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UNIVERSITY OF ANTWERP
Faculty of Applied Economics
University of Antwerp Management School

TEAM VISIT REPORT

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TEAM VISIT REPORT

Statement of Team Recommendation

A. The Peer Review Team recommends that the University of Antwerp be granted AACSB International initial business accreditation. It is the judgment of the Peer Review Team that the degree programs offered at the Faculty of Applied Economics (FAE) and the University of Antwerp Management School (UAMS) demonstrate overall high quality, and there is a strong commitment to continuous improvement by the university administration, FAE and UAMS leadership, faculty, staff, and students. There is strong support from the business community as well. The FAE and UAMS have the resources necessary to support mission achievement and to continue to support continuous improvement.

B. This recommendation reflects the opinion of the Peer Review Team only. It will be reviewed for concurrence or remanded to the team by the Initial Accreditation Committee. The role of the accreditation committee is to ensure consistent application of AACSB International accreditation standards and processes across Peer Review Teams.

Within ten days, the applicant should send the team any comments and corrections relating to factual information noted in this report. A copy should also be sent to the Initial Accreditation Committee (InitAC@aacsb.edu) Chair in care of the AACSB International office.

Concurrence by the Initial Accreditation Committee and ratification by the Board of Directors are required prior to the confirmation of initial accreditation. Following ratification by the Board of Directors, the applicant will be notified. The applicant must wait for this official notification before making any announcement of the accreditation decision. AACSB International provides a listing of applicants achieving initial accreditation to its members and the public.

The Initial Accreditation Committee will make every effort to review this report, and any response from the applicant, at its next scheduled meeting. The Initial Accreditation Committee will meet on April 4, 2005.

The Board of Directors will consider for ratification via electronic ballot all team recommendations (initial accreditation or denial of initial accreditation) that have concurrence from the Initial Accreditation Committee, as close to possible after the Initial Accreditation Committee concurrence.

I. Identification of Areas That Must be Addressed Before:

- A. Accreditation: none
- B. First maintenance review: none

II. Relevant Facts and Assessment of Strengths and Weaknesses on a Standard-by-Standard Basis that Support the Team Accreditation Recommendation

The Peer Review Team outlined three major concerns in the Pre-Visit Letter, based upon our overall assessment of the Self-Evaluation Report. Each of these concerns and the evidence presented by the university to address them is discussed below.

1. The Peer Review Team would like to understand better the relationship between the FAE and UAMS. Are they perceived as two distinct units, or do they have one overarching identity? How do the units interact? Do they cooperate or compete with each other?

The FAE and UAMS are complementary units that deliver business education at the University of Antwerp. The FAE is responsible for the undergraduate, initial master's and doctoral programs, and their focus is discipline-based. UAMS is responsible for advanced master's and executive education, and their focus is educating professionals. Faculty members are appointed to FAE and may also teach for UAMS. The governance of the two units is distinct and separate, with the FAE operating like a more traditional university business school and UAMS more like a professional university executive education provider. The Dean of each sits on the other's governance board, and almost all faculty members who teach at UAMS also hold appointments at FAE.

While FAE and UAMS have distinct characters they appear to work quite well together. The units have different cultures and identities, but they manage many of the traditional tensions (e.g., basic research vs executive education) that may occur in any business school in a proactive way.

The PRT is convinced that the relationship between the FAE and UAMS is productive and helps the University of Antwerp deliver its business programs.

2. There are 17 different business Master's programs at the University, many with low enrolment. Is there an overall coherence to these programs? Will programs with low enrolment continue to be offered? How is overall high quality of these programs assured when there are so many of them and only 75 participating faculty members? Do you have the resources to sustain and improve the quality of all of these programs (see Standard 5)?

The different master's programs are a response to the FAE and UAMS missions to serve the Flanders community's needs with a variety of programs offered in Dutch. These programs share many core elements in common (e.g., the focus on analytical and conceptual skills), and all are sustainable from a staffing perspective. In addition, the government funds academic programs with a two-step scale – approximately 3.3

FTE's for the first 40 students in a program and then a per student rate for the number of students in excess of 40. The relatively high number of master's programs is somewhat a result of the merger process, and the FAE and UAMS are aware that there are potential efficiencies to be gained by looking for synergies among the programs. These synergies cannot be realized, however, until 2007 when the government resumes approval of university programs (the government froze the introduction and approval of any new programs until 2007 as a result of the university merger process in Belgium).

