary Fact Sheet as shown in **Annex 2** (this template is also downloadable from the BSIS website)
- A Set of Basic Documents describing the School
  - Institutional Brochure
  - Annual Report

Upon receipt of the formal application, the institution will be invoiced for the application fee as stipulated in the invoicing schedule set out in Annex 1.

*It is useful if the School appoints a BSIS Project Leader at this early stage in order to steer the institution through the process.*

**Stage 2: Definition of the Scope of the Assessment**

The BSIS Office will organise one or more telephone conferences in order to reach agreement on the practical details of the BSIS assessment process. This will include:

- Agreement on the scope of the impact assessment exercise and, in particular, on the definition of the zone (city or region) for which the impact is to be measured.
- Discussion of the School’s objectives and expectations in entering the BSIS process.
- Agreement on the dates for the on-site visit.
• Agreement on the team of visiting BSIS Experts. Once the date for the visit has been determined the BSIS Office will propose the names of two persons, one of whom will be reasonably familiar with the higher education environment of the country in which the School operates. If the School has good reason to refuse one of the suggested BSIS Experts, the BSIS Office will make an alternative proposal. One of the BSIS Experts, usually the one with the longest BSIS experience, will be appointed as the Leading Expert.
• The BSIS Experts are required to sign the Confidentiality Agreement presented in Annex 3 of this document.
• Agreement on the data collection process in preparation for the on-site visit.
• Initial discussion of the interview schedule to be organised during the on-site visit. Identification of the people to be interviewed and timing of the interviews.

In very complex cases (for example, multi-campus institutions) or at the specific request of the School this important preparatory phase may be carried out on site.

Stage 3: Preparation of the Documentation to be submitted before the on-site visit or made available on site during the visit

The value of the BSIS process depends to a large extent upon the quality of the data collected in support of the impact assessment. Often - even usually - this data is dispersed in numerous places, but is not brought together in any systematic, ordered fashion to throw light upon the question of impact.

The information required is of two kinds: on the one hand quantifiable data relating to measurable impact indicators (such as the number of jobs created in the zone or the money spent by out-of-zone students on board and lodging); on the other, data relating to qualitative impact that can only be measured through judgement (such as the School’s contribution to the image of the city or region), although factual evidence must underpin the judgement.

The School’s Pre-Visit Reports
Five weeks before the scheduled visit the School is asked to submit the following documents:

• The Impact Assessment Report in which the School sets out the detailed factual information regarding its impact in the different areas listed in the Assessment Criteria Guide. The raw data presented should be placed in context and interpreted in order to highlight its significance. Space for the School’s comments is provided at the end of each impact area.

In the Introduction to this report the School is invited to provide general background information about its internal organisation, financial and human resources, mission, strategy, market positioning, programmes, research activities and so on.

The template for this report is downloadable on the BSIS site. It should be used in conjunction with the Assessment Criteria Guide to facilitate interpretation of the requested information.

• A duly completed BSIS Excel Sheet giving basic financial and economic data regarding directly measurable factors. This spreadsheet is downloadable on the BSIS site.
Supporting documents to be provided as Appendices to the Impact Assessment Report

- Organisation Chart including the School’s committee structure
- The School’s Strategic Plan
- The Governance structure
- Last year’s and current budgets
- Accreditation Peer Review Reports (AACSB, EQUIS, EPAS, etc.)
- Annual Reports for the past three years
- Research Activity Reports for the past three years

Additional documents to be made available on-site during the visit

A selection of documents from the (non-exhaustive) list below should be made available on-site during the visit to provide further background information about the School and help identify those of its activities that have local or regional impact.

