



CONTINUOUS IMPROVEMENT REVIEW PEER REVIEW TEAM REPORT - 2020
FOR BUSINESS ACCREDITATION

The AACSB International Peer Review Team has completed its review for:

Organization: University of Antwerp

Business School Name: Faculty of Business and Economics & Antwerp Management School

Faculty of Business and Economics & Antwerp Management School

City Campus

Prinsstraat 13, B.207

Antwerp, B-2000

Belgium

Business Degree Level(s) Offered: Undergraduate, Masters, Doctoral

Date of visit: 2025-03-09 to 2025-03-11

I: Peer Review Team Recommendation

The peer review team recommends ***Extension of Accreditation*** of the degree programs included in the scope of accreditation offered by University of Antwerp. This recommendation reflects the opinion of the peer review team only and will be reviewed by the Continuous Improvement Review Committee during the next scheduled meeting on 2025-04-22. The primary role of the Continuous Improvement Review Committee is to ensure consistent application of the AACSB International accreditation standards and processes across peer review teams.

Concurrence by the Continuous Improvement Review Committee and ratification by the Board of Directors are required prior to the confirmation of the accreditation extension. Following ratification by the Board of Directors, the Official Representative of the school will be notified initially via email and subsequently by letter from AACSB. The applicant must wait until the Board of Directors ratifies the recommendation before making any public announcement. AACSB provides a list of schools achieving extension of accreditation to its members and the public.

The Continuous Improvement Review Committee will review this report, and any response from the School, at its next scheduled meeting (normally, provided that the response is received at least three weeks in advance of the meeting via email circ@aacsb.edu). Dates of upcoming committee meetings can be found here:

<https://www.aacsb.edu/accreditation/volunteers/committees/>.

II: Accreditation Standards Issues

1. Identified by the prior Peer Review Team

There were no standard issues identified by the prior Peer Review Team

2. Identified by this Peer Review Team that Must Be Addressed Prior to the Next Peer Review Team Visit.

The School is in the process of developing a joint strategy with a common mission for its two units. The plan is a further step in the process of consolidating the School as one entity with a common identity. It is expected that this process has been finalized through the adoption of a new joint strategy prior to the next Peer Review Team Visit. (Standard 1).

III: Peer Review Team Observations and Feedback that Form the Basis for Judgment for the Recommendation

1. Strategic Management and Innovation:

- a. Describe the mission and strategic planning process utilized by the school, and plans in place to mitigate risks identified by the school;
- b. Describe the financial strategies, financial model, sustainability and alignment with the school's mission and strategic goals;

- c. Explain how the faculty and staff are supported and set up for success in their positions;
- d. Address whether the school has adequate participating faculty to support the mission of the school;
- e. Address the appropriateness of the school's definitions for participating and supporting faculty;
- f. In instances where recommended faculty sufficiency and qualification ratios are not met, the peer review team should address whether the school is producing high-quality outcomes for these programs to support this faculty staffing model (e.g. student learning outcomes, placement, employer satisfaction, etc.);
- g. Address the appropriateness and consistency of the school's faculty qualification criteria.
- h. Evaluate whether the school has identified one or more areas of societal impact as part of their strategic plan and has made impactful contributions in their chosen area of focus;
- i. Evaluate the school's description of activities that advance diversity and inclusion consistent with their mission. Are these activities impactful, meaningful, and sustained?

Overall, is the school aligned with the spirit and intent of Standards 1-3?

- a. Describe the mission and strategic planning process utilized by the school, and plans in place to mitigate risks identified by the School;

The School is organized in two closely interrelated units: The Faculty of Business and Economics at the University of Antwerp (FBE) that offers publicly subsidized pre-experience Ba, MSc and PhD programs and the Antwerp Management School (AMS) that offers non-subsidized MSc programs, EMBA and executive PhD programs, in collaboration with FBE, and non-degree executive education. The rationale for this organization is found in the Belgian regulatory framework, according to which a faculty of a public university has too few degrees of freedom to act adequately on a commercial market. Since the last CIR, the School has consolidated its operations by bringing its two constituent units closer together. Through a successive development starting 2018, a unitary academic governance structure has been established and a large proportion of the core faculty employed at FBE are now active within both units.

