

**Initial Team Report (Business)**  
**University of Liège, HEC Liège - Management School**  
**May 24, 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.

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 on **July 27, 2018**.

### **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:

1. The School should continue to develop its international activities and ensure that these are focused around its strategic priorities. [Standard 1]
2. Consistent with its already demonstrated continuous improvement in the quality of its intellectual contribution portfolio, the School should continue to seek ways to improve the quality of the PRJA in the portfolio. [Standard 2]
3. The School had appropriate AoL systems in place for its degree programs and has reported results from these processes. A revised system was implemented in 2016-17. The School must report the results of repeated cycles of the new system and implementation of changes during its next review. [Standard 8]

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

### III. Assessment

The HEC Management School (hereafter, school) offers high-quality programs. The School's graduates are in high demand, and the School's research and other activities serve as a catalyst to the economic environment of the region. It has well-functioning processes to guide its strategic decisions, curriculum/program development, and assurance of learning. It has demonstrated the achievement of many past goals, has achieved other reputable accreditations, and it is likely the upward trajectory of the School will continue.

#### **Major Issues Noted in the Pre-visit Analysis:**

- *Please provide summary evidence to support the conclusion that the School's research expectations and outcomes (such as intellectual contributions portfolio) are appropriate for a school granting doctoral degrees. See response to Standard 2 below.*
- *The School provided a very abbreviated Strategic Initiatives table 3.2 (p.14). Are there any other key initiatives of the School that are expected to occur over the next five years? If so, please include in a revised Table 3.2. See response to Standard 3 below.*
- *There are several questions regarding the School's AoL process. In particular, the School will be expected to show in detail that it uses well-documented, systematic processes for demonstrating that degree program learning goals have been achieved. See response to Standard 8 below.*
- *There are additional minor questions or concerns also included in the standard-by-standard analysis below that could be addressed prior to the visit. See responses below.*

#### **Eligibility Procedures**

- (A) The School follows Ethical Behavior regulations and other legal guidance in place for civil servants (the School is a state university); internal university regulations regarding personnel and faculty development issues and has in place guidelines/expectations for student conduct regarding plagiarism and fraud. Further information regarding specific policies and procedures was provided. Documentation supporting student compliance with conduct expectations was presented.
- (B) The School offers academic programs at the bachelor, masters, and doctoral level in an environment consistent with the normal expectations of a university (facilities, faculty, shared governance). The School has a values statement and supports student organizations and activities.
- (C) The School has demonstrated commitment to Corporate and Social Responsibility through its various Ethics, Responsibility and Sustainability (ERS) efforts exhibited in the Business School Impact Survey, its mission statement, membership in PRME, curricular offerings, conferences, research centers, and commitment to ethics in research. The School has a diverse student body (16 percent international students).
- (D) The School has been a member of AACSB since 2008. The university/school is a degree-granting institution for programs included within the scope of the accreditation review. If granted, accreditation of this School would result in a benefit to AACSB overall, as the School should continue to improve its programs in a manner consistent with the AACSB accreditation philosophy.

- (E) The School is part of comprehensive public university, thereby receiving public support. It also has the capability to generate its own income streams. It has an appropriate and stable resource base, a well-developed governance model and processes in place to support continuous improvement initiatives. A spirit of entrepreneurship in terms of grant-seeking and support from industry was evident during the visit.
- (F) The School demonstrates a strong commitment to meeting the AACSB standards. It has also demonstrated, via an appropriate utilization of faculty/staff and financial resources, its commitment to the AACSB accreditation process.

## **Strategic Management and Innovation**

### **Business Standard 1: Mission, Impact, and Innovation**

The stated mission for the School is as follows:

*As a leading university-level management school, HEC Liège is dedicated to:*

- *Educating and training creative, polyvalent and highly responsible managers who will be able to address the challenges of the world of tomorrow in a global context;*
- *Developing scientific research that is recognized internationally and has measurable societal impact;*
- *Contributing significantly to the economic and social development of its region.*

The School's Vision Statement is:

*HEC Liège - Management School of the University of Liège aims to reinforce and expand its international reputation for the excellence of its research and its wide-ranging educational portfolio in the fields of management and economics. At the regional level, it aims to be recognized as a key player and a significant contributor to the successful redeployment and development of its region. Our ambition: "From good to great!"*

The School's values are as follows:

- *Critical thinking and personal development;*
- *Multicultural awareness and respect for diversity;*
- *Ethical and social responsibility;*
- *Creativity and entrepreneurship;*
- *Highest standards in design and execution.*

The mission is focused on three key elements: (1) management education, within a global context; (2) research with a societal impact; and (3) contribution to economic development of the region. It reflects the input and cooperation of School stakeholders and governance members, and is consistent with the broader university mission statement. The School has begun the process of creating its next five-year plan and will seek input from a broad number of stakeholders in the process.

The School's mission provides guidance for the determination of its expected outcomes. Each of the three main mission elements has focus areas, as does the international dimension and the supporting finance and human resource components. These focus areas each has two or three strategic objectives (16 in total), and each objective in turn, has key performance indicators (23 in total). (See Chart, p. 3 and Annex, p.2)

**Degree Programs:** The School's degree programs each have elements of focus on Corporate Social Responsibility, Entrepreneurship and Innovation, and Digital Economy. The School has worked to increase its international component, with a large percentage (72%) of masters students having an

international experience during degree studies. It is seeking to develop a new digital business laboratory.

