The comprehensive multi-dimensional impact assessment tool for business school

PROCESS GUIDELINES
The BSIS Process

Once a business school has applied to enter the BSIS process, the first stage is to clearly define the impact zone(s) for which the analysis will be carried out. In some cases, this may be the city, in others a region, a Land, a Canton, a province or a specific economic area depending on the political and administrative organisation of the country and depending on the particular circumstances of the school. In the case of a business school or faculty operating within a university, it will also be necessary to clearly define the scope of the organisation to be assessed within the wider structure.

The next stage is the data collection process during which the school works closely with the BSIS team to complete the BSIS online data collection system with the information required before the on-site visit itself. The information needed is of two kinds: on the one hand quantifiable data relating to measurable impact indicators (such as the number of jobs created in the impact zone or the money spent by out-of-zone students on board and lodging); on the other, data relating to qualitative impact that can only be measured through judgement (such as the school’s contribution to the image of the city or region), although factual evidence must underpin the judgement.

At the heart of the BSIS process is the two-day on-site visit during which the team of experts interviews a carefully selected group of key players within the school and a range of external stakeholders. These meetings are often the occasion to confront internal perceptions regarding the school’s impact and external expectations. Measuring the gap between the two is a significant outcome of the process.

Following the on-site visit, the BSIS experts draft a report setting out in detail their findings based on the school’s input in its own report and on input from the interviews. It will include an impact profile highlighting the areas in which the school has a significant and characteristic impact. It will also identify areas in which its impact remains limited or is insufficiently documented. Finally, the report will conclude with a series of practical recommendations for future development.

The BSIS experience does not end with the onsite visit and the ensuing experts’ final report. To receive the BSIS label, schools must commit to continuing their focus on increasing and documenting their impact and to provide feedback during the annual BSIS Symposium on progress being made to implement the experts’ recommendations. For schools unable to attend the annual symposium, their feedback can be communicated through other EFMD channels such as video testimonies, blog posts or articles. The BSIS system must be seen as an on-going commitment and not just as a one-stop assessment process.
<table>
<thead>
<tr>
<th>Stage</th>
<th>Description</th>
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<tbody>
<tr>
<td>0</td>
<td>Enquiry</td>
</tr>
</tbody>
</table>
|       | - Documentation provided  
|       | - Questions answered |
| 1     | Application |
|       | - Submission of application  
|       | - Feedback from the BSIS team |
| 2     | Definition of the Scope of the Assessment |
|       | - Geographical Scope  
|       | - Scope of the School’s Activity within the wider University  
|       | - Scheduled conversations with the BSIS team |
| 3     | Preparation of the Documentation to be submitted before the on-site visit or made available on site during the visit |
|       | - Collection of the data via BSIS online system  
|       | - Production of the School’s Pre-Visit report from the system  
|       | - Support from the BSIS office as needed |
| 4     | Preparation of the Interview Schedule |
|       | - Plan the schedule for the 2-day BSIS on-site experts visit  
|       | - Organised with the BSIS office |
| 5     | The Logistical Arrangements for the On-site Visit |
|       | - The School arranges travel and accommodation details for the BSIS Experts  
|       | - Support from the BSIS office as needed |
| 6     | The On-site Visit |
|       | - 2-day BSIS Experts Visit  
|       | - Feedback provided by the experts at the end of the visit |
| 7     | Drafting of the BSIS Final Report |
|       | - Report drafted by the two Experts  
|       | - Submitted for revision to the School within one month after the on-site visit |
| 8     | Awarding of the BSIS Label |
|       | - Label awarded after BSIS process is fully completed for a three-year duration  
|       | - Provide feedback on progress at the Annual BSIS Symposium or through other EFMD communication channels |
| 9     | Renewal of the BSIS Label |
|       | - On request  
|       | - The School has the choice between two pathways: a general update of the school’s initial report or a focus on specific areas of particular concern |
Stage 0: enquiry

General information about the BSIS process is available on the EFMD and FNEGE websites www.efmdglobal.org and www.fnege.org. For further information and for an opportunity to ask detailed questions, schools can also make an appointment to speak with one of the members of the BSIS team.