- Set of institutional brochures
- Programme brochures
- Press Reviews
- Activity Reports for Institutes, Research Centres, Chairs, etc. for the past three years
- Reports on Corporate Social Responsibility, Sustainable Development, Ethics for the past three years
- Annual Reports for Executive Education for the past three years
- Reports on student employment following graduation
- Reports on the Activities of the Student Societies
- Reports on the conferences, forums, symposiums, etc. run by the School
- Reports and Surveys on the School’s relations with its different stakeholders
- Other documents as appropriate

Stage 4: Preparation of the Interview Schedule

(See Annex 4: Typical Interview Schedule)

The Interview Schedule for the two-day visit should be carefully prepared well before the date chosen for the on-site visit. It is important to make sure that the key persons to be interviewed are available and are briefed in advance of the event. The construction of the interview schedule usually requires several iterations between the BSIS Office, the BSIS Experts and the School. In addition to the face-to-face interviews time should be scheduled for the BSIS Experts to review the documentary material.

The interview schedule should begin with a half-hour meeting with the Dean (or Director) of the School to clarify the institution’s strategic intent and its major expectations in going through the BSIS process.

This meeting should be followed by a meeting with the School’s management team or executive committee and usually lasts for an hour. This is an opportunity for the Dean of the School to introduce the institution and to outline the strategic context in which it operates. This introductory session will focus in particular on the nature and extent of the School’s impact on the local area or region in question.

The final meeting, which takes place at the end of the afternoon of the second day, is again usually with the management team. The objective is for the BSIS Experts to give some immediate feedback on their observations and to ask for any further information that they may need in order to complete their analysis. This wrap-up session is preceded by a one-hour open slot, during which the experts can finish preparing their initial feedback.
In between the opening and closing sessions with the management team the BSIS Experts will meet a range of key stakeholders who are able to throw light on the question of institutional impact. The final selection of persons to be interviewed will depend on the specific circumstances surrounding the School’s involvement in the local area but may typically include:

**Internal**
- Programme managers
- The Financial Director
- The Head of Human Resources
- The (Associate) Dean of the Faculty
- The (Associate) Dean of Research
- The Marketing and Communication Director
- Admissions staff
- Careers Service staff
- Staff responsible for corporate relations
- Executive Education Director
- Staff involved in Business Start-Ups, Entrepreneurship Development, Incubators, etc.
- Student Representatives
- Alumni Representatives
- Panel of faculty members with formal links to the local community.

**External**
- Members of the School’s Governing Body
- Members of the School’s tutelary authority (Chamber of Commerce, Region, Canton, etc.)
- Community stakeholders (Mayor, local government officials, local politicians, etc.)
- Members of official business organisations (Chambers of Commerce, etc.)
- Members of partner companies

There is no expectation that all of the above categories should be represented in the interview schedule. Only people who can provide important information or informed opinions on the subject of impact within the zone under consideration should be included.

It is the School’s responsibility to ensure that all persons to be interviewed are fully briefed before the event and that they have had an opportunity to read the report that has been submitted to the experts. This is particularly important in the case of external stakeholders and partners.

It is not always necessary to organise individual meetings. In many cases people to be interviewed can be brought together into small panels when the theme to be tackled is sufficiently broad. It is also possible for the BSIS Experts to split up so that they are running parallel sessions in order to increase coverage.

Face-to-face meetings should last at least 45 minutes, especially when there are several people present, and not more than 90 minutes. There should be a break between each meeting: 10 minutes for meetings that last one hour or less and 15 minutes otherwise.

Exceptionally telephone meetings or video conferences can be organised when a key person is not available on site.

The evenings should be kept free for the BSIS Experts to work together on the material and prepare the next days’ meetings.

The School should make sure that the interview schedule, taken as a whole, covers all the main areas of the Assessment Criteria Guide.

The interview schedule should be finalised no later than two weeks before the onsite visit. In all cases the final schedule must be validated by the BSIS Office.
Stage 5: The Logistical Arrangements for the On-site Visit

The BSIS Office is responsible for the BSIS Experts’ travel arrangements.

Travel is normally in economy class. However EFMD policy on long distance travel will apply, authorising business class tickets in the following circumstances:

1. In a trip involving at least one flight that lasts more than 5 hours, business class can be chosen for this flight and all its connecting flights.
2. In a trip involving several flights, none of which lasts for more than 5 hours, business class can be chosen as long as the time between the scheduled departure of the first flight and the scheduled arrival of the last flight to the final destination takes more than 8 consecutive hours including time spent in connecting airports.

