

ICHEC - BRUSSELS MANAGEMENT SCHOOL

Peer Review Team (PRT) Campus Visit Report and Recommendation

Initial Business Accreditation

Visit Conducted: March 11-14, 2018

I. Introduction

In preparing the School's Team Report, the Peer Review Team will assimilate the relevant information, constructively assess and perform a micro and macro analysis to (1) assess the School's performance relative to each standard; (2) determine how the School's policies and practices, in relation to each standard, affect achievement and continuity of overall high quality; and (3) consider whether or not the School's processes lead to outcomes that are consistent with its mission and objectives. The Team performs a standard by standard review of the school's situation. Additionally, the report notes the processes utilized by the School to ensure achievement of the standards, as well as those processes that may inhibit achievement of the standards.

II. Team Recommendation

The team recommendation reflects the opinion of the Peer Review Team only. It will be reviewed for concurrence or remanded to the team by the appropriate accreditation committee. The role of the accreditation committee is to ensure consistent application of the AACSB International accreditation standards and processes across peer review teams.

Within ten days of receipt of this report, the school should send the team any comments and corrections related to factual information noted in this report.

PRT Recommendation: Initial Accreditation

The recommendation of the Peer Review Team is that the selected degree programs in business offered by the institution be granted initial accreditation with a Continuous Improvement Review to occur in year five. Concurrence by the accreditation committee and ratification by the Board of Directors are required prior to the confirmation of the accreditation decision. Following ratification by the Board of Directors, the school will be notified. The school must wait for this official notification before making any public announcement. AACSB International provides a list of schools achieving accreditation to its members and the public

The Initial Accreditation Committee will review this report, and any response from the school, at its next scheduled meeting (normally, provided that the report is received at least three weeks in advance of the meeting). The committee will meet at the selected date. (Dates of upcoming committee meetings can be found here: <http://www.aacsb.edu/en/accreditation/volunteers/committees/>.)

Identification of Areas That Must Be Addressed Prior to First Continuous Improvement Review

The first continuous improvement review will occur in five years. With this in mind, closely monitor the following items and incorporate them in your ongoing strategic planning initiatives:

- Bring the research model to full maturity in order to institutionalize activities and projects related to the "research culture" including collaborative research with partner institutions, the Research Center, the Research Incubator, and faculty development (Standards 2 and 15).
- Enhance quality, quantity, and impact of the portfolio of intellectual contributions (Standard 2).
- Align faculty qualification definitions to more fully reflect scholarly or practice criteria for maintenance of faculty qualification status (Standard 15).

- Each degree program (undergraduate and graduate) must have distinct learning goals. Results and recommendations from the AoL process must be reported by individual degree program (Standard 8).

Overall High Quality, Continuous Improvement Environment, and Ability to Achieve Desired Outcomes

III. Assessment

Assessment of Overall High Quality, Continuous Improvement Environment, and Ability to Achieve Desired Outcomes:

PRT Response:

ICHEC has implemented and maintained a variety of systems to ensure a continuous improvement environment to maintain overall high quality and achieve the desired outcomes related to the mission and strategic objectives. These include:

- **Engagement of stakeholders (e.g., Executive Leadership Team, governing board, alumni board, corporate and higher education partners) in the strategic planning and implementation processes;**
- **Institutionalization of a Quality and Accreditation Task Force to focus on continuous improvement processes throughout the business school;**
- **Focused and sustained interaction with the professional business sector to confirm currency and inform enhancements to current and proposed academic degree programs;**
- **Establishment and implementation of a “research culture” (Director of Research a member of the Executive Leadership Team; Research Incubator Program); and**
- **Assurance of learning (AoL) system to assess congruence with stated degree program learning goals and to guide curricular and pedagogical changes to improve achievement of learning goals.**

PRT Review of Core Values and Eligibility Criteria:

Eligibility Criterion A: Ethical Behavior

The school must encourage and support ethical behavior by students, faculty, administrators, and professional staff.

Eligibility Criterion B: Collegiate Environment

The school maintains a collegiate environment in which students, faculty, administrators, professional staff, and practitioners interact and collaborate in support of learning, scholarship, and community engagement.

Eligibility Criterion C: Commitment to Corporate and Social Responsibility

The school must demonstrate a commitment to address, engage, and respond to current and emerging corporate social responsibility issues (e.g., diversity, sustainable development, environmental sustainability, and globalization of economic activity across cultures) through its policies, procedures, curricula, research, and/or outreach activities.

Eligibility Criterion D: Accreditation Scope and AACSB Membership

An applicant for AACSB accreditation must be a well-defined, established entity and a member of AACSB International in good standing. The entity seeking AACSB accreditation may be an institution authorized to award bachelor's degrees or higher (in business) or under certain circumstances a business academic unit within a larger institution.

Eligibility Criterion E: Oversight, Sustainability, and Continuous Improvement

The school must be structured to ensure proper oversight, accountability, and responsibility for the school's operations; must be supported by continuing resources (human, financial, infrastructure, and physical); and must have policies and processes for continuous improvement.

Eligibility Criterion F: Policy on Continued Adherence to Standards and Integrity of Submissions to AACSB

PRT Response:

A review by the PRT of the information provided with the Eligibility Application and subsequent review of materials and reports provided (e.g., iSER, SER, mentor feedback, progress reports, and IAC correspondence and decisions) revealed no issues regarding the Core Values and General Criteria D through F.

PRT Recommendation: Core Values and General Criteria All Met by ICHEC.

The Peer Review Team should restate the major issues noted in the pre-visit analysis of the Self Evaluation Report. Please indicate what evidence, provided by the school, has convinced the Team that the specific major issue is satisfactorily addressed, or please indicate how the issue will be addressed and when.

Please indicate within each of the Standards listed on the following pages the Team's findings, including any specific comments regarding items that the school should closely monitor and/or any items where a quality issue has been identified

Strategic Management and Innovation

Business Standard 1: Mission, Impact, and Innovation

The school articulates a clear and distinctive mission, the expected outcomes this mission implies, and strategies outlining how these outcomes will be achieved. The school has a history of achievement and improvement and specifies future actions for continuous improvement and innovation consistent with this mission, expected outcomes, and strategies.

The business school has a strategic plan in place that covers the period 2016-2020. Six objectives are stated includes specific activities and projects related to the accomplishment of the six major objectives. Measures and targets are provided for each of the action steps. Many of the action steps are in progress and some are slotted to being in the coming years that are covered by the plan.

ICHEC's mission statement is focused on the development of their students to "...become responsible as well as open-minded managers." Research is addressed in an elaboration of the mission statement which notes that the academic programs are "...informed by research, with an emphasis on business practice."

More information on the process of mission formulation, review, and approval is requested by the PRT. Specifically, ICHEC should provide information on the role of the faculty and more detail on the role of the other stakeholders involved in the process. Provide insight on how feedback from the strategic planning review process has been incorporated into the 2016-2020 strategic plan and how the feedback from the annual reviews by the faculty has influenced the direction of the plan and continuous improvement processes.

Prior to the PRT visit ICHEC should provide:

- Specific examples of research that documents the connection to the School's mission as well as specific activities engagement, innovation, and impact that link to the School's mission would be helpful.

PRT Review and Response:

Prior to the PRT visit in March 2018 the business school provided a standard-by-standard table linking engagement, impact, and innovation examples to specific business standards (see attached pre-visit letter and the table which includes the examples). Specific examples were also elaborated upon by the Executive Leadership team during the opening session of the site-visit (focusing on strategic direction and impact, engagement, and innovation outcomes).

- Provide greater detail on the how faculty and other stakeholders have been engaged in the strategic planning processes and formulation of objectives as well as continuous improvement processes/feedback related to the review and implementation of the strategic plan.

