



NATIONAL BUSINESS EDUCATION
ACCREDITATION COUNCIL

www.nbeac.org.pk



Impact of NBEAC – The First Ten Years

by

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8th - 9th April 2019 | PC, Lahore

**The Evolving Landscape
of Business Education
across the Globe**

Agenda

- To provide a brief overview of the NBEAC activities
- To present an analysis of what the NBEAC data tells us about our strengths and weaknesses, as a group of business schools
- To identify areas for capacity building

National Business Education Accreditation Council (NBEAC)

Vision of NBEAC

“Enhancing the Quality of Business Education”

Mission

Ensure member institutions surpass the minimum threshold requirements of accreditation of a business or business related degree program;
Provide training and support for enhancing the quality of accredited degree programs and employment prospects of graduates; and
Build capacity for the faculty, staff and administrative support of member institutions.

NBEAC: Structure and History (2008 – 19)

| Accreditation Wing | Development Wing |
|---|--|
| <p>Accreditation activity was</p> <ul style="list-style-type: none">• 97 peer review visits from 2012 to date• 142 schools registered with NBEAC• 120 total peer reviewers• 64 active peer reviewers in 2016-17, approx. same in 2017-18• 100 plus schools represented through peer reviewers | <ul style="list-style-type: none">• Many trainings were delivered from the overall NBEAC platform from 2011 to 2018• Training and Development Wing was formally established in July 2018• Delivered eight training programs in 2018-19, and six more are planned• Twelve proposed trainings and seminars for 2019-20; adding customized development programs. |

NBEAC Standards for Self Assessment

Standards for Business School Self Assessment

Strategic Management

Curriculum

Students

Faculty

Research and Development

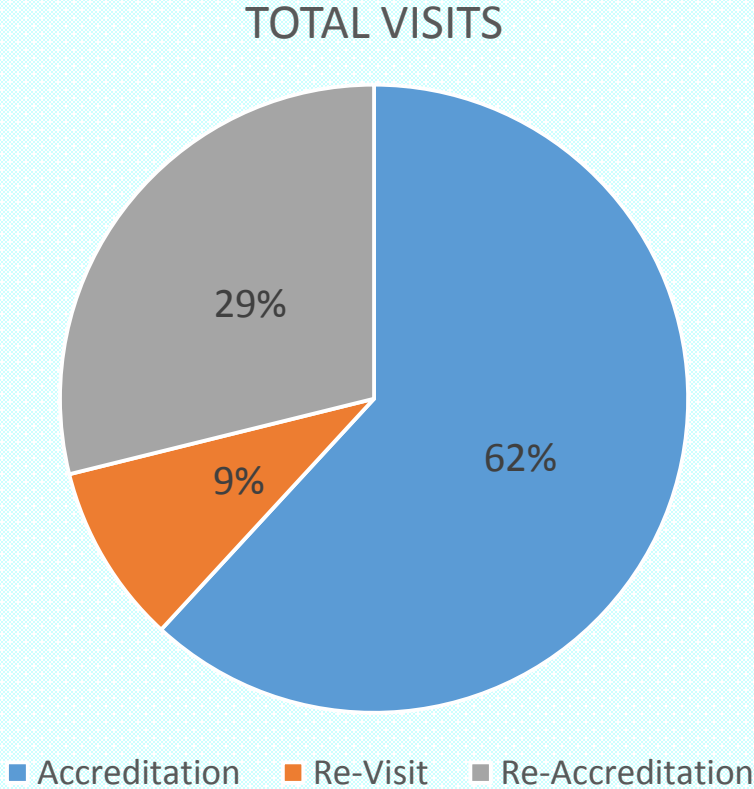
Social Responsibility

Resources

External Linkages and Student Placement

Admissions and Examination Policy

NBEAC Peer Review Team Visits (Total N=97)



Trainings and Development Calendar (2018-19)

| S. No | Topics | Months | Venue |
|-------|--|--------|-----------|
| 1 | Case Teaching and Contemporary Teaching Methods | July | Karachi |
| 2 | Strategic Planning of Business Schools | August | Lahore |
| 3 | Accreditation/ Reaccreditation (A way Forward for continuous improvement) | Sep | Islamabad |
| 4 | Management of Business School Faculty | Oct | Lahore |
| 5 | Leadership Challenges of a Business School | Nov | Islamabad |
| 6 | Mantra of Corporate Connect and Community Engagement | Jan | Islamabad |
| 7 | Case Teaching & Case Writing | Feb | Lahore |
| 8 | NBEAC Accreditation Awareness Seminar | Feb | Gujrat |
| 9 | NBEAC Accreditation Framework | April | Lahore |
| 10 | Teaching to Millennial: Fusion of Technology and Simulation with Case Studies | April | Lahore |
| 11 | Seminar on Leadership program for VCs/Rectors and Deans | April | Lahore |
| 12 | Why Case Study Writing is an Important Component of Business School's Research | April | Lahore |
| 13 | NBEAC Accreditation Awareness Seminar | May | Peshawar |
| 14 | How to market a business school | June | Islamabad |

Customized Developmental Program (CDP)

Every Business School has different and unique set of strengths, weaknesses, opportunities, risks and challenges.

Thus, the CDP program includes:

1. Mentorship
 - Pre-eligibility Mentorship
 - Pre-review Mentorship
2. Customized Trainings

Note: Customized training can be provided to institutes upon the request and the requirements of the business schools.



