The comprehensive multi-dimensional impact assessment tool for business school
Introduction

The core purpose of the BSIS process is to assess the nature and extent of the impact that a business school has on its immediate environment. The reasons for seeking to measure a school’s contribution at the local level are varied, sometimes motivated by a need to communicate with its financial and political stakeholders in the impact zone, sometimes by a desire to communicate its impact narrative more effectively in its home environment, and sometimes by an interest in testing how well it is achieving its objectives for achieving local impact.

In all cases the fundamental purpose is to achieve clearer accountability and greater transparency regarding the school’s real contribution to the development of the communities around it. This is often a concern even for schools whose market positioning and strategy are essentially national and international, especially when a school benefits from local or regional funding.

At the same time, it must be underlined that, although the main focus of the BSIS scheme is a business school’s impact on its region, it is never possible to totally separate the different levels – regional, national, and international. A school’s national reputation in research and teaching will contribute to its impact on the image of the region. The same is true of its recognition at the international level.

Indeed, beyond the question of an individual business school’s impact in any particular area, there is the fundamental issue of the impact upon society of management education within the wider institution. There is widespread belief that business schools and university faculties of management have failed in their ability to moralise the profession, have failed in foreseeing the collapse of the financial system, have failed in their ability to deliver useful research, have failed in their mission to provide responsible, humanistic education. However unfair this may seem to people in the management education profession, there is a context around the world in which business schools are perceived to have at worst negative impact and at best little useful impact. While the purpose of BSIS is not to focus exclusively on this dilemma, the problem of accountability to society at large will always be in the background. It is for this reason that one of the key areas examined in the Assessment Criteria framework looks closely at the school’s contribution to the improvement of management education and practice as part of its founding mission. This is also why BSIS challenges schools to demonstrate that their research is having positive effects that can be measured.

1 “Local” and “Regional” are here considered as synonymous.
These wider concerns will never be absent but they are approached within the framing perspective of a particular local environment.

The first step in the BSIS process is, therefore, to specify the impact zone for which the data is to be assembled and interpreted: the city, the urban community, the Land, the Canton or other regional economic or administrative area within which it operates. It is also important to explain the nature of the school’s relationship with the zone in question – its degree of dependency, the key issues that are of concern to it in managing that relationship, and the expectations of the local community. This relationship should also be put into a strategic context regarding the school’s policies for balancing its regional, national, and international dimensions. The link between the school’s mission or missions and the regional environment should be made explicit.

The second step in the BSIS process is to specify the scope of the institution for which the impact will be assessed. Is it the business school? Is it the whole university? Is it a part of the university? The same question arises in the case of a multi-campus business school.

The essential purpose of the BSIS process is to bring to light and organise into a single structured document the many and varied ways in which the school serves and influences its local environment. The third step in the methodology is therefore to identify as broadly as possible the different areas in which the school has an impact. There are currently more than twenty impact areas that have been grouped into the seven parts of this Assessment Criteria Guide.

The next, and crucial step is to define the assessment indicators that will allow a particular type of impact to be measured and evaluated. These vary in number depending on the nature of the impact area in question. At present, there are more than one hundred indicators within the framework. Nonetheless, it is important to underline that the areas and the indicators proposed in the Guide are not an exhaustive list. Each business school will undoubtedly identify other areas and other indicators in terms of its particular circumstances. Conversely, some indicators may not be relevant to a particular school at all.

The Guide provides a framework for a broad stock-taking exercise in which the school first collects the necessary facts and figures, bringing together in one structured document a full account of its contribution to the impact zone. This is often a difficult exercise because the school may not keep the records that would allow it to quantify certain areas. Yet sufficient data collection is an indispensable dimension of the BSIS process.

However, the raw data cannot tell the full story; the next step is to interpret the data and the information collected and to explain their significance. When discussing less tangible areas concerning image and influence, it is often necessary to provide factual evidence in support of what is being argued. There are frequently anecdotes, emblematic events, and deep historical ties that link the school to its region. In sum, there is a story to tell and BSIS is designed to help schools tell a better story.