The School provided evidence of the balance between a focus on its impact on the Liege region and its international activities by pointing out that local industry is made up of many companies with an export focus. Having students with international experiences and multi-lingual capabilities is an emphasis for the School as it contributes in a positive way to the Liege region.

The School collaborates with the University in the operation of the VentureLab, whose mission is to foster the creation of new enterprises by current students and recent graduates.

The School is involved with many corporate partners, demonstrates career success of its graduates, and offers executive education programs. Even its Chinese-located executive education programs are coordinated with Belgium export agencies to focus on companies/employees with an existing or potential Belgium connection.

The School's research focus is on seven distinct fields (see below under Standard 2). Overall, the desired outcome is an increased international reputation for the School while maintaining a balance on applied research with applicability to regional industry.

The School has demonstrated alignment with standard 1.

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

The School's research is coordinated by PRISME (*Pôle de Recherche Interdisciplinaire en Sciences du Management et de l'Economie*). Prisme has an external advisory board (COSCI) that includes academics at other European, Canadian, and US institutions. The School also has a variety of research centers and named chairs. In 2016, The School received competitive research grants of 2.4€ million. (Annex, Table 2.12, p.29)

The specified research focus areas are listed as: Asset and Risk Management, Changing Workforce and Strategic HRM, Economic Analysis and Policy, Marketing, Social Enterprises and Business Ethics, Supply Chain Management and Business Analytics, Sustainable Performance: Tax, Audit, Accounting. Two additional categories are included in the tables, Emerging Fields, and Teaching (see Table 2.1 (p.5), and Table 2.3 (p.7)). Research output of the School faculty is widely distributed across these focus areas. Discussions with faculty reveal buy-in to these areas. The School also provided additional evidence of how research outputs were tied to the region.

Overall, Table 2.1 suggests that almost all faculty are involved in the production of intellectual contributions. In terms of the three broad AACSB categories, the School-wide portfolio is distributed: 53% Basic or Discovery, 44% Applied/Practitioner, and 3 % Teaching/Learning Scholarship (p.5).

At the level of the University, a guide has been produced by the Research Council to better define its expected outcomes of research. The School has defined its Academic Journal Guide. Both guides have contributed to increase the quality of the research portfolio. The School has increased the quality of its portfolio (Table 2-6, p. 9) and is measuring impact of research using the H-index. School faculty members serve on editorial boards, various boards of associations, serve as Ph.D. jury members and visiting professors at institutions abroad.

The School provided evidence of an upward trajectory for the quality of its intellectual contributions. Recruitment processes, increased time-allocation for research for most faculty members, reward systems and promotion guidelines, an update of the Academic Journal Guide, and improvement of H-index measures indicate the School is on a correct path to better matching its faculty research expectations to its overall strategic goals.

Overall, the School reports 201 PRJAs from its regular faculty, and 271 if visiting and affiliated faculty are included.

The School has demonstrated alignment with standard 2.

### ***Business Standard 3: Financial Strategies and Allocation of Resources***

The School reports a budget summary table on p.13 of the SER. It includes both income and expenditure results and forecasts from 2015 to 2020.

The School has an operating budget of 23€ million, which is forecast to increase slightly over the next few years. Roughly 60 percent of the budget is devoted to degree programs and instructional activity, with approximately 5€ million devoted explicitly to research. (Table 3.1, p.13). Fifty percent of the School's budget is derived from its host university (which in turn is derived from public support).

The School has adequate facilities to house its programs, although development of an additional new building is planned with a completion date of 2022. The School is also seeking to acquire a nearby location to allow for additional space. The School is supported by the university library, and offers faculty, staff and students access to most expected technology resources and databases. IT supports both teaching and research, maintaining financial databases and management software such as SAP.

The School provided an updated Table 3.2 and narrative demonstrating the planned funding of its initiatives over the next two years (the remaining time-frame for its current strategic plan). It has recently begun the development of its next strategic plan.

The School has greater autonomy over its finances than other faculties at the University creating incentives and rewards for successful entrepreneurial activities and the development of new revenue-positive programs.

The School has demonstrated alignment with standard 3.

## ***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.

Due to Belgian law, the school cannot limit domestic students for its bachelor programs. As a consequence, the bachelor programs see a relatively large intake of students with Belgian diploma of secondary education. The dropout rate after the first year for the bachelors programs is correspondingly very high (approximately 70%).

Teaching assistants help students with their learning processes, both in individual meetings and in organized groups. Preparatory courses are offered in subjects that students find difficult. In addition, the school has long and good experience with podcasting lectures. The podcasts are popular among student for repetition and self-studies, and adds real value to the large lecture classes.

Successful bachelor candidates do not normally enter job market, but continue with their master studies. The master students are attractive in the job market.

During the visit the School showed evidence of successful integration of international students. In classes, they are often assigned to groups with Belgian students, and there are many examples of extra-curricular

activities that foster integration. It is evident that the School offers an international study experience, especially in the masters programs.

The School has demonstrated alignment with standard 4.

### **Business Standard 5: Faculty Sufficiency and Deployment**

The PRT is confident that the school maintains and deploys a faculty sufficient to ensure quality outcomes across the range of degree programs it offers and to develop research-based knowledge in line with its mission.

The school has clear criteria for participating faculty, and these reveal expectations of engagement by participating faculty that goes beyond their teaching hours. The PRT considers the level of participating faculty to be sufficient, and their ratio to supporting faculty are above the minimum expected levels, both for the individual disciplines and for the program levels.

The School has demonstrated alignment with standard 5.