Supporting documents:
Available online:
- brief introduction on EFMD and FNEGE websites
- BSIS assessment criteria guide
- BSIS process guidelines
- template for the summary fact sheet

Stage 1: application

In addition to membership of the EFMD, formal entry into the BSIS process requires the submission of the following documents:

- A letter of application together with the signed and completed contractual agreement as shown in annex 1.
  The letter of application should include:
  - A statement defining the impact zone(s) and the scope of the BSIS assessment.
  - A map of the impact zone
  - A statement of the school’s objectives and expectations in going through the BSIS process.
- The summary fact sheet as shown in annex 3 (this template is also downloadable from the BSIS website)
- A set of basic documents describing the school:
  - Institutional brochure
  - Annual report

Upon receipt of the formal application, the institution will be invoiced for the application fee as stipulated in the invoicing schedule set out in annex 1.

*It is useful if the school appoints a BSIS Project Leader at this early stage in order to steer the institution through the process.*

Stage 2: definition of the scope of the assessment

The BSIS office will organise one or more telephone conferences in order to reach agreement on the practical details of the BSIS assessment process. This will include:

- Agreement on the scope of the impact assessment exercise and, in particular, on the definition of the zone (city or region) for which the impact is to be measured. It is important to note that a school can choose more than one impact zone, depending on their context and strategy.
- Discussion of the school’s objectives and expectations in entering the BSIS process.
- Agreement on the dates for the on-site visit.
• Agreement on the team of visiting BSIS experts. Once the date for the visit has been determined, the BSIS office will propose the names of two persons, one of whom will be reasonably familiar with the higher education environment of the country in which the school operates. If the school has good reason to refuse one of the suggested BSIS experts, the BSIS office will make an alternative proposal. One of the BSIS experts, usually the one with the longest BSIS experience, will be appointed as the leading expert.

• Profile of the BSIS experts:
  o Academic credibility: they are holders of a doctorate and have held faculty teaching and research positions in respected universities and business schools
  o Understanding of the management education profession and the business school world: they have held significant responsibilities in the area of business school governance and management, they have a strategic vision and they have a good reputation in their home country
  o International experience: they have had experience in the international dimension of management education and they speak English

• The BSIS experts are required to sign the confidentiality agreement presented in annex 4 of this document.

• Agreement on the data collection process in preparation for the on-site visit and briefing regarding the BSIS online data collection system.

• Initial discussion of the visit schedule to be organised during the on-site visit.

Identification of the people to be interviewed and timing of the interviews.

In very complex cases (for example, multi-campus institutions) or at the specific request of the school, this important preparatory phase may be carried out on site. In this case, all travel expenses will be borne by the school.

Stage 3: preparation of the documentation to be submitted before the on-site visit or made available on site during the visit

The value of the BSIS process depends to a large extent upon the quality of the data collected in support of the impact assessment. Often - even usually - this data is dispersed in numerous places, but is not brought together in any systematic, ordered fashion to throw light upon the question of impact.

The information required is of two kinds: on the one hand quantifiable data relating to measurable impact indicators (such as the number of jobs created in the zone or the money spent by out-of-zone students on board and lodging); on the other, data relating to qualitative impact that can only be measured through judgement (such as the school’s contribution to the image of the city or region), although factual evidence must underpin the judgement.

The school’s pre-visit report

One month before the scheduled visit the school is asked to submit the following documents:

• The pre-visit report in which the school sets out the detailed factual information regarding its impact in the different areas listed in the assessment criteria guide. The raw data presented should be placed in context and interpreted in order to highlight its significance. Space for the school’s comments is provided in the online data collection system. It is important to highlight the fact that a pre-visit report is not only a collection of data but also an explanation about their context. A strong narrative setting out the different kinds of impact that the school is having, is an important dimension of this report.
In the introduction to this report the school is invited to provide general background information about its internal organisation, financial and human resources, mission, strategy, market positioning, programmes, research activities and so on.

- Supporting documents to be provided as appendices to the pre-visit report within the online data collection system:
  - Organisation chart including the school’s committee structure
  - The school’s strategic plan
  - The governance structure
  - Last year’s and current budgets
  - Accreditation peer review reports (AACSB, EQUIS, EPAS, etc.)
  - Annual reports for the past three years
  - Research activity reports for the past three years

Additional documents to be made on site during the visit

A selection of documents from the (non-exhaustive) list below should be made available on site during the visit to provide further background information about the school and help identify those of its activities that have local or regional impact.