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The Nine Standards of NBEAC



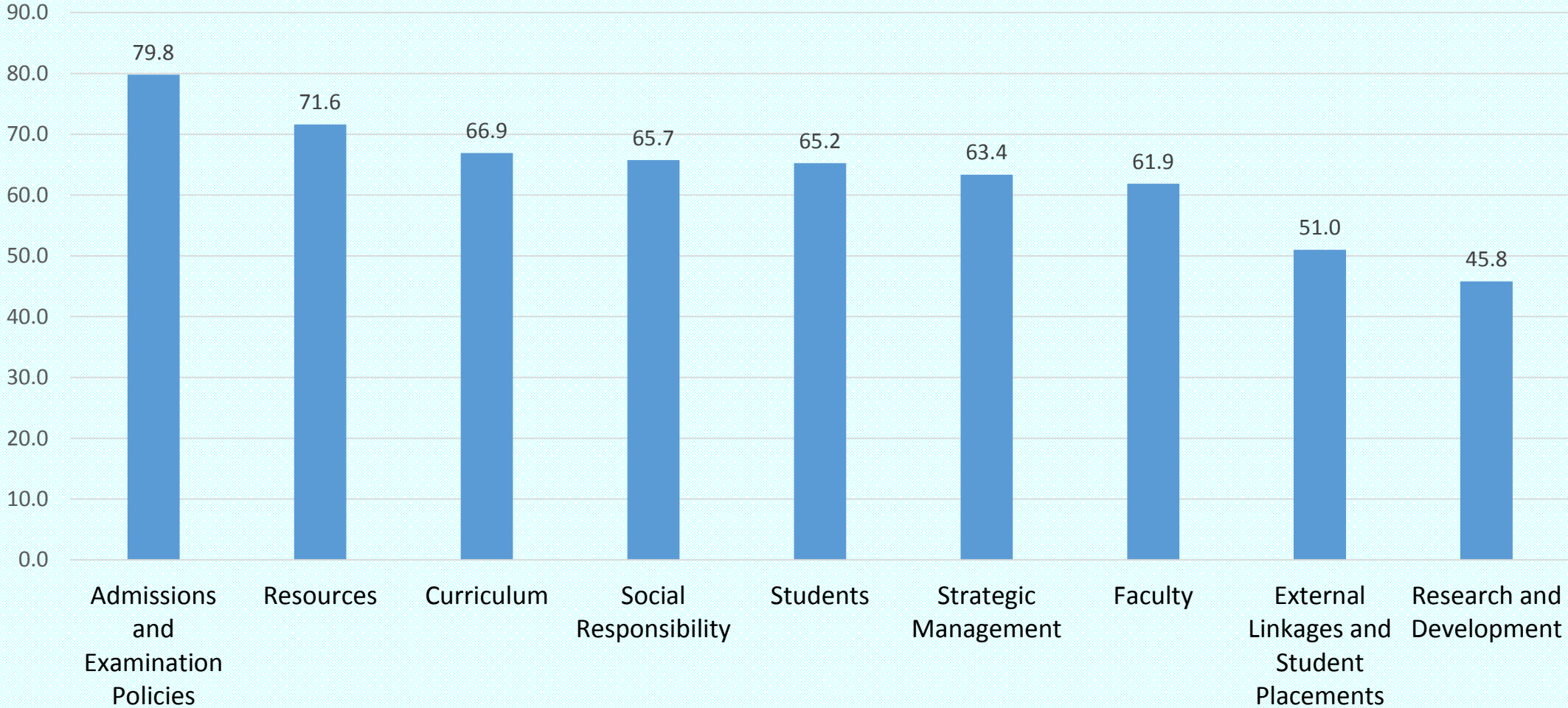
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The **Evolving Landscape**
of **Business Education**
across the **Globe**

NBEAC Standards for Self Assessment

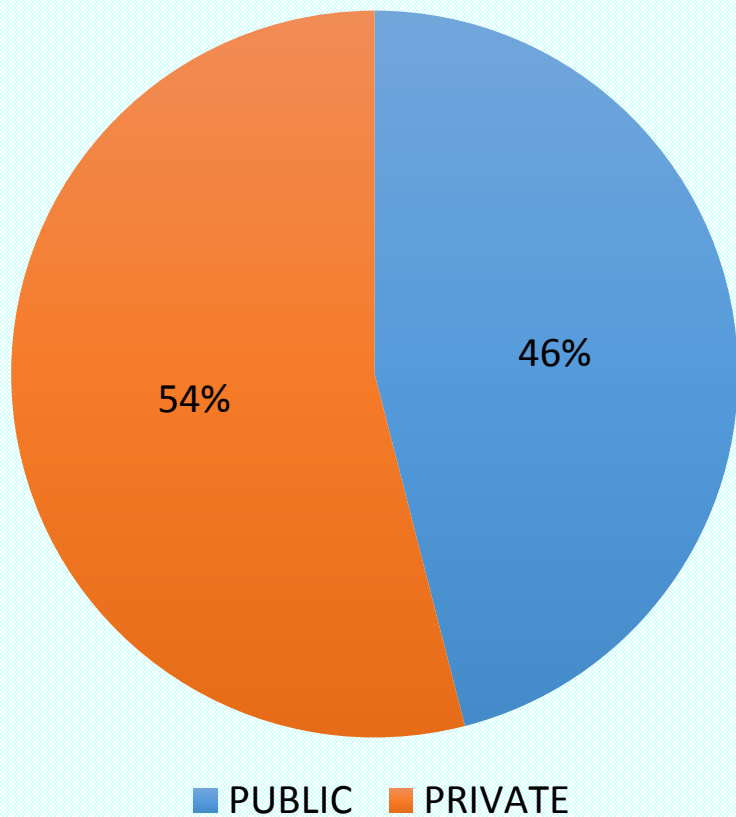
| Standards for Business School Self Assessment | Weightage |
|--|------------------|
| Strategic Management | 15 |
| Curriculum | 15 |
| Students | 15 |
| Faculty | 20 |
| Research and Development | 10 |
| Social Responsibility | 5 |
| Resources | 10 |
| External Linkages and Student Placement | 5 |
| Admissions and Examination Policy | 5 |
| Total | 100 |