### **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.

Each faculty member has an annual evaluation, based on their teaching, research, and service performance. Part of the evaluation is based on a self-evaluation in which each faculty member reflects on his or her performance over the last year. Criteria for evaluation is known to administrators and faculty, and the process is seen as supportive for career development consistent with the school's mission.

Promotion of faculty is based on the same portfolio of performance area, and is aligned with the mission of the school.

The School has demonstrated alignment with standard 6.

### **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 School has demonstrated alignment with standard 7.

## ***Learning and Teaching***

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

The School has developed a set of key learning outcomes (KLOs) which are derived from the School's mission. Curricula management is under the supervision of the Programs Committee which is chaired by the Vice-Dean of the Academic Affairs, ensuring that the programs portfolio remains aligned to the School's mission, expected outcomes, and strategies.

The KLOs are based on competencies required in the professional world, for which are articulated a list of essential components. The School ensures the KLOs are present in its programs through an annual survey of staff which provides assurance on the alignment of learning goals, design of program curricula and pedagogies.

The School revised its system for assurance of learning outcomes in 2016/17 based on the Dreyfus (2004) five stage model of adult skill acquisition (novice, advanced beginner, competent, proficient, expert). The key learning outcomes (KLOs) for each program are mapped to these levels: novice or competent for bachelor KLOs, competent for Masters KLOs. This sound pedagogical basis for determining appropriate KLO levels is complemented by ensuring that program content is consistent with the School's mission and values.

Thus, the School had in place a robust system for measuring achievement of learning outcomes and has in place clear processes for the review and continuous improvement of its programs.

A key requirement going forward will be that the School utilizes its revised process for ensuring robust outputs from the sampling process and that it makes the most effective use of AoL to assure itself of its continuous improvement of program design, teaching methods and student outcomes.

The School has demonstrated alignment with standard 8.

### **Business Standard 9: Curriculum Content**

The degree program curricula at the School are effectively managed with appropriate oversight through the Program Committee and the Program Teams to ensure that the learning experiences prepare graduates for business and management careers.

A review of the program documentation, the team's interactions with faculty, students and other stakeholders and student employment outcomes provided assurance that the curricula address the skill and knowledge content areas that are expected by the standards for Business and Management programs.

Curricula are aligned to the European Qualification Framework (p.12 of country profile) ensuring that content and assessment are aligned to the requirements of the level of study.

Programs are mapped to the transversal fields of CSR, Entrepreneurship & Innovation and Digital Economy, embedding these core themes into all of the School's programs.

The School places emphasis on languages and intercultural competencies.

The Digital Transformation Lead is working with faculty to ensure that digital is a transversal theme in the programs by ensuring it is embedded in ways which are specific to the discipline. There is a recognition that the fast-moving pace of digital innovation creates challenges for staff in ensuring that they remain up to date with practice. The School's approach is to "infuse from the field" looking for corporate contacts to support the Digital Lab through their expertise as well as financially. A nice example was provided of a virtuous circle of corporate engagement whereby large companies provide funding that enables the School to build students' digital skills which then benefit smaller organizations through students interning with them.

The School has demonstrated alignment with standard 9.

### **Business Standard 10: Student-Faculty Interactions**



There are high-quality and sustained student-student and student-faculty interactions which are consistent with the degree program type and achievement of learning goals. The review team heard some excellent examples of how students work together on learning tasks and learn from each other in an inclusive environment. The curricula and assessments make effective use of group activities such as team projects and business games and the School's commitment to interdisciplinarity and to practice based learning mean that group work provides students with real-life like or actual real-life opportunities for team work.

The students were positive about the quality of their interactions with Faculty. The system of office hours and the ways in which learning was delivered meant that they interacted with Faculty members who had responsibility for their program. Although there were some issues raised by teaching staff about the size of the first year's bachelors cohort size, there was a recognition that this was a symptom of the Belgian system of open access. The program teams were using effective strategies to manage large class sizes (for example, creating sub-groups within workshops) to assure a good student experience. This was supported by the comments from students (including second and third year bachelor program students) who spoke with great pride about their sense of belonging in the Business School.

The pedagogical commitments that are published for each program and each unit provide students with consistent and clear information on their program and units.

The School has demonstrated alignment with standard 10.

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

The School's degree programs are structured and designed to meet the Bologna Principles that are implemented in Belgium through the national Qualification Framework for Higher Education (QFHE). This sets descriptors for knowledge, skills and competence at bachelors, masters and doctoral level.

The QFHE sets expectations for student effort through the European Credit Transfer System (ECTS) and the School's programs are mapped to these. Where students study abroad, on exchange or on double degrees with partner institutions, a robust mapping process takes place to ensure quality, level and equivalence of the courses to provide assurance that academic work in partner institutions is comparable to that required for the School's own degree programs.

The School has demonstrated alignment with standard 11.

### **Business Standard 12: Teaching Effectiveness**

The school has systematic processes for evaluating performance of the faculty and professional staff and these align to its definitions of faculty qualification and maintenance. Student evaluations of teaching are undertaken in line with institutional level requirements and feed into promotion decisions. Global summaries of teaching evaluations are shared with students and each staff member receives the results of their own evaluation. The results are analyzed by the Programs Committee as part of the annual program review and improvement cycle. Where results are considered to be unsatisfactory, responses are made by senior management at the departmental and School level.