The PRT was convinced that there are sufficient resources to sustain and improve the quality of the master's programs (per Standard 5).

3. All faculty members listed in Appendix 10.1 are categorized as Academically Qualified. Given that several faculty appear to have not published in the last 5 years this may not be correct. Please re-examine the criteria used to classify faculty as Academically Qualified (see Standard 10) and be present the rationale for classifying each faculty member.

The FAE re-examined the academic qualifications of all faculty members and submitted revised Tables Ic and II before the team arrived for their visit. During the visit, these tables were discussed and further revisions were made. The PRT found that the FAE and UAMS met the requirements of both Standard 9 and 10 (see further discussion below).

A. Eligibility Procedures

Belgium is a federal state made up of three communities, the Flemish speaking, French speaking, and German speaking entities. The area of education falls within the jurisdiction of these communities. The University of Antwerp operates under the auspices of the Flemish government.

There are six universities in the Flanders region that offer an academic curriculum: the Catholic University of Leuven, the University of Ghent, the University of Antwerp, the Free University of Brussels, the Catholic University of Brussels, and the University Center of Limburg. The Vlerick Leuven-Ghent Management School operates under a separate law that entitles them to offer advanced Master's programs.

The areas of study in which each Flemish university can offer its programs have been fixed. Each university determines individually which programs it wishes to offer within its allotted study areas. The Flemish government officially approves all university programs.

The University of Antwerp has a history that dates back more than 150 years. It builds upon the experience of three universities in Antwerp. RUCA (Rijksuniversitair Centrum Antwerpen – State University Center Antwerp), UFSIA (Universitaire Faculteiten St-Ignatius Antwerpen – University Faculties St Ignatius Antwerp), and UIA (Univeristaire Instelling Antwerpen) all have contributed to a rich heritage in the area of education, research, and academic and social services. The process of

integration of these three universities was finalized on the 1st of October 2003, when the integrated University of Antwerp came into effect.

The University of Antwerp has seven faculties and three institutes. The management programs at the University of Antwerp are offered at the Faculty of Applied Economics (FAE), and at one of the institutes, the University of Antwerp Management School (UAMS). The Faculty of Applied Economics offers bachelor's degrees and initial master's (undergraduate programs) in management. UAMS offers, aside from executive training programs, advanced master's in management (graduate programs). They both share the same faculty members, formally administered by the Faculty of Applied Economics.

A. The University of Antwerp is authorized to grant undergraduate, master's and doctoral degrees by the Flemish government. The programs are regularly reviewed through a number of review processes required by the government. The undergraduate degrees are three-year programs (180 credits), and the master's programs are 1 or 2 years (60 or 120 credits). Students are admitted to undergraduates programs after 12 years of primary and secondary education.

B. The Faculty of Applied Economics has a sustained budget that is sufficient to support achievement of its mission. The UAMS controls its budget separately from the University of Antwerp, with about 80% of its revenue from tuition (the remainder from research grants and sponsorship); the UAMS budget appears sufficient to achieve its mission.

C. All business degree programs were reviewed and are noted in Section VII of the report. Prior to arrival, the University of Antwerp presented the PRT with an additional program, MSc (Maritime Science) that they felt should have been excluded from AACSB accreditation but they had forgotten to disclose. Examination of this program revealed that students could take a maximum of 12 credits out of 60 in business (6 required, up to 6 in optional courses) so the team concurred that the MSc (Maritime Science) should be excluded.

D. The University of Antwerp is a pluralistic institution and is committed to fostering the mutual understanding and appreciation of different perspectives. The High Council of the University has "representatives from public institutions, political, socio-economic, religious, ethical and cultural environments" in order to promote pluralism in the University. The University is currently working to increase the support of foreign students and those of limited economic backgrounds. The undergraduate students attending FAE are predominantly from Antwerp, and the FAE is taking measures to broaden their base in Flanders.

E. The University of Antwerp has a strong commitment to supporting an environment of ethics and integrity. Appropriate policies and procedure are functioning guiding the professional activities of faculty, staff, and students. In addition, one of the Vice-Rectors of the university is responsible for scientific and social affairs of the university community, including initiatives in equal opportunities, sustainable development, internationalization, and lifelong learning.

