

LIST OF CHANGES TO EQUIS STANDARDS & CRITERIA DOCUMENT SINCE JANUARY 2019

Description of change	Chapter	Page Nr. of Jan 2019 version	Para	Original Text	New Text
				<i>from 2019 issue</i>	<i>for 2020 issue</i>
Improving the value of the Student Reports in the EQUIS process	Intro	6	Introduction - last paragraph	The process is outlined in Section 3 of this document and in the EQUIS Process Manual.	The process that must be followed in order to produce the Student Report is outlined in Section 3 of this document and in greater detail in the EQUIS Process Manual.
				None	If it is apparent that this process has not been strictly followed, the submitted Student Report may be returned to the School by the EQUIS Office for subsequent resubmission.
	3	29	4th para	No text (addition at the end of the paragraph)	The Student Report is intended to encapsulate the students' perspectives on the School and therefore must be produced independently of the School's leadership, by strictly following the guidance outlined later in this Chapter and in Annex 10 of the EQUIS Process Manual Annexes.
	3	35	Supporting Info and Docs...4th bullet	A Student Report is required from studentsIt must be stressed that this group of students should compile the Student Report independently, without involvement of the School's leadership or other external guidance.
	3	35	Supporting Info and Docs, last paragraph, 3rd bullet	Alumni Directory	A description of the School's Alumni Association (e.g., members, chapters, services, activities, events, donations, etc. in the past 5 years). Alumni Directory, if available.
Clarifying further the definitions of Research in the EQUIS assessment framework	5	42	Introduction; 2nd paragraph	No text (addition)	EQUIS recognises that Management research has been criticised for the gap between research and practice. That is relevance; along with concerns about credibility and replicability that is rigour. EQUIS strives, therefore, for both rigour (credibility of evidence) and relevance (usefulness of the knowledge).
	5	42	Introduction; 4th paragraph	No text (addition)	The objectives, recipients, and types of research vary among EQUIS accredited schools, but regardless of their variety, research must be relevant and its impact observable in the selected areas and for the school's key stakeholders. EQUIS recognises that schools operate in different contexts. Whether geographical, national, or institutional, such contexts set limits and offer possibilities. Thus, the frameworks for each school's research activities are embedded in its environment.
	5	43	2. Practice-oriented Research, 2nd paragraph	It can also be estimated by the number of articles published in practice-oriented professional journals and by references from client organisations on the impact made.	It can also be estimated by the number of articles published in practice-oriented professional journals, <u>by articles in leading news outlets such as the FT, the Economist</u> and by references from client organisations on the impact made.