Percentage Score in Nine Standards

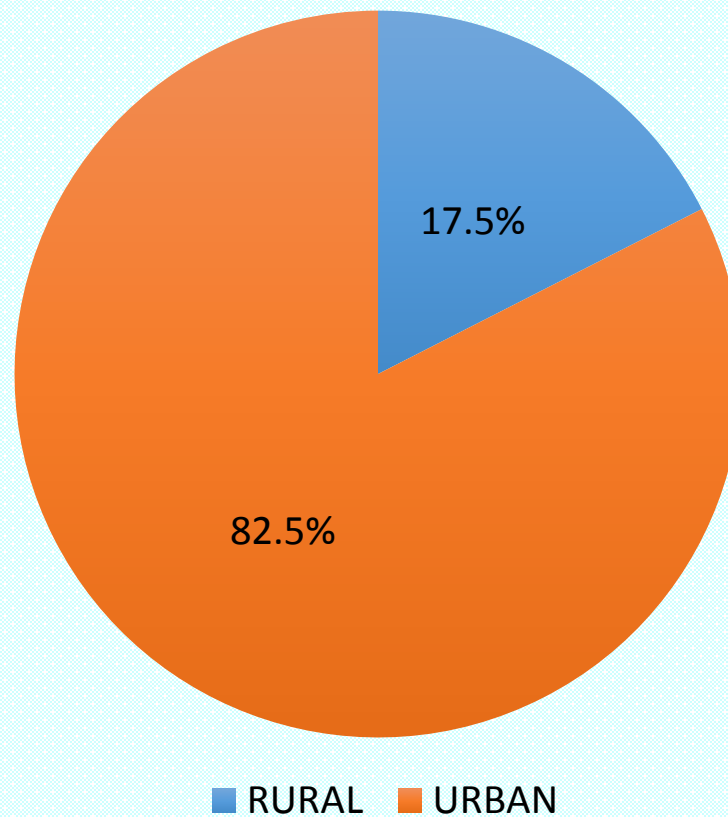


Characteristics of Business Schools Visited by NBEAC Peer Review Teams

Sector - wise

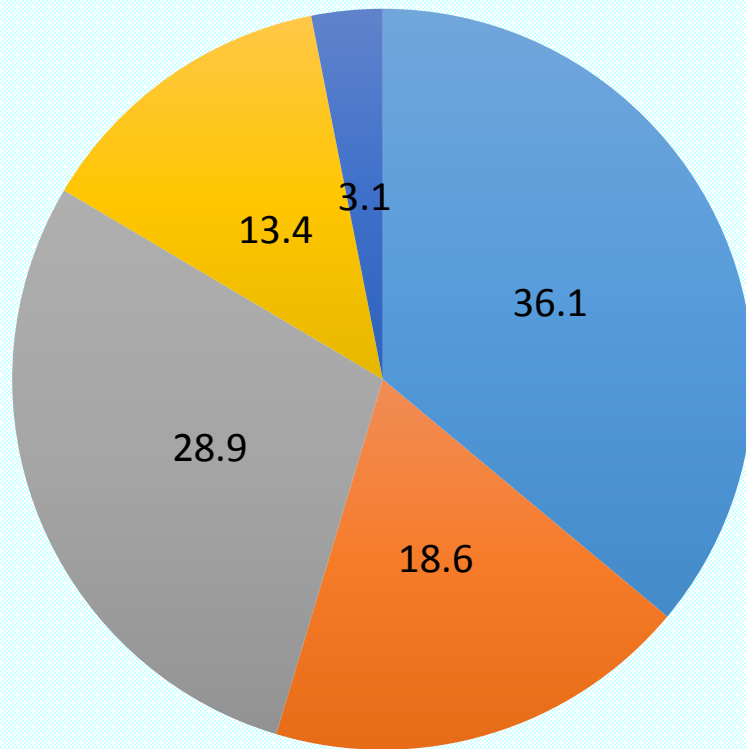


Region-wise



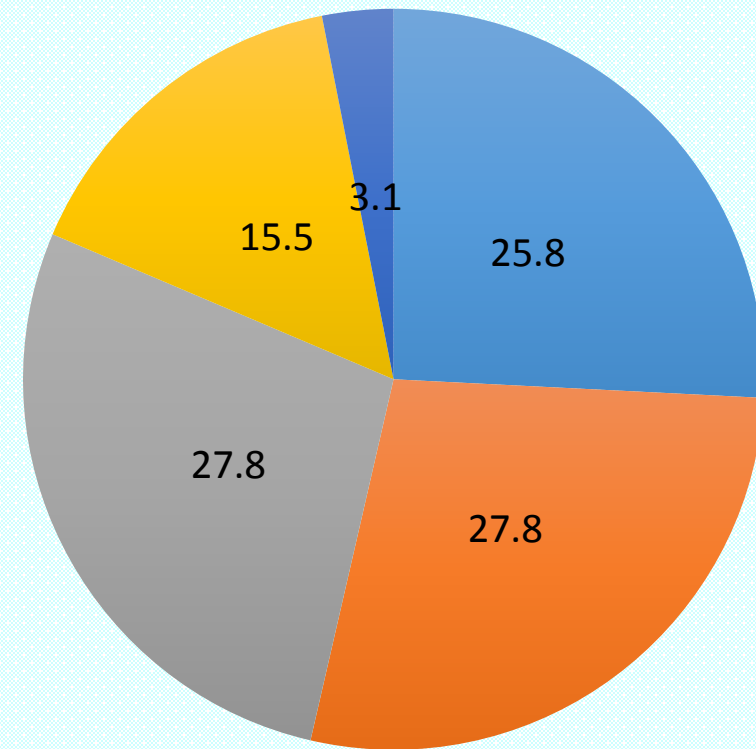
Continued: Characteristics of Business Schools Visited by NBEAC Peer Review Teams

Province-wise (Charter)



■ Federal ■ Punjab ■ Sindh ■ KPK ■ Balochistan/AJK

Geographic Location



■ Federal ■ Punjab ■ Sindh ■ KPK ■ Balochistan/AJK

Significant Differences Between Groups (None)

| Area | Public/ Private | Rural/ Urban | Chartered | Geographical Location |
|---|-----------------|--------------|-----------|-----------------------|
| Strategic Management | X | X | X | X |
| Curriculum | X | X | X | X |
| Students | X | X | X | X |
| Faculty | X | X | X | X |
| Research and Development | X | X | X | X |
| Social Responsibility | X | X | X | X |
| Resources | X | X | X | X |
| External Linkages and Student Placement | X | X | X | X |
| Admissions and Examination Policies | X | X | X | X |



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The 66 Criteria of Nine NBEAC Standards (N=84)



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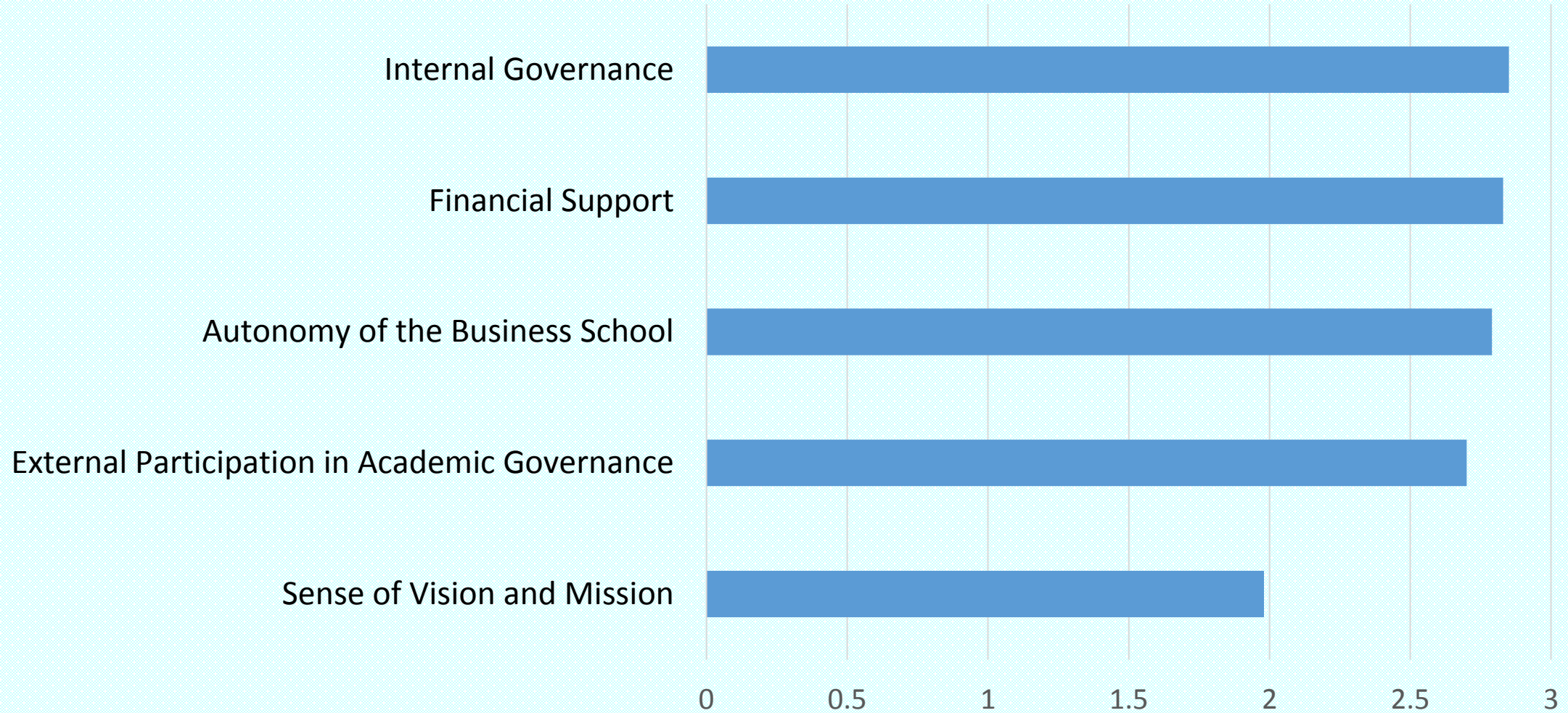
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University Scores on Criteria

