NBEAC STANDARDS

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Preface

Accreditation is a process of recognizing educational institutions for performance, integrity, and quality that entitles them to the confidence of the educational community and the public. For Business Education in Pakistan, this recognition is extended through the National Business Education Accreditation Council (NBEAC) that has the responsibility for establishing criteria, visiting and evaluating institutions at their requests, and accrediting those institutions and programs that meet their criteria.

The present document sets out the full range of the NBEAC quality standards and the criteria against which achievement of these standards will be measured. The standards and the associated criteria are grouped into nine areas covering the different areas that will be reviewed. The purpose of this document is twofold: on the one hand, to provide a comprehensive description of the standards and criteria and on the other to give guidance to schools in preparing their Self-Assessment Report.

It is important to bear in mind that NBEAC is a national accreditation body, and understands the different challenges faced by small vs. large and rural vs. urban universities. As a consequence, the application of standards takes into account the diversity of contexts in which the business schools operate. Also, the vision, mission and strategic plan of the school plays a critical role in evaluation of various standards. This does not mean that NBEAC will lower its expectations regarding basic standards because of local constraints, but it does mean that the assessment will accept wide differences in the organisation and delivery of management education.

Proformae 1: Strategic Management
15% weightage

Mission:
The School should have a clearly articulated mission that is understood and shared throughout the institution.

Governance:
The School should have an effective and integrated organization for the management of its activities based on appropriate processes, with a significant degree of control over its own destiny.

Strategy:
The School should have a defined, credible and coherent strategy, realistically reflecting its market positioning, resources and constraints.

Introduction
The purpose of this standard is to situate the School's identity, mission and strategic objectives within the national and international context within which it operates. The standard is crucial for three reasons: first of all, it should provide the Peer Reviewers, a concise, but comprehensive summary of the School's organization and positioning. Secondly, the School must be able to demonstrate that it has a full awareness of its operating environment and a coherent strategy towards the markets for its programs and services. Thirdly, the School should be able to demonstrate that it acts as an ethical and responsible institution in society, that it is built on principles of effective and responsible governance and that it demonstrates explicit concerns for promoting sustainable behavior in the environment in which it operates.

The School should define its identity and legitimacy within 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. The effectiveness of the governance and decision-making processes is an issue of paramount importance. The School must show that it operates with reasonable decision-making autonomy in setting its own strategy for future development, in establishing its portfolio of programs, and in the management of its resources. The report should provide a full description of the system of governance, both in terms of external control over the School and in terms of internal management processes.

The School should explain its current strategic positioning as regards resources available, programs offered, ability to generate intellectual output, target markets and populations, and employment markets served. The School should also describe its strategic vision for future development, with a realistic appraisal of the steps to be taken to achieve its objectives. 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, program development, research, internationalization, social responsibility, corporate linkages, 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 predefined strategic plan and that Schools will seize opportunities as they arise and then integrate them a posteriori into their portfolio of activities.

It is expected that the School's major stakeholders should be involved in these processes.

The Assessment Criteria

The key assessment areas for strategic management and NBEAC guidelines for areas are given below.
1. Autonomy of the Business School
2. Financial Support
3. External Participation in Academic Governance
4. Internal Governance
5. Sense of Vision and Mission
6. Credibility of Strategic Planning and Positioning

1.   Autonomy of the Business School
- Academic: The functioning of the statutory bodies[1] of the business school[2] demonstrates a clear evidence of a fair, logical, consistent, transparent and effective decision making.
- Administrative: The head of the business school and academic departmental heads are in place and functional. Also, they function in a fair, logical, consistent, transparent, independent and effective manner in accordance with policy guidelines of the institution.
- Financial: The school has an adequate authority to disburse an appropriately allocated and documented budget. [3]

2.   Financial Support
- The business school has sufficient support created from sponsors, agencies, endowment funds, consulting, projects, or executive education.
- The school has significant financial resources[3] generated through an established endowment fund, and policies and infrastructure to raise fund.

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[1] Includes board of studies, board of faculty, board of advanced studies and research, academic council or equivalent.
[2] The "Business School" broadly refers to all departments, schools or colleges offering a degree in business administration, management sciences, commerce, public administration or related areas.
[3] Not required at the business school level for a public sector institution.

- The sources of funding for the school are fairly diverse and stable to meet the vision, mission and level of operation requirements in a sustained manner.
- The tuition fees constitute less than eighty (80) percent of the total budgetary needs of the business school.

3. External Participation in Academic Governance[4]

- The memberships of statutory and academic bodies cover all stakeholders at a level commensurate with the stature of the business school.
- The school has an active and effective presence of national members in statutory and academic bodies.
- There is clear evidence of effective implementation and follow-up of decisions and recommendations of these bodies in practice.

4. Internal Governance

- The business school has a good legal, fair, unbiased, transparent, effective and efficient functional and departmental hierarchical system and control mechanism for academic and non-academic departments.
- The school periodically generates and disseminates reports of internal and external governance to all relevant stakeholders and takes effective actions.
- The school uses an independent and transparent audit system for financial governance, and communicates the findings to all stake holders.

5. Sense of Vision and Mission

- The faculty, staff, students and other stakeholders know and share the distinctive and realistic vision and mission of the business school.
- The formal mission, goals, objective and strategy are generally aligned with the vision of the school.
- The school has a committed leadership team and sufficient resources to achieve the vision and mission
- There is clear evidence of tangible steps and outcomes of moving the school closer to achieving the vision and mission in the last 3 years

6. Credibility of Strategic Planning and Positioning

- The business school prepares a practical strategic plan once every five years and shares the same with relevant stake holders after seeking a formal approval.
- There is clear evidence of active involvement and wide ownership of stakeholders in development and execution of the strategic plan.

