

Racing ahead...



**Mid Term Review Report of the Implementation
of the FIIB's Strategic Plan FIIB 2025**

[This document is confidential and intellectual property of FIIB and cannot be reproduced or used without prior written consent of FIIB.]

[#NeverStopLearning]

Dear Reader

It is with great enthusiasm and pride that we present to you the Mid-Term Review Report for our strategic plan *FIIB2025*, marking a pivotal juncture in our journey towards academic and organizational excellence. As we reflect on the accomplishments of the past years, it is evident that our collective dedication and strategic focus have not only allowed us to meet but, in many instances, surpass our goals in the three goals of teaching, research, and stewardship.

The commitment to *excellence in teaching* has been a cornerstone of our strategic initiatives. Our faculty have demonstrated unparalleled dedication to fostering an enriching learning environment, embracing innovative pedagogical approaches, and ensuring that our students receive a world-class education. Through targeted efforts, we have not only met the benchmarks set in our strategic plan but have also witnessed a commendable enhancement in the overall quality of education provided.

Towards our goal of *excellence in research*, our institution has not merely kept pace with the defined objectives but has, outperformed expectations. Our faculty researchers and doctoral scholars have made significant contributions, resulting in impactful publications, and collaborations that extend beyond the initial scope of our strategic vision. This success underscores the forward-thinking approach of our research community.

Excellence in stewardship, a core tenet of our strategic plan, has been approached with a resolute commitment to sustainability, and responsible resource management. Our responsible stewardship achievements have positioned us as a leader in sustainable practices within the academic landscape.

This Mid-Term Review Report serves as a testament to the dedication, collaborative spirit, and innovative mindset of the FIIB community. As we celebrate the achievements of the past years, we also acknowledge that our journey towards excellence is ongoing. With the same commitment, we look ahead to the next phase of our strategic plan, confident that our collective efforts will continue to propel us towards new heights of success.

Thank you for your unwavering support and partnership in realizing our shared vision for the future.

Sincerely,

FIIB Strategic Planning Committee



(Radhika Shrivastava)



(Anil Kumar Sinha)



(Kokil Jain)



(Kshamta Chauhan)



(Manish Kamdar)



(Purnima Rao)



(Sudhi Sharma)

TABLE OF CONTENTS

1. Introduction.....	03
2. Goal wise key progress highlights.....	04
3. Mapping of Strategic Priority with Goals.....	05
4. Phase wise Strategic Planning & Implementation.....	06
5. Strategic Goal wise Engagement, Innovation, Impact.....	08
6. Strategic Priority wise changes, actions taken, and next steps.....	22
7. Early directions for FIIB2030.....	28

Annexures:

Annexure 1: Detailed Progress Report (available on request)

Annexure 2: Risk Register (available on request)

Annexure 3: Action Item Progress Dashboard (available on request)

Annexure 4: Key Performance Indicator (KPI) Dashboard (available on request)

1. Introduction

The Strategic Plan Mid-Term Progress Report demonstrates overall progress on strategic goals, as identified from the action item progress assessment dashboard, and supported by the Key Performance Indicators (KPI) dashboard, adopted as means of measuring the impacts of the strategic plan's implementation as of the two completed years. During the last quarter, the SPC members participated in a collaborative process to analyse the progress made on each goal and the sufficiency of next steps. In the following sections, highlights of outcomes are displayed to mark the progress and recognize the accomplishments of the many individuals which have taken responsibility for plotting the future course of our institute.

FIIB2025 had just come into being at the time of onset of COVID, and subsequently, our focus has been to translate the high level ambitions of FIIB2025 into specific actions, sustain progress through strongly instituting the shared governance approach, and adapting to the changes through monitoring implementation of the plan. As a result, at the mid-point of its implementation, Out of 53 action items that emerge from FIIB2025, we made substantial progress on 20, adequate progress on 31, and remaining 2 items are labelled as limited progress. A few examples of items where we made substantial progress includes developing FIIB into a community of choice by building capabilities in our faculty & staff through development interventions, promoting an equitable work culture, collaborating with key stakeholders, and fulfilling our commitment for student success. As a result 82% of our participating faculty are PhD (as compared to 61% in AY19-20); Research quality with FIIB affiliation improved (ABDC-A increased from 1 to 10, ABDC-B increased from 2 to 10 between AY19-20 and AY22-23); Expansion of our doctoral class size to 25 ongoing journeys in less than 3 years of launch of program; FIIB Business Review joins the ABDC list. Adequate progress item would be enhancing FIIB's reputation and market position by improving strategy for our website such that it projects the strength of the brand and further builds a solid reputation; using social media to encourage engagement among its audiences; and implementing a consistent brand advertising that ensures greatest ROI for FIIB. While we have created multiple opportunities for international exposure for faculty, a limited progress item is to leverage FIIB's international partnerships to develop a global outlook in students through summer schools and joint projects with our international partner institutions.

The highlights of the achievement of the three goals set out in FIIB2025 are provided below and the action item wise progress is indicated in the action item progress dashboard (Please refer to Annexure 3). Details of Engagement, Innovation, Outcome, and Impact associated with these goals are given in section 4, and the progress on the key indicators over the last 3 years is presented in the Key Performance Indicator (KPI) dashboard (Please refer to Annexure 4).

2. Goal wise key progress highlights

We present here progress on the three strategic goals of our strategic plan FIIB2025, derived from our mission, which are used as guiding principles in identification of the strategic plan activities. A detailed progress report is available as Annexure 1.