The document that is the result of this preparatory phase in the BSIS process serves as an indispensable starting point for the work of the two BSIS experts during the two-day, on-site visit. Their role during the interviews will be to verify the accuracy of the information given, to challenge the conclusions in a constructive manner, to raise awareness both inside and outside the institution of the value of the school’s regional impact and finally to make recommendations for more effective management of the relationship with its local environment.
Typology of impact measurement indicators

- Monetary assessment:
  Budget outlays, expenditures by students and persons coming to the region on account of the school’s activities

- Assessment in terms of jobs created

- Immediate versus delayed impact:
  The impact of a course on new business creation is not usually immediate. A new company generates a limited number of jobs at the beginning, but that number may grow significantly in the medium and long term. Some forms of impact are best measured over a five-year period; others can be measured on an annual basis

- Direct versus indirect effect:
  A business school’s budgetary expenditure has a direct effect; enrolling a student generates indirect financial flows due to their presence in the city. The multiplier effect of expenditure is related to the indirect effect

- Simple versus multiplier effect:
  An expense of 100 for the school is a revenue for various actors and companies who in turn spend part of it and so on. This multiplier effect was estimated at 2.38 in an impact study carried out for the French school, CERAM. The University of California Irvine retains a coefficient of 3.72. The multiplier depends on the proportion of expenses that involve local agents

- Measurable versus non-measurable effect:
  The impact of a business school on managerial innovation or on mind-sets regarding the importance of societal issues (global responsibility) is impossible to measure in quantitative terms. It must, however, be demonstrated through factual evidence that supports the assertions made

The BSIS pre-visit report

The framework that follows allows business schools to construct a comprehensive picture of their impact within the zone that they have defined. However, it must be clear from the outset that the twenty plus impact areas and the more than one hundred indicators do not constitute an exhaustive list. Schools are encouraged to bring forward additional evidence of their contribution to the prosperity and well-being of the community in which they operate. If the school is not able to provide data for one of the areas listed, it should explain why this is the case.

The assessment framework is organised into seven parts corresponding to the major impact dimensions covered by the BSIS process: financial impact, educational impact, business development impact, intellectual impact, impact on the regional ecosystem, societal impact, impact on the image of the region. For each of these seven dimensions, there are several distinct impact areas, each including a number of assessment indicators.

The first part: financial impact, which looks at the school’s budgetary expenditures and the expenditures of persons associated with its activities in the region, focuses on data that can be measured or estimated in terms of Euros spent. This is the highly quantitative end of the impact assessment spectrum. In order to facilitate the collection and computation of the financial data in this part, the BSIS online data collection system will be a valuable tool.

2 http://www.communications.uci.edu/air/air98.html.
The six other dimensions examine the many different ways in which the school interacts with its environment, serving as a resource for the local community and how it contributes concretely to the quality of economic and social life. Some of these dimensions may be partially assessed by quantitative indicators but there will be much space for qualitative appreciation and contextual explanation. At the qualitative end of the spectrum, for instance in part seven, which looks at the school’s contribution to the attractiveness and image of the region, the assessment must depend on description and analysis of significant examples. It must also be borne in mind that the areas of impact and the associated indicators will not be accorded the same significance by different stakeholder groups.

In order to facilitate the drafting of the schools’ pre-visit report, BSIS has developed an online data collection system. For all impact areas and for most of the indicators, there is a text field entitled ‘Explanatory comments and conclusions’ in which schools can comment upon the raw data that they have provided in response to the numbered indicators. It provides space for schools to interpret the data, putting it in context and explaining its relative significance. The purpose here is to help the reader make sense of the numbers, lists, and accumulated facts that emerge from the data collection phase.

It is also intended to provide space for each school to add relevant information, to highlight what it sees as its key contribution in the area, and to introduce evidence of an anecdotal character that may illustrate a particular theme. It is essential in the BSIS process to bring the data to life so that a coherent story emerges.
The BSIS impact assessment framework

1. Part one: financial impact

Part one focuses on the measurable impact of the school in terms of money spent within the region. Schools are asked to present this data in the standardised format used in this document and in the online data collection system. This is intended to ensure transparency in the information presented and to allow clear and uniform methods of computation.

1.1. Budget (direct financial impact)

The direct financial impact of a business school is calculated on the basis of its annual budget. It may be necessary to exclude sums spent outside the impact zone, but the assumption is that a large part of the budget (salaries, operating expenses, investment) will be spent locally. It is also necessary to take into account the budgets of other entities that are not included in the main budget and that are spent primarily within the impact zone. This would include foundations, student associations, alumni activities, and sometimes ad hoc structures set up for the management of certain projects or events.