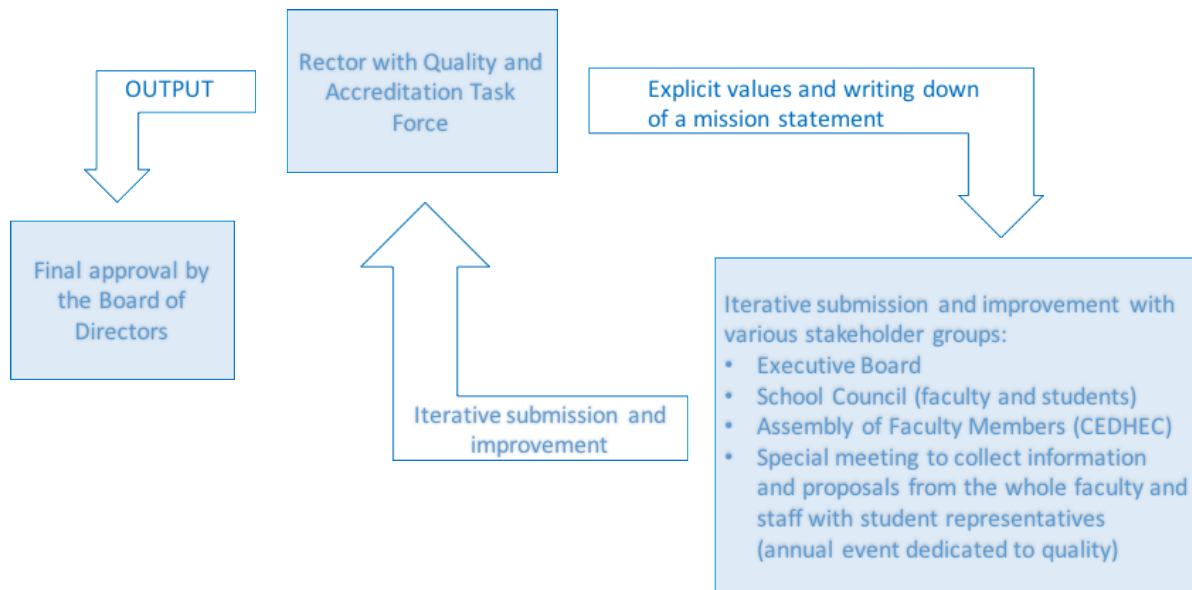
ICHEC Response to the Pre-Visit Letter:

Since 2011, an annual event dedicated to quality is organized for the ICHEC Community, allowing a bottom-up approach where everyone can give a feedback on quality matters, including the mission.

Discussions take place at the Board of Directors, which takes the strategic decisions. All the stakeholders of the school- students, faculty members, staff, alumni, corporate and academic partners- are represented on the Board.

The annual plenary meeting in December gives the Rector the opportunity to present a global communication about all the achievements made in the field of quality during the previous year, and to link them with the values and the mission.

The figure below illustrates how the various stakeholders of ICHEC, students, faculty members, staff, alumni, corporate and academic partners, are involved in the development and revision of the mission statement:



PRT Review and Response:

From review of the materials submitted in response to the pre-visit letter and discussion during the site visit the business school provided strong evidence of involvement of multiple and relevant stakeholders in the strategic management process.

PRT Recommendation:

Standard 1 Met by ICHEC.

Business Standard 2: Intellectual Contributions, Impact, and Alignment with Mission

The school produces high-quality intellectual contributions that are consistent with its mission, expected outcomes, and strategies and that impact the theory, practice, and teaching of business and management.

The business school provided a number of tables that delineate the number of researchers by department, the fields of research, and research outcomes by year.

Table 2.1 indicates the breadth and depth of intellectual contributions by department. The number of faculty producing IC's within each department is substantial except for Management where a little more than half the faculty show productivity.

The business school's scholarly output is predominantly applied research which is consistent with a school of this nature. However, given the school's stated orientation – teaching-oriented – one would expect a growth in pedagogical ICs over the last five years rather than a decline (10% -- 8%).

The scholarship classification scheme combines PR meeting proceedings with non-PR activities. This should be split into two categories, one encompassing PR activities and the other non-PR activities.

Figure 5 shows an increasing number of peer-reviewed journal articles over the last five years. This figure would be more informative if the x-axis represented discreet years rather than overlapping periods.

Prior to the PRT visit ICHEC should provide:

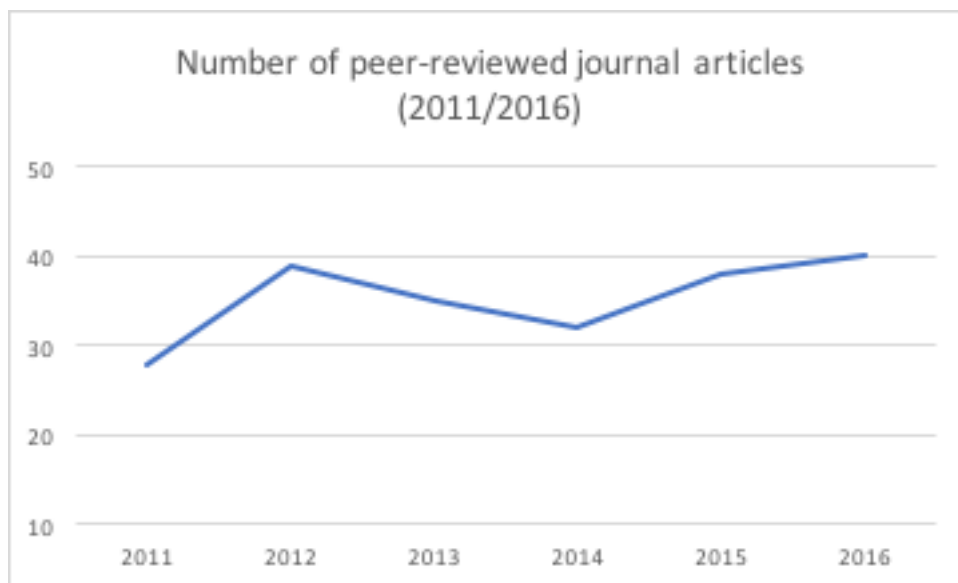
- *Revise Table 2.1 with Accounting identified as a separate discipline from Finance.*

- *Revise Table 2.1 using the “Types of Intellectual Contributions” as delineated in the AACSB Accreditation Standards, (p. 22). This delineation separates PR meeting proceedings and presentations from non-PR activities.*
- *Figure 5 categorized by discreet year on the x-axis.*

PRT Review and Response:

ICHEC provided a revised Table 2.1 to reflect the information requested by the PRT in the Pre-Visit Letter (see response to the Pre-Visit Letter attached to this document).

Figure 5 from the business school’s SER was revised to show categorization by discreet year on the x-axis as depicted below:



PRT Recommendation:

Standard 2 Met by ICHEC.

Business Standard 3: Financial Strategies and Allocation of Resources

The school has financial strategies to provide resources appropriate to, and sufficient for, achieving its mission and action items.

An overview of the financial resources and strategies is provided in the SER. A financial strategies table links specific activities with each of the associated six objectives.

Additionally, there is an overview of financial resources are being used to support expected outcomes. Yet, it seems that not all of the details have been provided.

For example, on page 29 of the SER the Master Business Analyst program is mentioned and that the program started in September 2017. \$90,000US is required as an investment in the program and that it will be “compensated” by a subsidy of \$36,000US.

The budget for the library/information resources appears relatively low in relation to the size of the student body and the goals for faculty intellectual contributions (\$36,000US). The SER notes that students and faculty are “welcome” in university libraries throughout Belgium.

Prior to the PRT visit ICHEC should provide:

- How will the rest of the investment for the Master Business Analyst be funded as the program is already in the implementation phase?