Still, the School operates with separate but increasingly coordinated strategies for its two units. It is however, at present, in the process of formulating a new joint strategy and a common mission statement. This process includes all relevant stakeholders and is anchored within the School. It is the assessment of the PRT that this process must be concluded through the adoption a joint strategic plan and a more coherent brand architecture for the School as a whole before the next Peer Review Team visit.

The School has presented a comprehensive risk mapping and a credible plan for risk mitigation.

- b. Describe the financial strategies, financial model, sustainability and alignment with the school's mission and strategic goals;

The School demonstrates a solid financial model with a diverse income streams, dominated by public funding for FBE and earned income from tuition fees and sales for AMS.

It is the assessment of the PRT that the School as a whole commands the resources necessary for attaining its strategic goals. In its CIR Report the School has presented a well-developed plan for the financing of the strategic initiatives for the next accreditation cycle.

- c. Explain how the faculty and staff are supported and set up for success in their positions;

Support for faculty and staff can be viewed from various perspectives, such as culture, operational model, and financial commitment. In reverse order, and from a financial perspective, faculty and staff operational costs range between 60% (AMS) and approximately 75% (FBE). Given the constraints imposed on publicly funded universities in Belgium, the School benefits from the additional revenue stream made possible by its commercial arm (AMS), which operates with a higher degree of freedom from its fee-paying post-experience market of executive education. Therefore, the commercial arm of the School provides it with additional resources that contribute to the success of faculty and staff. Considering the operating model, there is a preference for faculty to operate across both units of FBE and AMS, as evidenced by an increasing number of

faculty holding a primary employment role at FBE while simultaneously being partially deployed at AMS.

Operationally, the School has established the Centre for Innovation for Quality in Education (CIKO) to advise faculty on pedagogical developments, best practices on learning goals, and alignment of program management level competence informed by the societal mood. Additionally, the School benefits from the University's educational technologists, referred to as E-Campus, and the media team that supports faculty with school-related audio challenges. Mindful of the requirement for a more coherent overarching strategy for the School, as distinct from the sum of the parts of its constituent parts (i.e., FBE and AMS), many processes are increasingly being aligned, including the academic recruitment process and joint finance committee, for example. The PRT was assured that the alignment of the recruitment and promotion processes is pragmatically pursued to navigate the rigid recruitment process within FBE alongside the more agile AMS. Also, given the increasing overlap between FBE and AMS academic staff, their respective faculty management and research practices are increasingly aligned across both the public and commercial arms of the School, with further opportunities for alignment expected following the development and implementation of a coherent strategy. The School's combined 70,2 FTE permanent and 14,2 FTE supporting faculty is supported by an aggregate professional staff of 102 FTE (consisting of 35 FTE staff serving FBE and 67 FTE staff serving AMS). To encourage collaboration among academic staff, the School has a variety of initiatives, including the FBE Education Days, which are open to academic staff from FBE and AMS, and the International Teachers Programme for junior faculty. Likewise, the School provides continuous learning opportunities for professional staff. The PRT observed that academic and professional staff success is aligned with the common tenets of the vision of the FBE and AMS respectively. At the core, the School is purpose-driven and aligns with the concept of responsible business and management education.

d. Address whether the school has adequate participating faculty to support the mission of the school; The School has sufficient participating and supporting faculty to meet the global level criteria, and the number of those classified as Scholarly Academics (SA) without a terminal degree is exceptionally high. The PRT acknowledged that the faculty qualification criteria provided demonstrate the School's compliance with AACSB guidelines. The School utilizes a full-time equivalent method (FTE) as its measure of faculty sufficiency. However, the more recent contraction of AMS faculty to a full-time-equivalent academic staff of 11 indicates that AMS, as distinctive from FBE, would struggle to meet the basic faculty-sufficient requirement of AACSB on its own.