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[4] External participation includes representatives from other academic and non-academic institutions from within the city, country or globally.

- The school monitors and updates the strategic plan on a bi-annual basis in light of feedback and new changes.

Proformae 2: Curriculum
15% weightage

A well designed curriculum should be approved by the university's statutory bodies and should meet the structural requirements of national regulatory bodies. Program should be well designed with clear learning outcomes and an appropriate balance between knowledge acquisition and skills acquisition in the program and all courses within the program. Delivery methods should be diverse and reflect up-to-date educational practice. The curriculum should emphasize student learning, allow for practical work and soft skills provision, and should include relevant local material. There should be rigorous assessment processes for monitoring the quality of students' learning.

Introduction

Given the diversity that exists within Pakistan, the aim of the NBEAC process is not to establish a common norm for the design, content and delivery of all programs. NBEAC respects diversity in positioning, and in defining the vision and the mission of business schools, and expects that the program design, content and delivery will vary between the schools. Nonetheless, the schools are expected to follow the broad structural guidelines of business-core, business elective, support and core courses as given by HEC NCRC guidelines. However, with the growing number of business schools, the positioning of programs has become a much more pressing concern than in the past. Thus, all schools are expected to have their programs aligned with the vision and mission, and may have themes spelled out for specific programs.

Learning outcomes are another critical element in curriculum design and delivery. The school is expected to describe how the learning outcomes and teaching and learning policies are reflected in the design and delivery, at program level and at course level. There should be processes in place to ensure the quality of programs, encompassing the relevance of course content, the quality of teaching, and the effectiveness of learning. Further the school should have a clear idea of the markets it is serving and thus the soft and technical skills it wants to inculcate in its students, and this should also be reflected in the program design, delivery and learning outcomes. There should be clear process through which the programs are planned, delivered, monitored and reviewed. The school should be able to provide evidence of the quality of teaching on its programs, but also of the quality of processes for the management of these programs. There should be clearly defined roles relating to academic leadership and administrative responsibility for all its programs.

The Assessment Criteria

The key assessment areas for curriculum and NBEAC guidelines for areas are given below.
1. Curriculum and Portfolio Alignment
2. Program Design
3. Program Content and Coverage
4. Responsiveness to Corporate Needs
5. Indigenous and Comparative Material in Course Content
6. Soft Skills Provision

7. Program Delivery
8. Examination and Assessment
9. Academic Honesty

7.   Curriculum and Portfolio Alignment

- The program under review has a well-documented curriculum fully compliant with the HEC structural guidelines.
- The curriculum supports the vision and mission of the school.
- The curriculum is occasionally reviewed and is duly approved by the statutory bodies of the school.
- There is sufficient evidence of following the curriculum.

8.   Program Design

- The program under review has a well-defined design, and has clearly stated learning objectives and outcomes.
- The school evaluates and maintains the process details of quality improvements in program design, learning objectives and outcomes.
- An internal team reviews and implements the program design, learning objectives and outcomes at least once every 5 years.

9.   Program Content and Coverage

- The business school maintains and follows detailed course outlines including the course objectives, content and learning outcomes of courses offered in the program.
- The rigor and relevance of the course material is appropriate at the level of course offering.
- The course content contains adequate indigenous material.
- The school maintains an effective process to monitor, evaluate and improve the quality of program content and coverage.

10.   Responsiveness to Corporate Needs

- The statutory bodies of the business school have suitable representation and decent participation from the corporate sector[5].
- The curriculum actively identifies and addresses the needs of the corporate sector.
- The school regularly assigns projects, assignments and case studies to the students on current corporate issues.
- The school regularly involves corporate representatives in the program delivery and assessment.

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[5] Corporate includes industry, businesses, and non-profit and public sector organizations.

11. Indigenous and Comparative Material in Course Content

- The business school has a documented policy for inclusion of indigenous and comparative material in the curriculum.
- The relevant course outlines of the curriculum have adequate indigenous and comparative material.
- The course files of the program clearly demonstrate satisfactory use of local cases, assignments and reading material.

12. Soft Skills Provision

- The learning outcomes of the related course outlines of the program identify, build and measure soft skills e.g. communication, interpersonal relationships, leadership, critical thinking, entrepreneurship, analytical abilities and others.
- The soft skills meet the requirements of the target job market of the graduates.
- The degree program delivery and assessment ensure the provision of soft skills.

13. Program Delivery

- The business school plans and follows a (semester) system with a detailed timetable of academic activities for the degree program.
- The teaching pedagogy uses a range of tools such as case studies, exercises, role plays, group activities, movie clips, journal article reviews and frequent presentations etc. and achieves most of the course objectives and outcomes of the program.
- The school maintains course files for all courses of the program and the files reflect good coverage of the course contents.
- The school maintains an effective process to monitor, evaluate and improve the quality of program delivery.

14. Examination and Assessment

- The business school uses multiple assessment tools including class participation, case discussion, assignments, lab work, field trips, projects, tests, quizzes, term papers and final examination.
- Most of the course outlines of the program identify and use multiple assessment tools for course assessment.
- There is a clear link between the learning outcomes to the assessment tools of the courses.
- The school uses a suitable review system to monitor, evaluate and moderate the question papers and quality of exam results.