B. Strategic Management

Standard 1: Mission Statement

The University of Antwerp FAE and UAMS have well-developed mission statements. The FAS has the objective of “delivery quality in both university teaching and academic research” in a context that respects all ideologies. UAMS supports managers in their “quest for academically underpinned and practical knowledge”. Both mission statements have been developed through extensive involvement of broad-based constituencies. They are periodically updated and are broadly disseminated.

Standard 2: Mission Appropriateness

The missions of both FAE and UAMS appear to be appropriate to higher education for management and include a significant focus on the production of intellectual contributions. Research is an important emphasis for FAE, and an appropriate level of focus for UAMS.

Standard 3: Student Mission

The SER and supporting materials describe the students served by the FAE and UAMS. Undergraduate admissions follow the Flemish tradition of being open, and the quality of secondary school education is quite high in Flanders. As a result of the open enrolment, the transition from first to second year is highly selective. The University of Antwerp highlights its pluralistic nature, and is increasing the attention paid to ethnic minorities, those from an economically disadvantaged background, and applicants from developing countries. Admissions to UAMS are much more selective and are appropriate for the graduate study of business. The composition of the students in the master’s programs is presented in Volume II of the SER.

Standard 4: Continuous Improvements Objectives

FAE and UAMS are committed to continuous improvement in all of their activities. Continuous improvement processes, policies, and procedures are in place within FAE and UAMS, and the university supports these efforts.

Standard 5: Financial Strategies

Financial strategies have been developed and are being effectively implemented. Unit budgets at the University of Antwerp are driven by a formula that relies on the number of students taught and the research output of the unit. The majority of the expenses in FAE are salaries (92%). The FAE currently has a budget shortfall due to the recent merger of the University of Antwerp (causing two previously independent FAEs to come together). The FAE plans to reduce 16 FTEs by 2010 in order to yield efficiencies from the merger. This reduction will come through attrition but this will be a challenge to manage strategically. With careful planning the budget will be sufficient for the FAE to achieve its mission. In addition, the FAE has a substantial reserve which will help it manage through the current financial situation.

The Maintenance of Accreditation annual reports should address progress on the financial strategies for FAE that are outlined in the Self-Evaluation Report (SER), especially the management of reductions in the number of faculty; it should also identify any new financial strategies that are adopted.

UAMS receives a minimal budget allocation from the University of Antwerp. The majority of its revenue comes from tuition (78%), with the remainder from research and sponsorship. The majority of UAMS expenses are faculty and staff salaries (99% in 2002, higher than in the past). UAMS also has a substantial reserve which they may need to access to continue their development.

The FAE and UAMS have carefully examined their costs and potential resources and their budget is aligned appropriately with their mission. The school's infrastructure is appropriate for its activities, as are the support services and technology for faculty and students.

The Maintenance of Accreditation annual reports should address progress on the financial strategies for UAMS that are outlined in the Self-Evaluation Report (SER), especially the financial strategies adopted to fund the expansion of UAMS activities; it should also identify any new financial strategies that are adopted.

C. Participants

Standard 6: Student Admission

Admission requirements to the bachelor's degree programs offered through FAE are defined by the Flemish government. There is an open admission policy in the country. Although students wishing to attend the University must only present evidence of achieving a high school diploma, the members of the Student Support Services staff interview entering students to get a sense of their preparation and commitment to their planned studies.

Admission requirements to the initial master's programs are also defined by the Flemish government. A bachelor's degree in Applied Economics or Commercial Engineering (in Management Information Systems) allows direct admission to the adjoining master's degrees offered through the FAE. Candidates presenting the bachelor's degree from another discipline must attend a preparatory program. A personal interview with staff from the Support Services is part of the admission process.

Students can be admitted to the doctoral program if they have an initial master's degree. The Doctoral Support Committee of the FAE advises the Board of Directors of the university on the admission of each candidate. The admission is ratified by the Board. The candidate submits a proposal for a dissertation to the Doctoral Support Committee in consultation with a provisional supervisor.