Faculty and professional staff participate in teaching enhancement activities with the school providing a range of development activities focused on teaching enhancement to all faculty members, professional staff and graduate students with teaching responsibilities. All those new to teaching undertake a 10-credit training program and there are a variety of staff development activities that provide faculty with the opportunity to learn how to make effective use of new technologies such as electronic voting and lecture capture/podcasting. The staff with whom the Panel met seemed enthusiastic about and receptive to the opportunities that the AACSB accreditation process had provided for the School to develop a more consistent approach to active learning pedagogies and for reflexive practice, both by staff and students.



The School fosters an inclusive experience through exposure to the transversal standard of ethics and responsibility and the creation of diverse teams for group work and projects. The Belgian system of open entry to bachelors level study encourages a highly socially diversified student population.

The School has demonstrated alignment with standard 12.

## ***Academic and Professional Engagement***

### **Business Standard 13: Student Academic and Professional Engagement**

The School has an overarching approach which requires the use of actively engaged pedagogies in teaching and assessment. At bachelors level these include the Synthesis Work and the Business Simulation Game, and at Masters level, a thesis which is linked to the analysis of a global management problem. All masters students complete a 10-week internship for 10 credits in the second year. Their thesis may be linked to their internship.

The experiential learning opportunities for business students, allowing them to engage with faculty, business leaders and particularly alumni reflect the heritage of HEC and the significant investment in employer and alumni engagement.

The School has demonstrated alignment with standard 13.

### ***Business Standard 14: Executive Education***

Consistent with its mission and incorporated into its strategic plan, the School provides a variety of executive education programs, including customized in-company programs, and open enrollment programs. Most programs are geared towards small and medium-sized businesses. These programs are offered both in Europe and Asia. Often programs offered in China are targeted to employees of companies doing business with Belgian companies. Programs are taught by School faculty as well as other qualified trainers. The School retains net revenues from these programs.

The School has demonstrated alignment with standard 14.

### **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 School has a relatively large group of faculty classified as Practice Academic and Instructional Practitioners, 16 and 25 %, respectively. The relationship with the regional business community is a strong and a unique asset of the school, well-aligned with its mission to contribute significantly to the economic and regional development of the regional areas. A significant and robust group of PA and IP faculty is consistent with the mission of the School.

During the visit, the team learned of the strong emphasis on boosting the international reputation of the School's research and its impact on the scientific community, with reference to its mission to developing internationally recognized research with measurable societal impact. This is reflected in the school's requirement for SA faculty. A minimum of 2 peer reviewed articles and a set level of academic

engagement activities are required within a five-year period. There is a list of journals approved by the school that establish a minimum quality level of these publications. Maintenance requirements for SA, therefore, seem well aligned with the mission and strategy of the school.

The School has demonstrated alignment with standard 15.

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

1. The School has developed innovative transdisciplinary programs, in cooperation with other faculties at the university. Three different dual programs of this type are offered
  - a. Law and business
  - b. Industrial and business engineering
  - c. Digital business
2. Smart City Institute was founded on an original partnership between four private companies, the university and HEC Liège Management School and Wallonia. The mission of the Smart City Institute is to “contribute to the general development of smart cities by training future managers, developing research, entrepreneurship and innovation as well as facilitating sustainable value creation between actors of smart ecosystems thanks to networking and thanks to an access to multidisciplinary skills and to the most innovative technologies”.

The Smart City Institute has succeeded in stimulating research and training activities, and has developed City VentureLab that aims at incubating and accelerating entrepreneurial projects contributing to the development of sustainable and smart cities.

#### V. Commendations of Strengths, Unique Features and Effective Practices

- The Managing Director/Dean and leadership team are to be commended for providing welcoming, and professional environment for an outstanding visit. The documentation provided before, during and after the visit was comprehensive and in a useful form.
- Close connection with the business community drives curriculum content and allows for continuous faculty training and updating of knowledge. This close connection permeates everything from internships to the creation of new programs. The School ensures learning goals and curricula reflect expectations and needs of stakeholders.
- The School and University of Liege governance agreement provides the School with a great deal of autonomy, creating incentives for an entrepreneurial mindset on the part of the School. In addition, shared support services (e.g., facilities management) provide high-quality operations support.
- Selection of seven strategic research fields, with annual review of performance based on different KPIs aligned with the school's mission and strategy. For every second year, the School identifies and gives honor to the fields that show best progress for each KPI.

#### 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
Standard 6. Faculty, Management and support	A formalized orientation process for new faculty members could improve integration of new faculty and better help them to understand the international possibilities available to them.
Standard 4. Student Admissions, Progression, and Career Development	The School might wish to consider ways to leverage funding and accreditation to recruit better-qualified international students.

## VII. Summary of Visit

HEC Liège is the Management School of the University of Liege, a Belgian State University. It operates within the framework of an institutional context regulated and supervised by the Wallonia-Brussels Federation (WBF). Regulations dictate the structure of studies in the Bologna format and impose some requirements regarding the content of the programs. The Federation's rules also regulate the different degrees that may be awarded by the University and stipulate some conditions on the development of official degrees abroad.

The Fonds de la Recherche Scientifique - FNRS (F.R.S.-FNRS), a public body, supervises doctoral studies. It is in charge of developing, funding and supervising the scientific research activity within the WBF. It favors excellence and promotes the production and development of knowledge by supporting researchers either on an individual basis or by financing research programs in universities.

Staff members are civil servants. Federal laws, decrees of the WBF and internal policies lay down regulations regarding recruitment and promotion procedures, employment grades, remuneration and end of employment. A doctoral degree is usually a pre-requirement to any academic career.

Tuitions fees are limited to a maximum of 835€ per year with some adapted fees to special situations. The School receives also an allocation from the WBF amounting to about 6,000 € per student for the entry into the first year of the bachelor degrees. The School is obliged to accept all students who have successfully completed high school. As in other similar systems, selection takes place at the end of the first year.