- Set of institutional brochures
- Programme brochures
- Press reviews
- Activity reports for institutes, research centres, Chairs, etc. for the past three years
- Reports on corporate social responsibility, sustainable development, ethics for the past three years
- Annual reports for executive education for the past three years
- Reports on student employment following graduation
- Reports on the activities of the student societies
- Reports on the conferences, forums, symposiums, etc. run by the school
- Reports and surveys on the school’s relations with its different stakeholders
- Other documents as appropriate

Stage 4: preparation of the visit schedule

(See Annex 5: typical visit schedule)

The visit schedule for the two-day visit should be carefully prepared well before the date chosen for the on-site visit. The schedule should be organised across the seven BSIS dimensions, ensuring that there are key persons available to speak on each of these dimensions.

It is important to make sure that the key persons to be interviewed are briefed in advance of the event. The construction of the visit schedule usually requires several iterations between the BSIS office, the BSIS experts and the school. In addition to the face-to-face interviews, time should be scheduled for the BSIS experts to review the documentary material.

The visit schedule should begin with a half-hour meeting with the Dean (or Director) of the school to clarify the institution’s strategic intent and its major expectations in going through the BSIS process.

This meeting should be followed by a meeting with the school’s management team or executive committee and usually lasts for an hour. This is an opportunity for the Dean of the school to introduce the institution and to outline the strategic context in which it operates. This introductory session will focus in particular on the nature and extent of the school’s impact on the local area or region in question.
The final meeting, which takes place at the end of the afternoon of the second day, is again, usually with the management team. The objective is for the BSIS Experts to give some immediate feedback on their observations and to ask for any further information that they may need in order to complete their analysis. This wrap-up session is preceded by a one-hour open slot, during which the experts can finish preparing their initial feedback.

In between the opening and closing sessions with the management team, the BSIS experts will meet a range of key stakeholders who are able to throw light on the question of institutional impact, across the seven BSIS dimensions.

The final selection of persons to be interviewed will depend on the specific circumstances surrounding the school’s involvement in the local area but may typically include:

**Internal**

- Programme managers
- The financial Director
- The Head of human resources
- The (associate) Dean of the faculty
- The (associate) Dean of research
- The marketing and communication Director
- Admissions staff
- Careers service staff
- Staff responsible for corporate relations
- Executive education Director
- Staff involved in business start-ups, entrepreneurship development, incubators, etc.
- Student representatives
- Alumni representatives
- Panel of faculty members with formal links to the local community.

**External**

- Members of the school’s governing Body
- Members of the school’s tutelary authority (Chamber of Commerce, Region, Canton, etc.)
- Community stakeholders (Mayor, local government officials, local politicians, etc.)
- Members of official business organisations (Chambers of Commerce, etc.)
- Members of partner companies

There is no expectation that all of the above categories should be represented in the visit schedule. Only people who can provide important information or informed opinions on the subject of impact within the zone under consideration should be included.

The BSIS team strongly recommends that a person from the school’s communications team is present during most of the sessions, so that they are better prepared for the communication of the BSIS outcomes.

It is the school’s responsibility to ensure that all persons to be interviewed are fully briefed before the event and that they have had an opportunity to read the pre-visit report that has been submitted to the experts. This is particularly important in the case of external stakeholders and partners.

It is not always necessary to organise individual meetings. In many cases people to be interviewed can be brought together into small panels when the theme to be tackled is sufficiently broad. It is also possible for the BSIS experts to split up so that they are running parallel sessions in order to increase coverage.
Face-to-face meetings should last at least 45 minutes, especially when there are several people present, and not more than 90 minutes. There should be a break between each meeting: 10 minutes for meetings that last one hour or less and 15 minutes otherwise.

Exceptionally, telephone meetings or video conferences can be organised when a key person is not available on site.

The evenings should be kept free for the BSIS experts to work together on the material and prepare the next days’ meetings.

The school should make sure that the visit schedule, taken as a whole, covers all the main areas of the assessment criteria guide.

The visit schedule should be finalised no later than one month before the on-site visit. In all cases the final schedule must be validated by the BSIS office.

Stage 5: the logistical arrangements for the on-site visit

The BSIS office is responsible for the BSIS experts’ travel arrangements.