UAMS offers one initial master's degree (Culture Management) governed by the same government policies described above, and 12 advanced master's degrees. For the

advanced degree programs, there is no open admission system. An initial master's degree is a prerequisite for admission to any of the advanced programs. All programs require an interview. Three require either the GMAT or another test selected by the School. Eight degrees require prior work experience. A committee reviews all applications. In all cases, the admission requirements to the master's programs are consistent with the UAMS mission, constructed to ensure a consistent level of student preparation and potential for successful completion of the program, and they are consistently applied.

Standard 7: Student Retention

Since the undergraduate programs reflect the open admission policy of the Flemish government, the FAE reports first year pass rates of 45-55 % in Applied Economics and 60-70 % in Commercial Engineering. To prevent attrition at the end of the first year, the FAE has surveyed non-returning students and instituted a number of pre-enrollment advising and post-enrollment support programs. Several of these interventions focus particularly on students in the ethnic minorities. Effectiveness data are not yet available.

Retention rates for the master's programs offered by FAE and UAMS are very consistent with the types of programs offered. In all cases, the programs have adequate and effective practices in place to monitor student performance and retention standards. The result is that the programs produce high quality graduates consistent with the mission.

The doctoral program reflects a unique situation in Flanders in that all research and teaching assistants at the FAE are required to be registered in the doctoral program. As a result, there is a mix of students in the doctoral program: some are grant supported but many are working half-time as research or teaching assistants. These are very talented students who are also in demand in the business community, so they frequently leave their doctoral studies for employment. When the grant-supported doctoral students are examined separately there appears to be an appropriate level of doctoral student retention, which is 85% according to the program chairperson.

Standard 8: Staff Sufficiency-Student Support

The FAE and UAMS have sufficient staff to support faculty in fulfilling their professional responsibilities. The PRT team was impressed with the faculty's commitment to student engagement and support. Student advising is handled by the academic support staff and appears appropriate. Students were very positive about the quality and access to advisors and faculty in general.

The university provides good support for career services and UAMS has a separate career management services office that works cooperatively with the university office and the alumni office. Students have access to a full range of career support functions (e.g., seminars, cv preparation service, networking events, coaching, etc) and there is a very well developed career support program. The university also has an extensive social services support function for students to help them with more general counseling, personal counseling, financial emergencies, etc. In all, the FAE and

UAMS clearly meet Standard 9, although we note that at times this is done with very tight staffing allocations.

Standard 9: Faculty Sufficiency

The FAE and UAMS meet the standards for faculty sufficiency in terms of participating and supporting faculty across all departments and programs. Each unit exceeds the minimum expectations. Across all departments, 84 % of the FAE teaching is conducted by participating faculty. In UAMS, 81 % of the teaching is conducted by participating faculty.

Standard 10: Faculty Qualifications

The FAE and UAMS meet the faculty qualification standards in terms of academically and professionally qualified faculty overall as well as in the deployment of faculty across all programs and levels. For the FAE, 84% of the faculty is academically qualified. This percentage is more than appropriate for a faculty offering master's and doctoral degrees.

Across all programs in UAMS, 80% of the faculty members are academically qualified.

Standard 11: Faculty Management and Support

The FAE reflects a strong departmental structure with good leadership and communication with the FAE and UAMS deans' offices. The relationship between the FAE and the UAMS works well to supply the course staffing needs of the UAMS master's programs.

There are adequate resources for faculty development for pedagogy and research. For example, funds for presentations of papers at academic conferences, opportunities for sabbatical leave, technology for course support, pedagogy improvement resources, etc. are all available. Effective evaluation and feedback processes are functioning to guide faculty in their professional development.

Faculty selection and promotion criteria are consistent with mission. When appropriate, the FAE and UAMS could work towards increasing the diversity among faculty members.

Standards 12 and 13: Aggregate Faculty and Staff Educational Responsibility

The faculty are actively involved in on-going curriculum development and review. The faculty across all programs stressed the importance of student-centered instruction and active learning. They are attentive to evaluating course instruction and course-associated time requirements. There was uniform commitment to quality improvement in pedagogy.

Undergraduate students remarked on the accessibility of the faculty for extra help with classes as well as for career advice and mentoring. The system of using Academic

Support Staff for supplemental instruction, advising, and course support enhances the learning environment.

The UAMS program directors provide important feedback links for monitoring instructional quality and student satisfaction. Students were very positive about the quality of the instruction, course schedule and workload, and challenging nature of the curriculum. There is an appropriate mix between individual and team activities across the programs. The curriculum and individual courses are enhanced by the close relationships between the faculty and the business and professional community.