Consider, for example, that 23 FBE faculty are partially discharged to AMS, resulting in an FTE of 7 from FBE to AMS, thereby bringing the total faculty FTE to 18.

Crucially, the PRT commends the School for exceeding its proportion of participating faculty informed by an across board elevated share of scholarly academics. Notably scholarly academics are valued equally for their expertise in their education (teaching) function as they are for their quality research capability.

e. Address the appropriateness of the school's definitions for participating and supporting faculty; The School is commended for its documents on faculty qualifications and sufficiency, both in the CIR and additional information provided in the base room. The additional information relating to Tables 3.1 and 3.2 requested by the PRT was provided promptly and was found to be useful. The School defines participating faculty as those engaged in major academic issues beyond teaching, including participating in the School's governance and membership of its academic committees. The School also defines supporting faculty as having little or no evidence of involvement beyond teaching and not participating in its academic committees. These definitions are appropriate for a business school that aligns fully with the ambitions of its parent university that positions itself as research-intensive. Beyond definitional appropriateness and taking the adequacy of participating faculty, it is noteworthy that students lauded the teaching effectiveness of the School.

f. In instances where recommended faculty sufficiency and qualification ratios are not met, the peer review team should address whether the school is producing high-quality outcomes for these programs to support this faculty staffing model (e.g. student learning outcomes, placement, employer satisfaction, etc.); According to Appendix C3.1.5 AACSB Table 3-2, the Master of Finance program is taught by 30% additional faculty, while the faculty sufficiency standard makes allowance for a maximum of 10% of additional faculty. During the visit, the PRT learned that, as consequence of recent recruitments the SA ratio has subsequently increased to 85% and there is no "additional" faculty teaching in the program. Thereby the Master in Finance program is consistent with the AACSB faculty sufficiency standards.

g. Address the appropriateness and consistency of the school's faculty qualification criteria. The faculty qualification criteria are viewed in the context of a School that measures impact across the dimensions of education, research, and engagement informed by the three goals of knowledge-, human- and environment goals. To that end, the faculty qualification is illustrative of faculty forming part of a research-

intensive university. To that end, criteria privilege PhD qualified academics who engage in knowledge production and dissemination. Consequently, the PRT concludes that the faculty qualification criteria are fit for purpose.

h. Evaluate whether the school has identified one or more areas of societal impact as part of their strategic plan and has made impactful contributions in their chosen area of focus;

Based on its strategic goals the School, during the past five years has focused on four areas for continuous improvement that together have resulted in effective contributions to the societal impact of the School's operations. These are: A. Inclusivity in education. B. Embedding sustainability in all activities in all activities. C. Increasing international exposure and instilling a global mindset D. Increasing the impact of the of the School's activities.

i. Evaluate the school's description of activities that advance diversity and inclusion consistent with their mission. Are these activities impactful, meaningful, and sustained?

The PRT was impressed by the way the School advances inclusion and diversity of the student body. This is in particular the case in the School's ambitious and well-developed system for welcoming and supporting first year Bachelor students in an open enrollment system These activities are impactful, meaningful and sustained.

Overall, it is the assessment of the PRT that the School is aligned with the spirit and intent of Standards 1-3. However, it is the clear recommendation of the PRT that the School, prior to the next Peer Review Team visit, ought to conclude the process of formulating and adopting a joint strategy for the School's continued development