In cases where business class travel can be authorised, care must be taken to obtain the School’s approval of the travel arrangements before finalisation.

The School to be assessed is responsible for all the other logistical arrangements for the event – accommodation, restaurant reservations, taxi bookings, etc.

The School must provide appropriate working space for the BSIS Experts during the visit. This should include computer facilities with access to Internet and the School’s Intranet. It should also include the documentation for examination on site.

Hotel accommodation should be close to the School and adequate for the typical professional profile of the BSIS Experts, e.g., similar to that used for short-term visiting professors or guest speakers.

Stage 6: The On-site Visit

The on-site visit will last two days and will be conducted by the two BSIS Experts appointed by the BSIS Office and approved by the School.

In most cases the BSIS Experts will arrive during the evening before the first day and will meet in their hotel and during dinner to prepare the interviews.

After the on-site visit the institution will receive an invoice for the remainder of the BSIS fee as stipulated in the invoicing schedule set out in Annex 1.

Stage 7: Drafting of the BSIS Final Report

(See Annex 5: Template for the BSIS Final Report)

The written report will be drafted by the leading BSIS Expert with the support of his or her colleague within one month of the on-site visit and should reflect the conclusions reached by the two-person team during the event.

The report will include an Impact Profile highlighting the areas in which the School has a significant and distinctive impact.
Once the second BSIS Expert has read the Report and has had the opportunity to add further input, the finalised draft will be validated by the BSIS Office and sent to the Dean of the School, who is invited to indicate any factual mistakes and to comment on the assessment.

The writer of the Report will correct all factual errors and may take into account the comments on the assessment if they are deemed reasonable.

*The dissemination of the Report is the sole responsibility of the School.*

**Stage 8: Three-year Development Plan and Awarding of the BSIS Label**

The BSIS Label is awarded in recognition of a School’s on-going commitment to impact accountability and is valid for three years.

In order to qualify for the BSIS Label the School must go through the seven steps listed above and must then define a three-year Development Plan based on the recommendations in the Experts’ Report.

This plan should be defined by the School and approved by the BSIS team within three months of receipt of the Experts’ Final Report. The School is then required to report annually on progress made using the template in Annex 6.

**Stage 9: Renewal of the BSIS Label**

The BSIS Label is awarded for a period of three years as described above. It will be renewed for a further period of three years for schools that go through the following process.

In order to satisfy the renewal requirement the School must first of all demonstrate that it has fulfilled the commitments set out in the previous three-year development plan and that it has submitted the required annual progress reports.

The renewal process is intended to be shorter and more focused than the initial assessment exercise. The objectives are to maintain strategic momentum in the School’s impact enhancement agenda. The School may choose between two pathways as regards the written report. In the first option it submits a renewed Impact Assessment Report that updates the coverage of the seven dimensions in the BSIS framework, highlighting the improvements made in the data collection process and in the critical evaluation of the data.

In the second option the School selects an area of particular concern, usually relating to at least two or more of the seven major dimensions in the BSIS framework. It is required to submit a report substantiating the work it has done and proposing an action plan for the coming three years.

In both options the focus will be on what has changed in the School’s capacity to identify, measure and assess the areas where it is having communicable impact on its home territory.

In both pathways a one-day visit by a team of two BSIS experts will be organised to discuss and validate the progress made in enhancing the School’s impact profile. The interview schedule will
be constructed to allow in-depth discussion of key development issues with particular emphasis on priorities for the future.

The School will receive a report from the visiting experts in the spirit of co-construction that underpins the BSIS system.
BSIS
Business School Impact System

I, the undersigned ___________________________ ___________________________
(name)

(position) __________________________________________________________________________________________
representative of __________________________________________________________________________________
(name of organisation)

confirm the application of my organisation to go through the BSIS – Business School Impact System.

