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# NBEAC STANDARDS

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NATIONAL BUSINESS EDUCATION ACCREDITATION COUNCIL  
HEC, ISLAMABAD

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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 statutory bodies<sup>1</sup> of the business school<sup>2</sup> provides reasonable evidence of fair, logical, consistent, transparent and effective decision making.
- Administrative: The head of the business school and academic departmental heads are in place and functioning, to a large extent, in a fair, logical, consistent, transparent, independent and effective manner in accordance with policy guidelines of the institution.
- Financial: The school has adequate authority to disburse and allocate the budget as per the act and statutes of the University.

### **2. Financial Support**

- The business school has sufficient support from sponsors, agencies, endowment funds, consulting, projects, or executive education.
- The school has clear policies and infrastructure to raise funds.
- Sources of funding for the school are fairly diverse and reliable enough to meet operational requirements in a sustained manner.

### **3. External Participation in Academic Governance<sup>3</sup>**

- The membership of statutory and academic bodies cover all stakeholders at a level commensurate with the stature of the business school including coopted members, where required.

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<sup>1</sup> Includes board of studies, board of faculty, board of advanced studies and research, academic council or equivalent.

<sup>2</sup> 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.

<sup>3</sup> External participation includes representatives from other academic and non-academic institutions from within the city, country or globally.

- The school has an active and effective presence<sup>4</sup> of national members in statutory and academic bodies including coopted members, where required.
- 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 often generates and disseminates reports of internal and external governance to all relevant stakeholders and takes effective actions.
- The school/university often uses an independent and transparent audit system for financial governance, and communicates the findings to all stakeholders.

#### **5. Sense of Vision and Mission**

- Faculty, staff, students and other stakeholders are familiar with and generally share the vision and mission of the business school
- The formal mission, goals, objective and strategy are well aligned with the vision of the school.
- The school has a committed leadership team with sufficient resources to achieve the vision and mission.
- There is clear evidence of measures to achieve the vision and mission in the last 3 years.

#### **6. Credibility of Strategic Planning and Positioning**

- The business school prepares a strategic plan once every five years and shares the same with relevant stakeholders.
- There is clear evidence of active involvement of key stakeholders in the development and execution of the strategic plan.
- The school monitors and updates the strategic plan on an annual basis.

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<sup>4</sup> Including via video link.



## **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 HEC guidelines.
- The curriculum supports the vision and mission of the school.
- The curriculum is duly approved by the statutory bodies of the school and is occasionally reviewed.
- There is clear evidence that the curriculum is followed.

## **8. Program Design**

- The program under review has 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 program design, learning objectives and outcomes at least once every 5 years.

## **9. Program Content and Coverage**

- The business school maintains detailed outlines of courses offered in the program, including course objectives and content.
- Course materials are generally appropriate in terms of rigor and relevance.
- The school maintains an effective process to monitor the delivery of the course content.

## **10. Responsiveness to Corporate Needs**

- The curriculum identifies and addresses the needs of the corporate sector.
- The school regularly assigns projects and assignments on corporate<sup>5</sup> issues.
- The school regularly involves corporate representatives in program delivery and assessment.

## **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
- Relevant course outlines and files show adequate use of indigenous or comparative material.

## **12. Soft Skills Provision**

- Learning outcomes of relevant course outlines identify, build and measure soft skills relating to communication, interpersonal relationships, leadership, critical thinking, entrepreneurship, and analytical abilities among others.
- There is a satisfactory mechanism in place to ensure the provision of soft skills
- The school's provision of soft skills meets job market requirements to a satisfactory degree.

## **13. Program Delivery**

- The business school plans and follows a (semester) system with a detailed timetable of academic activities for the degree program.

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<sup>5</sup> Corporate includes industry, businesses, SMEs, non-profit and public sector organizations.

- The teaching pedagogy uses, as a complement to lectures, a variety of tools such as case studies, role plays, group projects, video clips, written reports and presentations and achieves most course objectives and program outcomes.
- The school maintains course files for all courses of the program and the files reflect good coverage of the course contents.
- The school has an effective process to monitor, evaluate and improve the quality of program delivery.