2. Learner Success:

- a. Describe how curriculum is current, relevant, forward-looking, globally oriented, aligned with program competency goals and consistent with the school's mission, strategies, and expected outcomes;
- b. Describe how the curriculum content cultivates agility with current and emerging technologies;
- c. Describe how the technology embedded within the curriculum is sufficient to prepare learners for work-preparedness expectations in their field of study;
- d. Describe how the school facilitates learner-to-learner and learner-to-faculty engagement in its program, with particular emphasis on online programs.
- e. Address whether the school has a systematic process, appropriate to their cultural context and school's mission, in place for assessing student learning. Provide an overview of learner outcomes that demonstrate success. Describe how the curriculum demonstrates continuous improvement;
- f. Comment on enrollment trends over time and particular challenges the school may be facing with enrollment. Evaluate the robustness of the school's efforts to recruit and retain diverse learners.
- g. Describe how the school demonstrates overall learner success, including adequacy of degree progression;
- h. Describe how the school identifies, provides intervention and support for learners who are not progressing adequately, including underrepresented or otherwise at-risk populations.
- i. Summarize how the school supports quality teaching and assesses the impact of teaching on learner success.
- j. Summarize the business school's executive education portfolio including the faculty who are involved, and how it is linked to the school's mission, expected outcomes, and strategies. Describe how the school ensures the quality of executive education and summarize any continuous improvements made as a result of feedback received.

Overall, is the school aligned with the spirit and intent of Standards 4-7?

FBE and AMS education are governed by the Flemish Community's jurisdiction under the Codex Higher

Education. NVAO accreditation is mandatory, and schools are held accountable by the government. NVAO subscribes to the European Higher Education Area (EH EA) standards and policies. Subsidized FBE programs must follow strict rules, including open access, fixed tuition fees, limited English-taught courses, and mandatory Dutch-language availability. Faculty must achieve high Dutch proficiency within a specified period, (B2 level for all non-native Dutch language faculty and C1 level for those teaching in Dutch). In contrast, AMS offers unsubsidized programs, allowing more flexibility and broader use of English for instruction.

The academic portfolio in FBE and AMS includes BSc and MSc programs to PhD and executive education programs. FBE organizes all subsidized programs: full-cycle programs, initial MSc programs and PhD programs (the Executive PhD program is a joint initiative). AMS on the other hand offers unsubsidized advanced MSc programs and executive education.

a. Describe how curriculum is current, relevant, forward-looking, globally oriented, aligned with program competency goals and consistent with the school's mission, strategies, and expected outcomes; When designing programs and reviewing the program portfolio, FBE and AMS ensure their curricula align with shared strategic goals, mission, and values. The focus areas include personal development (linked to excellence, openness, and responsibility), a global and inclusive mindset (linked to openness, responsibility, and engagement), and societal responsibility within professional practice (linked to sustainability, entrepreneurship, engagement, and responsibility).

The design and renewal of FBE's programs are regulated by formal institutional and regulatory bodies. The Education Committee (EC) oversees all FBE programs, except for doctoral programs, which fall under the Doctoral Committee, a division of the Research Committee (RC). The EC is responsible for coordinating and integrating educational policies.

FBE and AMS actively develop, manage, and update their curricula to maintain relevance and alignment with industry needs. Employers, industry experts, and advisory board members are regularly consulted to ensure the curriculum remains forward-looking and globally oriented.

b. Describe how the curriculum content cultivates agility with current and emerging technologies; Program renewal and revision at FBE are initiated based on feedback from various sources, including corporate stakeholders, students, and alumni. Evaluations such as University of Antwerp program reviews, quality assurance processes, alumni surveys, and advisory board reflections often prompt curriculum updates, particularly when feedback trends align across multiple channels.

At AMS, the Education Council conducts an annual review of the degree program portfolio. Program teams analyze market conditions and assess the short- and mid-term positioning of their offerings. To ensure curricula remain current and innovative, each program is benchmarked against competitors and broader market trends. External stakeholders, including alumni and industry representatives, provide insights through advisory boards.

c. Describe how the technology embedded within the curriculum is sufficient to prepare learners for work-preparedness expectations in their field of study.