Strategic Goal 1 – To Promote Excellence in Teaching: Faculty size and quality increased; professional staff hired in key positions; work plan policy revised; flexi-work policy expanded; Faculty Sufficiency & Qualification (FSQ) adopted, appraisals done timely & fair increments given; wider recognition and succession planning process strengthened; faculty appointed to leadership positions, and re-certification by Great Place to Work with significant jump in satisfaction scores from 81 (2021-22) to 92 (2022-23) which are above industry average scores in all parameters.

Strategic Goal 2 – To Promote Excellence in Research: Doctoral programs launched; accepted as European Doctoral Programmes Association in Management & Business Administration (EDAMBA) member; forum of likeminded researchers called ‘research circle’ instituted; research incentive payout benchmarked emphasizing quality of publications; FIIB Business Review is SCOPUS indexed, ABDC listed; 82% faculty are PhD (as compared to 61% in AY19-20); research quality improved with manifold increase in ABDC category; FIIB’s in-house international journal *FIIB Business Review (FBR)* ranked in ABS – 1 category, indexed in *Emerging Sources Citation Index (ESCI)*, got listed in SCOPUS, and achieved a cite score of 2.4; Dean Research position filled.

Strategic Goal 3 – To Promote Excellence in Stewardship: Strengthened the alignment of our societal impact alongside the four chosen UN SDGs - SDG 4 (Quality Education), 5 (Gender Equality), 8 (Decent Work and Economic Growth), and 9 (Industry Innovation & Infrastructure); Partnered with Haub Business School’s UNSDG Dashboard; Flagship events - Responsibility Summit and Meraki (B-Plan Competition) moved several notches higher; social internship program expanded to include 19 social service organizations; Significant progress in the village adoption program through Unnat Bharat Abhiyan (UBA).

Risk Management - In addition to implementing FIIB2025, the Strategic Planning Committee (SPC) made significant progress in formalizing the risk management process for FIIB. The comprehensive risk management policy, and the risk charter have been developed. Our understanding of the risk management has deepened with the support of external risk management experts, and we have updated the risk register (Please refer to *Annexure 2*).

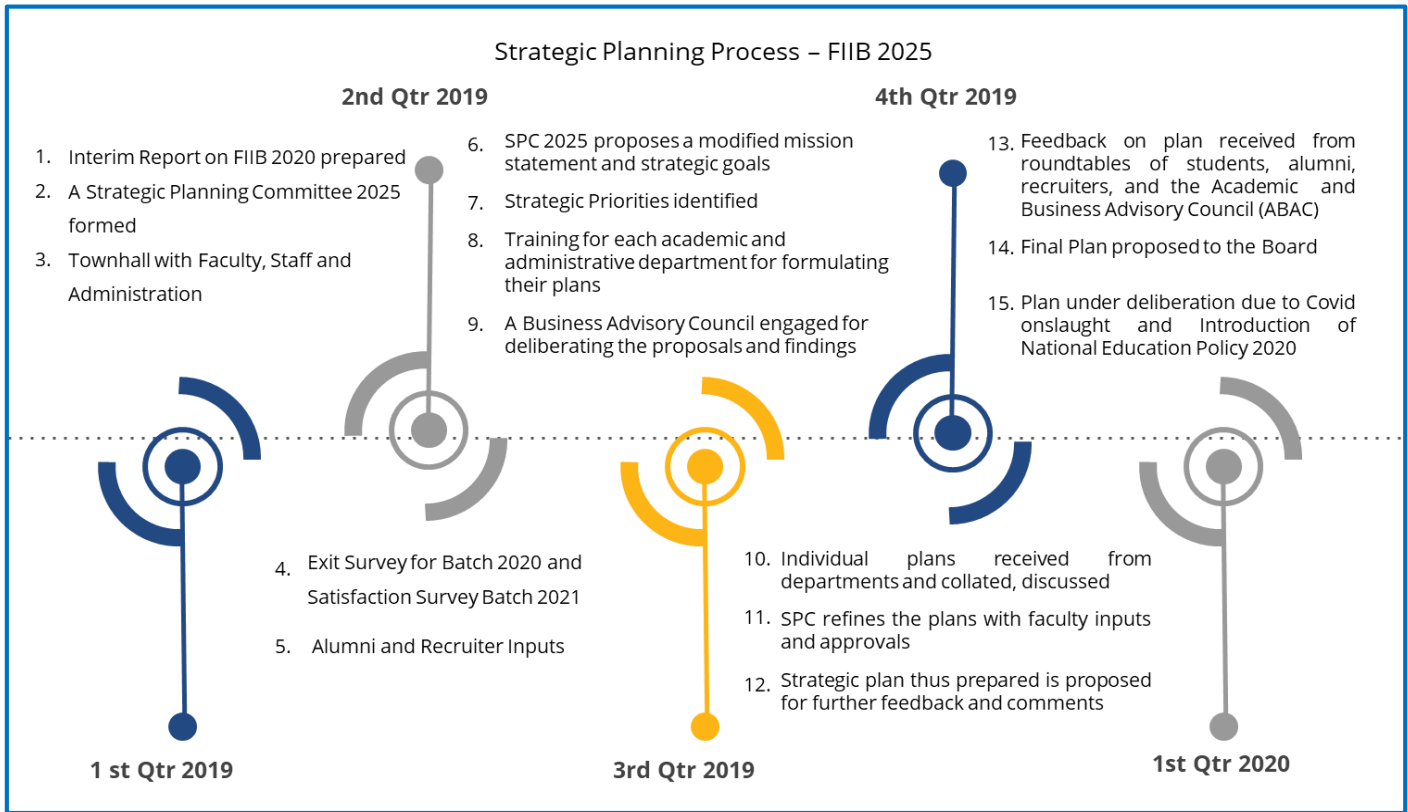
3. Mapping of Strategic Priority with Goals