The University of Liège was created 200 years ago and is one of the three complete universities in the WBF. With a total budget of 416 million €, the University has 24,000 students and employs 10,700 persons.

Founded in 1898 by the main companies of the region, **HEC Liège** was merged successfully in 2005 with the Departments of Management and Economics of the University of Liège in 2005. It has 2,600 students. The faculty staff count is 178 persons (78 FTE). Other staffs include 159 persons (142 FTE). The budget amount to 24 million €.

HEC Liège determines its day-to-day running and development, its administration, budgets and profit & loss accounts, fundraising efforts, and the setting up of programs in compliance with the Wallonia-Brussels Federation rules. Decisions regarding appointment and career supervision, determining teaching loads, the enrollment of students, the setting up of lifelong learning programs, the orientation of research, the setting up of services to the community at large, the designation of the Director General & Dean, and the fixing of internal rules and regulations are set by the School Board. The University Board of Directors then ratifies the School Board's decisions. This autonomy has allowed the School to raise funds for its own functioning according to its mission and strategy.

The School offers degree programs for the three levels, bachelor, master and doctoral. The School is already internationally accredited by EQUIS and EPAS.

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

HEC Liège 2016-2017	Level	Location	Date established
Bachelor in Business Engineering (BBE) - 180	BAC	HEC	2004
Bachelor in Economics and Management (BEM) - 180	BAC	HEC	2004
<b>Bachelors</b>			
Master in Economics - 60	General Master	HEC	2006
Master in Management - 60	General Master	HEC - Sofia (BG)	2006
Master in Management - 60 (*)	General Master	HEC	2006
Master in Management - 120 (*) - "junior MBA"	General Master	HEC	2008
<b>General Masters</b>			
Master in Business Engineering (MBE) - 120	Specialized Master	HEC	2006
Master in Management (MM) - 120	Specialized Master	HEC	2006
Master in Economics (ME) - 120	Specialized Master	HEC	2006
Advanced Master in Financial Risk Mgt - 60 (*)	Advanced Master	HEC	2004
Advanced Master in Entrepreneurship - 60	Advanced Master	HEC	2016
<b>Specialized Masters</b>			
OpenBorder MBA	MBA	HEC	2012
<b>MBA</b>			
Doctoral Program in Mgt (*)	Doctoral Program	HEC	2006
Doctoral Program in Economics (*)	Doctoral Program	HEC	2006
<b>Doctoral program</b>			

**List of Comparison Groups**

Comparable Peers (School Name)
ESC Rennes School of Business (France)
Northumbria University, Newcastle Business School (United Kingdom)
RWTH Aachen University, School of Business and Economics (Germany)
Universiteit Antwerpen, Faculty of Applied Economics (Belgium)
University of Ljubljana, Faculty of Economics (Slovenia)
University of Surrey, Surrey Business School (United Kingdom)
Competitive Schools (School Name)
Maastricht University, School of Business and Economics (Netherlands)
RWTH Aachen University, School of Business and Economics (Germany)
Vlerick Business School (Belgium)

Aspirant Schools (School Name)
Durham University Business School (United Kingdom)
Frankfurt School of Finance & Management GmbH (Germany)
HEC Montréal (Canada)
Maastricht University, School of Business and Economics (Netherlands)
University of Strathclyde, Strathclyde Business School (United Kingdom)
Warwick Business School (United Kingdom)

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

Review Visit Dates:	Start Date	End Date
	May 6, 2018	May 9, 2018
Team Members:	Name	Role
	David Sollars	Chair
	Dag Morten Dalen	Business Member
	Julia Clarke	Business Member

Please attach a copy of the Accreditation Review Visit Schedule.



Sunday 6, May – Welcome dinner

Sunday 6, May	main frame of the meeting	Subjects	Concerned functions or decision levels	Title	Name
17.30	<b>Peer Review Team Meeting at Hotel</b>				
19.30	<b>Dinner Leadership Team/Accreditation Team</b>	Objectives of the PRT's visit	PRT		
		ULiège Strategy and vision. Synergies and support	Rector	Rector	Albert CORHAY
		Role of each member of the Mgt Board - Competitive landscape and positioning - Strengths - Local anchoring - HEC identity	Members of HEC Management Board	Director General & Dean	Wilfried NIESSEN
				Vice-Dean, Education	Michaël SCHYNS
				Vice-Dean, Research	Marie LAMBERT
				Director of Corporate Relations & Career Development	Sandra DELFORGE
				International Coordinator representing Head of International Relations	Anne GILLET
			Governance Council and School Board representative	President of HEC Liège Governance council, VP of Group for HEC, member of School Board - CEO Sonaca	Bernard DELVAUX
			HEC Alumni Advisory Board	President AAB, former Vice-Prime Minister and former Judge to the European Court of Justice	Melchior WATHELET senior
		Organization of the quality at HEC: team and reporting - links with the Mgt Board - Cooperation with the quality at ULiège - AEQES	Accreditation Team	Quality & Accreditation Manager	Anne-Joëlle PHILIPPART
				Accreditation project manager	Perrine NEUPREZ

Monday 7, May –Strategic planning, Research, Curricula Mgt, AOL, Faculty Mgt & support and cocktail