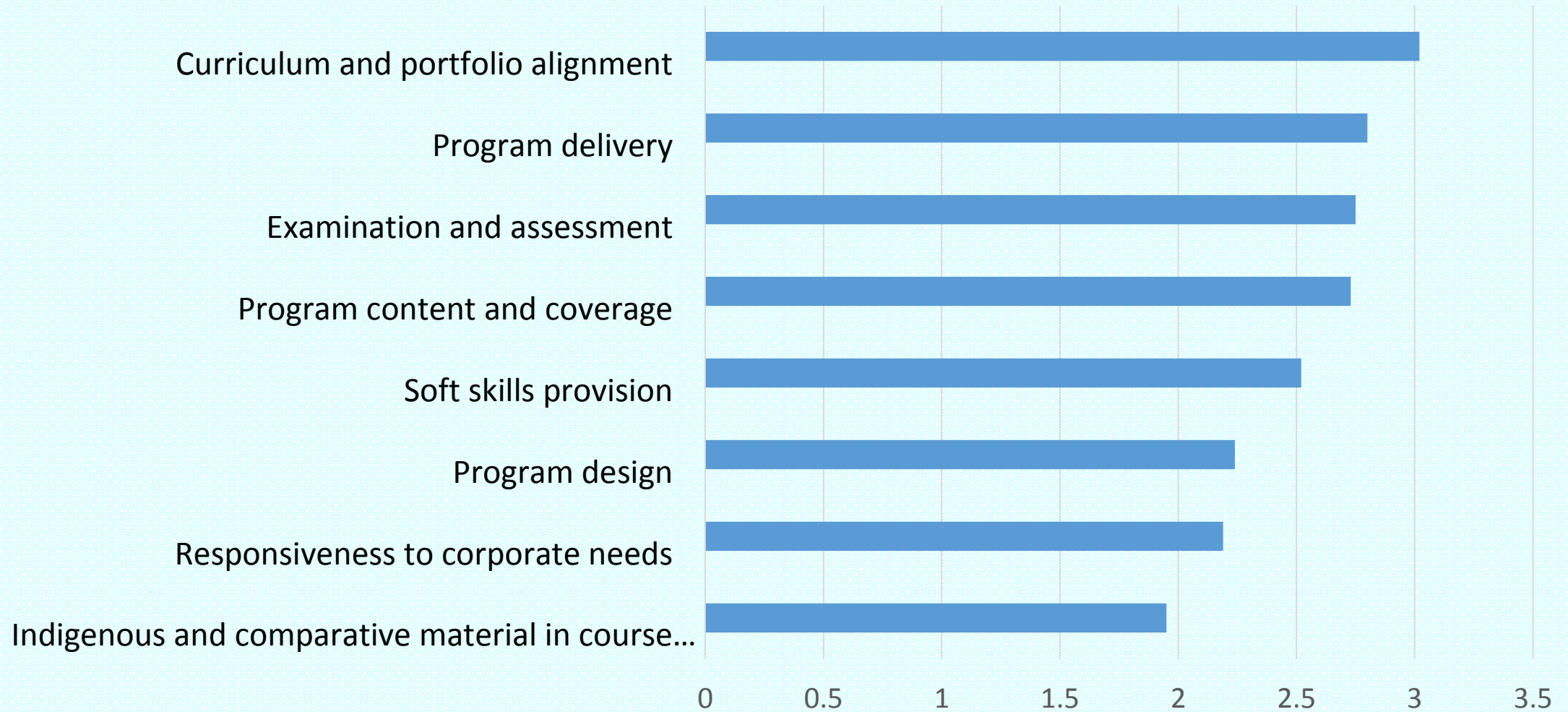
66-72 Individual Standards (Version 1.1/1.2/2.0)

| TOP FIVE (Mean Scores) | |
|--|------|
| Examination Monitoring | 3.38 |
| Admission Office | 3.37 |
| Academic Honesty | 3.34 |
| Examination Cell | 3.33 |
| Faculty Policies: Recruitment and Selection | 3.14 |
| BOTTOM FIVE (Mean Scores) | |
| Innovative Development | 1.56 |
| Contribution of R&D to Courses and Programs | 1.50 |
| Contribution of Consultancy to Faculty Development | 1.50 |
| Internationalization of the Student Body | 1.45 |
| Participation In Academic Governance (Int.) | 1.14 |