ICHEC Response:

The exceptional subsidies we have received from the Brussels Region (36 000 USD per year during two years) partially compensate the initial investment of 90 000 USD. The difference of 18 000 USD is covered by the positive results of 2017 and 2018.

- Provide additional details on the information/library resources available to faculty and students are adequate to support faculty research and student needs for academic programs.

ICHEC Response:

All the students and the faculty are welcome in all university libraries of the country. Moreover, some of our faculty develop their research in collaboration with our partner universities and get access to their data bases. Systematic access of our faculty to university online libraries will soon be achieved through agreements with partner universities.

- Provide additional insight on how the funds available to the business school through the “surpluses” and “reserve” are adequate to meet the essential needs of the business school as well as the funding required for the strategic initiatives noted in financial strategies table.

ICHEC Response:

There are several facts that make us confident as to the meeting of our essential needs:

- (1) the cumulated reserve is 1 260 000 USD
- (2) the 2017 result confirms a new surplus of 500 000 USD
- (3) the expected 2018 result will also be positive with a surplus of 200 000 USD. The 2018 budget includes all the strategic objectives like
 - a. The Master in Business Analyst (18 000 USD)
 - b. The international accreditations (65 000 USD)
 - c. The large IT project (100 000 USD per year and the staff hired)
 - d. Technical equipment (192 000 USD)
 - e. Update of the website (25 000 USD)
 - f. Partial costs of internationalization (20 000 USD)
 - g. Research budget (48 000 USD plus 12 000 USD for seminars)
 - h. Replacing retirements by hiring 2 SA profiles (extra budget of 50 000 USD).
 - i. The public refinancing of the Higher education should be confirmed soon: it will bring us an extra annual subsidy of 200 000 USD from 2018 on.

PRT Review and Response:

The PRT reviewed financial information provided in the SER and in documents that were on-site for review during the campus visit. Additional details in answer to the questions posed in the Pre-Visit letter were answered prior to the campus visit as noted in the “ICHEC Responses” shown above. ICHEC appears to be in a healthy financial position with plans to allocate funds to strategic initiatives from a mixture of sources.

PRT Recommendation:

Standard 3 Met by ICHEC.

Participants – Students, Faculty, and Professional Staff

Business Standard 4: Student Admissions, Progression, and Career Development

Policies and procedures for student admissions, as well as those that ensure academic progression toward degree completion, and supporting career development are clear, effective, consistently applied, and aligned with the school's mission, expected outcomes, and strategies.

At the undergraduate level the admission policy and procedures are regulated through the Belgian system of higher education which requires all students with a secondary education diploma can apply to ICHEC and must be admitted. Thus, additional admissions criteria are not permitted within the national system.

At the master level are criteria for admission which include holding a bachelor degree and submission of a transcript. From a review of the Self Evaluation Report (SER) it is unclear what criteria are used to evaluate the admissions data and whether all applicants who hold a valid bachelor degree and submit a transcript are admitted.

A number of support services for are provided for bachelor and master students.

Prior to the PRT visit ICHEC should provide:

- *Information on how the admission information is evaluated (criteria) for the master program applicants and the percentage/number of applicants admitted for the prior and current academic years.*

ICHEC Response:

Students embarking on a Master program at ICHEC fall into the following categories:

- Students with a Bachelor's degree in management from ICHEC. These students are automatically admitted.
- Students with a professional Bachelor's degree in the field of management, via a "bridge program" or Pre-Master program. These students are accepted with a supplementary program of maximum 60 ECTS credits designed to help students to catch up with courses if they do not have a sufficient background from their professional Bachelor.
- Students with an academic Bachelor's degree from a Belgian (French or Flemish speaking) or foreign university. In this case, the applicant must submit a complete academic dossier including a certified copy of his/her degree certificate, proof that the university or school awarding the degree is recognized by the national authorities of the country in question, a complete academic transcript and a description of the courses taken. This dossier is analyzed in detail by the admissions service to make sure that the candidate has, during his/her Bachelor program, completed a sufficient number of study hours/credits in each of the subject groups which make up the Bachelor program at ICHEC. If this is the case, the Admissions service establishes an equivalence of the program with the ICHEC Bachelor's and this qualifies as eligibility for admission to the Master program. In general, equivalence is established for three-year Bachelor's degrees if they are awarded in countries which are signatories of the Bologna Declaration and for four-year programs from other countries (countries in Africa for example). Some students may be refused if they do not conform with the requirements.

The following table presents the number of applicants to the Master programs from outside of ICHEC, i.e. with an academic Bachelor's degree from a Belgian (French or Flemish speaking) or foreign university:

Applicants from outside of ICHEC	2016/17	2017/18
Number of formal applicants	181	240
Number of applicants who were admitted	96	153
Number of students who actually enrolled in one of our Master programs	61	85

- *Greater detail of the support services provided for bachelor and master students. Provide information on retention of bachelor and master students for prior two academic years. Describe how the support services have assisted in improving progress towards graduation.*

ICHEC Response:

ICHEC has a diversity of strategies to assist students towards graduation:

Support for Bachelor students

- Pre-Bachelor summer courses

In order to prepare future students to enter this new dimension of higher education, to allow them to integrate, to enable them to better understand the issues, to benefit fully and, consequently, to increase their chances of success, a full 60 hours of training (languages, accounting, mathematics and methodology) spread over two weeks, tailored according to needs, is offered to participants. Each year more than 100 students attend these summer courses.

- During Bachelor 1: Academic Support Service

The objective of the Service is to help ease the transition from secondary education to higher education. Throughout the academic year, activities are organized:

- Weekly opening hours to enable everyone to meet one-to-one those responsible for academic support.
- The “Strategy Workshops to Success”, which give students the opportunity to reflect in small groups on how to improve their work methods or to adapt to the requirements of ICHEC.
- Peer tutoring: after the January exams, the Academic Support Service identifies students in need and may point them towards tutoring.

- Workshops for mastering French for international students: as fluency in French is a prerequisite for success, workshops are offered to enable students to improve in grammar, spelling, vocabulary, structure of a text.

- Methodology workshops: from October on, methodology workshops are offered to students. Organized in small groups, they focus on the following topics: taking notes, writing summaries, time management, stress management.

- Students in Bachelor 1 may sit their first-semester exams three times rather than two (in January, June, September).

- Assistance to prepare the exams

Practice tests are organized for certain subjects. In this way students can compare their way of learning with their teacher's assessment method. At the end of each examination session, when they have received their marks, students can meet each teacher to understand the reasons why they failed.

- Languages

Language teaching is one of ICHEC's strengths. We offer students English, Dutch, German, Spanish, Italian and Chinese courses. In addition to interactive courses in small groups, based on modern teaching methods, our language teachers offer students a variety of additional courses, for example, conversation courses in foreign languages, e-Learning and extramural activities in foreign languages.

Support for Pre-Master students

Each student in a Pre-Master program is offered a program tailored to his/her previous studies and year of graduation. This customized program includes exemptions and curriculum support, for example

specific courses in finance, accounting, foreign languages...

Support for Bachelor and Master students: program coordinators

Program coordinators ensure the smooth running of courses and educational activities and ensure that faculty members have the necessary conditions in which to develop their pedagogical methods.

They are intermediaries between faculty, students and academic administration. They establish needs and expectations by maintaining regular contact with stakeholders and play the necessary role of mediator by:

- organizing an information session at the start of the academic year: reminding students of the objectives, constraints and guidelines of the relevant year
- developing a work schedule to make students aware of the workload expected in the coming year
- being consulted when developing the course and examination schedules while ensuring compliance with educational objectives and the students' well-being
- organizing a weekly period of availability in order to help students who may be struggling and directing them to relevant services
- informing examination boards about difficulties encountered during the year by students and academic staff
- providing solutions to operational problems presented by faculty members
- helping students to establish an individualized learning agreement.
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Specific support for Master students

- The "Internship" section of the Internship/Thesis Unit:
 - provides advice and guidance for students seeking an internship
 - provides students with internship offers made by companies
 - organizes validation committees to ensure the quality of student internship assignments
 - performs the necessary administrative tasks for internships (pre-agreement, agreement, assessments, etc).
- The "Thesis" section of the Internship/Thesis Unit:
 - participates in counseling and guidance to students in search of a subject and/or a thesis promoter
 - monitors administrative aspects of the thesis
 - organizes the panels for Master's thesis assessment
 - implements plagiarism detection software.