The School integrates technology into their curricula to equip learners with industry-relevant skills. They have invested in blended learning to enhance flexibility, efficiency, and student-centered education. At AMS, the Learning Innovation Manager collaborates with faculty to implement technology-driven, hybrid learning strategies. Digitalization efforts are supported by Brightspace LMS and government-funded initiatives like the European Social Fund (ESF), which has helped develop preparatory modules to enrich classroom learning.

d. Describe how the school facilitates learner-to-learner and learner-to-faculty engagement in its program, with particular emphasis on online programs.

The School fosters learner-to-learner and learner-to-faculty engagement, emphasizing connections with the Antwerp ecosystem to enhance societal impact. Engagement spans research, alumni networks, career services, student associations, internships, guest lectures, projects, and dissertations. AMS's small cohort sizes create a supportive learning environment with active faculty interaction. Collaborative projects, case studies, and group assignments encourage peer engagement, with accountability ensured through assessment rubrics, peer evaluations, and project outcomes.

Blackboard (FBE) and Brightspace (AMS) serve as primary platforms for course materials, discussions, and grading. FBE's Education Commission oversees course recordings to maintain diverse and engaging teaching methods. Many classes are recorded, enabling students to review sessions and create flexible learning schedules.

e. Address whether the school has a systematic process, appropriate to their cultural context and school's mission, in place for assessing student learning. Provide an overview of learner outcomes that demonstrate success. Describe how the curriculum demonstrates continuous improvement;

The School has a robust systematic Assurance of Learning process in place, learning outcomes are completely mapped across the curriculum of the program portfolio. FBE and AMS have a structured process for assessing student learning, aligned with their cultural context and mission. Significant efforts have been made to integrate Assurance of Learning (AoL) with University of Antwerp's quality assurance framework, streamlining administrative tasks while maintaining high educational standards. This framework undergoes periodic review as part of the national regulator's (NVAO) accreditation process. Although AMS is not directly subject to the University of Antwerp framework, quality assurance remains central to its academic policies. Over the years, AMS has refined its processes to align with program-specific needs. Each program follows standardized learning outcomes, ensuring consistency with Flanders' education standards. Recently, these outcomes were updated to emphasize technological competencies, making them more future proof. Learning track meetings optimize course alignment across disciplines such as economics and quantitative methods, fostering continuous faculty collaboration.

In line with AACSB standards, FBE prioritizes direct assessments of student learning while reducing administrative burdens based on prior CIR visit recommendations. AMS follows a structured AoL process, starting with defined learning goals and program-specific outcomes.

Student learning is measured using direct (exams, assignments, class participation, and capstone projects) and indirect (faculty evaluations, career assessments, and external stakeholder reviews) methods. The master project, a key capstone course, plays a crucial role in evaluating whether students meet program objectives.

f. Comment on enrollment trends over time and particular challenges the school may be facing with enrollment. Evaluate the robustness of the school's efforts to recruit and retain diverse learners;

Enrollments are stable at Bachelor level. At Master level, there has been challenges that AMS has faced for recruitment particularly in 2023. Various remedial actions have been taken, such as a reorganization of the marketing department and the phasing out of certain programs to address the market demand and assist with better student recruitment.

g. Describe how the school demonstrates overall learner success, including adequacy of degree progression; In terms of Bachelor programs, they are designed to be inclusive and accessible, with low tuition fees for subsidized programs (€1,116 for the 2024-2025 academic year) and scholarships based on socio-economic status, reducing fees to €136.50. This policy supports broader educational access and societal impact. The open enrollment system mandates that students with a secondary school diploma can enroll without admission procedures or caps on student numbers. The only exception is the English-language BSc in Social Economic Sciences, which requires proof of English proficiency. Due to open enrollment, first-year enrollment is high, but pass rates remain relatively low, leading to a high dropout rate—a common trend in Belgian higher education.

Across all the School's MSc programs 90% of graduates secure employment within six months. Among Belgian graduates, 93% find their first job in Belgium, while 7% start their careers abroad. Over time (3-7 years post-graduation), the number of Belgian alumni working internationally increases. For international students at AMS, 35% find employment in Belgium, while 65% secure jobs abroad. Overall, 74% of all graduates work in Belgium, and 26% in other countries.