SP 1 Goal Mapping – G1**, G2***, G3*		SP 2 Goal Mapping – G1***, G2*, G3*		SP 3 Goal Mapping – G1***, G2, G3		SP 4 Goal Mapping – G1**, G2**, G3**		SP 5 Goal Mapping – G1***, G2*, G3***		SP 6 Goal Mapping – G1***, G2***, G3***		
Faculty		Programs		Learning Experience		Infrastructure		Community Engagement		Capacity Development		
A	Recruit, develop & retain talented faculty	A1- Recruiter branding through work environment	Improve the portfolio of programs offered by FIIB	A1 - New Programs	Empower students to make informed decisions	Mentoring & advising	Align our physical infrastructure for changing higher education environment	Classroom technology	Engage with our local and regional community and neighborhoods in ways that have an impact on the economic growth and quality of lives	Value through engagement	Develop a governance framework and structure to enable broad consultation without compromising timely decisions	Evidence-based DM
		A2 - Retention plan for 'key' faculty members		A2 - Specialization options		Co-curricular experiences		Health, safety and wellbeing		Entrepreneurial ecosystem		Dispersed accountability
		A3 - Industry orientation of faculty		A3 - Executive education		Enhanced resources for success		Redesign of spaces		Impact on public policy		Efficiency and performance
B	Raise the quantum of research output and improve its quality.	B1 - # of research scholars	Shape curriculum to be contemporary, progressive & relevant	Benchmarking curriculum	Enhance experiential learning	Real-life curricular experiences	Drive the setup of a robust and secure next-gen cyber infrastructure	Simplify user experience	Continue to support the growth of the entrepreneurial ecosystem nationally by leveraging the network of people, companies and capital	Structures and communication plan	Develop into a Community of Choice	High performance team
		B2 - Research profile		Sourcing diverse inputs		International partnerships		Cloud-based digital technologies		Exemplars of connections between engagement and student learning		Student population
		B3 - Relation between teaching & research		IQAC process		Innovation & entrepreneurship ecosystem		Real-time access to data, information & knowledge		Relationships with alumni and businesses		
C	Enhance support for improving teaching effectiveness	C1 - Timely information on students	Continue to improve the quality of the FIIB programs	Accreditations & Rankings	Further the employability quotient & life-long learning mindset	Signature employability experiences	Promote financial sustainability through effective resource allocation	Budgeting process	Improve FIIB's efforts that allow students and faculty to work closely with the public and decision makers to impact public policy	Integration of 3 focus areas	Enhance FIIB's reputation and market position with an integrated communications and marketing strategy	Website
		C2 - Technology based instruction		AOL process		Career management tools		Cost control		Assessment of activities		Social media
		C3 - Innovative teaching strategies		Closing the loop		Inspiration from alumni		Risk analysis & contingency planning		Opportunities for service learning for students		Brand advertising

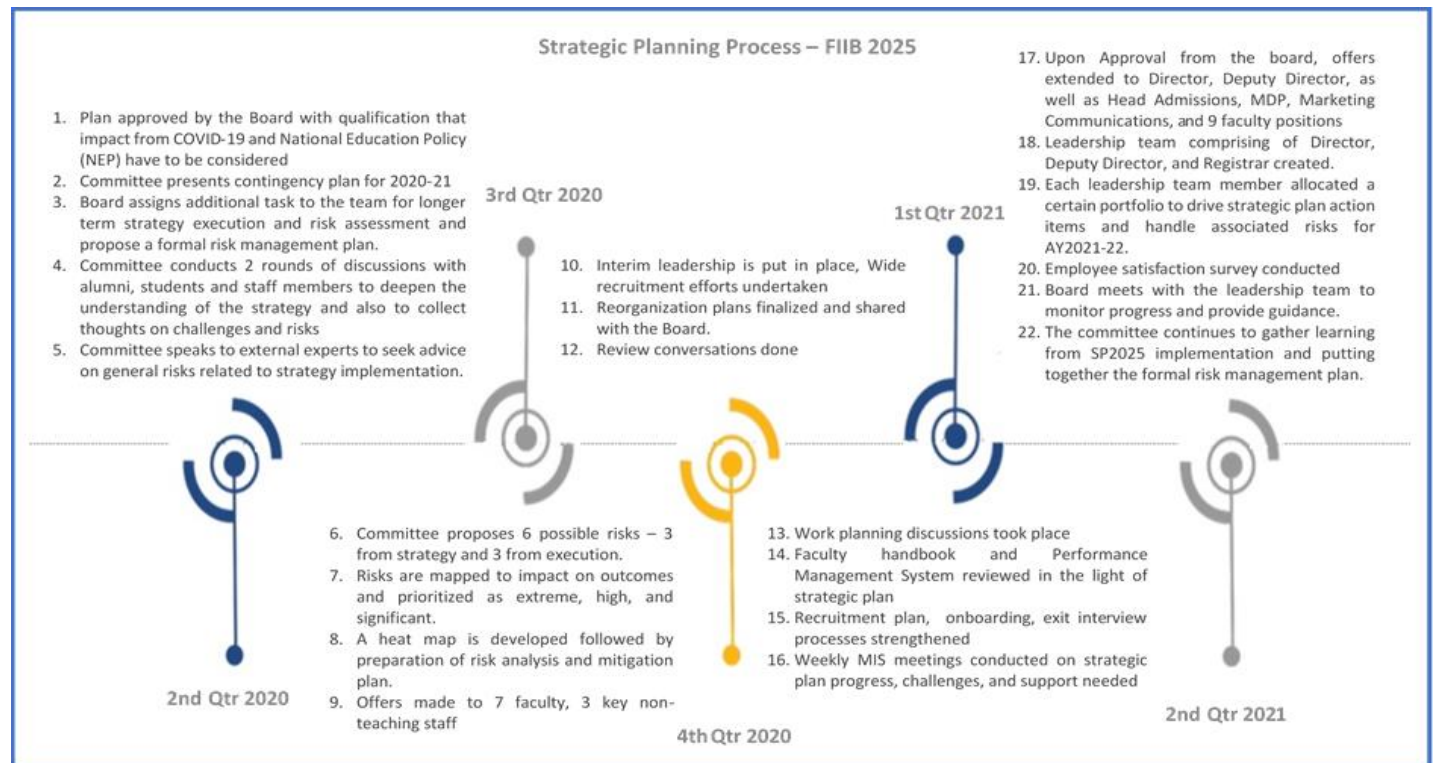
*Low Mapping; **Medium Mapping; ***High Mapping