Standard 14: Student Educational Responsibility

Consistent with the faculty's commitment to student-centered learning, students understand their role in taking responsibility for their own learning. The undergraduates are able to articulate ownership in the learning processes that lead to successful completion of their examinations and to careers.

The master's students seem to thrive as independent learners, appropriately working together collaboratively as needed.

D. Assurance of Learning

Standard 15: Management of Curricula

There are external and internal control systems work with one another to manage curricula (see the diagram on page 143 of the SER). The external reviews are organized on an eight-year cycle by the Flemish Inter-University Council. There is also an accreditation system with the Dutch-Flemish Accreditation Organization. Concerning the internal quality assurance, the University Vice-Rector for Education is very proactive and has appointed an academic support staff member in each faculty. The curricula of the FAE and UAMS are continuously monitored and adjusted at regular intervals. The link between the outcomes of the quality control process and the curriculum structure continue to be modified and will be stronger in the future.

Standard 16: Undergraduate Learning Goals

The FAE does not prepare their students for a specific profession. Each bachelor's program has a set of final qualifications: academic competencies, professional competencies, and social and ethical competencies. There is a substantive and comprehensive core curriculum. Employers seem very pleased with the broadly-based curriculum and the quality of the graduates.

Standard 17: Undergraduate Educational Level

Student workload tends to be heavy given the four sets of competencies to be acquired. Interviews with students confirm the concern identified in the SER (pg 176) that "the coordination between academic teaching staff members as to the requests made upon students has to be improved."

Standard 18: Master's Level General Management Learning Goals

The initial master's degrees (4 in FAE, 1 in UAMS) follow the same 4 sets of competencies as the undergraduate degrees (see above).

There are 4 general management advanced master's degrees offered by UAMS. These master's degrees require 60 credits (1 year of full-time studies). Learning goals for these programs are well developed but there is some overlap between programs (for instance, the Master of Management and the Master of Business Administration).

Standard 19: Specialized Master's Degree Learning Goals

There are 8 specialized master's degrees offered by UAMS. Learning goals are well focused and the programs are well regarded by the students. Enrolment varies across these programs and at times can be quite low.

Standard 20: Master's Educational Level

The requirements of this standard are met, particularly in terms of the content coverage, quality of teaching, and student-faculty interaction. According to students, the workload is heavy but manageable. Student linguistic abilities are very impressive, where frequently students speak 4 or more languages.

Standard 21: Doctoral Learning Goals

Three doctoral degrees are offered by the FAE under the supervision of one program chairperson. The program went through a major revision in the fall of 2004. One of the big concerns was the low retention rate (as low as 40% for the TA students). Now the program is more flexible and the students get better supervision at an earlier stage. An annual review of each student's progress is now mandatory.

III. Commendations of Strengths, Innovations, and Unique Features

1. The FAE has a Commercial Engineering Laboratory that includes wet and dry labs, as well as an innovative area for students to explore aspects of engineering management. The purpose of this laboratory is to help students learn the limits of using technology in order to give them managerial perspective when managing technology. This laboratory is an active component of the technology management and technology policy courses.
2. The FAE language laboratory, embedded within the business school, teaches 4 different business languages (French, Spanish, English, German). The laboratory is equipped with state of the art equipment that fully integrates computer technology (voice, recording, films, etc) extending the traditional approach to language training to another level.
3. The university focus on outcome assessment and student centered learning, along with the central support for faculty members who wish to improve their capacity in this area is very strong.

4. The spirit with which the faculty and staff of the FAE and UAMS have embraced and responded to a very dynamic environment is remarkable.
5. The innovation and creativity with which UAMS serves the business community is very strong.

IV. Opportunities for Improvement Relevant to the Accreditation Standards and the Team's Accreditation Recommendation

(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.)