- Master students: internship/thesis coordinators

Each Master student is assigned, according to his program specificities, a personal adviser who supervises the learning path of the "internship-thesis".

- Master students: thesis promoters

The thesis promoter is a faculty member who offers a critical light on the methodology and offers his expertise. He supports the student throughout the process and provides regular feedback. He is a member of the Master thesis assessment panel.

Support for students with specific needs

ICHEC also offers an adapted program, which aims at promoting the success of students with a specific profile (suffering from disability, special health troubles, learning problems or in the case of high-level athletes or entrepreneurs). This system offers reasonable support and adjustments, according to the needs of students with a specific profile, while maintaining the academic level of the diplomas awarded.

All these support measures to students lead to increasing retention rates, as shown in the following tables:

The retention rates for the Bachelor program:

2015/16	32%
2016/17	42 %

The retention rates for the Master:

2015/16	84 %
2016/17	86 %

- *Detail the ways in which ICHEC students receive career development support in addition to the ICHEC Alumni programs. If there are no other programs, then discuss the reasons for the relatively high rate of graduates being employed within one month after graduation.*

ICHEC Response:

Our career development support is offered by ICHEC Alumni and by ICHEC Brussels Management School. ICHEC alumni offers several programs to accompany ICHEC graduates throughout their professional career. ICHEC offers last year students a Job Fair to allow students to meet with recruiters from many companies. The high quality of companies attending the Job Fair on the campus is a clear sign of their interest in recruiting our students.

Apart from the disciplinary competences inherent in any management training, the quality of the foreign language skills, personal international exposure through exchange(s) and proximity with the corporate world through internships are advantages for ICHEC graduates willing to apply in national or international companies. This explains why we have a relatively high rate of graduates being employed within one month after graduation.

- *Are the tables on page 38 of the SER for combined bachelor and master students/graduates?*

ICHEC Response:

ICHEC offers an academic program which consists of a Bachelor program followed by a Master program. The Bachelor programs build a broad scientific basis and prepare students for the Master program. The academic Bachelor program provides direct access to a Master program.

Students willing to start a career after a Bachelor program choose for a professional Bachelor not offered in our institution. This explains why none of our Bachelor graduates start their professional career. The tables on p.38 refer to the Master graduates.

PRT Review and Recommendation:

The business school responded in detail to the questions posed by the PRT. Details indicate the “open” admissions policy in Belgium for undergraduate programs. ICHEC is providing services to students who need assistance in their degree program courses to work towards increasing retention from the first to the second year of students in the undergraduate programs. Admissions criteria for the master level programs was also clarified. During the meeting with alumni and corporate representatives it was clear that there is support for career placement. Over 80% of ICHEC graduates obtain a job within three months of graduation.

PRT Recommendation:

Standard 4 Met by ICHEC.

Business Standard 5: Faculty Sufficiency and Deployment

The school maintains and deploys a faculty sufficient to ensure quality outcomes across the range of degree programs it offers and to achieve other components of its mission. Students in all programs, disciplines, locations, and delivery modes have the opportunity to receive instruction from appropriately qualified faculty.

The business school has specific criteria for documenting “participating” and “supporting” faculty. “Participating” faculty are required to engage in two of a variety of activities. However, the depth of involvement is difficult to determine. The table in Appendix 4 indicates an “x” for involvement but nothing indicating the quality of the involvement. The Standard requires: “the priority and value of different activity outcomes reflecting the mission and strategic management outcomes,” “the quality standards required of each activity and how quality is assured,” and “the depth and breadth of activities expected within a typical AACSB accreditation review cycle.”

Prior to the PRT visit ICHEC should provide:

- *Additional metrics indicating the level of involvement of “participating” faculty in the category of activities (e.g., number of theses supervised, hours devoted to committees or work groups, and metrics associated with the quality of the involvement.).*

PRT Review and Response:

ICHEC prepared and submitted a provided the PRT with a table that detailed the substantive activities for the 2016-2017 academic year that supported classification of faculty as participating. This table (which includes each individual faculty classified as participating) is included with the ICHEC response to the Pre-Visit Letter document (see Appendix 4).

Ratios provided in an updated Table 15.1 for the 2017-2018 academic year (provided with the ICHEC response to the Pre-Visit Letter) demonstrated that each organizational unit exceeded the guideline of 60%. The overall participating faculty ratio for the business school exceeded the guideline of 75%.

PRT Recommendation:

Standard 5 Met by ICHEC.

Business Standard 6: Faculty Management and Support

The school has well-documented and well-communicated processes to manage and support faculty members over the progression of their careers that are consistent with the school’s mission, expected outcomes, and strategies.

ICHEC has programs in place with respect to performance and development in the areas of teaching, promotion, orientation/mentoring. While the SER notes that these processes are in place, there is not enough detail into how they are functioning and how they serve to improve performance and development of faculty. For example, the “research incubator” to assist early career faculty is noted, but there are no details on how this program/activity functions and what it has achieved or is meant to achieve as it is a relatively new program.

ICHEC General Response:

Various processes are in place in order to improve performance and development of faculty, both in teaching and in research activities.

Faculty members are adequately prepared for teaching with a highlight on teaching quality and efficiency.

- Each new faculty member is informed by the School management and the relevant Department about the curriculum.
- Coaching is provided at Department level.
- Internal peer mentoring process is available (within the Departments).
- Specific “welcome information” sessions are organized by the School management in association with CEDHEC (faculty association) to provide all practical information on the institution and on teaching.
- Support is provided by various services (technical service, digital learning, language coaching...). For example, specific information sessions are provided on new digital means to enhance interactivity in lectures (WOOCCLAP, Mentimeter, various learning platforms ...).

Faculty members are encouraged to follow specific training inside and outside the institution to improve their pedagogical skills. ICHEC regularly offers its faculty members and professional staff internal training courses (doctoral seminars, email communication, IT seminars, English courses ...) and encourages faculty to continue their professional development, particularly training in pedagogy. For this, many faculty members have taken the course leading to the awarding of the CAPAES certificate, a teaching qualification for higher education (which leads to a salary increase). Other training courses of a pedagogical nature are organized and others are in the planning stage (e.g. teaching case studies, MBTI testing, seminar on intellectual property rights).

Pedagogical innovations are encouraged. A specific responsible for digital learning has been designated by the Executive Board. His role is to support faculty in the use of e-learning in their courses, to coordinate and encourage initiatives in this area.

The **Research Incubator** was created in 2016, based on the expressed need for collaboration between the School's researchers. It aims at:

- Defining common objectives
- Developing links both internal and external (e.g. with other universities)
- Communicating on research objectives and current projects, sharing information on best practices
- Motivating and uniting around common goals, setting a research tempo through fixed meeting dates
- Discovering the pleasure of working together, celebrating (or consoling...) when needed.

At this stage, regular meetings have taken place, around various themes (discussions about the future ICHEC Research Centre, organization of a Research Seminar ...) and a Paper development workshop has been launched, where faculty get feedback on their recent intellectual productions.

Medium-term objectives are the creation of specialized research poles, collaborations with external partners and synergies between researchers sharing common projects.