4. Phase wise Strategic Planning & Implementation

Phase 1: Developing the Strategic Plan



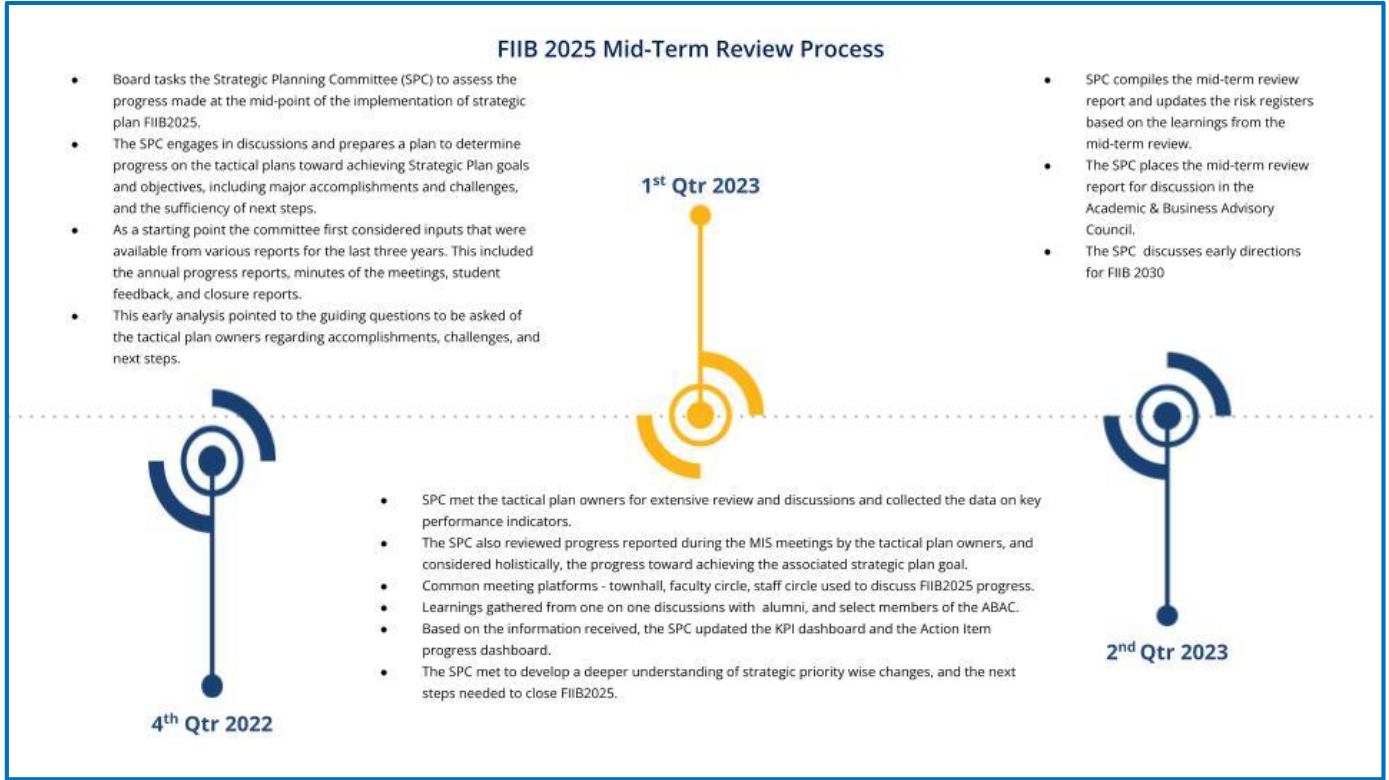
Phase 2: Implementation & Monitoring



Phase 3: Risk Management



Phase 4: Mid-Term Review



5. Strategic Goals - Engagement, Innovation, Impact

Strategic Goal 1 – To Promote Excellence in Teaching

Objectives	Engagement	Innovation	Outcome	Impact
<p>Recruit, develop, and retain talented faculty</p>	<ul style="list-style-type: none"> Strategically increased the size and quality of faculty. Faculty hiring policy was revised to consider only PhD or All But Dissertation (ABD) stage candidates. <p>Professional staff positions have also been strengthened significantly in critical departments.</p>	<ul style="list-style-type: none"> Recruitments were strongly aligned with the requirements of the strategic plan through a multi stage interview process Preliminary CV round added to better understand candidates’ teaching interest, explore interdisciplinary teaching possibilities and a mix of academic and practice based insights. Inclusion of the ‘research seminar round’ to know about the research potential of candidates. Looked at their last 5 year intellectual contributions 	<ul style="list-style-type: none"> Hiring faculty having a stronger alignment with the spirit of strategic plan FIIB 2025. Helped in scrutinizing the candidates’ eligibility against the criteria needed by FIIB across the spectrum which is oscillating with FIIB mission. The number of PhD faculty increased from 61% (2020) to 82% (AY2022) (<u>Please refer to People Outcomes section of the KPI dashboard</u>) The professional staff strength in the critical departments has also been increased from 48 (2020) to 58 (2022) (<u>Please refer to People Outcomes section of the KPI dashboard</u>) 	<ul style="list-style-type: none"> Greatly enhanced the chances of successful implementation of strategic initiatives set forth in SP 2025 Exemplified the commitment to implementing the strategic plan. Enhanced overall academic reputation; elevated FIIB’s standing in academic circles; high-quality learning experiences for students; increased research productivity; and a fresh perspective to the institution. Faculty with rich intellectual contributions increased leading to increase in high quality research outcomes.
	<ul style="list-style-type: none"> Faculty empowerment continued through revision in work plan policy 	<ul style="list-style-type: none"> 2 days a week no questions asked work from home for faculty; two dean positions (Dean Academics 	<ul style="list-style-type: none"> Promoted faculty voice in choosing their areas of work considering their competence and natural inclinations 	<ul style="list-style-type: none"> Awarded the ‘Great Place to Work Certificate’. Survey scores increased from

	<ul style="list-style-type: none"> • Progressive work environment augmented through expanding the scope of flexi-work policy • Clarified expectations through faculty sufficiency & qualification document • Faculty appointed to leadership roles • Encouraged innovation and experimentation with new systems, standards, and approaches of teaching-learning based on an evidence-based decision making approach • Engaged an external global work culture assessment agency. 	<p>and Dean Research) filled.</p>	<p>matched with FIIB's goals</p> <ul style="list-style-type: none"> • Created a second layer of leadership steeped into FIIB culture • Received a mean score of 81% in an independent survey conducted by Great Place to Work Institute which jumped to 92 next year. 	<p>81 (2022) to 92 (2023) and also as compared to industry average of 87 (2023).</p> <ul style="list-style-type: none"> • Increase in employee's affiliation and bonding. Proud to be an employee of FIIB.