#### **14. Examination and Assessment**

- In addition to examinations and tests, the school uses several of the following assessment tools: class participation, case discussion, assignments, lab work, field trips, projects, tests, quizzes, and term papers.
- Most course outlines identify multiple tools for assessment.
- There is clear evidence to show that assessment methods are chosen to measure course learning outcomes.
- The school uses a documented 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 guidelines.
- The policy broadly covers investigation procedures, standards of proof, and levels of penalty applying to cheating in tests and plagiarism in written or presented work.
- There is much evidence that academic honesty cases have been dealt with in a fair, consistent and transparent manner during the last academic year.

## **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.

1. Student Enrolment
2. Average Success Percentage
3. Scholarships and Financial Aid
4. Student Progression and Individual Learning
5. Personal Grooming and Interpersonal Skills
6. Student Counselling and Guidance
7. Extracurricular and Co-curricular Activities
8. Alumni Network

## **16. Student Enrolment**

- The business school has a policy to guide student admissions and it is implemented in a fair, consistent and transparent manner.
- Admission requirements are clearly stated in terms of minimum qualifications, grades (or marks percentage) and entry test scores and there is some evidence that these guidelines are being followed.
- Admissions policies and practices comply with national guidelines and legal requirements.
- Classroom size<sup>6</sup>:

Undergraduate: 20-55

Graduate: 15-45

## **17. Average Success Percentage**

- The business school has a documented policy to monitor and contain student dropouts.
- The institution periodically collects data on the rate of student dropout and discusses measures to reduce it.
- The school has a low dropout rate for academic reasons in the range of 10 to 15 percent in the last 3 years.

## **18. Scholarships and Financial Aid**

- The school has a written policy to offer merit- and need-based scholarships and financial aid to students. The policy is applied in a consistent and transparent manner.
- The school regularly publicizes a list of scholarships and financial aid opportunities and application procedures. Information is made available through limited channels.
- Scholarships and financial aid provided in the last 3 years amounted to between 7% and 10% of tuition revenues.

## **19. Student Progression and Individual Learning**

- The school regularly identifies and monitors student progression needs.
- The school provides support to academically weak students through faculty advisors and remedial classes.
- The school carries out a formal impact assessment of its support activities for academically weak students.

## **20. Personal Grooming and Interpersonal Skills**

- The school offers classes and other activities to develop personal or inter-personal skills of students in several of the following areas: communication, interpersonal relationships, leadership, social service and analytical abilities.

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<sup>6</sup> Note: Peer reviewers should use their judgement 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 a moderate budget for participation in workshops, seminars, conferences and community projects.
- Students are informed about participation opportunities in such activities through a printed calendar.
- A systematic effort is made to measure the impact of personal or inter-personal skills on students.

## **21. Student Counselling and Guidance**

- The business school has a well-documented policy to provide counselling to students for academic, psychological, social and financial matters.
- The school assigns faculty or other advisors to discuss academic, psychological, social and financial matters with students on a routine basis.
- The school arranges professional psychologist<sup>7</sup> and/or guidance counselling services on a routine basis.
- There is a formal mechanism to gauge the need for counselling and advising services during the last academic year.

## **22. Extracurricular and Co-curricular Activities**

- The school has a policy of supporting student participation in extra- and co-curricular activities including sports, cultural shows, debates, business plan competitions or case simulation exercises, on a routine basis.
- The school provides financial support on a routine basis for student participation in extra- and co-curricular activities such as: sports, cultural shows, debates, business plan competitions and case simulation exercises.
- Based on the record of the last year, many extra- and co-curricular activities take place in the school on a routine basis.

## **23. Alumni Network**

- The business school has a formal alumni association with bye-laws and independent governance.
- The alumni association or individual alumni participate actively in the following school activities: curriculum review, grooming and skills development, mentoring, internships, job placements, and fund raising.
- More than 30 percent of graduates are registered with the alumni association and/or office for alumni affairs.
- Alumni often participate in events such as seminars, reunions and on-campus social gatherings.