15. Academic Honesty

- The business school has a well-documented academic honesty policy fully compliant with HEC structural guidelines.

- The policy deals with sanctions for numerous forms of unfair means in the examination. It also deals with procedures of investigation, dealing and sanctions for various levels of plagiarism.
- The functioning of the academic honesty policy in the last 3 years demonstrates convincing evidence of fair, logical, consistent, transparent and effective decisions.

Proformae 3: Students
15% weightage

The Business School should ensure the quality of its students by attracting and selecting good quality students, supporting and managing student progression, and providing adequate and appropriate student services. The School should explicitly and effectively support the personal and professional development of its students beyond the acquisition of knowledge in such areas as managerial and communication skills, critical thinking and analytical skills, ethics and values, leadership and problem solving, etc. It should actively help students to define their future professional orientation and career goals.

Introduction

In this standard, the assessment addresses a range of issues regarding the School's management of its students in a specific program. It covers student 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, scholarship and financial aids, and the active role of alumni association. The notion of quality in looking at the student body also encompasses students' motivation, commitment, and seriousness of purpose as regards their program of studies.

The standard also looks into the process and policies of student grooming, guidance, and counseling at different stages of their learning. It examines the ways in which the School maintains contact with and supports its students after graduation and mobilizes 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 behavioral skills are needed. Thus the 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, direct their energies and personal skills, and define their own future.

The Assessment Criteria

The key assessment areas for students and NBEAC guidelines for areas are given below.
   a) Student Enrolment
   b) Average Success Percentage
   c) Scholarships and Financial Aid
   d) Student Progression and Individual Learning
   e) Personal Grooming and Interpersonal Skills
   f) Student Counselling and Guidance
   g) Extracurricular and Co-curricular Activities
   h) Alumni Network

16. Student Enrolment

- The business school has a well-documented policy to plan and admit students on merit in a fair, logical, consistent, transparent and effective manner.
- The policy clearly states the entry qualifications, minimum grades (or percentage of marks) and entry test performance requirements.
- The entry requirements are mostly aligned with the program objectives.
- The policy is mostly in compliance with all of the legal requirements, and available resources and infrastructure.
- The functioning of the merit based admission office in the last 3 years demonstrates strong evidence of fair, logical, consistent, transparent and effective decisions.
- Classroom size[6]:

    Undergraduate: 20-55
    Graduate: 15-45

17. Average Success Percentage

- The business school has a clear documented policy to monitor and check student dropout, and implement it in a fair, logical, consistent, transparent and effective manner.
- The school follows an effective process to assist venerable students and provide counseling and academic assistance.
- The institution periodically collects data on student dropout for many reasons and takes measures to resist the negative trend.
- The school has a low dropout for academic reasons in the range of 10 to 15 percent in the last 3 years.

18. Scholarships and Financial Aid

- The business school has a well-documented policy to offer and grant merit- and need-based scholarships and financial aid to students in a fair, logical, consistent, transparent and effective manner.
- The school regularly publicizes a list of scholarships and financial aids, and application procedures, through published material, website and other channels.
- The complete record of the scholarships and financial aid dispersed in the last 3 years indicates it exceeds 7 percent of the tuition revenues.

19. Student Progression and Individual Learning

- The business school has a plan to identify, monitor and support student progression needs.

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[6] Note: The peer reviewers should also use their judgment if a certain class size and related section are supporting the teaching pedagogy and achievements according to the vision and mission of the business school.

- The school provides active and effective support to academically weak students through counselors, faculty advisors and remedial classes on a regular and need basis.
- The formal impact assessment of the support activities indicates a positive effect on the personal progression and learning skills of academically weak students.

20. Personal Grooming and Interpersonal Skills

- The business school has a plan to develop skills of the student body beyond classroom teaching by focusing on a variety of skills such as communication, interpersonal relationships, leadership, critical thinking, entrepreneurship, social service and analytical abilities.
- The school plans, organizes and provides budget for a range of activities including workshops, seminars, conferences and community projects.
- A calendar of such activities is developed, communicated to the students and implemented.
- The impact of personal and inter-personal skills development activities indicates an encouraging effect on the grooming and skill set of the student body.

21. Student Counselling and Guidance

- The business school has a well-documented policy to provide student counseling and advising for academic, psychological, social and financial matters.
- The school assigns faculty advisors, who are available during the displayed office hours, to discuss academic and non-academic issues with advisees.
- The school provides services of on campus professional psychologist and guidance counselor(s) available with an appointment.
- The formal feedback of the last 3 years indicates a good level of satisfaction with the counseling and advising services.

22. Extracurricular and Co-curricular Activities

- The business school has a defined plan to encourage and support participation of students in extra- and co-curricular activities.
- The school provides sufficient financial support for sports, cultural shows, debates, business plan competitions and case simulation exercises.
- The student body of the school has been effective in organizing extra- and co-curricular activities according to a pre-planned calendar of events in the last 3 years.

23. Alumni Network

- The business school has a formal and active alumni association with bye-laws and independent governance.
- The association has an active and effective participation in curriculum development, mentoring and skills development of students, program delivery, involvement and meeting the needs of corporate, fundraising, and internships and placements.

- The association membership consists of more than 50 percent of the graduates.
- The association works on a calendar of events including meetings, seminars, reunions and fundraising.
- There is clear evidence of a functional involvement and ownership of alumni in practice.