Travel is normally in economy class. However, EFMD policy on long distance travel will apply, authorising business class tickets in the following circumstances:

1. In a trip involving at least one flight that lasts more than 5 hours, business class can be chosen for this flight and all its connecting flights.
2. In a trip involving several flights, none of which lasts for more than 5 hours, business class can be chosen as long as the time between the scheduled departure of the first flight and the scheduled arrival of the last flight to the final destination takes more than 8 consecutive hours including time spent in connecting airports.

In cases where business class travel can be authorised, care must be taken to obtain the school’s approval of the travel arrangements before finalisation.

The school to be assessed is responsible for all the other logistical arrangements for the event – accommodation, restaurant reservations, taxi bookings, etc.

The school must provide appropriate working space for the BSIS experts during the visit. This should include computer facilities with access to Internet and the school’s intranet. It should also include the documentation for examination on site.

Hotel accommodation should be close to the school and adequate for the typical professional profile of the BSIS experts, e.g., similar to that used for short-term visiting professors or guest speakers.

Stage 6: the on-site visit

Once the dates for the on-site visit are agreed on by the school and the BSIS team, changes are usually not permitted. However, if this cannot be avoided, a penalty charge of 10% of the BSIS fee will apply, provided the change is communicated more than a month prior to the visit dates. For changes communicated less than a month before the visit dates, a 20% charge of the BSIS fee will be applied.
The on-site visit will last two days and will be conducted by the two BSIS experts appointed by the BSIS office and approved by the school.

In most cases the BSIS experts will arrive during the evening before the first day and will meet in their hotel and during dinner to prepare the interviews.

After the on-site visit, the institution will receive an invoice for the remainder of the BSIS fee as stipulated in the invoicing schedule set out in Annex 1.

After the experts’ visit, some additional information or/and some corrections can be made by the school and transmitted in a version N°2 of the report in "track changes mode". Additional information sent to the experts in separate files must always specify the number of the criteria concerned in the file name (example file name: 1.1. Budget of the school- updated version).

The additional information must be submitted no later than two weeks after the on-site visit.

Stage 7: drafting of the BSIS final report
(See Annex 6: template for the BSIS Final Report)

The written report will be drafted by the leading BSIS expert with the support of his or her colleague. This final report will be delivered one month after reception of the last additional data from the school and should reflect the conclusions reached by the two-person team during the event.

The report will include an impact profile highlighting the areas in which the school has a significant and distinctive impact.

Once the second BSIS expert has read the report and has had the opportunity to add further input, the finalised draft will be validated by the BSIS office and sent to the Dean of the school, who is invited to indicate any factual mistakes and to comment on the assessment.

The writer of the report will correct all factual errors and may take into account the comments on the assessment if they are deemed reasonable.

*The dissemination of the report is the sole responsibility of the school.*

Stage 8: awarding of the BSIS label

The BSIS label is awarded in recognition of a school's on-going commitment to impact accountability and is valid for three years.

In order to qualify for the BSIS label the school must go through the seven steps listed above and must then commit to focus on reinforcing its impact and to provide feedback on progress at the annual BSIS Symposium or through other EFMD communication channels (video testimonies, blog posts or articles).
Stage 9: renewal of the BSIS label

The BSIS label is awarded for a period of three years as described above. It will be renewed for a further period of three years for schools that go through the following process.

The application process is similar to that detailed in the previous pages of this document, however, the contractual agreement is different. Please refer to Annex 2 for the renewal contract.

In order to satisfy the renewal requirement, the school must, first of all, demonstrate that it has fulfilled the commitment to continue the work on its impact.

The renewal process is intended to be shorter and more focused than the initial assessment exercise. The objectives are to maintain strategic momentum in the school’s impact enhancement agenda. The school may choose between two pathways as regards the written report. In the first option it submits a renewed pre-visit report that updates the coverage of the seven dimensions in the BSIS framework, highlighting the improvements made in the data collection process and in the critical evaluation of the data.

In the second option the school selects an area of particular concern, usually relating to at least two or more of the seven major dimensions in the BSIS framework. It is required to submit a report substantiating the work it has done. In both options, the focus will be on what has changed in the school's capacity to identify, measure and assess the areas where it is having communicable impact on its impact zones.

In both pathways, a one-day visit by a team of two BSIS experts will be organised to discuss and validate the progress made in enhancing the school’s impact profile. The visit schedule will be constructed to allow in-depth discussion of key development issues with particular emphasis on priorities for the future.

