

Our Journey and learnings

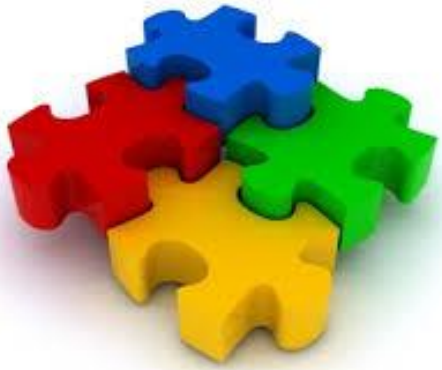
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Institute of
Management Technology

IMT Ghaziabad is now AACSB accredited





Overview

AACSB Accreditation: an overview

IMT Ghaziabad: The Journey towards the AACSB Accreditation

Strategic Planning Process at IMT Ghaziabad

Faculty-student engagement, research and assurance of learning

Future Outlook



The Association to Advance Collegiate Schools of Business: AACSB 2013 standards

**Strategic Management
and Innovation**

**Learning
and Teaching**

**Theme of
Standards**

**Impact
Innovation
Engagement**

**Participants –
Students, Faculty, and
Professional Staff**

**Academic and
Professional
Engagement**

Challenges :

- ▶ Understand the AACSB accreditations standards.
- ▶ Gain an appreciation for the conceptual and practical issues arising from trying to meet those standards.
- ▶ Identify IMT Ghaziabad's unique strengths and challenges to meet the standards.
- ▶ Align all internal processes with desired strategies outcomes.
- ▶ Acquire all tools needed to put systems and processes to measure outcomes.
- ▶ Institutionalize the understanding that AACSB accreditation was – THE CATALYST for organizational change.

AACSB Accreditation : 15 Standards

5

The Institute has a clear **vision**, **mission**, and a well-defined set of **strategies** that helps translate its mission into **outcomes**.

Strategic Management and Innovation

- ▶ Standard 1: Mission, Impact, Innovation
- ▶ Standard 2: Intellectual Contributions, Impact and Alignment with Mission
- ▶ Standard 3: Financial Strategies and Allocation of Resources

Participants: Students, Faculty and Professional Staff

- ▶ Standard 4: Student Admissions, Progression and Career Development
- ▶ Standard 5: Faculty Sufficiency and Deployment
- ▶ Standard 6: Faculty Management and Support
- ▶ Standard 7: Professional Staff Sufficiency and Deployment

Learning and Teaching

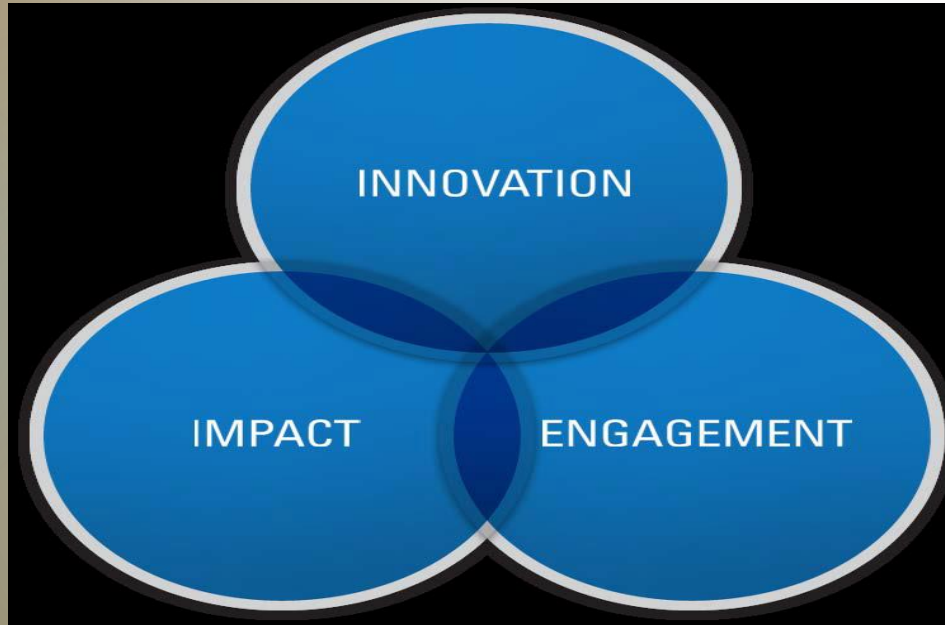
- Standard 8: Curricula Management and Assurance of Learning
- Standard 9: Curriculum Content
- Standard 10: Student-Faculty Interactions
- Standard 11: Degree Program Educational Level, Structure and Equivalence
- Standard 12: Teaching Effectiveness, Academic and Professional Engagement

Academic and Professional Engagement

- Standard 13: Student Academic and Professional Engagement
- Standard 14: Executive Education
- Standard 15: Faculty Qualifications and Engagement

2013 Standards Preamble

- ▶ AACSB demands evidence of continuous quality improvement in management education through innovation, *impact* and engagement.