Proformae 4: Faculty
20% weightage

The School should recruit, develop and manage its faculty in accordance with its strategic objectives and have sufficient core faculty to cover the major disciplines and constitute a viable body of distinctive expertise (i.e. a minimum of 15 FTE).

Introduction

A key requirement for NBEAC accreditation is the existence of a permanent core faculty for whom the School is the principal employer and whose main allegiance is to the School. This definition excludes members of other schools employed on a part-time basis. NBEAC has set the minimum size of the core faculty at 15 FTE, because it is unlikely that all the multiple disciplines within the realm of business and management education can be covered adequately with less. These faculty members are the core group that ensures the continuity of the School, embodies its tradition and values, and builds up its distinctive expertise through research and program innovation.

However, NBEAC recognizes that most schools will deploy a second circle of teaching resources, beyond this essential core faculty. This group is comprised 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 is a valuable asset in providing essential back up to the core faculty and in enhancing the professional relevance of the courses offered.

The size, qualification, and composition of the faculty are expected to be sufficient to allow adequate servicing of the School's programs 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 programs offered and the number of students and participants enrolled. The profile of the faculty will depend on the mix of activities. Success in these endeavors will depend to a large extent on the Schools' ability to adjust the size and composition of the faculty in line with the 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, research, new program development, and internal managerial responsibilities. The pressure of teaching or management should not crowd out research and development.

The Assessment Criteria

The key assessment areas for faculty and NBEAC guidelines for areas are given below.
   a) Faculty Size and Portfolio
   b) Faculty Qualifications
   c) Faculty Planning
   d) Faculty's stability and turnover
   e) Faculty to Student Ratios
   f) Faculty Policies: Recruitment and Selection
   g) Faculty Promotion, Retention and Development
   h) Faculty Evaluation and Assessment
   i) Role of Faculty in Decision Making
   j) Faculty Consulting and Training Engagements
   k) Faculty Engagements in the Social and Professional Organizations, and Businesses
   l) International exposure of the faculty

24. Faculty Size and Portfolio

- The business school retains a minimum of 15 full time faculty members with at least 3 each at the associate/full professor and assistant professor level.
- The school maintains another 2 full-time-equivalent (FTE) faculty members per research or professional excellence center.
- The business school has a good mix of academically qualified faculty in all functional areas including Strategy, Marketing, Human Resource Management, Accounting, Finance, Economics and Management Sciences
- Over 70 percent of faculty members have an academic or professional qualification for their course assignments.
- Over 70 percent of the faculty maintains academic activities in their field of expertise.
- All faculty member of the school have 18 years education.

25. Faculty Qualifications

- For undergraduate program, at least 30 percent of the faculty members have a terminal degree (usually a PhD) in their area of specialization. For graduate program, at least 50 percent of the faculty members have a terminal degree (usually a PhD) in their area of specialization.
- The FTE teaching load of the visiting faculty is less than 25 percent of all teaching in the program.
- The school maintains at least 10 percent of the FTE positions with research active faculty members with a terminal degree (PhD) from one of the top 350 institutions.

26. Faculty Planning

- The business school has a well-documented policy of resource planning, academic calendar, timetable and faculty workload.
- The school formally informs the faculty members of their teaching responsibilities at least 04 weeks before the start of teaching.
- The faculty workload policy assigns the following maximum course allocation:
    Lecturer=3-4 per semester, 6-8per annum
    Assistant Professor= 3 per semester, 6 per annum
    Associate Professor= 2-3 per semester, 4-6 per annum
    Professor= 2-3 per semester, 4-6 per annum
- The faculty workload policy clearly specifies teaching exemptions for administrative responsibilities and research output in the same year.
- The school experienced less than 15 percent violation of the faculty workload or teaching assignment policies in the last 3 years.

27. Faculty's stability and turnover

- The school has a process of independent exit interview in case of a faculty departure after more than one year of service.
- Faculty turn-over is less than 10% per year.
- There is a process in place to determine the reasons for a faculty member's decision to leave the school.

28. Faculty to Student Ratios

- The business school has a well-documented policy of a faculty to student ratio for undergraduate, graduate and doctoral courses
- The school maintain a faculty to student ratio of at least 1:25 at the bachelor, 1:20 at the master (MS and MBA), 1:15 at the research based (MPhil), and 1:8 at the doctorate (PhD) level.
- The policy limits the maximum class size for sectional teaching[7] to 55 for undergraduate and 45 for graduate and 35 for doctoral courses.
- The school follows the policy for course planning, student intake, resource allocation and faculty recruitment.
- There were less than 10 percent violations of the faculty to student ratio policy in the last 3 years.

29. Faculty Policies: Recruitment and Selection

- The business school has a well-documented policy in line with the best practices to plan, recruit and select the regular, contractual, adjunct and visiting faculty in a fair, logical, consistent, transparent and effective manner.

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[7] The school limits the maximum class size for the large lecture classes in year 1 and 2 to 350 for the undergraduate.

- The school's recruitment and selection policy provides for merit based equal opportunity appointments irrespective of the gender, race, religion and physical handicap.
- The policy is in compliance with all legal requirements and feasible in view of the available resources and infrastructure.
- Functioning of faculty recruitment and selection policy in the last 3 years demonstrates reasonable evidence of fair, logical, consistent, transparent and effective decisions.