Prior to the PRT visit ICHEC should provide:

- *Explanation of how the documents shown in Appendix 5 are utilized to manage faculty performance and development.*

ICHEC Response:

The documents shown in Appendix 5 of the SER allow us to determine the amount of time dedicated by full-time faculty to teaching, research and activities benefiting the community as a whole. They are used during the annual performance interview, in the case of SA profiles for example, in order to evaluate whether enough time is dedicated to research and the production of intellectual contributions. If not, the decision is made either to reduce the time allocated to teaching or other activities, or to help faculty members to reorganize their tasks allowing them to concentrate on research.

- *Provide additional details and insight on the specific programs (e.g., mentoring, orientation) and details on the criteria for promotion. How are the criteria utilized for decision-making purposes?*

ICHEC Response

After obtaining a doctorate and if teaching evaluation is very good, the faculty member will get a partial promotion (50 % associate professor). Afterwards, the full promotion will depend again on teaching evaluation but also on the quantity of intellectual contributions (5 ICs, of which 2 PR articles).

The promotion from associate professor to professor takes into consideration the same criteria but ponders not only the quantity of the ICs but their quality (at least one A or B-ranked PR article) and their impact.

Similar promotions for non-SA profiles exist, based on management responsibilities in the School.

PRT Review and Response:

The PRT reviewed faculty management and support information/documents provided on-site during the ICHEC campus visit. Additionally, discussions were held with the Rector and Associate Dean to clarify the performance management processes with respect to faculty. Discussions with early career and senior faculty were conducted to fully understand the processes from multiple perspectives.

PRT Recommendation:

Standard 6 Met by ICHEC.

Business Standard 7: Professional Staff Sufficiency and Deployment

The school maintains and deploys professional staff and/or services sufficient to ensure quality outcomes across the range of degree programs it offers and to achieve other components of its mission.

The business school appears to be well-staffed to fulfill its mission and delivery quality education to its students. The staff is reasonable distributed across a variety of organizational units, including technical services, administrative services, student services, and external relations. It seems that the staff devoted to student social service (1.5 FTE) is somewhat light for a student body of 2000 students.

During the PRT visit, please be prepared to discuss:

- *How the staff is deployed on the school's two campuses?*

PRT Comments:

During the meeting with the professional staff at ICHEC the PRT learned that there is a systematic approach to deploy supporting staff members between the two campuses. In some functions such as, student service, office hours are allocated for their staff for each campus. In other functions such as IT, a permanent technical staff member is deployed on each campus.

- *How student social service is provided to the 2000 student population?*

PRT Comments:

During the campus visit by the PRT a meeting with the professional support staff was conducted. The PRT learned that ICHEC has two full-time student social service staff member. Internal analyses by ICHEC professional staff revealed that 15% of the total student body has received assistance at the student social service office. Additionally, ICHEC has a software program to help analyze financial needs which has increased the efficiency of support services.

PRT Recommendation:

Standard 7 Met by ICHEC.

Learning and Teaching**Business Standard 8: Curricula Management and Assurance of Learning**

The school uses well-documented, systematic processes for determining and revising degree program learning goals; designing, delivering, and improving degree program curricula to achieve learning goals; and demonstrating that degree program learning goals have been met.

ICHEC has a clear and concise curricular management and AoL process with involvement from key stakeholders. There are two types of curriculum reviews: in-depth and yearly review. ICHEC AoL process is in place for all programs and ICHEC is able to closing the loops for its AoL process. A learning goals matrix for each program and AoL table are presented which demonstrated the completeness of ICHEC AoL process. However, from the appendix 10 it is unclear how LG6 (Prepare the student to be able to communicate orally and in writing in several languages) part of 'writing in several languages' is measure. Also, it is not clearly shown how the curriculum management process is linked with AoL especially how results from AoL led to curriculum review / revision.

Prior to the PRT visit ICHEC should provide:

- *Provide additional information and details on how 'writing in several languages' part under LG6 is measure and its result.*
- *Please describe the language production grid from the European Union and how they are used to define learning outcomes regarding the quality of language skills.*

ICHEC Response:

First of all, we have split LG 6 in learning objectives as follows:

At Bachelor level - LG 6: Be capable of writing and speaking in at least two languages.

1. *Reach the B1 European level in their third foreign language*
2. *Be able to communicate verbally in an organized, clear and persuasive manner*
3. *Be able to produce a synthetic and well- structured written report*

At Master level- LG 6: Be able to communicate orally and in writing in several languages.

1. *Be able to deliver a professional oral presentation accompanied by appropriate technology*
2. *Be able to create clear and well-structured documents on complex subjects*

At Bachelor level:

For Dutch and English, there is a course in each year of the Bachelor and each of these courses corresponds to a specific European level:

- Bachelor 1 Level B1 (Intermediate)
- Bachelor 2 Level B2 (Upper intermediate)

- Bachelor 3 Level C1 (Advanced)

For the 3rd foreign language, the course is also in line with the European levels:

- Bachelor 2 Level B1
- Bachelor 3 Level B2

The language faculty use the European certification grids to define the objectives of the various courses (describing the written and oral skills a student can reach at the targeted linguistic level). Starting from these grids, evaluation forms have been designed to assess the students both in writing and orally. These European documents are communicated to students in the course syllabi to enable self-evaluation.

Evaluation of the oral communication skills:

At Bachelor level, language courses are organized in groups of about 20 to 25 students to enable class participation. Students have to make oral presentations, discussions, debates and simulation games and are evaluated on these assignments. They also have to take at least one individual oral exam each academic year. At the end of the 3rd year of Bachelor, students have to take a bilingual oral exam to assess their skills in each language but also their ability to switch from one to another.

Evaluation of the written communication skills:

Language faculty make use of Digital learning to work on the writing skills of the students. Students are supposed to read press articles mainly on topics related to Economics or Management and to enlarge their vocabulary by learning new words in these articles. Their writing skills are evaluated through written exams in January and June. Students are expected to be able to discuss the selected topics by using the adequate vocabulary.

In addition to the skills and competences in foreign languages, we also put the emphasis on the writing and oral skills in French. This takes place, among others, in the Methodology course in the 1st year of Bachelor where students have to produce a written paper on a management or marketing topic, or in the 2nd year of Bachelor where they have to write an internship report.

At Master level:

There are no language courses in the Master programs. Students have the opportunity to attend classes in English, and even take the whole program in English.

The thesis evaluation by a jury composed of minimum three persons (the thesis promoter, an external evaluator and the Chair) assesses both the writing and oral communication skills of each student. Specific criteria are listed (see Appendix 11 p.75).

In addition, Master students have a lot of written assignments and oral presentations which enable us to evaluate their communication skills and make them progress.

- *Explanation of how results from the AoL has been used in curriculum review or revision.*
- *During the PRT visit, please prepare an update for the academic year 2017/2018 of the AoL.*

PRT Review and Response:

ICHEC provided updated AoL summary tables for the 2017-2018 academic year in response to the Pre-Visit Letter (these are provided with the ICHEC responses to the Pre-Visit Letter attached to this document). During the PRT site-visit the “raw data” collected in conjunction with the AoL process was available to the PRT for review.

The summary tables detail how results have been used in the curriculum revision process as part of the assessment of achievement of learning goals by students. The business school has clearly “completed the loop” for at least one cycle for each undergraduate and graduate program.

The AoL process appeared to be “institutionalized” at the time of the PRT site-visit to the ICHEC campus.

PRT Recommendation:

Standard 8 Met by ICHEC.

Business Standard 9: Curriculum Content

Curriculum content is appropriate to general expectations for the degree program type and learning goals.

Curriculum content of all ICHEC programs presented in the SER met with AACSB standard. A clear structural linkage between general knowledge / skills and ICHEC’s courses / learning experiences are shown for both the bachelor and master programs.