We note that the cost of this service to my organisation will be 20,000€. The direct travel and accommodation costs of the BSIS Experts will also be charged to my organisation either directly or via EFMD Global Network (EFMD GN). We also confirm that we will accept the results of this process. EFMD Global Network, its directors, employees and consultants, dependent or independent, voluntary or not, shall not be liable on a tortious or contractual basis for any direct or indirect, foreseeable or unforeseeable damages resulting from the BSIS process. The aforementioned shall also not be liable for the use by the organisation of the recommendations nor for any delay in the process.

We fully understand and agree with EFMD Global Network’s general terms and conditions below.
1. The signatory of this Application Form certifies he/she is a representative who is authorised to commit her/his organisation to go through the BSIS process.

2. Fee: The total fee for BSIS is 20.000€

3. Fee Schedule:
   - 8.000€ payable upon the submission of the Application.
   - 12.000€ payable immediately after the on-site visit.

4. Renewal of the BSIS Label
   - After 3 years 10.000€

5. The recipient organisation will either be charged by EFMD GN for Experts’ travel, accommodation and other direct expenses for the on-site visit, or they will be charged directly by the BSIS Experts for these expenses.

6. Invoices and expenses claims shall be paid preferably by bank transfer, free of any bank charges, within 30 days of presentation of the invoice.

7. The fees are exempted from VAT (Swiss VAT 0% - Export).

8. In case the organisation decides unilaterally to stop the process after the Application, a fee of 5.000€ will be charged. Cancellation must be confirmed in writing.

9. The Swiss law shall apply to any and all disputes arising out of the process. In case of dispute, only the courts of Geneva are deemed competent.

Signature ___________________________ Date _______ / _______ / _______

Stamp of the organisation

Organisation ____________________________________________________________

Department ___________________________________________________________

Address _______________________________________________________________

City and Country _______________________________________________________

Telephone __________________________ Fax ______________________________

VAT Identification Number (Please provide for invoicing purposes):

(See Art. 5 of General Terms and Conditions on page 1)
Annex 2

BSIS Summary Fact Sheet

Name of the institution:

Public or private:

Nature of the institution (please indicate how the institution would describe itself: university faculty, university business school, business university, independent school of business, graduate school of business, etc)

Name of the Dean/Director:

Degree programmes

<table>
<thead>
<tr>
<th>Name of Programme</th>
<th>Content (Generalist, Finance, Mktg,...)</th>
<th>Degree Level (Ba, Ma, Doctorate)</th>
<th>Duration</th>
<th>Total Number of students currently enrolled</th>
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Core Faculty/Full-time Teaching Staff

- Number of qualified faculty members on long-term, full-time contracts:
- Number of teaching and research assistants on short-term contracts:

Adjunct Faculty:

- Managers, members of the professions, external content experts employed with an annual, part-time contract
- Percentage of teaching hours performed by the adjunct faculty:

Administrative Staff:

- Number of employees
Confidentiality Agreement
BSIS
(Business School Impact System)

I hereby agree to respect the confidentiality of all information provided to me in the context of my role as BSIS expert.

I also agree to declare any potential conflict of interest in the exercise of this role.

______________________________  __________________________
Signature                             Date / / 

__________________________________
Name ________________________________________________________________

__________________________________
Title ________________________________________________________________

__________________________________
Organisation __________________________________________________________

__________________________________
Address ________________________________________________________________
### BSIS On-Site Visit