Monday 7, May	Main frame of the meetings	Subjects	Concerned functions or decision levels	Title	Name
7:30-8:30	Welcome coffee and Campus Tour	Discover the Louvrex campus	Dean and IT Team	Director General & Dean	Wilfried NIESSEN
				IT team	IT team
Strategic Planning					
8:30-9:15  Room 1701	Meeting with Business School Leadership Team to discuss Strategic Planning, Financial Strategies	Strategy and Finance	ULiège representative	ULiège Director of Financial Resources	Anne GIRIN
			HEC Management Board, Accreditation Manager and International Relations Manager	Director General & Dean	Wilfried NIESSEN
				Vice-Dean, Education	Michaël SCHYNS
				Vice-Dean, Research	Marie LAMBERT
				Director, Administrative Services	France MARCOTTE
				Director Public Affairs - Director of HEC Liège Executive School	Jacques DEFER
				Director of Corporate Relations & Career Development (fundraising)	Sandra DELFORGE
				International Coordinator representing Head of International Relations	Anne GILLET
				Accreditation & Quality Manager	Anne-Joëlle PHILIPPART
Research					
9:15-10:00  Room 1701	Meeting with Research Committee and Research fields representatives	Research strategy, organization and financing	Dean-Research, Research Fields Representatives, Doctoral Programs Directors	Vice-Dean, Research	Marie LAMBERT
				Head of Research Support Services	Muriel VERVIER
				Full Professor, Head of Asset & Risk Mgt (research center: CARM)	Georges HÜBNER
				Full Professor, Head of Changing Workplace & Strategic HRM (research center: LENTIC)	François PICHAULT
				Associate Professor, Head of Marketing & Service Innovation	Cécile DELCOURT
				Assistant Professor, Head of Social Enterprises and Business Ethics	Virginie XHAUFLAIR
				Full Professor, Head of Supply Chain Management & Business Analytics	Yasemin ARDA
				Associate Professor, Head of Sustainable Performance: Tax, Audit & Accounting (research center: SCI)	Nathalie CRUTZEN
				Associate Professor, Head of Economic Analysis & Policy; Doctoral Program Director, Economics	Joseph THARAKAN
				Full Professor, Doctoral Program Director, Management	Yves CRAMA
Base room					
10:00- 10:30	Introduction to business school staff overview of base room	Presentation of the Base Room and electronic access	Dean	Director General & Dean	Wilfried NIESSEN
			Accreditation Team	Quality & Accreditation Manager	Anne-Joëlle PHILIPPART

Room 1702		with a particular attention on staff matter		Accreditation project Manager	Perrine NEUPREZ
				Accreditation project Manager	Fabrice PIRNAY
10:30-11:30	PRT alone				
Curricula Management/Assurance of Learning					
11:30-12:15  Room 1701	Undergraduate Program Directors	Management of bachelor programs	Academic Director of Studies	Vice-Dean, Education	Michaël SCHYNS
			UG Program Director	Full Professor, UG Program Director	Isabelle PAYS
			Members of Programs Committee	Full Professor, Head of Business Languages Department	Marie MAWHIN
				Assistant Professor, Head of Finance and Law Department	Anne CHANTEUX
				Full Professor, Head of Economics Department	Bernard THIRY
			First year advisors	ULiège Study Guidance Service for junior students	Amélie BASTEYNS
12:15-13:15	Working Lunch				
13:15-14:00  Room 1701	Graduate Program Directors	Management of Master's programs	Graduate Program Directors - Members of Programs Committee	Full Professor, Program Director: MBE	Didier VAN CAILLIE
				Full Professor, Program Director: MM (day), MM (EC), OB MBA, AM in FRM	Louis ESCH
				Full Professor, Program Director: AM in Entrepreneurship	Bernard SURLEMONT
				Full Professor, Program Director: ME	Lionel ARTIGE
				Full Professor, Concentration leader: MBE- Supply Chain Management	Yasemin ARDA
				Associate Professor, Concentration leader: MM - Marketing	Cécile DELCOURT
14:00-14:15	Break				

14:15-15:00 - Parallel sessions	<b>#1 - Student Admissions and Support Services Staff</b>	Admissions process and criteria - Student populations - Completion rate - Target student - KPI - Role of Teaching Assistants - Services to students (incl. Support, IT, etc.)	Admissions and Student Support Services Staff	Vice-Dean, Education	Michaël SCHYNS
				Head of the Office of the Registrar - day courses	Marie-Gabrielle BOXUS
				Head of the Office of the Registrar - evening courses	Christine BERTRAND
				Teaching assistant in accounting	Magali HERMAN
				International Coordinator	Anne GILLET
				Head of the Information technology services	Maud BAY
Room 1701	<b>#2 - Career Advisors on student enrichment opportunities/activities</b>	Activities and opportunities to enrich the profile of future graduates	Support Services for the development of students	Student & Career Development Manager	Sabine HAUSER
				Assistant Professor, Head of the Soft skills portfolio	David HOMBURG
				Teaching assistant in accounting, Supervision and support of students associations and junior enterprises	Giuseppina CAPODICI
				ULiège career support services	Elisabeth WALTREGNY
15:00-15:45 - Students Parallel sessions	<b>#1 - Undergraduate Students</b>	The student experience, their opinion on the school, the programs and other matters related to the student curriculum	Selected undergraduate Students of the "assoc", some of the Students Member of the General Assembly and the School board, Student working in the "OIC" and the Junior Enterprises	Bac2 BE – ESN	Louise TASSIN
				Bac2 MSE – ESN	Valeria SALVETTI
				Bac3 MSE – Assoc'	Clara TEGAS
				Bac3 MSE – Assoc'	Romain BIEVELEZ
				Bac3 BE – Assoc'	Romain GENETTE
				Bac3 BE – Cafet'+HEC Investing Group	Mirko NIKKELS
Room 1701	<b>#2 - Graduate Students</b>	The student experience, their opinion on the school, the programs and other matters related to the student curriculum	Selected graduate and PhD students of the "assoc", some of the Students Member of the General Assembly and the School board, Student working in the "OIC" and the Junior Enterprises	Master1 Droit/Gestion – Cafet'	Aysu BAYRAK
				Master1 Management – ESN	Mathilde CHAPELIER
				Master2 Droit/Gestion – HEC Consulting Group	Laure de BARSY
				Master2 BE – Assoc'	Loïc LIERNEUX
				Master2 BE – Assoc'+HEC Advisory	Raphaël ROMANO
				Master2 Management (Bachelor HS) – Assoc'	Matthieu PETERS
				PhD students	Fanny FOX
				PhD students	Elodie DESSY
15:45-16:00	<b>BREAK</b>				
<b>Assurance of Learning</b>					
				Director general & Dean	Wilfried NIESSEN