PRT Review and Response:

From a review of the SER the PRT agreed that there were no additional questions. During the campus visit the PRT was provided with access to course syllabi and other curriculum-related documents and information to support a clear linkage from mission to learning goals to general knowledge and skills at the undergraduate and graduate levels.

PRT Recommendation:

Standard 9 Met by ICHEC

Business Standard 10: Student-Faculty Interactions

Curricula facilitate student-faculty and student-student interactions appropriate to the program type and achievement of learning goals.

From the SER there are several activities and opportunities for student-student and student-faculty interaction for both the bachelor and master programs. However, it still lacks an analysis of how the interactions are aligned with ICHEC mission and learning goals. At the end of Standard 10 in the SER, a matrix summarizing pedagogical activities has been mentioned but it is not presented in the SER or appendix. This matrix might be useful for answering questions concerning alignment and impact of interactions.

Prior to the PRT visit ICHEC should provide:

- *A document (Matrix) showing how student-student and student-faculty interactions are aligned with ICHEC mission and learning goals*
- *Please use the Matrix to document the alignment between faculty-student interactions and the ICHEC mission.*

ICHEC Response:

Through the Matrix “Pedagogical methods” for the Bachelor as well as for the Master programs (see Appendix), we can ensure that each student has several opportunities of interactions with both other students and faculty.

Even in the 1st year of Bachelor where the total group of students is relatively large, ICHEC has decided to split students in groups of about 20 to 25 for language and methodology courses. This is the reason why we have several teaching assistants for these two courses in order to ensure student-faculty

interactions. In these groups, students also have the opportunity to have student-student interactions through group assignments, discussions and debates for example. Small groups are also foreseen for exercises sessions (for example in Financial Accounting).

In the Master programs, the groups of students are smaller through the range of options offered. In optional courses, students also have many opportunities of interaction with faculty.

In addition to this, students can also interact with faculty outside the classrooms:

- they can have individual coaching from the Student support service to help them progress in the program
- each student is supported by two faculty members in the Internship-Thesis combination: the thesis promoter and the internship-thesis coordinator
- students have the possibility to meet with faculty after each exam session in order to understand the reasons why they did not pass the exam. These meetings are systematically proposed within one month after the communication of the exam results.

PRT Review and Response:

The business school, prepared a matrix of pedagogical activities (see the appendix provided in the ICHEC materials provided with responses to the Pre-Visit Letter). The Matrix details the different pedagogical methods used in each course in the bachelor program (by year) and for the graduate programs (common core and options). Pedagogical methods vary by course and a single course may include more than one pedagogical method. Representative pedagogical methods include: case studies, readings, exercises, podcasts/videos, individual papers, and group projects).

PRT Recommendation:

Standard 10 Met by ICHEC

Business Standard 11: Degree Program Educational Level, Structure, and Equivalence

Degree program structure and design, including the normal time-to-degree, are appropriate to the level of the degree program and ensure achievement of high-quality learning outcomes. Programs resulting in the same degree credential are structured and designed to ensure equivalence.

Degree programs at the business school conform to the European qualification framework. In addition, The Wallonia-Brussels Federation has specific requirements to maintain authorization to deliver degree programs. The Wallonia-Brussels Federation has also created an agency to monitor the quality of higher education (AEQES). The most recent AEQES audit took place in 2013-14.

Programs are delivered primarily in the daytime. However, the school offers a Bachelor and one-year Master program in the evening.

The Master degree requires both an internship and a thesis.

During the PRT visit, please be prepared to discuss:

- *How the school ensures that the daytime degree program is the same as the evening program.*

PRT Comments:

Both the evening and daytime degree programs have the same curricular structure and credit hours. Pedagogical approaches are the same regardless of the time of day the programs/courses are offered. The same faculty can teach in the evening or in the daytime. This information was obtained by the PRT during interviews on the ICHEC campus with

faculty, students, and administrators. Additionally, curricular documents provided to the PRT confirmed the similarity of the degree programs offered in the daytime and in the evening.

- *How the school ensures that programs offered across campuses are equivalent.*

PRT Comments:

During the meetings with the Executive Leadership Team the PRT learned that the first year of the bachelor program and some evening masters program classes are offered on the Montgomery Campus. Thus, there are no full-degree programs offered at the Montgomery campus (the Montgomery campus houses central administrative offices as well). Note should be made that the same faculty teach on both “campuses” which are separated geographically by a relatively short distance.

PRT Recommendation:

Standard 11 Met by ICHEC.

Business Standard 12: Teaching Effectiveness

The school has policies and processes to enhance the teaching effectiveness of faculty and professional staff involved with teaching across the range of its educational programs and delivery modes.

ICHEC has a systematic process for evaluating quality of teaching effectiveness. It has four levels of monitoring: program level, bachelor and master level, department level, and student level. An explanation on the rationale of why students course evaluation is done every two years is required during the visit. ICHEC provides and encourages development activities focused on enhancement of teaching and pedagogical innovation.

PRT Review and Response:

From a review of the SER the PRT agreed that there were no additional questions. During the campus visit the PRT was provided with access to student evaluations of teaching effectiveness and performance review documents and information. The SER and the materials available to the PRT on-site during the campus visit supported the alignment of the business school with Standard 12.

PRT Recommendation:

Standard 12 Met by ICHEC

Academic and Professional Engagement

Business Standard 13: Student Academic and Professional Engagement

Curricula facilitate student academic and professional engagement appropriate to the degree program type and learning goals.

ICHEC has a variety of programs and activities that support student academic and professional engagement such as compulsory internships, project-based work, international learning experience, and extra-curricular activities. These programs and activities are closely linked to ICHEC learning goals. This standard is met.

PRT Review and Response:

From a review of the SER the PRT agreed that there were no additional questions or information to be requested prior to the PRT on-site visit to the ICHEC campus. During the

campus visit the PRT met with students (undergraduate and graduates in separate groups) and faculty (early career, senior faculty, and instructional practitioners). These discussions confirmed the engagement of students in both academic and professional activities and projects.

Discussions with alumni demonstrated the professional networking opportunities provided through a number of structured programs facilitated by the Alumni Board.

At the Anjou campus a student poster session was presented for the PRT which highlighted the professional engagement opportunities for both undergraduate and graduate students through diverse student organizations (e.g., ICHEC Junior Consult, U-Start (entrepreneurial networking group), and Oikos (sustainable management and economic development group)).

PRT Recommendation:

Standard 13 Met by ICHEC

Business Standard 14: Executive Education

If applicable, executive education (activities not leading to a degree) complements teaching and learning in degree programs and intellectual contributions. The school has appropriate processes to ensure high quality in meeting client expectations and continuous improvement in executive education programs.

Standard 14 Not Applicable for ICHEC

Business Standard 15: Faculty Qualifications and Engagement

The school maintains and strategically deploys participating and supporting faculty who collectively and individually demonstrate significant academic and professional engagement that sustains the intellectual capital necessary to support high-quality outcomes consistent with the school's mission and strategies.

The SER delineates the criteria for the four faculty qualification areas. Each of the classifications conforms to the Standard. Two PRJs plus three additional ICs are required to maintain SA, and a Master's degree and significant continuing work experience in the area of teaching is required to maintain IP status. The criteria for maintaining PA and SP appears to be somewhat mixed together. In addition, the depth, breadth, and quality of these activities needs to be addressed.

Prior to the PRT visit ICHEC should provide:

- *Criteria for PA and SP that include depth, breadth, and quality components. In addition, these categories should be distinguished – PA activities should focus on “professional engagement activities that demonstrate interaction with business and management practice; SP activities focus on scholarship outcomes as well as professional engagement activities.*
- *Please clarify the definitions for all four of the faculty qualification areas.*

PRT Review and Response:

Percent of time devoted to mission is calculated according to an internal workload document (see Appendix 5 (Faculty Workload Document) in the SER - page 34). The Department Chairs are elected by the faculty may be less than 100% devoted to mission as they may have other non-ICHEC commitments.