<p>Enhance support for improving teaching effectiveness</p>	<ul style="list-style-type: none"> • Initiated the Teaching-Learning Academy to update faculty with developments in teaching methods to enhance teaching effectiveness. • Introduced a peer-evaluation process where one faculty can provide feedback to their peers on their quality of teaching. 	<ul style="list-style-type: none"> • We are following a structured approach to enhancing teaching effectiveness. • Faculty Sufficiency & Qualification (FSQ) document brought clarity in role expectations through differentiation between research track and non-research track faculty. • Strengthened the <i>induction plan for</i> 	<ul style="list-style-type: none"> • Peer review helped faculty in developing their lifelong skills, in assessing and providing feedback to others. It also helped in developing the skills of self-assessment for improvement. • Staff awards recognized good work done by professional staff and motivated 	<ul style="list-style-type: none"> • Structured approach helped identify bottlenecks, optimize workflows, and introduce innovations to increase productivity; Design targeted faculty development interventions such as ongoing training, feedback mechanisms,

	<ul style="list-style-type: none"> In AY21-22 we have instituted two more awards in staff category – one for Best Professional Staff, and another Best Team Award. Organized <i>Focus Group Discussions</i> (FGD) among all supervisors which stimulates peer learning as well as the challenges being faced by the supervisors in their respective supervisory journey. 	<p><i>the faculty</i> by giving the necessary perspectives on the institute's Vision and Mission, teaching learning process, the research ecosystem and activities that have societal impact.</p> <ul style="list-style-type: none"> For support faculty (working on a visiting basis), we introduced the practice of '<i>Shadow Faculty</i>' in which each support faculty is associated with one participating faculty from the domain. 	<p>them to continue the good work.</p>	<p>and tailored opportunities for growth enhanced faculty competencies.</p> <ul style="list-style-type: none"> Improved student learning outcomes; facilitated continuous professional development of faculty; encouraged the adoption of innovative and interactive teaching methods; promoted faculty collaboration; and broader alignment with educational goals and standards. Growth in confidence of faculty and professional staff reflected in higher level of satisfaction
<p>Improve the portfolio of programs offered by FIIB</p>	<ul style="list-style-type: none"> Doctoral programs offered as Fellowship Programme in Management (FPM) and Executive Fellowship Programme in Management (EFPM). 	<ul style="list-style-type: none"> Created a differentiation in curriculum and delivery formats for the FPM & EFPM to align with differing needs of the two groups. Initiated outreach programmes by way of information 	<ul style="list-style-type: none"> Doctoral Program moved several notches higher with the award of membership of the EDAMBA - <i>European Doctoral Programmes Association in Management & Business Administration</i>. 	<ul style="list-style-type: none"> FIIB has been the first B-School in India to have been awarded the EDAMBA membership; recognition of the quality structure and delivery of the doctoral programs.