A key challenge remains improving job placement for AMS's international graduates. Currently, 75% of these students aim to work in the region post-graduation, either temporarily or permanently, yet many face difficulties in securing local employment.

h. Describe how the school identifies, provides intervention and support for learners who are not progressing adequately, including underrepresented or otherwise at-risk populations;

Each year, the quality assurance unit (CIKO) analyzes the academic progression and success of BSc students across programs, considering their prior educational and socio-economic backgrounds. These findings are compared with data from other Flemish universities to identify trends and areas for improvement.

New insights are shared with the marketing and recruitment team to better inform prospective students. Additionally, FBE has introduced initiatives such as Shape Your Bachelor and Shape Your Master to guide students in exploring academic pathways and alternatives within FBE.

At AMS, efforts to support socially disadvantaged students include various scholarship programs, most of which are self-funded to ensure financial accessibility. The school is also in discussions with several

companies to establish program-specific scholarships, further expanding opportunities for underrepresented students.

i. Summarize how the school supports quality teaching and assesses the impact of teaching on learner success;

The School is committed to high-quality teaching and continuously evaluates its impact on learner success. University of Antwerp provides a strong framework to support educators in their teaching and professional development. At the core of this effort is ECHO, the University of Antwerp Centre of Expertise for Higher Education, which offers tailored courses and training for business school faculty and staff. Participation in ECHO programs is a professionalization requirement for senior academic staff and a key factor in career advancement.

ECHO provides a comprehensive range of support, including lecturer training, thematic workshops for assistants, teaching essentials courses, customized sessions, and monthly teaching tips, ensuring continuous pedagogical development.

j. Summarize the business school's executive education portfolio including the faculty who are involved, and how it is linked to the school's mission, expected outcomes, and strategies. Describe how the school ensures the quality of executive education and summarize any continuous improvements made as a result of feedback received.

The School pursues the executive education portfolio through its commercial arm, AMS. While AMS offers degree and non-degree-conferring educational solutions, it defines the non-degree open and custom programs as executive education. A quarter of the School's revenue is generated from its executive education arm. Relative to its peers, the School appears to be a boutique executive education provider that leverages the expertise of its faculty many of whom are simultaneously part of FBE. Accordingly, the School's executive education portfolio is therefore linked to its mission. However, the School is encouraged to be more deliberate in illustrating a clearer link between the portfolio and its expected outcome of goals of knowledge-, human-, and environmental impact.

Overall, it is the assessment of the PRT that the School is aligned with the spirit and intent of Standards 4-7.

3. Thought Leadership, Engagement, and Societal Impact:

- a. Describe the quality and demonstrated impact of the faculty intellectual portfolio and alignment with the school's mission, and how the school supports faculty in the production of high-quality scholarship;
- b. Provide exemplars of the school's research that have made a positive impact on society;
- c. Describe other school-supported activities that demonstrate a positive societal impact.

Overall, is the school aligned with the spirit and intent of Standards 8-9?

a. Describe the quality and demonstrated impact of the faculty intellectual portfolio and alignment with the school's mission, and how the school supports faculty in the production of high-quality scholarship;

The School encourages a plurality of research types ranging from articles in scientific journals, doctoral dissertations, editorials in scientific journals, books, book chapters, practitioner publications (i.e., popular press), letters to the editors, notes, datasets, patents, preprints, conference proceedings, book reviews, minutes and reports. The School privileges articles in high-quality scientific journals with a high proportion of faculty across departments being engaged with research (ranging from 70 to 100% research engagement by discipline). The School is encouraged to consider pedagogical material like case studies as this will further integrate the practitioner engagements within AMS. This might elevate its research impact on society.

b. Provide exemplars of the school's research that has made a positive impact on society;