**Date** _______/_______/_______  
**Address** ______________________________________

**Interview Schedule** __________________________________

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#### DAY 1

<table>
<thead>
<tr>
<th>Hours</th>
<th>Name</th>
<th>Function</th>
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<tbody>
<tr>
<td>8:30 – 9:00</td>
<td>Dean of the School</td>
<td>Director Institute of Technology Management</td>
</tr>
<tr>
<td>9:00 – 9:45</td>
<td>The School’s Management Team</td>
<td>Managing Director, Institute for Small Business and Entrepreneurship</td>
</tr>
<tr>
<td>10:00 – 10:45</td>
<td>Key Stakeholders: Mayor, Board of Governors</td>
<td>Director of the Research Institute for Small Business and Entrepreneurship</td>
</tr>
<tr>
<td>11:00 – 12:00</td>
<td>Board of Governors, Member of the Regional Administration</td>
<td>Vice-President Teaching</td>
</tr>
<tr>
<td>12:00 – 13:00</td>
<td>Lunch</td>
<td>Head of Business Location, Delegate for Promotion of the Region</td>
</tr>
<tr>
<td>13:00 – 13:45</td>
<td>Programmes, lectures, events</td>
<td>Head of Corporate Services</td>
</tr>
<tr>
<td>14:00 – 14:45</td>
<td>Director Career Services Centre</td>
<td>Director of the Research Institute for Small Business and Entrepreneurship</td>
</tr>
<tr>
<td>15:00 – 15:30</td>
<td>Break</td>
<td>Director Chamber of Commerce and Industry</td>
</tr>
<tr>
<td>15:30 – 16:15</td>
<td>Break</td>
<td>Vice-President Board of Governors</td>
</tr>
<tr>
<td>16:30 – 17:15</td>
<td>Vice-President Teaching</td>
<td>Management Team</td>
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#### DAY 2

<table>
<thead>
<tr>
<th>Hours</th>
<th>Name</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 – 9:45</td>
<td>Managing Director Alumni Association</td>
<td>Director Asia Center</td>
</tr>
<tr>
<td>10:00 – 10:45</td>
<td>Director Career Services Centre</td>
<td>Director Executive Education School</td>
</tr>
<tr>
<td>11:00 – 12:00</td>
<td>Break</td>
<td>Director Chamber of Commerce and Industry</td>
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<tr>
<td>12:00 – 13:00</td>
<td>Lunch</td>
<td>Director of the Region</td>
</tr>
<tr>
<td>13:00 – 13:45</td>
<td>Break</td>
<td>Director of the Research Institute for Small Business and Entrepreneurship</td>
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<tr>
<td>14:00 – 15:00</td>
<td>Break</td>
<td>Director of the Research Institute for Small Business and Entrepreneurship</td>
</tr>
<tr>
<td>15:00 – 15:30</td>
<td>Break</td>
<td>Director of the Research Institute for Small Business and Entrepreneurship</td>
</tr>
<tr>
<td>15:30 – 17:00</td>
<td>Open slot for BSIS Experts</td>
<td>Management Team</td>
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<tr>
<td>17:00 – 18:00</td>
<td>Management Team</td>
<td>Management Team</td>
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Please note that the above schedule is only an example.
1. Factual Introduction
   - Dates of the on-site visit
   - Names of the visiting experts

2. Acknowledgements

3. Impact zone
   - Brief statement concerning the definition of the zone for which the impact is to be assessed
   - What are the main stakeholder groups within the impact zone?

4. Institutional Scope
   - Definition of the institutional scope (whole University, Business School/Faculty, etc.) for which the assessment will be made.

5. Institutional Context
   - Description of the institutional context within which the School operates (national educational system, regulatory environment, political context).
   - What are the constraints that its environment imposes upon the School’s freedom to act?

6. School’s Strategy
   - Description of the School’s strategy. How does this strategy incorporate its objectives regarding its regional relations?

7. Detailed Assessment
   7.1 Impact Dimension 1: Financial Impact
   7.2 Impact Dimension 2: Educational Impact
   7.3 Impact Dimension 3: Business Development Impact
   7.4 Impact Dimension 4: Intellectual Impact
   7.5 Impact Dimension 5: Impact within the regional ecosystem
   7.6 Impact Dimension 6: Societal Impact
   7.7 Impact Dimension 7: Image Impact

8. General Assessment and Conclusions (5 to 10 pages)

9. Recommendations for the future
Annex 6

Template for the BSIS Annual Progress Report

<table>
<thead>
<tr>
<th>BSIS Experts’ Recommendation</th>
<th>Actions in past year and planned actions for the coming year</th>
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Name

Signature ____________________ Date _____ / _____ / _____