		<p>sessions for spreading awareness on the lateral and vertical impact of Doctoral Education for working professionals as well as post-graduate students.</p> <ul style="list-style-type: none"> Also initiated a corporate outreach programme for (EFPM) 		<ul style="list-style-type: none"> Impressive levels of scholar satisfaction; continuity rate; and referral numbers. Driven enrollment, enhanced institutional reputation, and better aligned education with the needs of both students and industries; positioned FIIB as a flexible and responsive b-school
<p>Shape curriculum to be contemporary, progressive, and relevant</p>	<ul style="list-style-type: none"> Triennial curriculum review exercise was successfully completed in AY21-22 for the batch commencing 2022-24. The major improvements in EFPM curriculum were done under four broad categories – Curriculum course, residency format, Assessment and mandatory workshops. Workshops are aligned with the courses that the scholars are going to study during the course of any residency. Their focus is to provide 	<ul style="list-style-type: none"> Curriculum revised through wide consultation with stakeholders. Focus on analytics; Adjusting pedagogy & assessment to enable a data-driven curriculum; Fine tuning the internal quality assurance process; Emphasis on targeted faculty training and development through co-teaching, peer review process, coaching, and supervisory development programs initiated under our Teaching Learning Academy (TLA) 	<ul style="list-style-type: none"> Reduction of core subjects & increase of electives along with pruning down overall credit requirements of the curriculum, and increase in the number of subjects in the major & minor specialization. Standardized the number of electives as per AICTE recommendations, and enriched students' experience at FIIB by reducing heavy credit loads in terms of classroom hours. 	<ul style="list-style-type: none"> Successful placement cycle with significant increase in new recruiters, a big rise in the average starting salary package, scholars' publications in ABDC listed journals, and impressive student satisfaction ratings in both PGDM and doctoral programs. Better engagement with students, and preparing them for success in the dynamic and evolving global landscape.

	<p>a more hands-on and practical implementation of the concepts being imparted in the courses during the residency</p>			<ul style="list-style-type: none"> Confidence of recruiters, students and scholars.
<p>Continue to improve the quality of FIIB programs</p>	<ul style="list-style-type: none"> Quality assurance process extended in other operational departments also like Admission, LnD, Placement, Mentoring, Research, Examinations and Assessment, EDPs and Induction of students. PGDM AoL process evolved through sustained efforts, formal conversations, and shared understanding. AOL process has been introduced for both EFPM and FPM under the Doctoral Programmes. 	<ul style="list-style-type: none"> For the Doctoral Programmes (FPM and EFPM) the Program Learning Outcome (PLO) measurement process is streamlined with development of measurement rubrics, mapping of courses and assessment of outcomes. Taken the <i>“technology driven approach”</i> for delivery of courses. Introduced ERP system for <i>‘Teaching and Learning’</i> 	<ul style="list-style-type: none"> Faculty development programmes organized on teaching pedagogies to improve the teaching effectiveness. 	<ul style="list-style-type: none"> Data-driven insights to identify areas for improvement and implement strategic changes Positively impacted individual students, FIIB, and society at large. Gained maturity in the process followed leading to higher benchmark under AOL and Quality Assurance
	<p>AICTE Extension of Approval, NBA Accreditation, AIU equivalence applications completed.</p> <p>International accreditation through Association to Advance Collegiate Schools of Business (AACSB) progressing as per the target.</p>	<p>Additional 60 seats intake in PGDM approved by AICTE from AY2023.</p>	<ul style="list-style-type: none"> FIIB’s flagship PGDM program has been given an Extension of Approval (EoA) by the All India Council for Technical Education (AICTE) for AY23-24, and was reaccredited by the National Board of Accreditation (NBA) for a period of 3 years (up to June 2025). Further, accorded 	<ul style="list-style-type: none"> Re-affirmed our commitment to continuous improvement and provided focus for us to deliver on our mission, innovations, and impact. Confidence of regulator reflected in approval of additional batch

			<p>equivalence to MBA degree by the Association of Indian Universities (AIU) for a further period of 3 years (up to June 2025).</p> <ul style="list-style-type: none"> The AACSB Eligibility Application got accepted in November 2019, Initial Self-Evaluation was accepted in July 2021, and our First Progress Report was accepted in February 2023. 	
<p>Empower students to make informed decisions</p>	<ul style="list-style-type: none"> Mentoring & Advising Counselling by experts Enhanced resources such as Case repository of EBSCO Discussion between faculty & Students beyond class-room 	<ul style="list-style-type: none"> Redesigning of the SMP Regulated schedule of interactions Mentoring objectives also linked to PLO. Allocation of Buddies The Personal Development Module for doctoral students enabled them to balance evolving personal and professional demands through self-awareness and reflection. 	<ul style="list-style-type: none"> Identification of students with low interactions and participation. Strengthening of the mentoring and support process for such students 	<ul style="list-style-type: none"> Increased NPS Greater participation in counselling sessions Enhanced individual growth, motivation to be responsible citizens, enhanced abilities to navigate the complexities of the world.
<p>Enhance experiential learning</p>	<ul style="list-style-type: none"> Enhanced Co-curricular activities Participation of experts in club sessions 	<ul style="list-style-type: none"> Training opportunities on topics curated by students club 	<ul style="list-style-type: none"> Increase in Student led events and activities 	<ul style="list-style-type: none"> Increase in participation in external events Created a more effective and holistic educational experience; integrated practical, hands-on activities and real-world