1. The FAE and UAMS need to be very vigilant in their deployment of faculty decisions as they reduce their number of FTEs over the next 5 years, and should discuss this in their accreditation maintenance reports. A more flexible process of allocating faculty to teaching assignments reflecting academic qualifications may be needed during this time frame.
2. The PRT encourages the FAE and UAMS to rationalize their master's programs and to search for synergies among the different programs. Preliminary work on this process could occur in the next 2 years leading up to the 2007 unfreezing of government approval of new programs. In addition, the UAMS needs to continue to examine the MBA program carefully and to decide how to position the program in order to reinvigorate applications.
3. FAE and UAMS need to monitor the extent to which faculty members teach overload courses in order to ensure that they do not overburden faculty members with teaching assignments at the expense of research.
4. The PRT is concerned about the declining enrolment of the undergraduate program over the last 5 years and urges the FAE to monitor this carefully for its potential impact on budget and staffing.
5. UAMS should have some dedicated staff who identify themselves as primarily working for UAMS.

V. Effective Practices

1. Consultation with external stakeholders during the transition process, and the involvement of the UAMS Board of Directors in the school was very strong.
2. Very effective balancing of university expertise with expertise within the FAE and UAMS made for real synergies among different units.
3. The quality assurance system and cyclical program reviews are very strong.
4. The leadership team of FAE and UAMS is very strong.

VI. Consultative Feedback to Achieve or Enhance Overall High Quality and the Expectation of Continuous Improvement Not Considered Relevant to the Accreditation Standards and the Team's Accreditation Recommendation Stated Above

To enhance the value of AACSB International accreditation processes, Peer Review Teams are encouraged to provide consultative guidance relevant to the expectation of continuous improvement. This consultative advice is provided to assist the applicant and is considered separate from the accreditation recommendation as stated above. The following suggestions are provided with this in mind.

1. Undergraduate and master's students expressed a desire for longer access hours to computers and the library. They also recommended that the printer access system in use for the university be extended to UAMS. In addition, the master's students requested that more team rooms and quiet study space be allocated in UAMS.
2. The FAE should consider proactively addressing diversification of the student body through active recruitment or program revision to try to enhance undergraduate enrolment.

VII. Summary of Peer Review Visit

A. Team members

David Saunders (Chair)
Ellen Harshman (Advisor)
Bernard Garnier (Member)

B. Visit dates

February 20-23, 2005

C. List of documents and materials used in the Peer Review Process

- attached

D. On-site schedule

- attached

E. Brief summary of facts about the applicant

1. List of degree programs reviewed: undergraduate, master's, doctoral, accounting, etc.

Degree Program

Level

Bachelor of Applied Economics – Business administration	Bachelor's
Bachelor of Applied Economics – Economic policy	Bachelor's
Master of Applied Economics – Business administration	Initial Master's
Master of Applied Economics – Economic policy	Initial Master's
Bachelor of Commercial Engineering	Bachelor's
Bachelor of Commercial Engineering in Management Information Systems	Bachelor's
Master of Commercial Engineering	Initial Master's
Master of Commercial Engineering in Management Information Systems	Initial Master's
Master of Culture Management	Initial Master's
Master of Management	Advanced Master's
Master of Business Administration	Advanced Master's
Executive Master of Business Administration	Advanced Master's
Master of Global Management	Advanced Master's
Master of Finance	Advanced Master's
Master of Public Management	Advanced Master's
Master of Human Resource Management	Advanced Master's
Master of Banking	Advanced Master's
Master of Computer Auditing	Advanced Master's
Master of E-business	Advanced Master's
Master of Real Estate Management	Advanced Master's
Master of Personal Financial Planning	Advanced Master's
PhD in Applied Economics or Commercial Engineering	Doctoral

2. Number of undergraduate, master's, and doctoral students enrolled and degrees granted for the self-evaluation year and estimated for the year of visit.

Faculty of Applied Economics

2003-2004	1 st degree year	2 nd degree year	3 th degree year	4 th degree year	5 th degree year	Degrees Granted
AE – BA	289	219	160	143		130
AE – EP			14	16		15
CE	175	165	125	104	99	95
CE-MIS			10	13	17	17
CM	44					37
Finance	16					14
Ph. D.	35	16	8			7

2004-2005*	1 st degree year	2 nd degree year	3 th degree year	4 th degree year	5 th degree year	Degrees Granted*
AE – BA	264	219	143	158		144
AE – EP	31		29	16		15
CE	106	146	118	121	110	108
CE – IS	34		10	8	15	15
CM	UAMS					UAMS
Finance	UAMS					UAMS

Ph. D.	48	18	3			
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* Estimated for 2004 – 2005