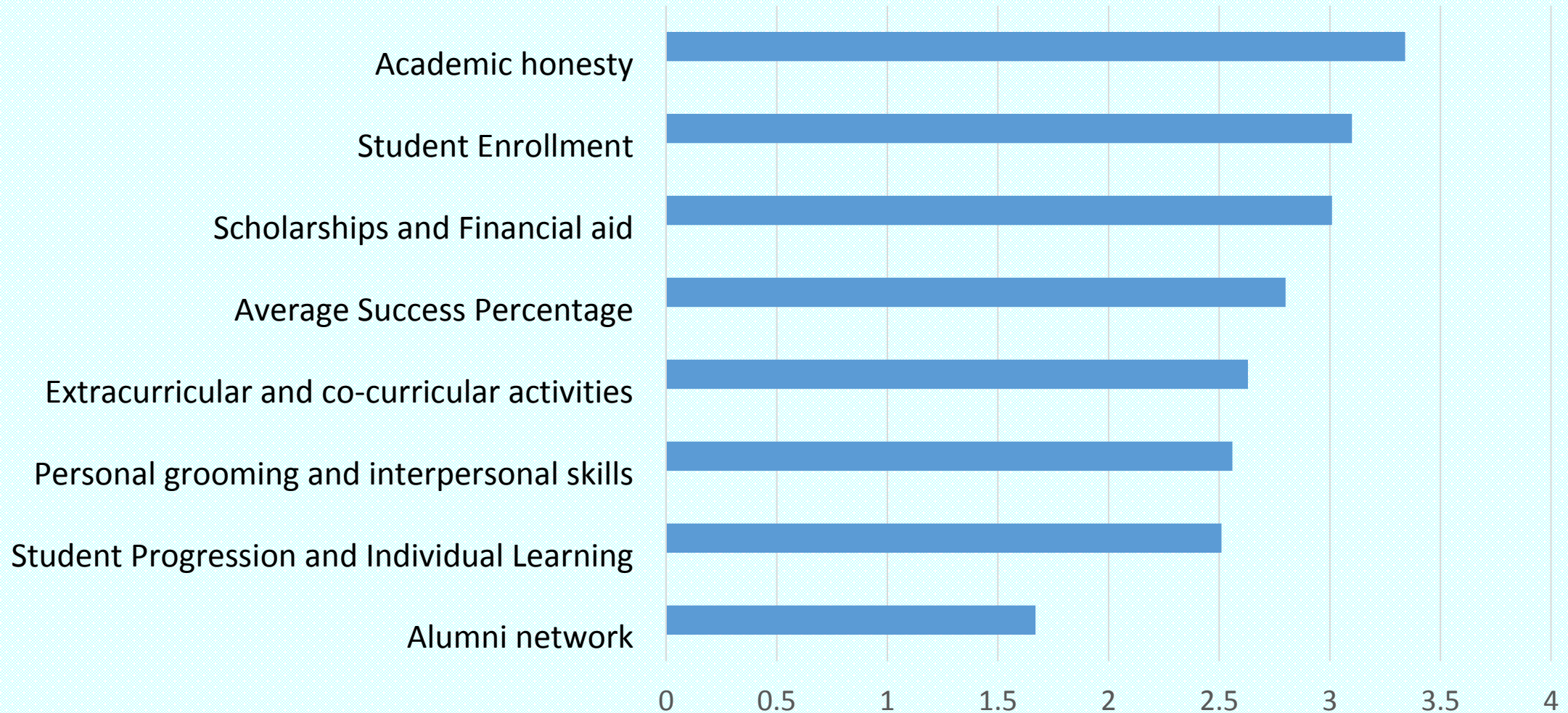
Strategic Management



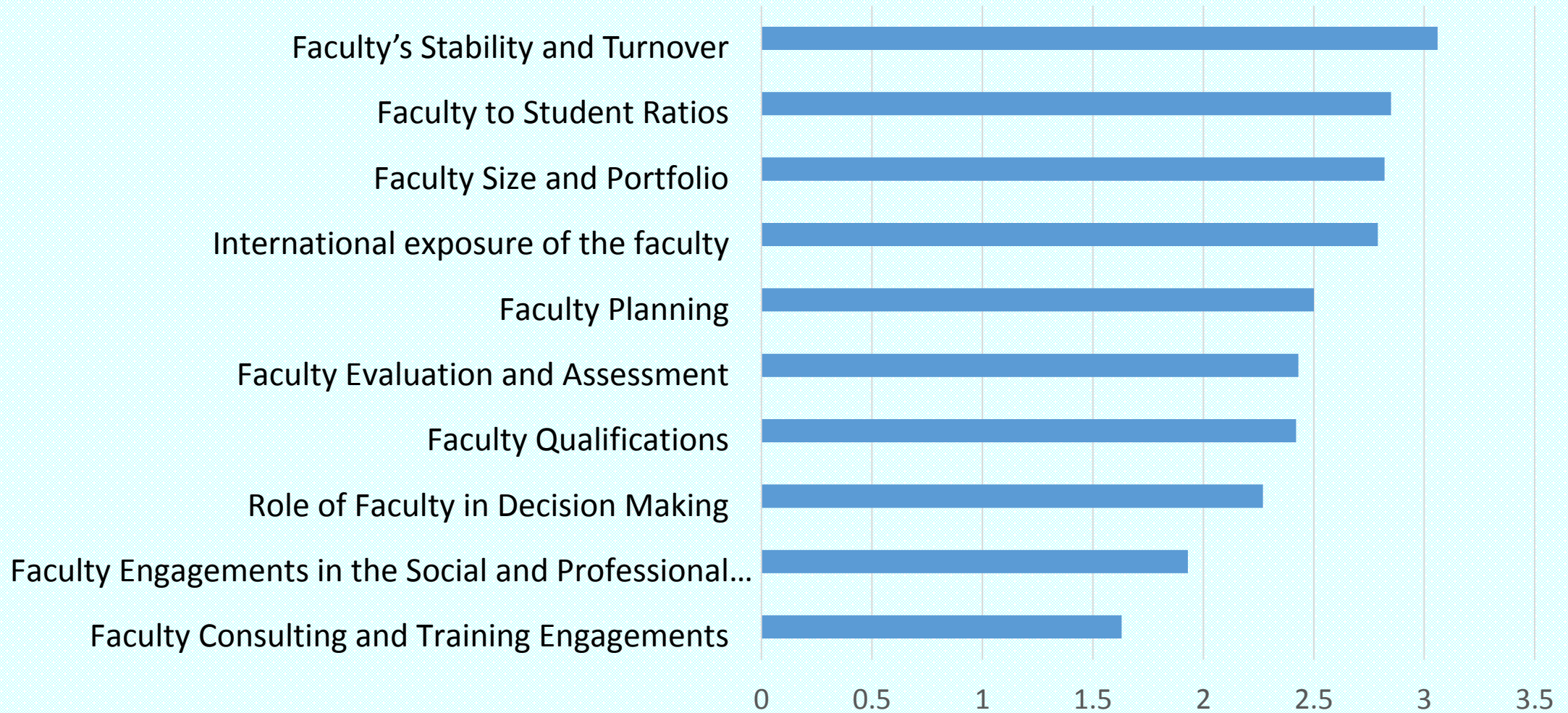
Curriculum