The definitions for all faculty qualifications areas were clarified by the business school in the response to the Pre-Visit Letter. This allowed the PRT to understand more fully the

classification of faculty with respect to maintenance of their status in one of the four qualification areas (SA, PA, SP, and IP).

The business school provided and updated Table 15.1 and 15.2 for the 2017-2018 academic year with the response to the Pre-Visit Letter.

All units in the organizational structure exceeded the guidelines for SA, SA+PA=SP, and SA+PA+SP+IP faculty qualifications ratios. The updated Table 15.1 demonstrated business school as a whole (“overall”) exceeded the guidelines for all faculty qualifications ratios.

PRT Recommendation:

Standard 15 Met by ICHEC

IV. Identification of the school’s success in demonstrating engagement, innovation, and impact outcomes.

ICHEC Brussels Management School has outcomes related to Engagement, Innovation and impact and linked them to the different standards and in this way to the mission and the strategic plan:

STRATEGIC MANAGEMENT AND INNOVATION			
	Impact	Engagement	Innovation
Standard 1: Mission and strategy Standard 2: Scholarship and intellectual contributions Standard 3: Financial model and Strategies	<ul style="list-style-type: none"> Stakeholder impact: market share Presence in the media Interdisciplinary impact: partnering with other institutions Faculty invitations to present, train and consult ICs, awards, prizes Benefits to campus community Editor of the peer- reviewed ranked journal Gestion 2000 	<ul style="list-style-type: none"> Engagement with Partner Universities Research projects with regional, national or international partners Research and ICs in the fields of CSR, responsible finance, social and solidarity economy 	<ul style="list-style-type: none"> Innovation in academic programs: national and international double degrees, triple degree, Master in Business Analyst, CSR Seminar, Housing project, Internship-Thesis combination Research Incubator « Midis de la recherche »
PARTICIPANTS			
Standard 4: Admission, progress and career development Standard 5: Faculty Sufficiency and deployment Standard 6: Faculty Management and Support Standard 7: Professional Staff Sufficiency and deployment	<ul style="list-style-type: none"> Tutoring workshops results Student career placement Limited Faculty turnover Student performance in experiential activities 	<ul style="list-style-type: none"> Student Engagement in Committees and Boards Student Engagement: ICHEC Housing and MoWo projects, internships Faculty Engagement in Committees, juries and Boards Alumni Engagement in Boards, juries, Mentoring and Coaching, Job Fairs Student-student mentoring Faculty engagement via workload document 	<ul style="list-style-type: none"> Online registration of students Meteor Tutoring workshops Shared responsibility between an academic and a professional expert Alumni coaching program Young Pro's
LEARNING AND TEACHING			
Standard 8: Curricula Management and AOL Standard 9: Curriculum Content Standard 10: Student-Faculty Interactions	<ul style="list-style-type: none"> Student performance in experiential activities Satisfaction rate of national and international students 	<ul style="list-style-type: none"> External Quality: AACSB, AEQES, EFMD, CFA Academic Engagement to Wallonia-Brussels 	<ul style="list-style-type: none"> Interdisciplinary Business Games (Globex, Brussels Management Challenge.) Tutoring Program

Standard 11: Degree Program Educational Level. Standard 12: Teaching Effectiveness		Federation and European qualification framework • Engagement to international students or students with specific needs	• Student Buddy Program for international students • Out of class learning, blended learning, flipped classrooms, MOOCs
ACADEMIC AND PROFESSIONAL ENGAGEMENT			
Standard 13: Student Academic and Professional Engagement Standard 15: Faculty Qualifications and Engagement	• Academic programs with an emphasis on business practice (e.g. internships and project management) • Open minded managers • Academic: ICs, awards, prizes • Professional: strong corporate network	• Student Engagement: ICHEC Housing, MoWo project, LIMUN, CSR Seminar • Academic engagement: applied research projects • Professional engagement: IP profiles working fulltime in high level positions	• Extra-curricular activities/ visits • Contests and competitions: Brussels Management Challenge • International learning experiences: Summer programs, internships abroad

More details on each of the impact, innovation, and engagement items listed in the table (standard-by standard above) are provided in the iSER. Many of these impact, innovation, and engagement activities and projects were discussed with faculty, students, alumni, and staff at meetings on the ICHEC campus with the PRT (during the on-site campus visit).

V. Commendations of Strengths, Unique Features and Effective Practices

Commendations of Strengths, Unique Features and Effective Practices: Provide a brief description of strengths, and/or unique/distinctive features of the applicant and examples of effective practices that demonstrate leadership and high quality continuous improvement in management education.

- The Rector and the Executive Leadership Team demonstrated commitment and dedication to the continuous quality improvement process and have led the faculty, staff, students, and alumni effectively in the pursuit of AACSB International initial business accreditation;
- Engaged alumni who have sustained engagement with the faculty and students to provide services and support in career placement, professional development, and networking within the business community;
- ICHEC’s values of “respect, integrity, and solidarity” were fully embedded within the whole organization, from top management to faculty, staff, students, and alumni. Several activities and unique practices were the result of ICHEC values such as alumni engagement, family spirit within ICHEC, recruitment by focusing on values, open-mindedness of ICHEC’s faculty, staff, students, and alumni.
- ICHEC organizes a biennial event where students originating from a family business come with their parents to discuss the company transition from one generation to the next.
- ICHEC Housing Project (service learning) educates students about the reality of life in Africa and Asia. Students finance and build homes and develop infrastructure.
- The Brussels Management Challenge is a management stimulation event bringing together Master students in Economics, Business and Management with students in Science, Technology, Engineering and Mathematics (STEM). Students work together on three cases associating technology and business.

VI. Opportunities for Continuous Improvement

Opportunities for Continuous Improvement (For continuous improvement purposes of quality programs, every Team Visit Report should include a summary of the respective opportunities as related to the accreditation standards.)

Relevant Standard(s)	Recommended Improvement
1, 2, 5, and 15	Fully and explicitly define the institutional partnership model with respect to degree program development, collaborative research, and teaching (visiting faculty) to support alignment with mission.
10	During the renovation of the buildings on each campus consider providing more physical spaces and resources for student-student and student-faculty interaction (e.g., study areas, team rooms, social interaction spaces).
4	Systematize career placement activities. Consider a single-point of contact for students engaging in the job search process (e.g, placement activities)

VII. Summary of Visit

Description: Please provide a brief description of the school, including its size and the institutional setting.

ICHEC is a non-profit, state-funded, teaching-oriented management school offering programs at Bachelor's and Master's level. It was founded in 1954 and became in 1996 part of the "Haute Ecole ICHEC-ISFSC-ISC Saint Louis". Total student enrolment stands at around 2000, with about 150 faculty members and 40 professional staff.

ICHEC Brussels Management School is a University College under the control of the Ministry of Education in the Federation Wallonia-Brussels which ensures the subsidies, validates the curricula and certifies the degrees delivered.

Scope: Please confirm that all degree programs are appropriately listed below.

Name of Degree Program	Level	Location(s)	Date Established (Year Only)
Bachelor in Business Management	Bachelor	Brussels	2006*
Bachelor in Business Engineering	Bachelor	Brussels	2006
Master in Management Sciences	Master	Brussels	2006
Master in Business Management	Master	Brussels	2006
Master in Business Engineering	Master	Brussels	2006

***The School exists and delivers degrees since 1954, but before the Bologna Decree in 2006 the programs had different denominations.**

If there are any additional programs that should be included in the accreditation review or required changes to degree titles, majors, etc., then please include this information below.

PRT Response: No additional programs to be included at the time of the ICHEC campus visit.