The school should explain how the calculations have been made and should indicate the twelve-month period that is under consideration.

1.1.1. Total budget of the school for the year
1.1.2. Percentage of the total budget spent in the impact zone
1.1.3. The school’s Foundation budget for the year (fund-raising, investment)
1.1.4. Junior enterprise budget
1.1.5. Student association budgets
1.1.6. Local alumni budget (expenditures in the impact zone)
1.1.7. Ad hoc association budgets (special projects, etc)
1.1.8. Other

1.2. Expenditures (indirect financial impact)

This section includes an estimate of money spent on accommodation, food, and services within the impact zone by students, visiting professors, congress participants, and other categories of people associated with the school. The calculation must be made using an estimate of the average monthly expenditure for each category listed below. The sum will, of course, vary considerably depending on the country and the region. For instance, a generally accepted figure for a student’s living expenses for a year might be from 10’000 to 15’000 Euros in Europe, but would, of course, be substantially different in other parts of the world. Expenses can also be much higher in a capital city than in a smaller provincial town. Each school must make its own estimates and explain how it determined the figure used for the calculation. The expenditures should be calculated for the most recent twelve-month period for which the school has a full set of data.
1.2.1. Student expenditures in the impact zone (average expenditure x number of students)

1.2.2. Board and lodging of students attending admission interviews (average expenditure x number of students)

1.2.3. Board and lodging of conference participants (average expenditure x number of participants)

1.2.4. Expenditures of executive education participants from outside the region attending courses in the school (average expenditure x number of participants)

1.2.5. Expenditures of visiting professors (average expenditure x number of professors)

1.2.6. Expenditures of parents, relatives and friends visiting the students for degree-awarding ceremonies or other significant events organised by the school

1.2.7. Other

2. Part two: educational impact

Part two seeks to assess the impact that a school has on its local environment through the fulfilment of its basic educational mission. To what extent do its different programmes serve the needs of the students in the local community at the various stages of the higher education process? To what extent does the school attract talented students into the region from other parts of the country and from abroad? How do its more specialised Master programmes serve the needs of companies in the region? To what extent do the school’s graduates serve the local job market? How does the school’s executive education activity contribute to the development of the local professional and managerial community? The presence of an active Alumni community within the region will make a significant contribution to the business environment.

2.1. Admission flows into the school’s programmes

The school should complete the table in the online data collection system. The purpose is to list for each degree programme or programme segment the number of students admitted with a breakdown by origin – students from the impact zone, students from other parts of the country and international students. The school should comment on the significance of the overall student mix. Within the national context the school’s ability to attract students from outside the impact zone is an important contribution to the image of the city or region. This capacity to attract students from elsewhere in the country will depend on the school’s reputation for quality and to some extent on the perceived quality of the environment. The end result is that the city or region benefits from a flow of talented young people, some of whom may stay after graduation. And the educational reputation of a good school reinforces that of the region.

The number of overseas students that a school can attract to its programmes is an important indicator of its image. The image itself can be seen as a mixture of the school’s reputation for quality and the reputation of the city or region.

A distinction must be made between students on exchange programmes, who are usually younger and more likely to prioritise the attraction of the physical destination, and students who enrol in order to take the whole programme and to obtain the degree. Students in the latter category will usually be older and are more likely to remain in the region or the country.
2.1.1. Total number of students from the region admitted to the school’s programmes and percentage of the total student body

2.1.2. Total number of national students from outside the region and percentage of the total student body

2.1.3. Which programmes attract the most national students from outside the impact zone?

2.1.4. Total number of foreign students enrolled as degree-taking students in one of the school’s full-time programmes and percentage of the total student body

2.1.5. Number of foreign students on exchange programmes of at least one term

2.1.6. Balance between the three categories of students enrolled in the school’s programmes (students from the region, students from other parts of the country, international students)

2.2. Entry into the job market

Statistics concerning the flow of students entering the job market upon graduation are extremely useful indicators for measuring a school’s impact on its environment. They should make it possible to determine where the students find their first job, whether in the region, within the country, or outside the country. They should also indicate in detail the destinations of international students, who are important ambassadors both for the school and the region. In most cases, it will be necessary to break down the global statistics by major programme segment (Bachelors, Pre-experience Masters, Specialised Masters, MBA, Ph.D) in order to provide a complete picture. As is always the case with statistical information it is necessary to place the raw data in an interpretive framework so that a story emerges.