The School aspires to demonstrate research impact across three dimensions of knowledge, human, and the environment. While a detailed review of the research artifacts indicates that the School can rightly claim impact across all three dimensions, the School is only able to evidence this across the dimension of knowledge impact. For example, the research outputs are published in scientific journals ranked 3, 4 or 4* as measured by the UK-based Chartered Association of Business Schools' Academic Journal Guide or high Scopus Citations. The School is encouraged to explicitly develop a narrative that evidences human and environmental

impact as well. Crucially, this will allow the School to establish where it has historically distinguished itself and the extent to which this aligns with its societal impact ambitions.

c. Describe other school-supported activities that demonstrate a positive societal impact; Through its well-developed connections with practice, the School disseminates knowledge and competence that has a wide societal impact. This is strengthened by the participation of individual faculty members in media and public debate. These activities constitute an outflow of the School's overall ethos to take up societal responsibility.

Overall, it is the assessment of the PRT that the School is aligned with the spirit and intent of Standards 8-9.

4. Other noteworthy high-quality outcomes consistent with the school's mission and strategies not included elsewhere in this report.

IV: Commendations and Best Practices

Describe any noteworthy best practices or initiatives in which the school engages.

- The School is commended for its well-developed connection with practice. The School's research and educational portfolio reflects a unique embeddedness in the regional ecosystem, corporate as well as public, which in turn establishes very good preconditions for the societal impact of the School's operations.
- The PRT commends the School's handling the open enrollment to the Bachelor program in a manner that furthers diversity and inclusion of the student body. This is a result of a high level of engagement by dedicated faculty members and high quality support services.

V: Consultative Feedback

In its CIR Report the asked for consultative guidance on two topics:

1. The possibilities and risks in starting a DBA track in parallel with the established Executive PhD programme.
2. The impact of artificial intelligence on the AoL process.

The members of the Peer Review Team drew on their own experiences in a stimulating collegiate discussion on these two issues.

Fulfilment of the requirements for accreditation according to the standards adopted by NVAO

Following the cooperation agreement between AACSB and NVAO, dated 16 November 2020, and in accordance with the NVAO assessment framework for program accreditation, the Peer Review Team welcomed a student appointed by the NVAO.

Ms Emma Wauters is a student at the KU Leuven, where she is currently studying business engineering. Ms Wauters has previously been part of other NVAO accreditation panels. She received all documents and fully participated in the assessment process, working closely with the Peer Review Team members.

The Peer Review Team took notice of the assessment grounds necessary for NVAO accreditation and concluded that all four coherent questions are also present in the AACSB accreditation standards and assessment process.

Based on its assessment of the AACSB accreditation standards, the Peer Review Team concludes that all Master programs of Antwerp Management School in scope of AACSB and NVAO accreditation, as listed under 'included in scope programs', demonstrate the quality features required.

VI: Visit Summary

Date of visit

2025-03-09 to 2025-03-11

Peer Review Team Members

Per Cramér, Chair

Former Dean and Professor of International Law at the Department of Law
School of Business, Economics, and Law, University of Gothenburg

Uthayasankar Sivarajah, Member
Dean
Kingston University

Morris Mthombeni, Member
Dean
Gordon Institute of Business Science, University of Pretoria

Comparison Groups

Comparable Peers - University of Antwerp

- Maastricht University
- RWTH Aachen University
- Stellenbosch University
- TIAS School for Business and Society, Tilburg University
- Tilburg School of Economics and Management, Tilburg University
- Universidad Carlos III de Madrid
- University of Leeds

Competitors - University of Antwerp

- Ghent University
- Hasselt University
- Rotterdam School of Management, Erasmus University Rotterdam
- Tilburg School of Economics and Management, Tilburg University
- Vlerick Business School

Aspirants - University of Antwerp

- Copenhagen Business School
- ESADE
- IESE Business School
- Politecnico di Milano School of Management, Politecnico Milano
- Technische Universität München
- University of St.Gallen

Included in Scope Programs

Education Level - Degree Title - Field / Discipline - Major Emphasis - Sub-Emphasis