List of Comparison Groups

Comparable Peers (School Name)
La Rochelle Business School
Neoma Business School
Kedge Business School
Cleveland State
Pforzheim Hochschule
Florida International University

Competitive Schools (School Name)
Solvay Business School, ULB
Louvain School of Management, UCL
Université Saint-Louis
HEC Liège, Université de Liège
Leuven School of Business and Economics
Maastricht University School of Business and Economics

Aspirant Schools (School Name)
HEC Montreal
IESEG
Maastricht University, School of Business and Economics

Visit Team Members: On-site review dates and names of the full team

Team members	Visit dates	Institution
Robert Scherer, Chair	March 11-14, 2018	Trinity University
Jim Brodzinski		Valparaiso University
Pasu Decharin		Chulalongkorn University

Please attach a copy of the Accreditation Review Visit Schedule.

- See below for the PRT site-visit schedule.

Optional: Provide any additional information the team received outside of the Self Evaluation Report that may not have been included prior to the Pre-Visit Letter (i.e. updated faculty tables, etc.). Additionally, please upload the applicant's response to the team report, if provided.

The applicant's response to the Pre-Visit Letter is included as a separate attachment to this document. The following documents were provided with ICHEC's response to the Pre-Visit Letter:

- Updated table 2.1 (2017-2018 academic year)
- Updated Table 15.1 (2017-2018 academic year)
- Updated Table (2017-2018 academic year)
- Participating Faculty Activities Table (by individual faculty member)
- AoL Updated Summary Tables (undergraduate programs)
- AoL Updated Summary Tables
- Matrix of Pedagogical Methods Utilized in Undergraduate and Graduate Level Courses

Documents provided on-site during campus visit by the PRT (March 11 -14):

- Faculty CVs
- AoL Data and reports
- Intellectual contributions (e.g., peer-reviewed journal articles, books, conference proceedings)

Documentation Provided in the Base Room at ICHEC:

- **Minutes taken for the following meetings:**
 - Board of Directors- Executive Board
 - School Council
 - Bachelor Committee
 - Master Committee
- Financial Statements & Strategic Plan
- International Strategy and documentation

- Alumni documents
- Assurance of Learning AOL
- Samples of students Feedbacks
- Faculty Resumes
- Quality Assurance Processes
- Ethics- Responsibility- Sustainability Strategy and documentation
- Press Clippings 2016-2018
- Internship-Thesis Documentation (student guides....)
- Examination Boards documents

- **Course Material (course syllabi)**
 - International Marketing- Master - M. Muninger
 - European History and institutions- Master - S. Godts
 - Digital Communication- Master- J. Fernandez
 - Financial Management-Bachelor- C. Dumas
 - CSR Seminar Master
 - Human Resource Management- Master - M. Verbeek
 - CSR and Ethics- Master - C. Ruwet & J. Spelkens
 - International Economics and Business Cycles- Master - C. Ost
 - Corporate Strategy- Master - L. Moeremans
 - Language Department

- **Evaluations of Student Internships**
 - Internship Evaluation Masters
 - Internship Evaluation Bachelors

- **General Documentation and Surveys**
 - Vademecum du personnel- catégorie économique 2017-2018 (staff job descriptions)
 - Country Profile
 - Corporate Connections
 - Media Presence Analysis
 - Guide de l'étudiant 2017-2018 (student handbook)
 - Etude de la satisfaction des étudiants du programme master de l'ICHEC-Promotion 2016 (student satisfaction survey results)

AACSB Peer Review Team Visit Schedule
March 11-14, 2018

Review Team	Robert Scherer (Arrival Saturday March 10 th 7.15 AM) Jim Brodzinski (Arrival Sunday March 11 th 1.10 PM) Pasu Decharin (Arrival Sunday March 11 th 7.00 AM)
ICHEC Contact details	Brigitte Chanoine (32)496 549 722 Martine Osterrieth (32)477 590 944 Sophie Péters (32)477 624 927
Hotel information	Eurostars Montgomery 134, Avenue de Tervueren, 1150 Brussels Tel: 32 2 741 85 11

Sunday March 11

15:00 - 17:00 Peer Review Team meeting- *Hotel Business Room (Volunteer)*

17:45 Meeting with Patrick Vanvinckenroye in the Hotel Lobby and transfer to Château Sainte Anne

18:00 - 20:30 *Walking dinner at Château Sainte Anne*

with Business Community, Alumni, Stakeholders, members of the Executive Board and of the Accreditation Task Force, Executive Board of ICHEC-Alumni, members of the Alumni association.

Monday March 12

08:45 Meeting with Brigitte Chanoine and Sophie Péters in the hotel lobby- the visit will take place at 5, Avenue de Broqueville, 1150 Brussels- 2 minutes walking distance from the hotel

9:00- 10:00 Meeting with the School Executive Board- Room 523

Strategic issues- Institutional mission and strategy; national context; mission; market positioning and marketing; international and corporate world perspectives; resources allocated

B. Chanoine, T. Graas, M. Osterrieth, S. Peters, T. Van Den Berghe, C. Vankeerberghen

10:00 Refreshment break

10:15-11:15 Meeting with Heads of Academic areas- Room 523

Program management - Faculty profiles, qualification- Workload allocation and teaching loads

M. Fox, S. Godts, M.L. Heinen, V. Huart, B. Hudlot, L. Moeremans, C. Vankeerberghen, P. Vanvinckenroye

- 11:15 Refreshment break
- 11:30 [Campus visit with Nathalie Van Droogenbroeck and Patrick Vanvinckenroye](#)
(*Montgomery + transfer to Anjou campus*)
- 12:00 [Poster session](#) at Anjou Campus to present students' activities and associations
(Room A300)
- 13:00 [Lunch with undergraduate and graduate students](#) at Anjou campus
Undergraduate students: Room B310
Graduate students: Room C310
- 14:00 Transfer to Montgomery Campus with Patrick Vanvinckenroye
- 15:00-16:00 [Meeting with Research team \(*Montgomery campus*\) – Room 523](#)
Characteristics of research at ICHEC, intellectual contributions and their impacts, future projects and innovations
- I. Choquet, E. Cuvelier, J. De Foor, V. Denis, C. Dumas, M. Muninger, C. Ost, A. Rousseau, G. Thiry.

Tuesday March 13

- 8:45 [Meeting with Sophie Péters in the Hotel Lobby](#)
- 9:00-10:00 [Meeting with the AoL Committee – Room 523](#)
Curricula management, AoL process and measures, external control on curricula
- M. Fox, M. Garcia, S. Godts, M. Osterrieth, N. Van Droogenbroeck, P. Vanvinckenroye, P. Verhasselt.
- 10:00 Refreshment break
- 10:15-11:15 [Meeting with faculty \(3 groups\)](#)
Qualifications and experience; relevant scholarly activity; pedagogical approaches; student support
- Junior faculty – Room 513:*
C. Dal Fior, J. De Foor, C. Engelbeen, L. Lahaye, M. Muninger, G. Thiry.
- Senior faculty – Room 611:*
E. Cuvelier, V. Dubois, C. Dumas, A. Ejzyn, Brigitte Feys, J. Folon, V. Kinon, C. Ost.

Instructional Practitioner – Room 523:

A. de Meyere, B. du Bus, J. Fernandez, P. Grega, F. Grisay, E. Nys, E. Van Hoof.

11:15 Refreshment break

11:30-12:30 [Meeting with Support Staff and Services – Room 523](#)

Information & library resources; technology for pedagogy, generalised student support & services, marketing & communication

A.Ejzyn, T. Graas, R. Hamdi, R. Jomaux, C. Laloux, N. Muller, G. Paquet, C. Roy, S. Simons.

12.30 [Lunch with members of School Executive Board – Room 523](#)

14:00 Team prepares report

19:00-20:00 [Wrap-up sessio and PRT recommendation review with Executive Board – Room 523](#)