				applications; better prepared students for the challenges they may face in their personal and professional lives.
Further the employability quotient & life-long learning mind set	<ul style="list-style-type: none"> • Short-term value-added courses were introduced • Instituted a <i>Student Council</i> that fostered leadership skills • Effectiveness of L&D interventions enhanced through dug-out sessions • Strengthened our alumni engagement with the initiation of an Alumni Council having focus on <i>Alumni as recruiters</i> 	<ul style="list-style-type: none"> • “Learning by doing” activities • Increased interactions with alumni • “<i>Professor of Practice</i>” inducted into teaching areas with a view to give more industry inputs in the delivery of courses. 	<ul style="list-style-type: none"> • Enhanced placement with prudent career choice. • Effectively prepared students for workplace realities 	<ul style="list-style-type: none"> • Higher placement rate with fewer attempts. • Enhanced career prospects; contribution to continuous learning.

Strategic Goal 2 – To Promote Excellence in Research

Objectives	Engagement	Innovation	Outcome	Impact
Raise the quantum of research output and improve its quality	Prioritized the identification and articulation of “ <i>Thought Leadership</i> ” through self-assessed area of development using a structured approach	<ul style="list-style-type: none"> • Three new Centers of Excellence (CoE) - <i>Center for Responsible Management, Center for Behavioral Insights and Center for Innovation, Entrepreneurship and Technology</i> have been set up 	Activities are being aligned with the centres of excellence.	<ul style="list-style-type: none"> • CoE helped us crystallize the thought leadership pathways and further progress on the planned path. • Created a supportive and collaborative environment for enterprising

		<p>to work as the unit of research at FIIB.</p> <ul style="list-style-type: none"> • An international emeritus professor has been appointed as visiting research professor. 		<p>individuals, offering them specialized training programs, mentoring and advancing case writing skills.</p>
	<p>Revised research support programs included – allocation of research support funds, reduced workloads, no questions asked weekly flexible work policy, allocation of research advisors and driving knowledge exchange.</p>	<ul style="list-style-type: none"> • Focused on educating and promoting research that is purpose-driven and focussed beyond disciplinary silos. • FIIB Emerald research series launched to serve as a uniquely conceptualized platform where contemporary research ideas will be exchanged, reflected, and deliberated. • A renowned international researcher engaged to boost research ecosystem at FIIB. • Faculty and doctoral scholars sponsored for international conferences. 	<p>5 faculty members completed their PhD while at FIIB (one each in AY19-20, 20-21, & 21-22; and 2 in AY22-23).</p>	<ul style="list-style-type: none"> • Recognition among peer institutions, willingness of scholars, researchers and experts for association with FIIB. • Direction to research and ICs towards mission objectives and responsible research
	<p>Research Incentive Scheme Revised to provide focus on impactful and high-quality research.</p>	<ul style="list-style-type: none"> • New incentive categories introduced to promote student- 	<p>The number of intellectual contributions improved during the</p>	<ul style="list-style-type: none"> • Faculty confidence in systems and processes

		collaborated, responsible research, and case-studies.	reporting period. The number of PRJ's increased 186% in AY22-23 compared to AY20-21 (Please refer to Research Outcomes section of the KPI dashboard)	<ul style="list-style-type: none"> Increase in quality research – numbers, quality of journals and number of contributing faculty.
	Research management process at the school was further strengthened by ensuring Ethics Compliance and Sensitization.	Pre- Reflection (at the commencement stage), and Post-Reflection (after the research is published) steps.	Ensured greater ethics compliance and sensitization.	A significant step towards responsible research
	Our in-house journal published by SAGE got Indexing in SCOPUS, International Bibliography of the Social Sciences, and Emerging Sources Citation Index (ESCI) (17 indexing and 2 ranking).	FBR has entered the highly recognized ABDC list under category 'C' journals.	<ul style="list-style-type: none"> This further strengthens our commitment to high quality. The number of papers received increased from 197 (2020) to 1189 (2023); the rejection rate increased from 77.3 (2020) to 91.25 (2023) (Please refer to Research Outcomes section of the KPI dashboard) 	Improved status of FBR in terms of quality

Strategic Goal 3 – To Promote Excellence in Stewardship

Objectives	Engagement	Innovation	Outcome	Impact
Align our physical infrastructure for changing higher	Physical infrastructure designed to enhance personalization,	Adopted agile design principles in infrastructure planning; optimized	Increased student engagement; Reduced environmental	<ul style="list-style-type: none"> Improved educational outcomes, adaptability to