The school will receive a final report from the visiting experts in the spirit of co-construction that underpins the BSIS system.
Application Form and Contract-Initial process

Business School Impact System- BSIS

I, the undersigned ________________________________
(name)

(position)
representative of ________________________________
(name of organisation)

confirm the application of my organisation to go through the BSIS – Business School Impact System.

We note that the cost of this service to my organisation will be 24,000€. The direct travel and accommodation costs of the BSIS Experts will also be charged to my organisation either directly or via EFMD Global Network (EFMD GN). We also confirm that we will accept the results of this process. EFMD Global Network, its directors, employees and consultants, dependent or independent, voluntary or not, shall not be liable on a tortious or contractual basis for any direct or indirect, foreseeable or unforeseeable damages resulting from the BSIS process. The aforementioned shall also not be liable for the use by the organisation of the recommendations nor for any delay in the process.

We fully understand and agree with EFMD Global Network’s general terms and conditions below.
General Terms and Conditions

1. The signatory of this Application Form certifies he/she is a representative who is authorised to commit her/his organisation to go through the BSIS process. Fee: The total fee for BSIS Initial process is 24.000€

2. Fee Schedule:
   - 12.000€ payable upon the submission of the Application.
   - 12.000€ payable immediately after the on-site visit.

3. The recipient organisation will either be charged by EFMD GN for Experts’ travel, accommodation and other direct expenses for the on-site visit, or they will be charged directly by the BSIS Experts for these expenses.

4. Invoices and expenses claims shall be paid preferably by bank transfer, free of any bank charges, within 30 days of presentation of the invoice.

5. The fees are exempted from VAT (Swiss VAT 0% - Export).

6. In case the organisation decides unilaterally to stop the process after the Application, a fee of 6.000€ will be charged. Cancellation must be confirmed in writing.

7. The Swiss law shall apply to any and all disputes arising out of the process. In case of dispute, only the courts of Geneva are deemed competent.

Signature ___________________________ Date _____ / ____ / ______

Stamp of the organisation

Organisation __________________________________________

Department __________________________________________

Address ____________________________________________

City and Country ______________________________________

Telephone ___________________________ Fax

VAT Identification Number (Please provide for invoicing purposes):
Application Form and Contract-Renewal

Business School Impact System- BSIS

I, the undersigned ________________________________
(name)

_____________________________________________
(position)

representative of ________________________________
(name of organisation)

confirm the application of my organisation to go through BSIS Renewal.

We note that the cost of this service to my organisation will be 15,000€. The direct travel and accommodation costs of the BSIS Experts will also be charged to my organisation either directly or via EFMD Global Network (EFMD GN). We also confirm that we will accept the results of this process. EFMD Global Network, its directors, employees and consultants, dependent or independent, voluntary or not, shall not be liable on a tortious or contractual basis for any direct or indirect, foreseeable or unforeseeable damages resulting from the BSIS process. The aforementioned shall also not be liable for the use by the organisation of the recommendations nor for any delay in the process.

We fully understand and agree with EFMD Global Network’s general terms and conditions below.
General Terms and Conditions

The signatory of this Application Form certifies he/she is a representative who is authorised to commit her/his organisation to go through the BSIS renewal process.

1. **Fee:** The total fee for BSIS renewal is 15,000€

2. **Fee Schedule:**
   - 7,500€ payable upon the submission of the Application.
   - 7,500€ payable immediately after the on-site visit.

3. The recipient organisation will either be charged by EFMD GN for Experts’ travel, accommodation and other direct expenses for the on-site visit, or they will be charged directly by the BSIS Experts for these expenses.

4. Invoices and expenses claims shall be paid preferably by bank transfer, free of any bank charges, within 30 days of presentation of the invoice.

5. The fees are exempted from VAT (Swiss VAT 0% - Export).

6. In case the organisation decides unilaterally to stop the process after the Application, a fee of 3,750€ will be charged. Cancellation must be confirmed in writing.

7. The Swiss law shall apply to any and all disputes arising out of the process. In case of dispute, only the courts of Geneva are deemed competent.