UAMS

	2003-2004 students enrolled	2003-2004 degrees granted	2004-2005 students enrolled	2004-2005 estimated degrees granted
Master of HRM	24	23	24	24
Master of Management	27	26	26	26
Master of Global Management	28	28	34	30
Master of Business Administration	-	-	-	-
Master of Cultural Management	45	38	37 FT 21 PT	37 FT 21 PT**
Master of Finance	FAE	FAE	9	9
Executive MBA	20	20*	20	20**
Executive MBA - Moscow	81PT	44	38***	
Master of Public Management	19	17*	46	46**
Master of Banking	5	4*	7	7**
Master of Real Estate	16	14*	18	18**
Master of Personal Financial Planning	17	16*	15	15**
Master of e-Business	10	7*	-	-
Master of Computer Auditing	17	16*	-	-

* Estimated to graduate in 2005

** Estimated to graduate in 2006

*** Includes only 2004 entrance year

AACSB Peer Review Team Visit
List of Documents and Materials used in the Peer Review Process

University of Antwerp (Faculty of Applied Economics, Management School) Self Evaluation Report
Curriculum Vita of academic staff
University of Antwerp program catalogues
List of Projects, Faculty of Applied Economics
Evaluation of academic teaching staff
Travel and conference funding, 2002-2003
Program evaluation, Faculty of Applied Economics
Program evaluation – UAMS survey form
Course evaluation – UAMS survey form
Sample follow-up to UAMS evaluations
Course descriptions of Bachelor's and initial Master's programs
Course descriptions of advanced Master's programs
List of doctoral dissertations, Faculty of Applied Economics, 2001-2004
Response to pre-visit letter
Student records (applications, grades), program materials (books, assignments, etc) and sample work for all master's programs

**AACSB Peer Review Team visit to The University of Antwerp
February 20-23 2005**

All meetings take place at UAMS (SJ.022)

February 19/20:

- arrival at Hotel Prinse

February 20:

7.00 p.m.: meeting at hotel with deans Frank Bostyn and Erik Faucompret

8.00 p.m.: meeting with members of alumni community:

February 21: a.m.:

9.00 a.m.: presentation of the UA, the Faculty of Applied Economics (FAE) and the University of Antwerp Management School (UAMS) and organizational meeting with deans Bostyn and Faucompret

9.45 a.m.: meeting with rector Francis Van Loon and vice-rectors Dirk Van Dyck, Joke Denekens and Bea Cantillon

10.30 a.m.: Assurance of learning UA: J. Denekens (vice-rector Education), Evelyne Knoors (Department of Education UA), Erik Henderickx, Ilke Franquet, Wim Van Driessen, Ria Janvier, Koen Vandenbempt and Luuk Van Waes (FAE and UAMS staff in program management and quality control)

12.30 p.m.: lunch with the President of the Board of Governors Alain Verschoren and with the board of administration: Bart Heijnen (chair), Martin Decancq and Serge Simon.

February 21: p.m.

2.30 p.m.: campus tour with Julien Van Borm (Library), Kjell Apers (Rector Dhanis building), Karel Soudan (lab), ASS department IBC (language lab), Paul Fremau or Filip Seuntjens (Scribani ICT Center).

3.30 p.m.: meeting with the members of the Management Committee of the FAE: Erik Faucompret, Karel Soudan, Erik Henderickx, Bruno De Borger, Liliane Van Hoof, Inge Koch and Karolien Van Riel

4.00 p.m.: meeting with the department chairmen of the FAE: Jacques Vanneste, Rudy Martens, Wim Van Grembergen, Ludo Cuyvers, Diana Phillips, Julien Van Leuven, Gust Blauwens, Martine Van Wouwe, Marcel Weverbergh, Eddy Laveren.