2.2.1. Total number of students graduating during the past twelve months

2.2.2. Number of graduating students entering the regional job market

2.2.3. Number of graduating students entering the national job market outside the region

2.2.4. Number of graduating students entering the international job market

2.2.5. Percentage of graduating foreign students taking their first job within the region

2.2.6. Percentage of graduating foreign students taking their first job within the country

2.2.7. Breakdown of the above statistics by programme segment
2.3. Executive education

Business schools make a major contribution to the professional community in their home environment through their further education or executive education division. They provide essential learning and development opportunities for employees and managers in local businesses.

When assessing the impact of a school’s executive education offer, it is not enough to merely indicate the number of training days or the number of participants per year. Some breakdown of the programmes delivered is required, by participant category, topics covered, and duration. Schools can complete the appropriate fields in the online data collection system and add comments in the ‘Explanatory comments and conclusions’ field. Data should be provided for a reference period of one year.

Nota bene: This area relates exclusively to non-degree programmes, usually of short duration, that are open to participants from any organisation or tailor-made programmes restricted to one company or organisation within the impact zone. Part-time degree programmes are the subject of the following section.

2.3.1. Total number of further education participants from the impact zone
2.3.2. Total number of days of further education offered within the impact zone
2.3.3. List of companies from the impact zone sending managers and employees to the school’s open further education courses
2.3.4. Number of different open courses with a duration of:
   - 1 day
   - 2-3 days
   - 1 week
   - Other duration
2.3.5. List of companies from the region for which customised courses are provided
2.3.6. Target Groups
   - Top managers
   - Middle managers
   - Junior managers
   - Technicians
   - Functional specialists
   - Job seekers
   - Other
2.3.7. Course content
   - Sales
   - Financial Accounting
   - Marketing
   - Export
   - Project management
   - Other
2.4. Part-time degree & certification programmes

A local business school can play an important role in the personal and professional development of people employed in local companies and organisations by offering degree qualifications or certification programmes on a part-time basis.

2.4.1. Number of participants graduating over the past year from part-time degree programmes
- At Bachelor’s level
- At Master’s level
- At MBA level
- At DBA level

2.4.2. Number of participants graduating from other certification programmes requiring at least one year of part-time study

2.4.3. List of companies sending employees to study on these programmes with breakdown by:
- Degree programmes
- Certification programmes

2.4.4. Target groups
- New hires
- Mid-career employees and managers
- Unemployed people
- Young talent
- Other

2.5. Alumni

A school’s alumni, particularly those that are active in the region, will contribute to the dynamism of the local business community and to the reputation of the school itself. The existence of a structured association will usually enhance this impact.

2.5.1. Total number of alumni working in the region
2.5.2. Number of international alumni working in the region
2.5.3. Presence of a structured Alumni Association within the region
2.5.4. List of events organised by the Alumni Association over the past 12 months
2.5.5. Evidence of the impact of the alumni at the regional level
2.5.6. List of alumni holding senior positions in local companies of more than 500 employees (or other measure of the impact of alumni at senior management level)
3. Part three: business development impact

The business school has an impact on the development of the economy of the impact zone through the resources it makes available for local companies and through its actions to stimulate entrepreneurship and new business creation.

3.1. Resources available to companies and organisations

Students who engage in an apprenticeship, who undertake internships and consulting missions as part of their course of studies, or who take a gap year to work on an international project are valuable resources for local companies. Similarly, the school’s professors may be involved in consulting and teaching missions within the impact zone that are not part of their budgeted workload.

In order to collect and organise the data in this impact area, schools are requested to complete the corresponding section of the BSIS online data collection system. The data should cover a twelve-month period.