30. Faculty Promotion, Retention and Development

- The business school has well-documented, fair and logical processes and standards for promotion, retention and development policies in line with the best practices.
- The school applies these processes and standards in a fair, logical, consistent, transparent and effective manner.
- The faculty review process ensures an impartial review of the subject specialists and school administrator(s).
- The school allocates sufficient funds for the faculty development activities.
- Working of the faculty promotion, retention, remuneration and development policies in the last 3 years exhibits evidence of fair, logical, consistent, transparent and effective decisions

31. Faculty Evaluation and Assessment

- The business school has a well-documented, fair and logical policy and processes for evaluation and assessment in line with the best practices.
- The school applies the processes and standards in a fair, logical, consistent, transparent and effective manner.
- The review process use inputs from self-appraisal, peer assessments, teaching evaluations and school administrator(s).
- The annual review focuses on the teaching, research and service contributions of the faculty member, identifies development activities, chalks out the near and long term goals and makes recommendations for retention, promotion and remunerations.
- Working of faculty evaluation, assessment, remuneration and development policies in the last 3 years demonstrates sound evidence of fair, logical, consistent, transparent and effective decisions.

32. Role of Faculty in Decision Making

- The faculty members have a formal active and meaningful role in the statutory bodies of the institution and governance of the business school.
- The faculty members have a meaningful participation or consultative role, in the strategic planning and operational decision making of the school.
- The school encourages faculty members and provides judicious resources to start or expand research, professional, corporate and social initiatives.

- The formal feedback of the faculty members and minutes of faculty meetings in the last 3 years provide sound evidence of active and positive faculty involvement in the governance of the school.

33. Faculty Consulting and Training Engagements

- The business school has a well-documented policy of faculty consultation, training and executive education.
- The policy clearly spells out the importance of these activities for the faculty member, school and community relations and state the approval process and maximum time allocation for all of these activities.
- The policy specifies a list of permitted activities and formulae to share the revenues, costs and fees generated from the activities.
- The activity record of the last 3 years shows active involvement of over 20 percent of faculty members.

34. Faculty Engagements in the Social and Professional Organizations, and Businesses

- The business school has a well-detailed policy of faculty engagements with (a) national and global professional organizations, (b) social enterprises and business establishments.
- The policy describes the importance of the above activities for the faculty member, school and community relations and provides details of institutional financial support and mechanism to disburse the same.
- The policy favors engagement with at least one professional organization and another social enterprise.
- The activity record of the last 3 years shows active involvement of over 50 percent of faculty members for professional organizations and the social enterprise.

35. International exposure of the faculty

- At least 20% of the faculty has foreign exposure and experience in the form of having studied abroad, worked abroad or spent time abroad as a visiting scholar for more than six months.
- The business school has a well-documented policy to encourage faculty to participate in international workshops, conferences, trainings, seminars, etc.
- At least 30% faculty members participated in international workshops, conferences, trainings, seminars every year over the last 3 years.
- The business school has a well-documented policy to limit the inbreeding[8] of faculty to less than 25%.

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[8] Hiring of faculty with the terminal degree from the same institution

Proformae 5: Research and Development
10 % weightage

"The School should consistently produce original and applied contributions to knowledge and disseminate them effectively. The research and development contributions should make an impact on strategically important constituencies including academic peers, management professionals, students, national development and society."

Introduction

The excellence in research and development (R&D) contributes to the brand recognition of a school and consequently increases the capacity to attract high quality faculty and students. This enhances the quality of the degree programs, capacity to attract funding and ability to provide usable knowledge and new management methodologies to corporate clients. In short, the R&D efforts allow the School to better fulfill the public service mission and serve the markets of choice.

NBEAC defines "research" as a broad spectrum of intellectual undertaking. It ranges from scholarly publication primarily directed towards the academic community, to professionally relevant publications and activities targeting organizations and business practitioners, to educationally relevant productions for learners and teachers in the universities, schools and companies. Therefore, within the NBEAC criteria, the term has broad meaning and goes beyond purely academic concept of research.

The Assessment Criteria

The key assessment areas for R&D, and NBEAC guidelines for areas are given below.
   a) R&D Policy
   b) Sufficiency of Time Devoted to Research
   c) Adequacy of Funding for Research
   d) Quality of the Research Output
   e) Distinctive expertise
   f) Innovative Development
   g) Contribution of R&D to Courses and Programs
   h) Contribution of R&D to Faculty Development
   i) Contribution of Consultancy to Faculty Development

36. R&D Policy
- There is a clear R&D policy for creation and dissemination of knowledge.
- All relevant stake holders understand the R&D policy quite well.
- There is sufficient alignment of the policy with the vision, mission and objectives of the business school.

- There is significant evidence of allocation of financial and administrative resources for R&D.
- There are platforms for creation and dissemination of knowledge, such as, research centers, institutional journals and hosting of conferences.

37. Sufficiency of Time Devoted to Research

- Most faculty members develop and follow an annual plan for their R&D work.
- Research and professionally active faculty members devote about 20 percent of their FTE for R&D work.
- The research output of the faculty members in the last 3 years justifies the allocation of time.
- In the last 3 years, the teaching, administrative, research and consultancy workload of the faculty members was usually not overloaded.

38. Adequacy of Funding for Research

- The business school allocates sufficient amount of funds (over 5% of budget) for R&D work.
- There is sufficient external funding for R&D besides the budgetary allocation.
- The last 3 years financial documents reflect continuations and steady flow of funding and expenditures towards R&D.

39. Quality of the Research Output

- In the last 3 academic years, over forty percent of the academically qualified faculty members published at least one paper in a W or X category journal recognized by HEC.
- In the last 3 academic years, over thirty percent of all full-time faculty members published a research paper in a reputed national or international journal or conference.
- There are evidences of citation of published research work of the faculty members.
- Some faculty members publish their work in other forms including books, chapters in books, monograph and conference proceedings.