- 4.30 p.m.: meeting with the members of the Executive Board of UAMS: Frank Bostyn, Rudy Martens, Kristine Bosmans, Ria Janvier, Guido De Brabander, Koen Vandenbempt
- 5.00 p.m.: meeting with the academic directors of UAMS: Annouk Lievens, Michel De Samblanx, Daniel Van den Bulcke, Emiel Van Broekhoven, Robert Van Straelen, Koen Vandenbempt, Erik Henderickx, Guido De Brabander, Ria Janvier, Rudy Martens, Edward Deweirdt, Wim Van Grembergen, Aimé Heene, Luc Derijcke, Eddy Laveren, Benny Podevyn, Claude Van Mechelen, Patrick De Pelsmacker
- 6.00 p.m.: meeting with members of business and political community: have been invited
 Dirk Collier – Secretary General Janssen Pharmaceutica n.v.
 Chris Swolfs – Director Business Development Antwerp World Diamond Center
 Jo Van Croonenborch – CEO VUM Media n.v.
 Marcia De Wachter – Director National Bank of Belgium
 Camille Paulus – Provincial Governor for Antwerp
 Ludo Verhoeven – CEO Agfa-Gevaert Group
 Wouter De Geest –Member of the Board of Directors BASF Antwerp
 Dorian Van der Brempt – Director Boek.be
 Monika De Coninck – Chairman OCMW Antwerp
 Eddy Bruyninckx – CEO Havenbedrijf Antwerpen
 Jan Van Accoleyen – Corporate Vice-President Human Resources Agfa –Gevaert
 Ivan Geilenkotten – Managing Director Ahlers Logistic & Maritime Services
 Ludo Van Campenhout – Alderman for Environmental planning, city development, public works, economy & tourism for the City of Antwerp
 Robert Voorhamme – Alderman for Education & Youth for the City of Antwerp
- 7.30 p.m.: dinner

February 22: a.m.:

- 9 a.m.: meeting with members of the academic teaching staff (participating)
 André Van Poeck, Julien van den Broeck, Diana De Graeve, Jan Bouckaert, Ann Jorissen, Carl Reyens, Jef Van Loon, Dominique Markey, Ann De Schepper, Peter Goos, Paul Matthyssens, Paul Roosens, Carlos De Backer, Johan Springael, Eddy Van de Voorde, Hilde Meersman, Christophe Boone, Daniel Vloeberghs
- 10.00 a.m.: meeting with members of the academic support staff: Wim Janssens, Xavier Gabriëls, Stephanie Hughes, Katia Pelsmaekers, Mike Smet, Kenneth Sörensen, Sofie Van Volsem, Michel Dumont, Thierry Vanelslander, Kristel Van Rompay, Kris Ven, Katrien Van Driessen,

Andriy Boytsun, Dorien Van de Mieroop, Marijke Van Osselaer, Brenda Van Tendeloo, Tom Van Caneghem, Vincent Molly.

10.30 a.m.: meeting with program co-ordinators of UAMS: Wim Van Driessen, Liesbet Wouters, Ilse Bogaert, Ellen Verschooren, Kristel Vanstalle, Peter Goedemé, Benny Podevyn, Steven De Haes, Ellen Sterckx, Patrick Van Bergen, Sara Hermans, Stijn Van Elslande, Tom Wouters, Haiyan Zhang.

11.00 a.m.: meeting with members of the administrative staff: Agnes Buseyne, Walter Bleumers, Guy De Pooter, Marie-Jeanne Criel, Felix Hicguet, Anne Van Der Planken, Kristel Van Hilst, Wim Van Driessen, Kristien Lauriks.

11.30a.m.: meeting with students UAMS (till 12.30 a.m.)

February 22: p.m.:

12.30 p.m.: lunch with students FAE sitting on the Faculty Board and the Education Committee: Michael Verdonck, Karolien Van Riel, Stijn Bogaers, Pieter Brabants, Toon Peeters, Andries Etienne, Yve Braspeninx, Peter Huybrechts, Mervin Portier, Annelies Smetryns.

2.30 p.m.: meeting with guest lecturers UAMS and members of the academic teaching staff (mainly supporting): Johan Braet, Alex Van Breedam, Hendrik Van Hees, Luc Chalmet, Eric Van Hooydonk, Elvira Haezendonck, Daniel Cuypers, Henk Opdebeeck, Patrick d'Haens, Emile Geeraert, Bruno Verbergt, Annick Schramme, Trevor Heaver.

3.15 p.m.: meeting with student support services, alumni and career management services (meeting ends at 04 p.m.): Anne Verheyen, Katrien Dickele, Isabelle Vloeberghs.

February 23: a.m.

9.00 a.m.: breakfast meeting with deans at Hotel Prinse

10.00 a.m.: meeting with rector, vice-rectors, chair of Board of Administration, president of Board of Governors.