3.1.1. Internships
Indicate the number of students carrying out an internship of at least two months with a local company

3.1.2. Short missions carried out by the school’s students
Indicate the number of short study projects undertaken by students either individually or in groups as part of their study assignments

3.1.3. Gap years of the school’s students working abroad for a local company (internships that are not part of a programme of study)

3.1.4. Students carrying out apprenticeships with a local company

3.1.5. Professors carrying out consulting or teaching activities that are not included in the school’s budget (number of days per year x number of professors)

3.1.6. Other

3.2. New business creation and takeovers over the past five years

Business schools have been putting more and more emphasis on entrepreneurship as a theme for research, teaching, and practice, mobilising both faculty members and students in the creation of new enterprises. This is an activity that naturally leads to collaborative ventures and partnerships both with the local business community and local government bodies. In addition to the new businesses and jobs created, the contribution to the economy in the region can be significant in terms of overall dynamism and innovation.

Please fill in the corresponding section of the BSIS online data collection system

3.2.1. List of current projects in entrepreneurial structures (entrepreneurship centres, incubators, etc.). Please indicate the major characteristics: title, objectives, budget, etc

3.2.2. List of start-ups in the impact zone over the last twelve-month period for which statistics are available:
3.2.3. Number of jobs created in the above listed start-ups
3.2.4. List of business takeovers by students, professors or alumni in the impact zone
3.2.5. Number of jobs saved/created by the above takeovers

4. Part four: intellectual impact

The intellectual impact of the business school has to be taken into consideration at different levels. First of all, at the national and international levels, the business school contributes to the global creation of knowledge through its research programmes. At a local level, some activities are developed in collaboration with the local stakeholders and have a specific impact because they focus on challenges facing companies within the region. Furthermore, Chairs and conferences are effective means of disseminating new knowledge within the managerial community and of creating an intellectual impact within the school’s local environment. Finally, research activity and outcomes contribute to the sustainable development agenda through their capacity to address those issues embodied in the Sustainable Development Goals (SDGs).

4.1 National & international impact of the school’s intellectual production over the past three years

Schools should provide a table of their intellectual production using the list below or using their own reporting structure with output for the past three years. They should also give an indication of how they measure the impact of this output both nationally and internationally.

4.1.1. Intellectual production over the past three years
- Number of Ph.D. defences
- Number of articles in academic journals
- Number of articles in professional journals
- Number of books
- Number of co-authored books
- Number of chapters in co-authored books
- Number of communications in conferences
- Number of published cases
- Number of academic conferences organised by the school
- Number of copies of research letters distributed by the school

4.1.2. Research productivity of the school (explain how this is measured)
4.1.3. Impact of the school’s research (explain how this is measured)
4.1.4. Fields of nationally recognised expertise
4.1.5. Fields of internationally recognised expertise
4.1.6. Number of professors with a strong reputation in the home country (please indicate their fields of research)
4.1.7. Number of professors with an international reputation (please indicate their fields of research)

4.1.8. Indicate the link between the school’s research expertise and the specialisations it offers within its programme portfolio

4.1.9. Indicate the link between the school’s research expertise and the UN Sustainable Development Goals.

4.2. Publications and communications having an impact on the regional community (over the past three years)

In this section, the objective is to identify research outcomes and publications that directly relate to specific topics that concern the impact zone itself. In some cases, this means that the topic is relevant to a particular problem or development issue that the region (and perhaps regions like it) is facing. In other cases, research on a more general problem may have been carried out within companies and organisations in the impact zone.

For each of the items listed below, it is not enough that a passing reference is made to the region. The research output should concern the region in some substantial way. We can distinguish four different ways in which research can be linked to regional companies:

- The problem is linked to regional issues;
- The research and associated data collection are carried out in companies within the region;
- The managerial implications of the results concern companies within the region;
- The results are communicated to companies within the region.

Please complete the corresponding section of the online data collection system.

4.2.1. List of completed Ph.Ds on topics that concern the region
4.2.2. List of articles published in academic journals that concern the region
4.2.3. List of articles published in professional journals that concern the region
4.2.4. List of books that concern the region
4.2.5. List of co-authored books that concern the region
4.2.6. List of chapters in co-authored books that concern the region
4.2.7. List of communications in conferences that concern the region
4.2.8. List of published cases that concern the region
4.2.9. List of conferences organised by the BS that concern the region
4.2.10. Number of copies of research letters distributed regionally
4.2.11. List of research partnerships that involve regional companies and organisations
4.2.12. Links between the school’s research strategy and the economic characteristics of the region
4.2.13. Consulting reports (consulting reports produced by researchers for companies, public authorities, professional organisations)
4.3. Chairs and research partnerships

The intent in this section is to highlight the ways in which the deployment of the school’s research policy leads it to establish structured partnerships with its local environment, with companies, with professional associations, with local government agencies, and so forth. For instance, a Chair devoted to a particular field may be financed by one or more companies in the region with an interest in the topic.