40. Distinctive Expertise

- The business school/research center/faculty have active and productive special interest groups (SIGs)/working groups in different fields (e.g. marketing, HRM, accounting, finance, economics).
- At least 80% of the publications of faculty members in the last 3 years exhibit the field with which they are associated.

41. Innovative Development

- The business schools' research produces several innovative ideas, processes, products and services relevant to the academic and industry needs.

- The school collaborates with industry to solve real life problems and publishes findings of their research.
- The faculty members share several of the innovative developments with academia and industry through exhibitions and conferences.
- There is evidence of the acceptance of the business schools' research in industry.

42. Contribution of R&D to Courses and Programs

- The business school makes significant efforts to align R&D with the course portfolios of the degree programs.
- A majority of the higher level courses use scholarly outcome of the R&D process.
- The faculty members often share the outcome of R&D in classroom including research articles, book chapters, cases and monographs.
- The course files of the last four semesters reflect improvement in the quality of teaching due to R&D work.

43. Contribution of R&D to Faculty Development

- There is a link between R&D budget and faculty development plans.
- Faculty development programs make reasonable contributions in exposure, understanding and R&D skills development among the faculty members in the business school.
- The faculty development agenda of the last 3 years provides clear evidence of incremental and progressive changes in teaching and research

44. Contribution of Consultancy to Faculty Development

- The business school has clear policy guidelines on faculty consultancy projects.
- There is a formal and effective mechanism and avenue of sharing the learning experiences of consultancy work of faculty members to strengthen faculty development of junior faculty.

Proformae 6: Social Responsibility
5 % weightage

The School should have a clear understanding of its role as a 'globally responsible entity' and its contribution to ethics and sustainability. This understanding should be reflected in the School's strategy and activities. There should be evidence that the School's contribution is reflected in its regular activities, covering education, research, interactions with businesses and managers, community outreach and its own operations.

Introduction

The purpose of this standard is to assess the School's role as an ethical and globally responsible entity and its contribution to sustainability. This implies that responsible and ethical behavior should be an integral part of the School's values and strategy and should be reflected in its regular activities. In particular, it should act as a catalyst for the development of socially responsible business communities, as a forum for related debates, and as a source of dissemination of new ideas and solutions for sustainability challenges. This implies that the faculty, staff and students should be encouraged and supported to participate in these activities as an integral part of their professional engagement.

An important dimension within this standard is the attention paid to the issue of responsibility and sustainability in the business world, as a matter of both policy and practice. The concern for responsibility and sustainability will be evidenced not only in the School's approach to management education, but also in its research, its public outreach and its own behavior. Development and protection of internal community is an important element of the latter.

The Assessment Criteria

The key assessment areas for Social Responsibility and NBEAC guidelines for areas are given below.

a) Policy of Community Services and Social Activities
b) Formal Relationships with Social Sector Organizations
c) Code of Moral Principles, Ethics, Behaviors and Conducts
d) Development and Protection of Internal Community
e) Impact on the Society

45.   Policy of Community Services and Social Activities
- The business school has an appreciation of the community development and improvement of quality of life needs, and regularly shares it with all stakeholders.

- The school has a documented policy and process to engage stakeholders to address development and social services needs of the community.
- The school has an operational and effective strategy to implement plans with the assistance of students, societies, staff, faculty, businesses and community support.

46. Formal Relationships with Social Sector Organizations
- The school maintains a good workable relationship with the social sector organizations, reflected through active MoUs with a large variety of social sector organizations.
- The school maintains a record of all the activities carried out under the various MoUs over the last 3 years.
- The activities of the school in the last 3 years exhibits evidence of community engagement to improve the quality of life and provide social services and development projects.

47. Code of Moral Principles, Ethics, Behaviours and Conducts
- The business school has a defined, developed and assessable document of code of moral principles, ethics, behaviors and conducts for the students, staff and faculty members.
- The school actively applies the above code for the students, staff and faculty members and maintains a record of complaints and their resolution.
- The related records of the school in the last 3 years exhibit a fair, logical, consistent, transparent and effective implementation of the above code.

48. Development and Protection of Internal Community
- The business school has a well-developed and readily assessable policy document to improve the quality of work life of the internal community covering areas including health, safety and sexual harassment.
- The school has taken many good steps to improve the quality of life of lower level staff through some of the schemes, such as short-term loan, salary advance, welfare fund, medical camps, transport support and subsidized meals.
- The functioning of the school in the last 3 years shows sound evidence of supporting the internal community to improve their quality of work life.

49. Impact on the Society
- The business school has an established mechanism to collect data and monitor trends to measure the impact of its participation in community services and social activities of external community and take corrective actions.
- The school regularly measures the satisfaction index of the students, staff and faculty with internal development and protection initiatives via different computational methods and survey techniques.
- The impact assessment data and documents of the school in the last 3 years exhibits evidence of supporting the internal and external community.

Proformae 7: Resources
10 % weightage

The School should be able to demonstrate financial viability and institutional continuity, with physical resources and facilities to provide a high quality learning environment and with sufficient high quality administrative staff and processes to support the School's range of activities.