Fostering Engagement
Accelerating Innovation
Amplifying Impact

AACSB Accreditation: The Process

- A school must have the ability to grant degrees in their country and have the appropriate local/regional institutional accreditation.
- AACSB begins by working with the school to develop a plan to meet the accreditation standards and its own strategic goals.
- Committees and mentors are assigned to help the school implement their accreditation and strategic plans.
- Once the mentors believe the school has met the standards, a review team, made up of highly experienced educators and business school administrators, will visit the school and make a recommendation for accreditation.
- The review team's recommendation is given to an accreditation committee and the AACSB Board of Directors for final approval.
- Many times, a school will have to return to the mentors and committees for further development.
- Finally, if all parties believe the school has satisfied the standards, it is granted with AACSB Accreditation for its business programs. (All of them.)
- The business school must then be reviewed every five years to ensure it continues to meet the standards.

The Process of Accreditation

- ▶ Focus on Innovation, Engagement and Impact
- ▶ Internal processes introduced in pursuance of the AACSB Accreditation
 - ▶ Research Quality parameters and publications defined
 - ▶ Faculty Sufficiency Ratios
 - ▶ Assurance of Learning
 - ▶ Faculty Qualifications as per four definitions
 - ▶ Compliance report for all 15 Standards of AACSB



IMT's Vision and Mission



Vision

- ▶ To be a leading management institution that contributes to the development of business and society through excellence in grooming leadership, entrepreneurial talent and research.

Mission

- ▶ Create intellectual capital in terms of scholarly and practice-oriented research relevant to its evolving techno-civilization context.
- ▶ Foster a worldview that promotes diversity, inclusion, and ethical participation in the interconnected world of business.
- ▶ Forge meaningful partnerships with industry, academia, government, and social sectors such that sustainable businesses are built fulfilling the collective needs of various stakeholders and the society.
- ▶ Promote a culture of academic excellence benchmarked against the best institutions in its peer group.

Values associated with Vision and Mission

- ▶ Diversity
- ▶ Creativity
- ▶ Collaboration
- ▶ Excellence

The Strategic Outlook



Approach towards Strategic Planning at IMT

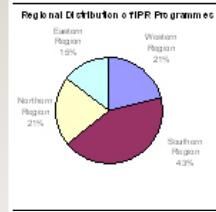
- ▶ Strategies aimed at achieving concrete measurable outcomes linked with the mission
- ▶ A history of achievements, improvements and specific action plans for continuous improvement and innovation



IMT- A Mission Driven B School Research

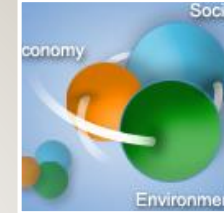


- **Challenges**
- What is mission driven research
- Collating and analyzing data from all participating and supporting faculty



• **Accomplishments**

- Scholarly as well as practice-oriented research, relevant to its evolving techno-civilization context.
- Measurement Criteria of Intellectual Contributions : Peer Reviewed Journals, Case studies and text books
- Total Publications in A* , A & B Category of the Institute improved



• **Continuous Improvement**

- Creditable achievements in mission driven research duly weighed through an effective performance management system.
- Revamp various socially beneficial engagements
- Pedagogical research
- Assess impact both academic and practice

Impact of Intellectual Contributions

Academic Impact

- Citations
- Cases downloaded
- Sale volumes of textbooks
- Editorships/ Memberships on Editorial Board of Journals
- Reviewers/ Members of Reviewer Board of Journals
- Recognition (Awards for Research, Teaching, and Case Writing)
- Research Grants Awarded
- Appointment as Visiting Professor at others Institutes

Practice Community Impact

- Memberships on Boards of Directors
- Publications in Practitioner Journals
- Consulting Projects and Reports
- MDPs and Workshops for Business and Management Professionals
- Best of Industry experts invited for Guest lectures