Signature________________________ Date______ / _____ / ______

Stamp of the organisation

Organisation __________________________________________________________

Department __________________________________________________________

Address ____________________________________________________________

City and Country _______________________________________________________

Telephone________________________ Fax ______________________________

VAT Identification Number (Please provide for invoicing purposes):

BSIS PROCESS GUIDELINES - 13
BSIS Summary Fact Sheet

Name of the institution:

Public or private:

Nature of the institution (please indicate how the institution would describe itself: university faculty, university business school, business university, independent school of business, graduate school of business, etc)

Name of the Dean/Director:

Board:

- composition of the board of directors or the highest committee which leads the governance of the Business School

Organisational Chart:

Positioning of the school in its market:

About the school:

- Its mission
- Its vision
- Its values

Competitors of the Business School (as seen by the school itself):

Business Schools seen as “inspirational”:
Degree programmes:

<table>
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<tr>
<th>Name of Programme</th>
<th>Content (Generalist, Finance, Mktg,..)</th>
<th>Degree Level (Ba, Ma, Doctorate)</th>
<th>Duration</th>
<th>Total Number of students currently enrolled</th>
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</table>

Core Faculty/Full-time Teaching Staff

- Number of qualified faculty members on long-term, full-time contracts:
- Number of teaching and research assistants on short-term contracts:

Adjunct Faculty:

- Managers, members of the professions, external content experts employed with an annual, part-time contract:
- Percentage of teaching hours performed by the adjunct faculty:

Administrative Staff:

- Number of employees:
Confidentiality Agreement

Confidentiality Agreement BSIS
(Business School Impact System)

Name of the School being assessed: __________________________

Date of the Visit: __________________________

I hereby agree to respect the confidentiality of all information provided to me in the context of my role as BSIS expert.

I also agree to declare any potential conflict of interest in the exercise of this role.

Signature __________________________________________ Date ______/_____/_____

Name __________________________________________
Title __________________________________________
Organisation __________________________________________
Address __________________________________________

BSIS PROCESS GUIDELINES – 16
Policy on potential conflicts of interest for BSIS Experts

The credibility and value of EFMD’s quality improvement and accreditation systems depend, inter alia, on assuring that there is no bias (real or perceived) in favour of, or against the school or programme being assessed. It is therefore necessary to ensure that there is no conflict of interest in the appointment of experts. Since EFMD cannot be aware of all possible causes of potential conflicts of interest, it must be the responsibility of those volunteering or being invited to be part of the expert team for a given school to declare any actual or potential conflict of interest as soon as possible to BSIS services.

Some sources of potential conflicts of interest may include:

1. The following types of relationships, current or past, with the school or with one of its closest competitors or collaborators:
   - Graduate
   - Employee
   - Member of the part-time or visiting faculty
   - Consultant, advisor or member of a board of directors.
   - Working for an important competitor

2. A current or past personal conflict with the school or any of its current or recent leaders.

3. Hidden agendas: having been approached by the school to encourage him or her to play a key role in the school.

4. Any other reason that could be perceived by others to bias the judgment of the expert, even if the expert is confident that this will not be the case.

The extent of the potential conflict of interest depends on the specific circumstances (duration and intensity of the relationship, time since occurrence, degree of competition or collaboration between the school being assessed and the reviewer’s own school etc) relating to the situations described above. For example, working for a partner of the school being assessed will not be usually considered as a source of conflict of interest.

Once the conflict of interest is declared, EFMD-BSIS services will:

   a) When the expert declares a conflict of interest that may be perceived as a potential source of bias against the school, BSIS services will ask the school being assessed for approval.

   b) When the expert declares a conflict of interest that may be perceived as a potential source of bias in favour of the school, BSIS services will determine whether the expert should be excluded from the review team.

Judgement is necessary to find the balance between declaring negligible conflicts of interest and ensuring that true potential conflicts of interest are actually declared. Conflicts of interest should be declared as soon as possible to the EFMD member inviting participation in the expert team for a given school. When the source of the conflict of interest needs to be kept confidential, this should also be made explicit.