Introduction

The purpose of this standard is to evaluate the adequacy of the School's physical and financial resources together with the associated management systems and staff. The physical facilities should provide an adequate learning environment for the students and participants in the School's various programs. 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. The School should be adequately equipped with documentation services providing access to books, periodicals and electronic databases backed up by the appropriate information systems. It is expected that the School will have installed a computer based Intranet platform for technology-enhanced learning and internal and external communication and will provide a help service for students and faculty.

Appropriate office space and research facilities should be provided for the faculty in support of their various roles within the School. In the context of this standard, NBEAC will also review the sufficiency of the School's financial performance and the supporting budgetary and financial management systems. An essential criterion here is the financial viability of the School and the adequacy of its resources in line with its strategic ambitions. In this context, the School should also demonstrate that its management accounting and reporting processes contribute to operational effectiveness by providing transparent information about revenues, costs and contribution of each program or activity.

Viable business school operations require that financial as well as non-financial risks be adequately managed. The School should explain how it organizes its risk management function and should further describe how it identifies, assesses and mitigates risks. Another area that falls within the scope of this standard is the overall sufficiency and quality of the School's administrative services and staff.

The Assessment Criteria
The key assessment areas for Resources and NBEAC guidelines for areas are given below.
   a) Financial Management System
   b) Learning Environment
   c) Library and Computing Facilities

d) Other facilities
e) Administrative Support Function
f) Quality Enhancement Cell

50. Financial Management System

- The business school (or institution) has a well-documented policy and process to plan and manage financial resources in a fair, logical, consistent, transparent and effective manner.
- The school plans, develops, disburses and abides by a defined and well-documented budget approved by the relevant statutory bodies.
- The budget supports the mission, objectives, long-term goals and strategy of the school.
- The institution maintains a good internal and external audit and management control system.
- The institution shows openness, trust and transparency in sharing the business school budget of the last 3 years with the peer review team for accreditation.
- The school budgets of the last 3 years reflect a good growth in line with the strategic goals of the school.
- The financial management of the business school in the last 3 years reflects a less than 15 percent deviation between budgetary plans and actual disbursement.

51. Learning Environment

- The business school has good infrastructure facilities of covered area of 100 square ft/ student.
- The school has adequate number of classrooms equipped with multimedia, comfortable furniture, climate control (air-conditioning and heating), good acoustic, lights and black/white boards.
- The school has one senior faculty member and no more than two junior faculty members per office.

52. Library and Computing Facilities

- The institution maintains at least a centralized library with a minimum of 8 recent edition (less than 7 years old) books per student on the topics of business administration, management sciences or related areas.
- The institution maintains hardcopy subscriptions for at least 12business and business related reputable international journals.
- The school has readily available access to at least the HEC provided online library resources.
- The library has generous seating capacity and good ambiance
- The school maintains computer labs for students at a minimum computer to student ratio of 1:12(1:5for lab based courses).

- Faculty members use individual laptops (or workstation).
- The school follows a documented policy of providing access and upgrading of computers, laptops, printing facilities, good bandwidth internet access and email address for all students, staff and faculty.
- The performance of the school in the last 3 years exhibits good evidence of active and effective use of library and lab facilities.

53.   Other facilities
- The school has an adequate number of support facilities of conference, meeting and discussion rooms, computer labs, study space, and faculty and student lounges.
- The school provides good quality facilities of cafeteria, parking, prayer rooms, toilets, play grounds and transport.

54.   Administrative Support Function
- The business school (or the institution) has a well-documented policy and process for delivering all of the administrative functions.
- The school provides good, reliable and consistent services of security, information technology, house-keeping, gardening, maintenance and utilities.
- The school has necessary capable, trained and motivated staff to provide secretarial support, course coordination, academic assistance and logistical support.
- The administrative support function of the school in the last 3 years exhibits strong evidence of active and effective performance.

55.   Quality Enhancement Cell
- The business school (or the institution) has a documented policy and process for enhancing the quality function of education delivery.
- The cell regularly collects, monitors, reports and enforces quality measures in the school with the support and approval of academic managers.
- The functioning of the quality enhancement cell demonstrates steady increase in the quality of education delivery of the school in the last 3 years.

Proformae 8: External Linkages and Student Placement
5% weightage

The School should have a clearly articulated strategy and policies for national and international linkages. It should demonstrate its commitment to establishing effective academic and corporate linkages which are aligned with its strategy. The School should also be able to demonstrate strong linkages with the market for student placement, aligned with the market it is serving and its strategy.

Introduction

As no school can thrive or survive in isolation, therefore national and international linkages comprise a key standard of the NBEAC framework. It is important to explain the School's strategy and policies regarding linkages, as well as the processes and resources available for the implementation of the strategy. The School should also demonstrate the effective use of the linkages over the years.

Associated with linkages, an important indicator of student quality is their employability upon graduation, which is influenced by the standing and linkages in the market. The School should proactively manage the interface with companies in order to bring students and employers together. It should show it has the professionally qualified resources to help students in their search for a job, through career counselling and placement services. It should further demonstrate that it maintains a statistical record of employment results for each graduating class.

The Assessment Criteria

The key assessment areas for external linkages and student placement, and NBEAC guidelines for areas are given below.

a) International Linkages
b) National Linkages
c) Corporate Linkages and Relations
d) Participation in Academic Governance
e) Student and Faculty Exchange Programs
f) Placement Office: Internships and Placements
g) Placement office: Corporate Involvement

56.   International Linkages

- The business school has a policy and plan to set up active international linkages.
- The business school has good and effective linkages with respectable international institutions of strategic importance.
- The school maintains functional and effective MOU with at least 2 international institutions.