Expected Outcomes



- Recruit, develop and retain quality faculty
- Augment intellectual contribution by faculty members
- Select meritorious students from diverse academic background, academic performance and work experience
- Improve student diversity in terms of gender, academic background, work experience, regional representations etc.
- Promote ethical behaviour in all transactions by all internal stakeholders of the institute
- Build collaboration with industry to bring industry perspective to the classroom and to facilitate the practice oriented research
- Forge partnerships with industry, academia, government and social sectors
- Engage with alumni more symbiotically

Key Strengths of IMT Ghaziabad

- ▶ Faculty Quality, Research Focus and Intellectual Contribution
- ▶ Faculty Engagement with Diverse Stakeholders
 - ▶ Industry
 - ▶ Alumni
 - ▶ Community
- ▶ Locational Advantage
- ▶ Student-driven initiatives
- ▶ Effective Assurance of Learning Processes



Innovation, Impact and Engagement

1. International collaborations with B Schools from Asia particularly China
2. More publications in A*, A and B categories of publication
3. Joint research with industry practitioners
4. Better alumni network
5. Social relevance



IMT- A Mission Driven B School

Faculty Qualifications



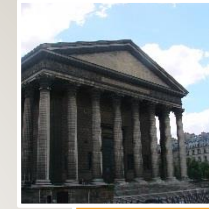
• Challenges

- Understand qualification criteria
- Position all participating and supporting faculty under 4 different qualifications
- Align all supporting faculty engagements for all PGDM Programs.
- Train the APO on objectives and devise processes on faculty hiring based on requirements of Std 15.
- Assurance of learning as a way of academic delivery



• Accomplishments

- Short listing criteria : Faculty definitions based on faculty qualifications
- Only best one(s) got engaged.
- Ratios improved across all PGDM in desired category gradually over a period of 3 years.
- Thrust on research and industry engagement.



• Continuous Improvement

- Faculty qualification definitions have to new thresholds based on **Quality** across all verticals
- Transition of faculty members to new categories like PA
- Program Chairs to be conscious of maintaining the desired ratios across all functional domains.

Challenge -How will we manage curriculum through Assurance of Learning ?

What is Assurance of Learning ?

It's a continual process which ensures that students have achieved the goals set for the program. The program goals lead to the learning outcomes to be delivered in the compulsory courses.

Should all learning outcomes interrelate ?

Yes, the interrelationship between program learning goals and objectives and each subject's learning objectives is established through a curriculum mapping process

What are rubrics? Are marking sheets not enough ?

A rubric is a matrix.

It's the **performance criteria** with which the faculty wants students to focus on and the **levels of performance** under each of those criteria.

For example, assessment criteria can include develop business action plan
Levels of performance would be “highly satisfactory”, “satisfactory”, or “unsatisfactory”.

Unsatisfactory < 16%

Satisfactory ≥ 68%

Highly satisfactory ≥ 16%

What's closing the loop ?

- i. Assessment over multiple times
- i. Applying the results of the AOL process.
- ii. Getting back to the courses and the program as a whole, and developing strategies to improve the whole curriculum.

The data collected during the AOL process and reflection and planned actions suggested are **meaningless if they are not translated into tangible improvements.**

Improvements can be at a **subject level** or at a **program level**

Impact, Innovation and Engagement

Continuous Improvement

Conceptualized teaching and learning
Organized mapping across all terms
Aligned all systems and processes

Standardized course outlines

- All compulsory courses
- Objectives mapped as per learning goals and sub goals

Tools

- Case Analysis
- Simulations
- Quiz
- Term papers
- Role Play
- Examination

Assessment

- Measured
- Complied
- Archived

Opportunities

Participation

1. Invite AACSB to host their India events in IMT Ghaziabad as a co branding exercise, also offer IMT Nagpur, Hyderabad and Dubai as venue options.
 2. Student participation in various competitions
 3. Invite peer B School on events relating to all accreditations for experiential sharing.
 4. Year long, chain of interactions with Directors of top B Schools aspiring for AACSB accreditation.
- Position of leadership in AACSB accreditation.

Diversity

1. Diversity to drive strategic output both short and long term.
2. Value creation in ecosystem around diversity.
3. More scholarships for students from backward areas.
4. Industry talks by industry experts including alumni on diversity.

Continuous improvement and Quality

1. Teaching excellence- can there be best teachers awards ?
2. Involvement of practioners beyond current norms.
3. More thrust on simulations across all PGDM programs.
4. Structured Peer learning on campus beyond classroom.
5. Introduce best practices on curriculum design, thought leadership and industry engagement.
6. Executive Education to meet the criteria of Standard 14 in the coming 3 years.

Thanks for your attention!

Any questions?