- 4.3.1. List of Chairs linked to the impact zone
- 4.3.2. List of research partnerships with regional companies and organisations

4.4. Public lectures and events organised by the business school

In the course of each year, business schools organise events of many different kinds that are open to the public (seminars, symposia, debates, lectures by prominent faculty members, or guest speakers). Like all higher education institutions, they provide a forum for intellectual activity in their immediate environment.

- 4.4.1. List of events and lectures open to the public, including the number of attendees.

  *It is important to provide a qualitative assessment of the impact of these events: size, media coverage, visibility and reputation, regular events that are well accepted in the annual agenda within the impact zone.*

4.5. Impact of research on the school’s teaching and programme portfolio

Research can influence teaching in different ways. Programme design, content of courses, pedagogical approach etc. Please explain and give examples.

- 4.5.1. Influence on the programme design process (subjects chosen, curriculum design, degree level: BA, MSc, Specialised Master’s, MBA, Doctorate)
- 4.5.2. Influence on course content
- 4.5.3. Influence on the pedagogical approach and the learning process
- 4.5.4. Coherent link between the research agenda, the programme offer, and the salient features of the school’s environment
- 4.5.5. Student exposure to research methods
- 4.5.6. Influence of the Doctoral Programme
- 4.5.7. Other

5. Part five: impact within the regional ecosystem

In this section, the impact of the business school within the regional ecosystem is measured through the participation of the school in all the various networks, both academic and economic, within the region. It also relates to the role of the numerous local practitioners who are often involved in the affairs of the school and the participation of its staff members in the associations of the region. Through all these activities, the business school demonstrates a weighty impact on its territory. The implicit question in this section is “what would happen to the social, economic, and cultural life of the region if the business school did not exist.”
5.1. School participation in academic and professional networks operating in the region

The different higher education institutions established in the impact zone contribute substantially to its intellectual and social dynamism. This effect is increased when these institutions work together on innovative and socially useful projects. The business school is considered here as a part of an educational and developmental ecosystem. Its regional impact will depend to a large extent on its integration into this system.

5.1.1. List of collaborative partnerships with other academic institutions within the impact zone

5.1.2. List of collaborative partnerships with professional institutions within the impact zone

5.1.3. List of collaborative partnerships with local and regional public authorities (Counties, Länder, Municipalities, Cantons, etc.)

5.1.4. List of collaborative initiatives within the wider institution (i.e. when the school is part of a university)

5.1.5. The school’s regional ecosystem should be illustrated in the form of a diagram

5.2. Opportunities for visiting lecturers or adjunct professors

Business schools typically mobilise a substantial number of practitioners from companies and professional organisations to provide input into their courses. Of course, a school benefits from this expertise, which adds a practical dimension to its programmes, but participation in a school’s educational process as a part-time faculty member is always a highly formative experience for the practitioner. It is this latter contribution to the local community that this section seeks to measure.

5.2.1. Number of managers and members of the professions from the region participating in the educational activities of the school

5.3. Staff members of the school participating in professional or civic functions within the region

The staff of a business school includes an extensive range of professional competencies, in management, in accounting, in finance, in marketing, in law, and in public administration. They will often play a leading role in the region around the school as Board members of companies, as administrative officers in different associations, and as advisers to local government bodies. Their expertise and commitment are important resources in the impact zone.

5.3.1. List of staff members occupying a function within a local professional or civic body

*Indicate the name of the staff member, the organisation, and the function. Note that in some cases this data may be considered a sensitive issue and care must be taken to respect the staff members’ privacy.*
6. Part six: societal impact

Because they are directly responsible for educating future managers, business schools are tasked with taking a clear stance on moral issues. Most now seek to raise their students' awareness of the importance of ethical behaviour, corporate responsibility and respect for sustainable development. They contribute to the shared agenda for sustainable development as set out in the UN's 17 Sustainable Development Goals (SDGs3).