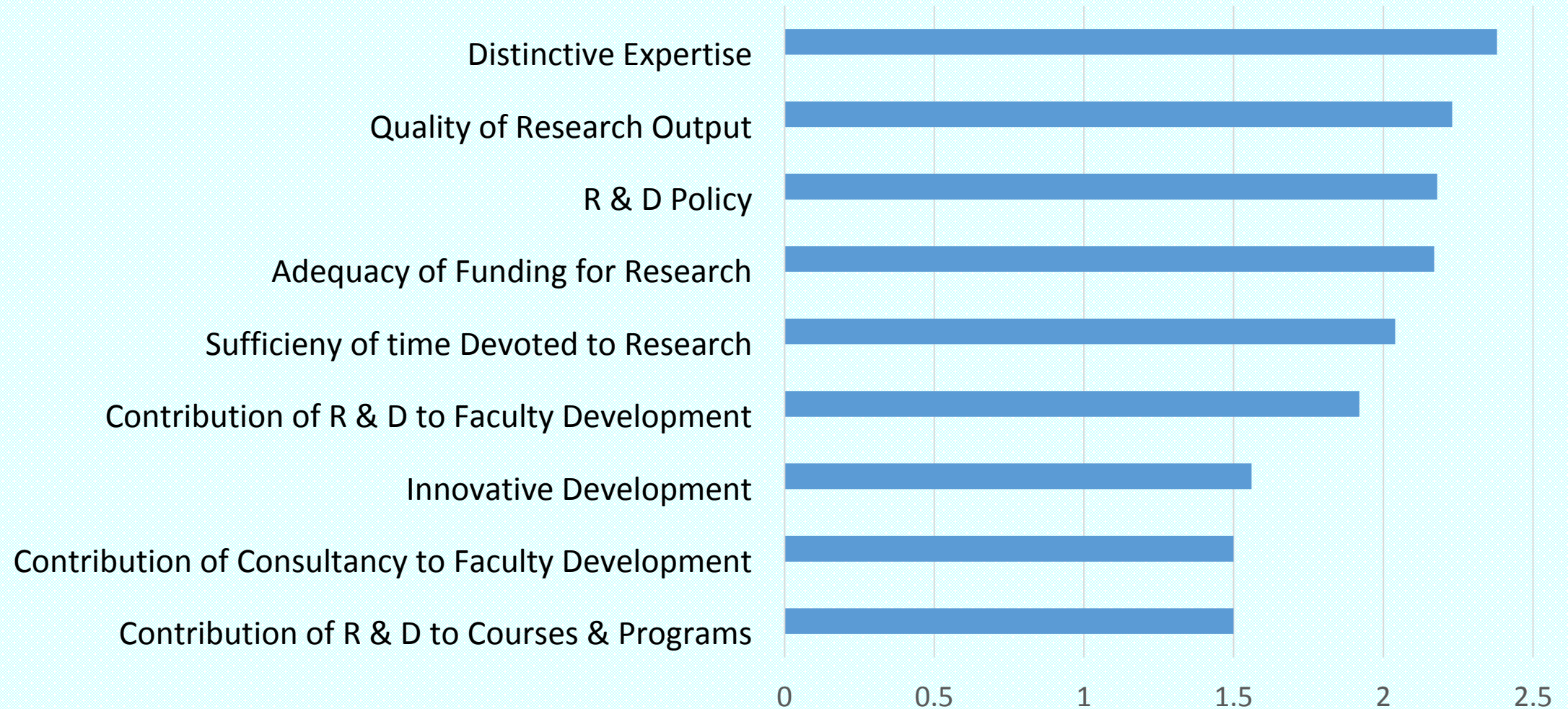
Students



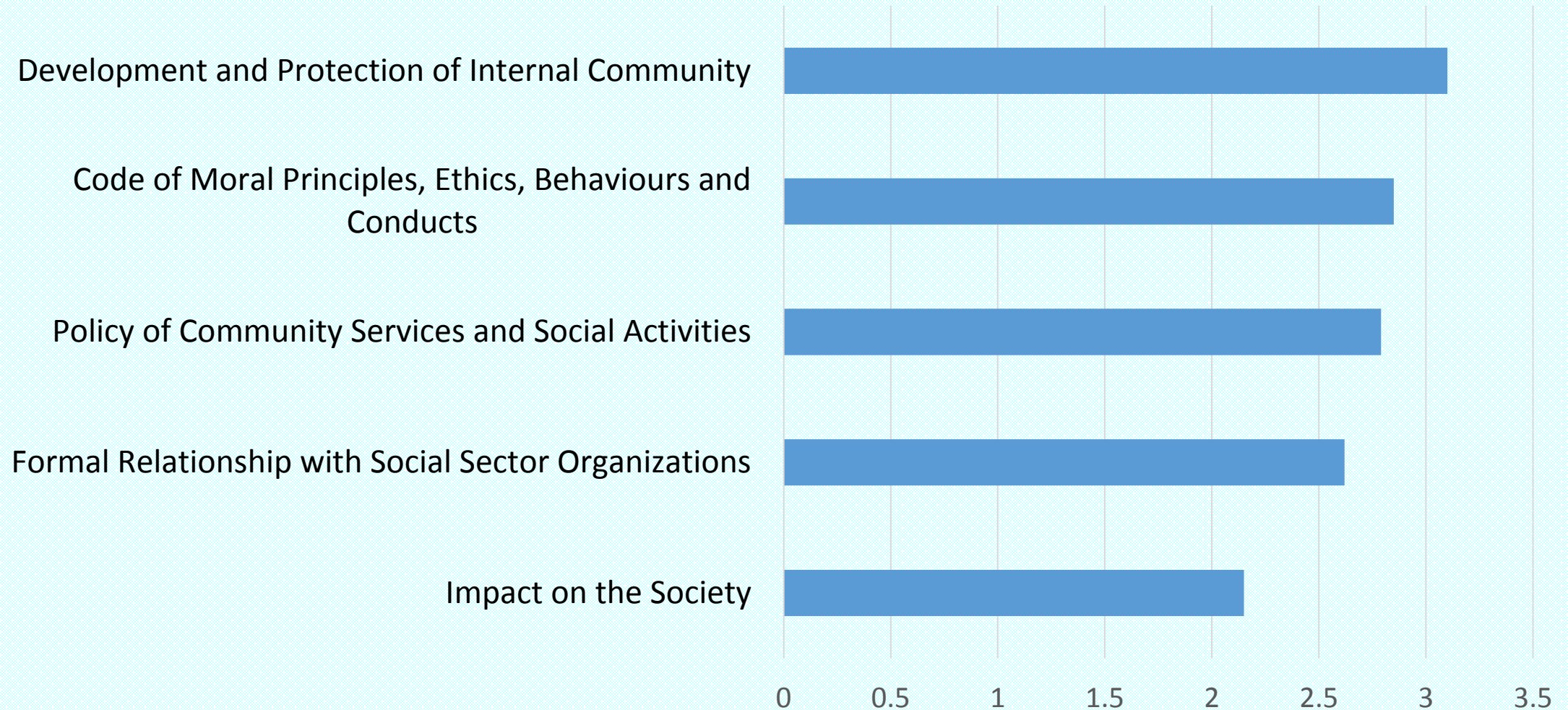
Faculty



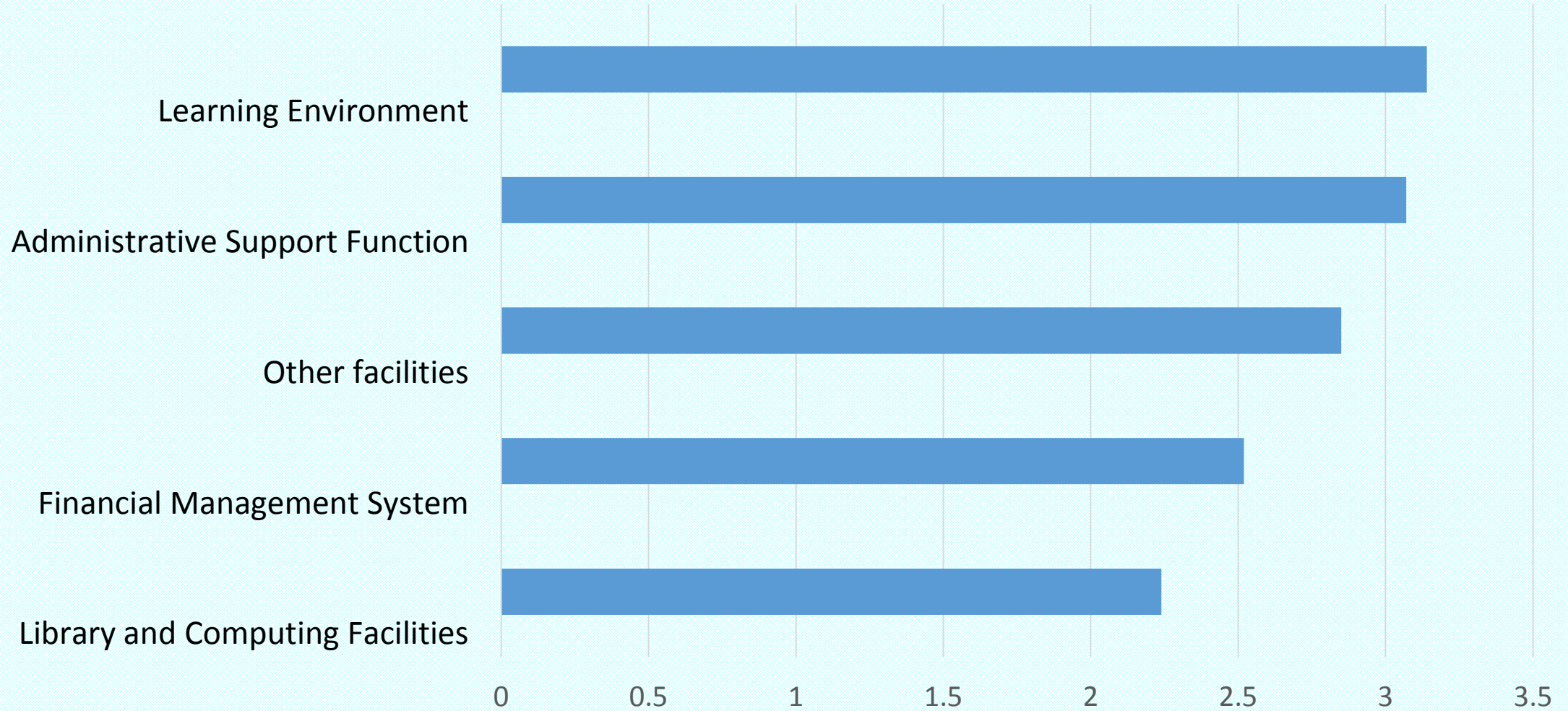