16:00-16:45  Room 1701	Meeting with Dean of Learning & Teaching on Assurance of Learning processes	AOL: survey and testing	Academic Director of Studies	Vice-Dean, Education	Michaël SCHYNS
			AOL Team	Pedagogy expert (AOL) and Head of the Soft skills portfolio	David HOMBURG
				Data Analyst	Fabienne FONTAINE
				Accreditation & Quality Manager	Anne-Joëlle PHILIPPART
				Accreditation project Manager	Fabrice PIRNAY
Faculty Management and Support					
16:45-17:30 - Faculty Parallel sessions  Room 1711	#1 - Faculty teaching in Undergraduate and graduate programs		Faculty Teaching (associate, professional staff) on the Bachelor and Master programs	Associate Professor in Finance (MM, MBE, ME)	Marie LAMBERT
				Associate Professor in Marketing (MM, MBE)	Cécile DELCOURT
				Assistant Professor in Social enterprises mgt and ethics (MM, MBE)	Virginie XHAUFLAIR
				Associate Professor in Intrapreneurship and Change mgt (MM, MBE)	Olivier LISEIN
				Full Professor in Advanced topics in SCM (Doctoral training); PhD supervisor	Yasemin ARDA
				Full Professor in TaxLaw (BEM, BBE, MM, MBE)	Isabelle RICHELLE
				Full Professor in HRM and Didactics (MM, ME)	Jean-Marie DUJARDIN
Room 1701	#2 - Faculty teaching in Advanced Masters and Doctoral programs		Faculty teaching in AM or Doctoral program, PhD supervisors	Full Professor in Financial modeling (AM in FRM)	Louis ESCH
				Affiliate Professor in Company valuation (AM in FRM)	Alexandre STREEL
				Affiliate Professor in Marketing (AM in Entrepreneurship)	Pierre-Yves CORNELIS
				Affiliate Professor and mission supervisor in Growth Strategy (AM in Entrepreneurship)	Marc FOIDART
				Doctoral Program Director, Management; Full Professor in Operations (Doctoral training); PhD supervisor	Yves CRAMA
				Full Professor in Advanced topics in organizational change (Doctoral training) PhD supervisor	Annie CORNET
				Full Professor in Social enterprise; PhD supervisor	Jacques DEFOURNY
				Full Professor in SCM; PhD supervisor	Sabine LIMBOURG
				Associate Professor in Strategy and Sustainability; PhD supervisor	Nathalie CRUTZEN
				17:30-18:30	PRT alone
18:45-21:30	Cocktail Hour and Dinner with Strategic Advisory Group, Industry Partners and Alumni Network representatives	Cooperation and relations with the business world and the alumni: advising, financing,	Members of HEC Liège Governance Council, Group for HEC	CIO Herstal Group, VP of HEC Liège Governance council, VP of Group for HEC, Member of School Board	Philippe NIESTEN
				Partner Deloitte, President Group for HEC, VP of HEC Liège Governance council, Member of School Board	Laurent WEERTS

		support, promotion of the school, lobbying...		President of Board - BDO, Member of HEC Liège Governance Council	André KILESSE
				Director General - SPI, Member of HEC Liège Governance Council	Françoise LEJEUNE
				CEO - NMC, Member of Group for HEC	Hubert BOSTEN
				Chief Human resources and communication - CMI, Member of Group for HEC	Brigitte COPPENS
				Mail Director South - Bpost, Member of Group for HEC	Catherine DELVAUX
				General Manager - Logistics in Wallonia, Member of Group for HEC	Bernard PIETTE
				CEO – Teconex, President HEC Liège Fund	Patrick SLECHTEN
				Managing Partner – GAUDETTO	Jacques GALLOY
			Members of HEC Management Board	Director General & Dean	Wilfried NIESSEN
				Vice-Dean, Education	Michaël SCHYNS
				Vice-Dean, Research	Marie LAMBERT
				Director, Administrative Services	France MARCOTTE
				Director Public Affairs - Director of HEC Liège Executive School	Jacques DEFER
				Director of Corporate Relations & Career Development	Sandra DELFORGE
			Accreditation Team	Quality & Accreditation Manager	Anne-Joëlle PHILIPPART
				Accreditation project manager	Perrine NEUPREZ
			Important local personalities	Walloon Minister-President	Willy BORSUS
				Walloon Vice-President and Minister of the Economy, Industry, Research, Innovation, Digital, Employment and Training	Pierre-Yves JEHOLET
				Governor of the Liège Province	Hervé JAMAR