6.1. The school’s commitment to the principles and values of CSR and sustainable development across all 17 SDGs but specifically mapped against 3,4,5,8,9,10,11,12,13,16, and 17

6.1.1. Describe the school’s specific policies in relation to corporate social responsibility and the SDGs

6.1.2. How is the school organised to implement these policies? How does the management structure within the school engage with CSR and the SDGs?

6.1.3. Describe how CSR and the SDGs are covered in the school’s educational agenda as a whole and mapping this activity against the relevant SDGs

6.1.4. Describe the integration of CSR and SDGs in the school’s research and publication agenda mapping this activity against the relevant SDGs

6.1.5. The school as a role model in the area of environmental management (mapped against SDG 6,7,12,13,14 and 15)

6.1.6 The school as a role model in the area of diversity, mapped against SDG 5,10 and 16

---

3 Sustainable development goals- mapping against societal and intellectual impact: THE 17 GOALS | Sustainable Development (un.org)
6.2. Integration of CSR and sustainable development in the school’s academic and educational activities

6.2.1. Coverage of CSR and Sustainable Development in the school’s programmes, mapped against the relevant SDGs

- Programmes and courses devoted to these issues
- Percentage of students engaging in significant learning in these areas
- Percentage of professors integrating these issues into their teaching
- List of innovative educational projects in these areas

6.2.2. Integration of CSR and sustainable development in the school’s research and publication agenda and mapped against the relevant SDGs

- Number of professors focusing specifically on themes related to these areas
- Number of research groups focusing specifically on these areas
- Publications in these areas
- Conferences and public events devoted to these areas
- Chairs and partnerships involving companies and external organisations

6.3. Integration of CSR and sustainable development in the school’s own organisational and managerial practices, mapped against the relevant SDGs

6.3.1. The school’s practices in the area of environmental sustainability, for example

- Tracking of the school’s carbon footprint
- Encouraging the use of soft or public transport
- Carpooling
- Supply chain policies that support social enterprise and sustainable labels
- Environmental projects undertaken by the school and its students

6.3.2. The school’s practices as regards gender diversity in its staff and student body (SDG 5)

- Among Faculty
- Among administrative staff
- Among students

6.3.3. The school’s practices in terms of access and inclusion (SDGs 1 & 10)

- Number of disadvantaged students admitted
- Availability of financial support to support access and inclusion

6.3.4. The school’s practices as regards the international diversity of its staff and student body (SDG’s 5 & 10)

- Among Faculty
- Among administrative staff
- Among students
7. Part seven: impact on the image of the region

This part covers both the school's impact on the region's attractiveness for companies and its broader impact on the image of the region. In some cases, it will be appropriate to highlight the way in which the school's distinctive expertise is aligned with the economic and cultural traditions of the city or region.

7.1. Attractiveness for business enterprise

The presence of well-established and well-recognised higher education institutions – universities, colleges, graduate schools – is usually an important factor in a company's decision to set up operations in the city or region. Companies are looking for an environment favourable to innovation and creativity. They will also particularly value the pool of resource competencies that they will have access to. And, of course, access to good students from around the country and from abroad will be an attraction. A further consideration for many companies is the quality of the educational environment for the families of their employees.

A good business school makes a significant contribution to the image of the impact zone in this dimension.

- 7.1.1. Contribution of the school to local development projects aimed at attracting new companies to the city or region
- 7.1.2. Examples of the school's capacity to support new companies that move to the region

7.2. The school's image within the region

While the main concern of BSIS is to measure the school's contribution to the image of the region (see Section 7.5. below), it is important to take into account the nature of the school's image within its local environment. How visible is the school in the local community? How well does it communicate with the local press? How present is it in local affairs? Does it manage its image effectively?

However, it must be remembered that the school may be perceived in very different ways by the various stakeholder communities in the city or region. And, of course, these perceptions may not always be positive. There will undoubtedly be times when a conscious communication campaign is necessary to counter a negative image.