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<sup>7</sup> At University level

## **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.

1. Faculty Size and Portfolio
2. Faculty Qualifications
3. Faculty Planning
4. Faculty's stability and turnover

5. Faculty to Student Ratios
6. Faculty Policies: Recruitment and Selection
7. Faculty Promotion, Retention and Development
8. Faculty Evaluation and Assessment
9. Role of Faculty in Decision Making
10. Faculty Consulting and Training Engagements
11. Faculty Involvement in the Social and Professional Organizations, and Businesses
12. International exposure of the faculty

#### **24. Faculty Size and Portfolio**

- The business school has at least 15 full time faculty members of which at least 3 are at the assistant, associate or full professor level.
- The business school has qualified faculty in all functional areas. Relevant areas include Strategy, Marketing, Management Finance, Accounting and Human Resource Management.
- Over 70 percent of the faculty maintain academic activities in their field of expertise.
- All faculty member of the school have at least 18 years of prior education

#### **25. Faculty Qualifications**

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

#### **26. Faculty Planning**

- The school formally informs faculty members of their teaching responsibilities at least 4 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 specifies teaching exemptions for administrative responsibilities and research output in the same year but it is not implemented consistently.
- 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 documented policy for conducting independent exit interviews of departing faculty but notes are not formally kept by the HR department.
- Faculty turn-over is less than 10% per year.

## **28. Faculty to Student Ratios**

- The business school has a well-documented policy concerning the desired ratio of faculty to students in undergraduate, graduate and doctoral courses.
- Observed faculty to student ratios are mostly below 1:25 at the undergraduate level; below 1:20 at the graduate level (MS and MBA), below 1:15 for research based level (MPhil) and below 1:8 at the doctorate (PhD) level.
- The policy limits the maximum class size for sectional teaching<sup>8</sup> to 55 for undergraduate and 45 for graduate and 35 for doctoral courses.
- Violations of the faculty to student ratio policy amounted to less than 10 percent in the last 3 years.

## **29. Faculty Policies: Recruitment and Selection**

- The business school has a well-documented policy to recruit regular, adjunct, contractual, and visiting faculty.
- Faculty are mostly selected on merit with little consideration for other characteristics (such as gender, ethnicity, religion, domicile and physical handicaps).
- The Dean and HoD are both involved in the faculty recruitment and selection process.
- Faculty recruitment and selection practices are compliant with legal or regulatory requirements to a great extent.
- Data from the last 3 years suggests that the prescribed faculty recruitment and selection policies are usually implemented.

## **30. Faculty Promotion, Retention and Development**

- The business school has a well-documented policy and process for faculty promotion, retention and development.
- The prescribed faculty promotion, retention and development policy and process is consistently applied.
- The school allocates sufficient funds for faculty development activities.

## **31. Faculty Evaluation and Assessment**

- Faculty evaluation is conducted systematically on the basis of well documented policies/processes.

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<sup>8</sup> The school limits the maximum class size for the large lecture classes in year 1 and 2 to 350 for the undergraduate.

- Relevant evaluation policies and processes are applied to a large extent.
- The evaluation process typically includes feedback from the HoD as well as from students (through course-level teaching evaluations).
- The annual review covers all teaching, research and service contributions of the faculty member.
- Available records from the last 3 years typically show consistency in evaluation processes and broad compliance with policies.

### **32. Role of Faculty in Decision Making**

- Faculty members have a formal role in the statutory bodies of the institution.
- Full time faculty members have meaningful participation in operational and strategic planning bodies at the school.
- Minutes of relevant bodies for the past 3 years provide evidence of active participation by faculty.

### **33. Faculty Consulting and Training Engagements**

- The business school has documented policies relating to consultancy and training activities of faculty.
- The policies specify a list of permitted activities, formulae to share revenues, costs and fees generated from the activities and an approval process.
- Available data for the past 3 years show active involvement of faculty in consulting and training activities.

### **34. Faculty Involvement in the Social and Professional Organizations, and Businesses**

- The business school has a documented policy covering faculty engagement with (a) national and global professional organizations (b) social enterprises and business establishments.
- The business school encourages professional/social engagement among faculty and provides incentives for this in the form of occasional official leave.
- Available data for the past 3 years show that more than 40 percent of faculty are involved in professional and social activities.

### **35. International exposure of the faculty**

- At least 20% of the fulltime faculty has foreign exposure 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.
- The business school limits the hiring of inbred candidates to less than 25% of fulltime faculty<sup>9</sup>.

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<sup>9</sup> Inbred staff are those who have received their 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 well-documented R&D policy for creation and dissemination of knowledge.
- Relevant stakeholders are aware that a documented R&D policy exists.
- There is sufficient alignment of the R&D policy with the vision, mission and objectives of the business school.
- There are regular platforms for creation and dissemination of knowledge, such as research centers, institutional journals and conferences.