Research & Development



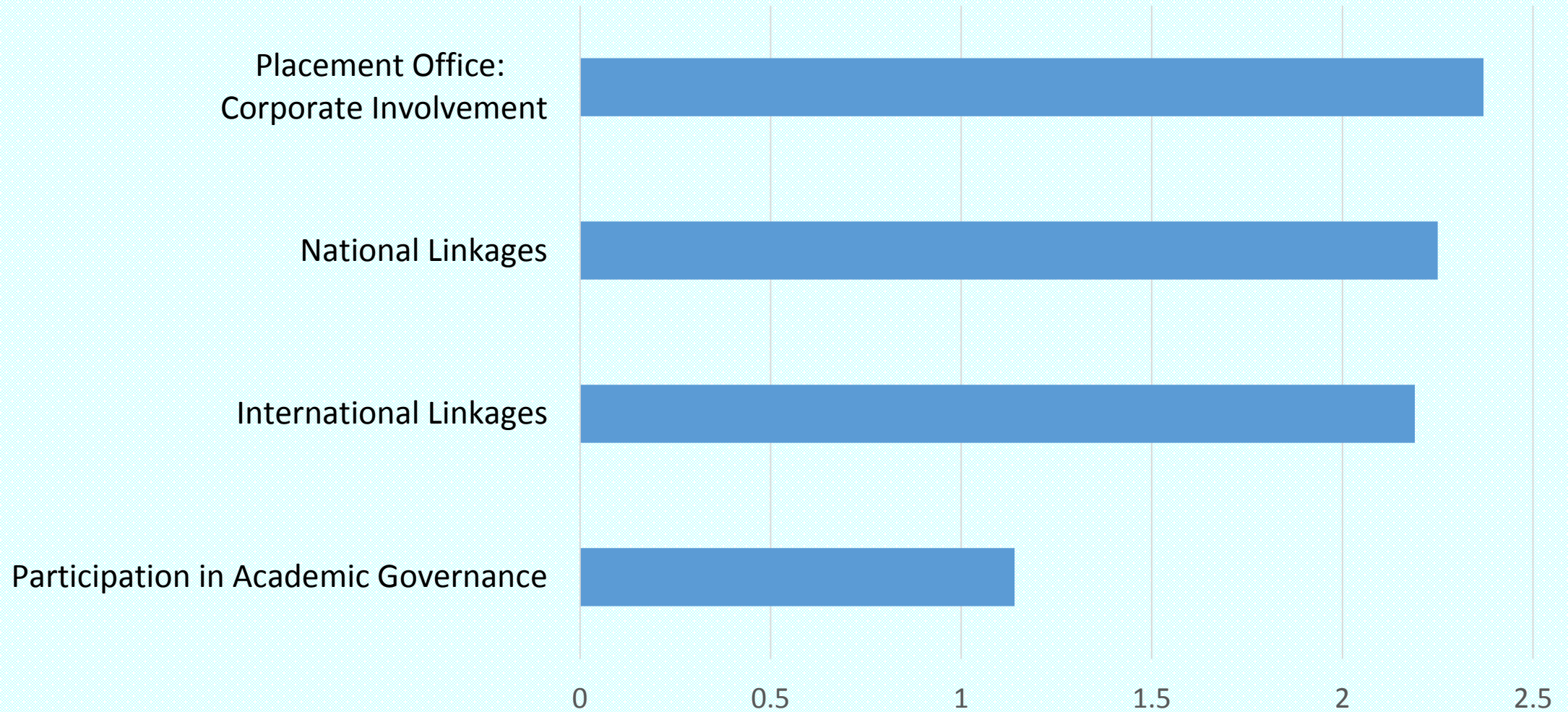
Social Responsibility (smaller samples)