- Doctoral - Doctor of Applied Economics - Economics/ Managerial Economics - Management - Various
- Doctoral - Executive PhD - Economics/ Managerial Economics - Management - Various
- Masters-Generalist (EMBA) - Executive MBA - Management - general management in an international context - none
- Masters-Generalist (non-MBA) - Master in Management - Management - general management in an international context - none
- Masters-Generalist (non-MBA) - Master in Global Management - International Business - International Business - none
- Masters-Specialist - Double Degree Master in Applied Economic Sciences: Economic Policy - Economics/ Managerial Economics - Economic Policy - Economics
- Masters-Specialist - Master in Finance - Finance - incl Banking - Finance - none
- Masters-Specialist - Executive Master in IT Governance & Assurance - CIS/ MIS - Information Technology Management - none
- Masters-Specialist - Executive Master in IT Risk & Cyber Security Management - CIS/ MIS - Information Technology Management - Cyber Security
- Masters-Specialist - Executive Master in IT Management - CIS/ MIS - Information Technology Management - none
- Masters-Specialist - Executive Master in Enterprise IT Management - CIS/ MIS - Information Technology Management - none
- Masters-Specialist - Master in Innovation & Entrepreneurship - Entrepreneurship/ Small Business Admin - Innovation and Entrepreneurship - none
- Masters-Specialist - Master in International Fashion Management - Other Discipline - International Fashion Management - none

- Masters-Specialist - Master in Global Supply Chain Management - Supply Chain/ Transport/ Logistics - International Supply Chain Management - none
- Masters-Specialist - Double Degree Master in Business Economics - Economics/ Managerial Economics - Management - Business
- Masters-Specialist - Double Degree Master in Digital Business Engineering - Economics/ Managerial Economics - Management - Information Systems and Digitalisation
- Masters-Specialist - Master of Business Economics - Economics/ Managerial Economics - Management - Business Administration
- Masters-Specialist - Master of Business Engineering - Economics/ Managerial Economics - Management - Technology
- Masters-Specialist - Master of Digital Business Engineering - Economics/ Managerial Economics - Management - Information Systems and Digitalisation
- Masters-Specialist - Master of Applied Economics - Economic Policy - Economics/ Managerial Economics - Management - Economic Policy
- Masters-Specialist - Master of Maritime and Logistics Management - Supply Chain/ Transport/ Logistics - Management - Transport
- Masters-Specialist - Master of Organisation and Management - Management - Management - Business
- Masters-Specialist - Master of Culture Management - Arts Administration - Management - Culture
- Masters-Specialist - Master in Maritime & Air Transport Management - Supply Chain/ Transport/ Logistics - Maritime & Air Transport Management - none
- Masters-Specialist - Executive Master in Public Governance & Leadership - Public Administration - Public Governance & Leadership - none
- Masters-Specialist - Executive Master in Real Estate Management - Real Estate - Real Estate Management - none
- Masters-Specialist - Master in Strategic Human Resource Management - HR Mgt - incl Personnel & Ind/Labor Relations - Strategic HR Management - none
- Undergraduate - Bachelor of Business Economics - Economics/ Managerial Economics - Management - Business
- Undergraduate - Bachelor of Applied Economics - Economic Policy - Economics/ Managerial Economics - Management - Economic Policy
- Undergraduate - Bachelor of Social Economic Sciences - Economics/ Managerial Economics - Management - Social economics
- Undergraduate - Bachelor of Business Engineering - Economics/ Managerial Economics - Management - Technology
- Undergraduate - Bachelor of Digital Business Engineering - Economics/ Managerial Economics - Management - Information Systems and Digitalisation

Excluded from Scope Programs

Education Level - Degree Title - Field / Discipline - Major Emphasis - Sub-Emphasis

- Masters-Specialist - Master of Arts in Multilingual Professional Communication - Business Communication - Professional Communication - Reporting

Additional information the team received outside of the Continuous Improvement Review Report that would benefit the committee in their review process.

No files were found.