### **37. Sufficiency of Time Devoted to Research**

- Almost half of the faculty develops and follows an annual plan for R&D work.
- Research-active faculty members devote about 20 percent of their FTE for R&D work.
- The research output of the faculty was adequate during the last 3 years.
- In the last 3 years, the teaching, administrative, research and consultancy workload of faculty was not overloaded.

### **38. Adequacy of Funding for Research**

- The business school allocates sufficient amount of funds (over 3% of budget) for R&D work.
- There is usually some 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 years, around 40% of fulltime faculty members published at least one paper in an X or Y category research journal as rated by HEC.
- In the last 3 years, around 30% of all full-time faculty members published their work in such forms as books, chapters in books, monographs and conference proceedings.
- There is evidence of good citation of the published research work of faculty members.

### **40. Distinctive Expertise**

- There exist some active special interest working groups (SIGs) in different research fields (e.g. marketing, HRM, accounting, finance, economics) at the school.
- At least 80% of the publications of faculty members in the last 3 years were in the fields with which they are associated.

### **41. Innovative Development**

- The schools research produces some innovative ideas, processes, products and services relevant to the academic and industry needs.
- The school regularly collaborates with industry to solve real life problems.
- Faculty share some innovative ideas with academia and industry through exhibitions, reports and conferences.
- There is adequate evidence of the acceptance of the schools research in industry.

### **42. Contribution of R&D to Courses and Programs**

- The school makes significant efforts to align R&D with the course portfolios of the degree programs.
- Outcomes of research (articles, books, monographs, cases and chapters) are integrated with course contents in some higher-level courses.
- 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 of faculty.
- The faculty development agenda of the last 3 years provides reasonable evidence of incremental and progressive changes in teaching and research.

## **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 Internal and External Community

#### **44. Policy of Community Services and Social Activities**

- The business school has a documented policy regarding its role in community development.
- The school has a formal and documented process to engage with community service organizations.

- Students, staff and faculty are occasionally involved in community service activities organized by the school in a planned and scheduled manner.

#### **45. Formal Relationships with Social Sector Organizations**

- The school has formal relationships with several social sector organizations reflected in specific MoUs.
- The school has good records of its community service activities over the past 3 years.

#### **46. Code of Moral Principles, Ethics, Behaviours and Conducts**

- The business school has a documented code of ethics, behavior and conduct for students, staff and faculty.
- The school applies its code actively and maintains informal records of complaints relating to ethics, behavior and conduct and their resolution.
- Available evidence shows that ethics, behavior and conduct complaints are handled in a fair and consistent manner.

#### **47. Development and Protection of Internal Community**

- The business school has a documented policy relating to harassment (sexual or otherwise).
- The school has many schemes to help lower level staff such as short-term loan, salary advance, welfare fund, medical camps, transport support and subsidized meals.
- The functioning of the school in the last 1 year shows reasonable evidence of supporting the internal community to improve their quality of work life.

#### **48. Impact on Internal and External Community**

- The school collects information on its impact on its external stakeholders in a formal and structured manner.
- The school routinely collects information on the satisfaction of its internal community of students, staff and faculty in a formal and structured manner through surveys.

## **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
- b) Learning Environment
- c) Library
- d) Computing Facilities
- e) Other facilities



- f) Administrative Support Function
- g) Quality Enhancement Cell

#### **49. Financial Management**

- The business school/university has a formal documented policy and process to plan and manage financial resources in a logical, consistent, and transparent manner.
- The school/university develops and abides by a documented budget that is approved by the relevant statutory bodies.
- The budget supports the mission, goals and strategy of the school.
- The business school/university has a good internal and external audit system.
- The school shared the budget of the last 3 years with the peer review team and responded to questions.
- School budgets for the last 3 years show growth that is in keeping with strategic goals.
- Available data from the last 3 years show a deviation of less than 15% between budgetary plans and actual disbursement.

#### **50. Learning Environment**

- The available covered area is more than 90 square ft/student.
- The school has a sufficient number of classrooms equipped with appropriate furniture, lighting, climate control, and black/white boards.
- No more than one senior faculty and two junior faculty are assigned per office.