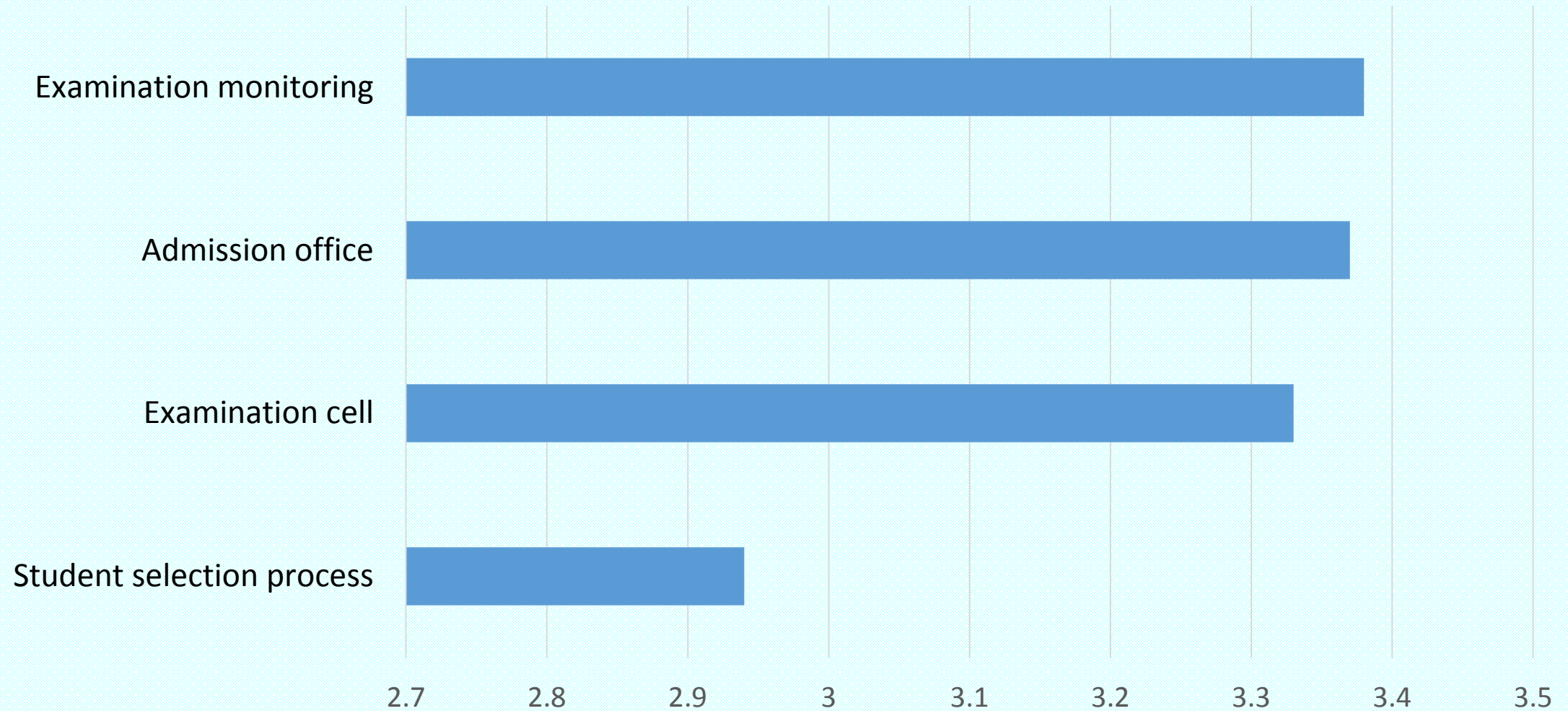
Resources



External Linkages and Student Placement



Admissions and Examination Policy (smaller samples)



66 STANDARDS (BLANK = NO DIFFERENCE)

| STANDARDS | PUBLIC/PRIVATE | RURAL/URBAN | CHARTER | GEO LOCATION |
|---|----------------|-------------|---------|--------------|
| Strategic Management | | | | |
| Autonomy of the Business School | | | | |
| Financial Support | | | | |
| External Participation in Academic Governance | | | | |
| Internal Governance | | | | |
| Sense of Vision and Mission | | | | |
| Credibility of Strategic Planning and Positioning | | | | |
| Curriculum | | | | |
| Curriculum and Portfolio Alignment | | | | |
| Program Design | | | | |
| Program Content and Coverage | | | | |
| Responsiveness to Corporate Needs | | | | S/KPK/F/P |
| Indigenous and Comparative Material in Course Content | | | | |
| Soft Skills Provision | | | | |
| Program Delivery | | | | |
| Examination and Assessment | | | | |
| Academic Honesty | Public Higher | | | |

66 STANDARDS

| STANDARDS | PUBLIC/PRIVATE | RURAL/URBAN | CHARTER | GEO LOCATION |
|--|----------------------|--------------|-----------|--------------|
| Students | | | | |
| Student Enrollment | | | | |
| Average Success Percentage | | | | |
| Scholarships and Financial aid | | | | |
| Student Progression and Individual Learning | | | | |
| Personal Grooming and Interpersonal Skills | | | | |
| Student Counselling and Guidance | | | | P/F/S/KPK |
| Extracurricular & Co-curricular Activities | | | S/F/P/KPK | |
| Alumni Network | Private Higher | | KPK/S/P/F | |
| Faculty | | | | |
| Faculty Size and Portfolio | | | | |
| Faculty Qualifications | Public Higher (0.06) | | | |
| Faculty Planning | | | | |
| Faculty's Stability and Turnover | Private Higher TO | | | |
| Faculty to Student Ratios | | | | |
| Faculty Policies: Recruitment and Selection | Public Higher | Rural Higher | | |
| Faculty Promotion, Retention and Development | | | | |
| Faculty Evaluation and Assessment | | | | |
| Role of Faculty in Decision Making | | | | |
| Faculty Consulting and Training Engagements | | | | |
| Faculty Engagements in the Social and Professional Organizations, and Businesses | | | | |
| International exposure of the faculty | Private Higher | | KPK/P/F/S | |

66 STANDARDS

| STANDARDS | PUBLIC/PRIVATE | RURAL/URBAN | CHARTER | GEO LOCATION |
|---|----------------|-------------|-----------|--------------|
| Research and Development | | | | |
| R & D Policy | | | | |
| Sufficiency of time Devoted to Research | | | F/KPK/P/S | |
| Adequacy of Funding for Research | | | | |
| Quality of Research Output | | | | |
| Distinctive Expertise | | | F/P/KPK/S | |
| Innovative Development | | | | |
| Contribution of R & D to Courses & Programs | | | | |
| Social Responsibility | | | | |
| Policy of Community Services and Social Activities | Public Higher | | | |
| Formal Relationship with Social Sector Organizations | | | | |
| Code of Moral Principles, Ethics, Behaviours and Conducts | | | | |
| Development and Protection of Internal Community | | | | |
| Impact on the Society | | | | |

66 STANDARDS

| STANDARDS | PUBLIC/PRIVATE | RURAL/URBAN | CHARTER | GEO LOCATION |
|--|----------------|-------------|---------|--------------|
| Resources | | | | |
| Financial Management System | | | | |
| Learning Environment | | | | F/P/S/KPK |
| Library and Computing Facilities | | | | |
| Other facilities | | | | |
| Administrative Support Function | | | | |
| Quality Enhancement Cell | | | | |
| External Linkages and Student Placement | | | | |
| International Linkages | | | | |
| National Linkages | | | | |
| Corporate Linkages and Relations | | | | |
| Participation in Academic Governance | | | | |
| Student and Faculty Exchange Programs | | | | |
| Placement Office: Internships and Placements | | | | |
| Placement Office: Corporate Involvement | | | | |
| Admissions and Examination Policy | | | | |
| Admissions Office | | | | |
| Student Selection Processes | | | | |
| Examination Monitoring | | | | |
| Examination cell | | | | |

Four Key Takeaways

- Vision and motivation have a critical role to play in our journey towards excellence in business education
- NBEAC Standards can guide us in achieving excellence in business education
- Almost no significant differences between sub-groups, like public/private, urban/rural, location etc.
- Many highlighted weaknesses can be addressed by sharing knowledge and experiences

Lets work together to enhance business education in Pakistan



Thank you