Tuesday 8, May – Corporate links, Internationalization, Resources, Exed, Campus Visit

Tuesday 8, May	Main frame of the meeting	Subjects	Concerned functions or decision levels	Title	Name
07:30-8:15	<b>PRT Breakfast at Hotel</b>				
<b>Corporate links</b>					
08:30-9:15 Room 1701	<b>Presentation on engaging with industry for student learning outcomes</b>	Faculty members and students professional engagement	Dean, Academic Director	Director General & Dean	Wilfried NIESSEN
				Vice-Dean, Education	Michaël SCHYNS



			Corporate Relations Director	Director of Corporate Relations & Career Development	Sandra DELFORGE
			Innovative programs staff	Associate Professor in Intrapreneurship (MM, MBE)	Olivier LISEIN
				Student Support Services, Program Manager, Internships	Sophie LERUTH
				Student Support Services, Program Manager for innovative collaborative programs	Christine PUIT
				Program Director: AM in Entrepreneurship, VentureLab founder	Bernard SURLEMONT
				Digital Transformation Lead	Nicolas NEYSEN
09:15-10:00 Room 1701	Meeting on alumni engagement	Alumni relations: services to alumni and alumni engagement within the School	Director-Alumni Relations, Alumni Relations Coordinator	Director of Corporate Relations & Career Development	Sandra DELFORGE
				Corporate Relations and Alumni Network Manager	Aurore TILKIN
				Teaching and student administration: ULiège employment - Follow-up of the Alumni	Elisabeth WALTREGNY
10:00-10:15	Break				
Faculty Management and Support - Internationalization					
10:15-11:00 Room 1701	Meeting with Dean of International and key staff on internationalization	Internationalization of the School and the Faculty	Director of the International Relations	International Coordinator representing Head of International Relations	Anne GILLET
			University International relations representative	International Relations Director	Patricia PETIT
			Faculty Internationalization Focus Group	Full Professor, Member of Focus Group on Faculty Internationalization	Yasmin ARDA
			IR Office members	International Coordinator	Muriel BEQUET
			International Exed programs	Executive Education Program Manager	Charlotte MARON
Other : Resources and ExEd					
11:00-11:45 Room 1701	Meeting on Resources and Administration	Resources and administration of the School	Real-Estate Director, Development Director, HR Director, Communication Manager, Facility Manager	ULiège Director of Real-estate Resources	Christian EVENS
				Director General & Dean, Development Director	Wilfried NIESSEN
				Director, Administrative Services	France MARCOTTE
				Head of Communication Service	Nathalie HOSAY
				Head of Facility Management Services	Marc VRANCKEN

11:45-12:15 Room 1701	<b>Executive Education</b>		Director-Exed, Operational Director- Exed, Exed Program Manager	Director Public Affairs - Director of HEC Liège Executive School	Jacques DEFER
				Executive Education Operational Director	Sylvie-Anne PIETTE
				Executive Education Program Manager	Charlotte MARON
12:15-13:15 Room 1702	<b>Lunch</b>		<i>Vice-Rector for Research, Dean of Research, Academic Dean, Advisors on Quality and Accreditation</i>	Representing Vice-Rector for Research	Florence CAEYMAEX
				Vice-Dean, Education	Michaël SCHYNS
				Vice-Dean, Research	Marie LAMBERT
				Quality & Accreditation Manager	Anne-Joëlle PHILIPPART
				Representing Advisor to the Rector for Quality management	Catherine VANDELEEN
13:15-16:00	<b>Time for PRT to work on Report</b>				
16:00-17:00	<b>Informal tour of off-site campus and administration</b>		Dean	Director General & Dean	Wilfried NIESSEN
17:00	<b>Depart off-site campus for Hotel; PRT Dinner alone at Hotel</b>				

Wednesday 9, May – Debrief

Wednesday 9, May	Main frame of the meeting	Subject	Concerned functions or decision levels	Title	Name
07:30-8:30	<b>PRT Breakfast at Hotel</b>				
08:30-9:30  Rectorat Room	<b>Debrief with Deans, Vice Deans</b>	Objective of discussion: Debriefing and PRT recommendations	Members of HEC Management Board	Director General & Dean	Wilfried NIESSEN
				Vice-Dean, Education	Michaël SCHYNS
				Vice-Dean, Research	Marie LAMBERT
				Director, Administrative Services	France MARCOTTE
				Director Public Affairs - Director of HEC Liège Executive School	Jacques DEFER
				Director of Corporate Relations & Career Development (fundraising)	Sandra DELFORGE
				International Coordinator representing Head of International Relations	Anne GILLET
			Accreditation Team	Quality & Accreditation Manager	Anne-Joëlle PHILIPPART
				Accreditation project manager	Perrine NEUPREZ
09:30-10:30	<b>Exit Interview with Vice Chancellor and Deputy</b>	Objective of discussion: Debriefing and PRT recommendations	Members of the ULiège Rectoral College, HEC	Rector	Albert CORHAY
				First Vice-Rector	Eric HAUBRUGE

Rectorat Room	Vice Chancellor		Dean	Vice-Rector for Research	Rudi CLOOTS
				Vice-Rector for Citizenship, Institutional and International Relations	Didier VRANCKEN
				Director General & Dean	Wilfried NIESSEN
			HEC Liège Governance Council / Group for HEC representative	President of HEC Liège Governance council, VP of Group for HEC, Member of School Board, CEO Sonaca	Bernard DELVAUX
10:30	PRT Depart for Airport				