#### **51. Library**

- The institution has a central library with a book collection that is aligned with course needs.
- Each year, the school adds at least 5% new books to its stock.
- Students have access to a reasonable database of e-books including recent editions.
- The institution maintains subscriptions for at least 12 business related reputable international journals, in hard or soft form.
- The school has access to the HEC provided online library resources.
- The library has adequate seating capacity and good ambiance
- Available data show considerable use of the library.

#### **52. Computing Facilities**

- The school maintains computer labs for students at a minimum computer to student ratio of 1:12 (1:5 for lab based courses).
- Most faculty use individual laptops (or workstation).
- The school provides reliable and quick access to good computers, laptops, printing facilities, the internet and email.
- Available data for the last 3 years shows active use of lab facilities

### **53. Other facilities**

- The school has adequate conference and meeting rooms, computer labs, study spaces, and faculty and student lounges.
- The school provides good quality and quantity of facilities like cafeteria, parking, prayer rooms, toilets, playgrounds and transport.

### **54. Administrative Support Function**

- The business school (or the institution) has a well-documented policy and process for delivering relevant administrative functions.
- The school provides reliable and good quality services for security, IT, house-keeping, gardening, and maintenance.
- The school has adequate staff to provide secretarial support, course coordination, academic assistance and logistical support; the staff are well trained.
- Available data from the last 3 years show good administrative performance.

### **55. Quality Enhancement Cell**

- The business school (or the institution) has a Quality Enhancement Cell and good policies and processes for enhancing quality; these are well documented.
- The cell regularly collects, monitors, and reports quality measures in the school with the support of academic managers.
- Available evidence for the past 3 years shows steady improvement in quality.

## **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 Academic Linkages
- c) Corporate Linkages
- d) Student and Faculty Exchange Programs
- e) Placement Office: Internships and Placements
- f) Placement office: Corporate Involvement

### **56. International Linkages**

- The business school/university has a documented policy to set up international academic linkages.
- The business school/university has several MoUs with reputable international institutions
- The business school carries out activities with at least 2 international institutions each year.

### **57. National Academic Linkages**

- The business school/university has a documented policy to set up national academic linkages.

- The business school/university has several MOUs with national academic institutions of relevance.
- The business school carries out activities with at least 03 national institutions per year

#### **58. Corporate Linkages**

- The business school/university has a documented policy to set up national corporate linkages.
- The business school/university has several MOUs with corporations of relevance.
- The business school carries out activities with at least 03 corporate partners per year.

#### **59. Student and Faculty Exchange Programs**

- The business school/university has at least 3 MOUs for student and faculty exchange programs with reputable national and 2 MOUs with international institutions.
- Available data suggest that the school's students or faculty have participated in at least 4 exchange programs over the last 3 years

#### **60. Placement Office: Internships and Placements**

- The business school/university has an active student placement office with sufficient staff.
- The business school /university follows a documented policy governing internships and placement of students.
- Available evidence for the past 3 years shows well-functioning internship and placement services.

#### **61. Placement office: Corporate Involvement**

- The placement office engages the corporate sector in a range of activities such as resume writing workshops, mock interviews, guest speaker sessions, career fairs and on-campus interviews.
- The functioning of the placement office over the last 1 year 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

### 62. Admissions Office

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

### **63. Student Selection Processes**

- The school has a clear and well-documented eligibility and selection policy and process.
- The admission policy and entry requirements are aligned with the vision and mission of the school.
- Admission processes and practices are monitored routinely.
- Available evidence over the past 3 years suggests that the admissions process is effective.

### **64. Examination Monitoring**

- Examinations are monitored in a consistent manner using a documented process.
- Examination monitoring practices strictly follow HEC guidelines of safety and secrecy of question papers, invigilation process and conduct of examinations, marking of answer scripts, submission of results and moderation of grades
- Students and faculty are fully aware of examination policies and rules which are 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.

### **65. Examination Cell**

- The school/institution has an examination cell with good technology (computers and photocopiers) and infrastructure to deliver reliable and effective support.
- The cell has adequate trained staff led by a professional controller.
- The examination cell has a strong room for safe custody of the question papers and examination results.
- The performance of the examination cell in the last 3 years exhibits evidence of effective performance.

#### Acknowledgement:

[https://www.efmd.org/images/stories/efmd/EQUIS/2016/EQUIS\\_Standards\\_and\\_Criteria.pdf](https://www.efmd.org/images/stories/efmd/EQUIS/2016/EQUIS_Standards_and_Criteria.pdf)