- 7.2.1. Describe the school’s image among its main stakeholder communities (political, cultural, business, general public, etc.). It is often important here to refer to the school’s founding identity and specific history within the region.
- 7.2.2. Number of citations of the school’s name in the regional media over the past twelve months (please provide some significant examples)
- 7.2.3. Number of feature articles in the regional press devoted to the school, its people, and its activities over the past twelve months (please provide some significant examples)
- 7.2.4. Number of regional forums where the school has been present over the past twelve months (please provide some significant examples)
7.3. National image

When the school has a strong national image, this will obviously reinforce that of the city or region itself.

7.3.1. Number of citations of the school’s name in the national media over the past twelve months

7.3.2. Number of feature articles in the national press devoted to the school, its people and its activities over the past twelve months (please provide some significant examples)

7.3.3. Number of national forums where the school has been present over the past twelve months

7.3.4. Number of events and competitions within the school that are given national coverage

7.3.5. Number of inter-school events and competitions that are given national coverage

7.3.6. What are the features and events that contribute most strongly to the school’s national image?

7.3.7. How is the school perceived at the national level? In terms of its academic standing? In terms of its traditions and specific culture? In terms of its attractiveness as a place to study?

7.4. International image

It is obviously no easy matter to assess a school’s reputation outside its home country. Very few schools can be considered to have a truly global brand image so that they are equally well known throughout the world. Some may be well recognised in their particular geographic area— in Europe, in Asia, in North America – but remain much less known elsewhere. Others may be well established in their domestic market but have little visibility in other countries.

However, a good school in any country is likely to be known to specialists in the business of higher education or to scholars in a particular field. An indicator might be how attractive they are seen to be as student exchange or joint programme partner. Certainly, the number of foreign students and professors coming to the school is important evidence of this (see part two: educational impact)

This section should be read in conjunction with part two, section 2.1. on student admission flows into the school’s programmes and section 7.7. on accreditations and rankings, which highlight a school’s international visibility.

7.4.1. List of strategic international partners for major exchange programmes or joint-degree programmes

7.4.2. List of offshore campus activities

7.4.3. Number of foreign nationals on the school’s full-time faculty

7.4.4. Examples of feature articles in the international press

7.4.5. Examples of how the school’s international dimension benefits the region

7.4.6. Other
7.5. Contribution of the school to the image of the region

The purpose of this section is to collect tangible evidence that the school has an impact on the image of the region. However, it may well be that it is through significant events and opinions that the story can best be told. A business school will both contribute to and benefit from the image of the city or region in which it operates. The marketing of an internationally focused programme will put forward the attractions of the regional environment as a place to come and study. In doing so it will help to raise the visibility of the region. The alignment of the school’s marketing and that of the city or region will, therefore, be an important factor in the image-building dimension.

7.5.1. Programmes and research specialisations that are aligned with the distinctive features of the local environment

7.5.2. Areas in which the school addresses the specific needs of the local community

7.5.3. Involvement of the school in the city’s or region’s promotional activities

7.5.4. Evidence that the school’s marketing material (websites, brochures, programme descriptions, etc.) explicitly mentions the advantages of the city or region and thereby contributes to its image

7.6. Online image

The Internet has substantially changed the way schools communicate with their different markets. Their ability to use the technical potential of this new media effectively is an important dimension in the branding of the institution.

7.6.1. Versions of the website in other languages (for example, English, Spanish, German, French, Chinese, …)

7.6.2. Number of visitors to the website by month, geographical origin of the visitors

7.6.3. Rankings of the website on search engine and other key rankings

7.6.4. Presence of the school in online social networks (Linked-In, Twitter, Facebook, YouTube: statistics on number of messages, number of followers, friends, etc)

7.6.5. Online events: webinars, videos, podcasts, etc

7.6.6. Participation of the school’s faculty in online social networks (Linked-In, Twitter, YouTube, etc)

7.6.7. Number of the school’s faculty writing a blog

7.7. Reputation of the school in national and international rankings and accreditations

It is evident that a school does not need to have a leading position in the rankings and accreditations in order to serve its region well. A smaller, less prestigious institution with strong local roots and a well-designed policy for serving regional interests may render greater service to its region than a national champion.

This being said, when a school is well ranked in the national and international media, it contributes a positive image that enhances that of the city or region itself. This should, therefore, be recognised.
7.7.1. Position of the school in the national and international rankings

Position of the school in the national and international accreditations