EFMD BSIS services will also maintain and regularly update an open register of the additional external interests of all BSIS members. As these individuals work with EFMD as part-time consultants, they are likely to be involved in other business school activities. Should these conflict with their BSIS responsibilities, they will declare the conflict of interest and not take part in any stage of the BSIS assessment process of the school in question.
Typical Visit Schedule

BSIS On-Site Visit

Date ______/_____/_____
Address ____________________________________________

Interview Schedule

<table>
<thead>
<tr>
<th>DAY 1</th>
<th>Hours</th>
<th>Name</th>
<th>Function</th>
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<tbody>
<tr>
<td></td>
<td>8:30 – 9:00</td>
<td>Dean of the school</td>
<td></td>
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<td></td>
<td>9:00 – 9:45</td>
<td>The school’s Management Team</td>
<td></td>
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<tr>
<td></td>
<td>Break</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>10:00 – 10:45</td>
<td>1-Financial Impact</td>
<td>Head of Administration</td>
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<td></td>
<td>Break</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>11:00 – 12:00</td>
<td>Financial Director</td>
<td></td>
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<tr>
<td></td>
<td>12:00 – 13:00</td>
<td>Lunch</td>
<td>The experts alone - lunch tray in the room</td>
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<tr>
<td></td>
<td>13:00 – 13:45</td>
<td>2-Educational Impact</td>
<td>Programmes, lectures, events</td>
</tr>
<tr>
<td></td>
<td>14:00 – 14:45</td>
<td>Director, Executive Education school</td>
<td>Managing Director, Alumni Association</td>
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<tr>
<td></td>
<td>15:00 – 15:30</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td></td>
<td>15:30 – 16:15</td>
<td>3-Business Development Impact</td>
<td>Director, Institute of Technology Management Managing Director, Institute for Small Business and Entrepreneurship</td>
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<tr>
<td></td>
<td>Break</td>
<td></td>
<td></td>
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<td></td>
<td>16:30 – 17:15</td>
<td>4-Intellectual Impact</td>
<td>Director of the Research Institute/Vice-President, Teaching</td>
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<table>
<thead>
<tr>
<th>DAY 2</th>
<th>Hours</th>
<th>Name</th>
<th>Function</th>
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<tbody>
<tr>
<td></td>
<td>9:00 – 9:45</td>
<td>5-Impact within the Regional Ecosystem</td>
<td>Managing Director, Alumni Association President, Students’ Union</td>
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<td>Break</td>
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<td>10:00 – 10:45</td>
<td>Break</td>
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<td>11:00 – 12:00</td>
<td>Lunch</td>
<td>The experts alone - lunch tray in the room</td>
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<td>12:00 – 13:00</td>
<td>Etc.</td>
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<td>13:00 – 13:45</td>
<td>7-Image Impact</td>
<td>Board of Governors, Member of the Regional Administration Head of Business Location, Delegate for Promotion of the Region</td>
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<td>14:00 – 15:00</td>
<td>Break</td>
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<td></td>
<td>15:00 – 15:30</td>
<td>Break</td>
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<tr>
<td></td>
<td>15:30 – 17:00</td>
<td>Open slot for BSIS Experts</td>
<td>Preparation of initial feedback</td>
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<td>17:00 – 18:00</td>
<td>Management Team</td>
<td>(immediate feedback by the BSIS Experts)</td>
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*Please note that the above schedule is only an example.

We advise that the person who has been in charge of the BSIS process participate in all or most of the meetings.
Template for the BSIS Final Report

1. Factual Introduction
   - Dates of the on-site visit
   - Names of the visiting experts

2. Acknowledgements

3. Impact zone
   - Brief statement concerning the definition of the zone for which the impact is to be assessed
   - What are the main stakeholder groups within the impact zone?

4. Institutional Scope
   - Definition of the institutional scope (whole University, Business school/Faculty, etc.) for which the assessment will be made.

5. Institutional Context
   - Description of the institutional context within which the school operates (national educational system, regulatory environment, political context).
   - What are the constraints that its environment imposes upon the school’s freedom to act?

6. School’s Strategy
   - Description of the school’s strategy. How does this strategy incorporate its objectives regarding its regional relations?

7. Detailed Assessment
   7.1 Impact Dimension 1: Financial Impact
   7.2 Impact Dimension 2: Educational Impact
   7.3 Impact Dimension 3: Business Development Impact
   7.4 Impact Dimension 4: Intellectual Impact
   7.5 Impact Dimension 5: Impact within the regional ecosystem
   7.6 Impact Dimension 6: Societal Impact
   7.7 Impact Dimension 7: Image Impact

8. General Assessment and Conclusions (5 to 10 pages)

9. Recommendations for the future