- There is sound evidence of an effective implementation and follow-up of MOUs in practice over the last 3 years.

57. National Linkages

- The business school has a policy and plan to set up active national linkages.
- The business school has good and effective linkages with respectable national institutions of strategic importance.
- The school maintains functional and effective MOU with at least 2 national institutions.
- There is sound evidence of an effective implementation and follow-up of MOUs in practice over the last 3 years.

58. Corporate Linkages and Relations

- The business school has mutually beneficial linkages with sound corporate institutions of strategic importance.
- The school maintains effective MOU with at least 5 corporate and social organizations.
- The MOUs cover growing and sound relationships including research collaboration, curriculum development, student engagements, faculty support, training and executive education.
- There is a sound evidence of functional follow up of MOUs over the last 3 years.

59. Participation in Academic Governance

- The business school or the institution has well-documented policy to include international members in various academic advisory boards.
- The business school has a viable and effective presence[9] of international members of the level of stature of the institution in academic advisory bodies.
- At least 10 percent members of the advisory and statutory bodies of the school consist of individuals with a substantial service at a senior level international academic or managerial position.

60. Student and Faculty Exchange Programs

- The business school has good and effective student and faculty exchange programs with respectable national and international institutions of strategic importance.
- The school maintains active and effective MoUs for student and faculty exchange programs and/or study tours with at least 3 national and 2 international institutions.
- There is a sound evidence of execution and follow-up of student and faculty exchange and study tours in practice over the last 3 years.

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[9] Including via video link.

61. Placement Office: Internships and Placements

- The business school has an active and effective placement office with sufficient capable, trained and motivated staff to provide good, reliable and consistent services to the school.
- The business school (or the institution) has well-documented policy, process and strategy for active and effective internships and placement of students.
- The school follows the policy, process and strategy to place students for internships and job opportunities.
- The internship and placement program function of the school in last 3 years illustrates good evidence of active and effective performance.

62. Placement office: Corporate Involvement

- The placement office actively maintains a good contact with the corporate, and develops, maintains and follows a calendar of activities including resume writing workshops, mock interviews, guest speaker sessions, road shows, and internship and career fairs, and on-campus interviews.
- The functioning of the placement office over the last 3 years exhibits evidence of active and effective performance regarding corporate involvement in grooming students and preparing them for the industry.

Proformae 9: Admissions and Examination Policy

5% weightage

The School should have appropriate policy and processes for admission and examination functions. This should be supported by capable, trained and motivated professional staff for the active and effective performance of the two functions.

Introduction

The purpose of this standard is to evaluate the adequacy of the school's admission office and the examination office/cell. Both offices should have documented policy and processes, supported by physical and financial resources, together with the associated technology, management systems and staff.

The school should try and explain the criteria for student selection, and relate them to the target market for these programs under accreditation, and the school's strategy. The school should also provide evidence that the procedure and standards are consistently applied for admission for each program, and are implemented by capable, trained and motivated staff. The School should describe the results of the selection process for the programs, 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 three to five years, including any steps taken to ensure that the right quality candidates have been selected over the years. The school should also describe any analyses which have been carried out of the data collected to improve the enrollment.

The school explains how and why the resources allocated for the examination cell are sufficient to meet the needs. It should also describe the various process associated with examination and explain the mechanisms used to disseminate related policies and procedures to all stakeholders.

The Assessment Criteria

The key assessment areas for admissions and examination policy, and NBEAC guidelines for areas are given below.

a) Admissions Office
b) Student Selection Processes
c) Examination Monitoring
d) Examination Cell

63.   Admissions Office

- The business school (or the institution) has a well-documented policy and process for delivering admission functions.
- The school follows the policy, process and strategy for admissions.

- The admission office has good technology and infrastructure to deliver reliable and effective support.
- The admission office has adequate capable, trained and motivated staff led by a senior professional to provide good, reliable and consistent admission services to the school.
- The admission support function of the school in last 3 years exhibits good evidence of active and effective performance.

64. Student Selection Processes

- The business school (or the institution) has a well-documented policy and process for entry requirements describing details such as minimum qualifications, grade/percentage/division and marks required in the entry test.
- The business school (or institution) has a documented policy to recruit top quality students from the application received.
- The merit policy and entry requirements are aligned with the vision, mission and objectives of the business school.
- There are processes in place to regularly review and monitor the admission processes and practices to improve their effectiveness and alignment with the business school's vision, mission and specific goals.
- The student selection process over the last 3 years exhibits evidence of active and effective performance

65. Examination Monitoring

- The business school (or the institution) has a well-documented policy and process for delivering the examination monitoring function.
- The school policy and practice of monitoring the examination closely follows the HEC guidelines of safety and secrecy of question papers, invigilation process and conduct of examinations, vetting of question papers, marking of answer scripts, submission of results, and moderation of grades.
- The student and faculty are aware of the examination policies and rules which have been circulated through multiple channels such as student handbook, faculty handbook, and university website.
- There is clear evidence that these processes and rules have been followed in a consistent and transparent manner over the last 3 years.

66. Examination Cell

- The business school (or the institution) has an examination cell which has a good technology (computers and photocopiers) and infrastructure to deliver reliable and effective support.
- The cell has adequate capable, trained and motivated staff led by a professional controller to provide good, reliable and consistent monitoring services.

- The specialized examination cell has a strong room for safe custody of the question papers.
- The performance of the examination cell in the last 3 years exhibits strong evidence of active, effective and efficient working of the cell.