<p>education environment</p>	<p>flexibility, and collaboration.</p>	<p>space utilization through better planning; space created to promote student well-being.</p>	<p>impact and lower operating costs; improved space utilization promoting efficient use of resources.</p>	<p>changing pedagogical approaches; alignment with our sustainability goals.</p> <ul style="list-style-type: none"> Created a dynamic and responsive learning environment that meets the needs of both students and faculty; aligned with changing enrolment pattern.
<p>Drive the setup of a robust and secure next-gen cyber infrastructure</p>	<p>Focus on 360 degree campus digitalization, emphasis on cyber security; data integration and accessibility</p>	<p>Implemented smart classrooms that support both in-person and remote learning; ERP system with built in LMS implemented; e-library platform introduced; physical notice boards replaced with digital ones; visitor management system implemented; cyber security audits undertaken; wi-fi network upgraded</p>	<p>Increased accessibility to learning resources, improved digital efficiency, secured systems and network</p>	<ul style="list-style-type: none"> Expanded learning opportunities; enhanced student experience; improved institutional efficiency. Ensured business continuity; protection against current threats; support for future growth and innovation; compliance with regulatory norms.
<p>Promote financial sustainability through effective resource allocation</p>	<p>Strategic allocation of resources for long-term success; strategic investments in technology,</p>	<p>Resource allocation aligned seamlessly with our strategic objectives; allocation of financial resources where they will have</p>	<p>Highest enrolment achieved by allocating resources towards targeted marketing campaigns and admission</p>	<ul style="list-style-type: none"> Enhanced resilience and long-term financial sustainability.

	development of our people, comprehensive risk management plan	the most significant impact; targeted training of faculty and staff,	initiatives; technology investment enhanced operational efficiency and reduced long-term costs; enhanced capabilities of our workforce; ensured sound financial health in the long run	<ul style="list-style-type: none"> Enhanced operational efficiency; strategic positioning, and overall reputation.
Engage with our local and regional community and neighbourhoods in ways that have an impact on the economic growth and quality of lives	Strengthened the alignment of our societal impact alongside the four chosen UN SDGs - SDG 4 (Quality Education), 5 (Gender Equality), 8 (Decent Work and Economic Growth), and 9 (Industry Innovation & Infrastructure)	We have been mindful of the impact we aim to build through our societal impact initiatives. Therefore, the focus hereon is to provide a dedicated context to all our endeavors by aligning them to the United Nations' Goals which are the blueprint for achieving a more promising and sustainable future for all.	FIIB is committed to creating a demonstrable impact in all the areas of SDGs. However, we have identified UN SDGs 4, 5, 8, & 9 to focus our actions and resources on creating measurable outcomes and directing us toward a significantly meaningful transformation.	<ul style="list-style-type: none"> Gained a deeper understanding of our role in driving positive change within communities and are better equipped to make informed decisions, foster innovation, and maximize our positive influence. Identification of future directions for greater contributions
	<p>Strong partnership with Responsibility Research and Business Management (RRBM)</p> <p>Launched a speaker series in partnership with Emerald Publishing (India) that aspires to bring distinguished scientific minds to the forum</p>	Different B-Schools across the globe come together and engage in activities which are responsible in nature and aligns well with our centre for responsibility management.	We will be partnering with the network further.	<ul style="list-style-type: none"> Partnerships will help us actively engage in consistent actions with the intent to fully integrate the research mission, governance structure, and strategic initiatives of responsible research.

				<ul style="list-style-type: none"> Growth in collaborative research to fulfil our mission objectives
	<p>Social Internship Program (SIP), which has now expanded to include 19 social service organizations on our panel</p>	<p>We are measuring the longitudinal impact of Social Internship Program (SIP).</p>	<p>Provided learning opportunities around constructive societal change to students.</p>	<ul style="list-style-type: none"> Social Internship Program (SIP), further demonstrates FIIB's deliberate efforts to include sustainability into its PGDM curriculum. Greater awareness of students towards society
	<p>Partnership with Haub Business School's UNSDG Dashboard</p>	<p>We report a total of 150 activities in 3 countries along the impact areas of teaching, research partnership, dialogue & organizational practices under 11 SDGs.</p>	<p>FIIB is one of the 30 B-Schools around the globe and 4th Indian B-School to have its SDG dashboard with Haub School of Business.</p>	<ul style="list-style-type: none"> Report sustainable development practices and track them. Clarity in directions to plan and implement in future
<p>Continue to support the growth of the entrepreneurial ecosystem nationally by leveraging the network of people, companies, and capital</p>	<p>The 11th edition of Meraki (B-Plan competition) was successfully conducted on 12 March 2022. The event saw participation from more than 100+ colleges from India and Asia. 250+ business plans were received.</p>	<p>Included social initiatives like waste management and other innovative ideas.</p> <p>Meraki 2022 came up with a collaboration with HEC Montreal Canada and we launched a social business venture competition which focused on</p>	<p>Meraki moved several notches higher.</p> <p>We are keeping in touch with the winners receiving funding to see what impact they are creating, both qualitative and quantitative. <u>(Please refer to Outreach & Engagement section of the KPI dashboard)</u></p>	<ul style="list-style-type: none"> Intention to Action Analysis for the past funded ideas reveal a positive story of our efforts. Encouragement to prospective entrepreneurs

		contribution to society.		
Improve FIIB’s efforts that allow students and faculty to work closely with public and decision makers to impact public policy	Significant progress through the Unnat Bharat Abhiyan (UBA)	Activities began in five adopted villages of Ghittorni, Kusum Pur, Chhawala, Kapashera and Sambhalka.	Village level surveys conducted successfully in the adopted villages.	<ul style="list-style-type: none"> • Achieve a wider social Impact • Satisfaction of giving back to society the benefits of knowledge and experience
	The 12 th ‘ Responsibility Summit ’ was organized by FIIB on the theme ‘Diversity, Equity, Inclusion- Redesigning for a Resilient Planet’	FIIB takes great pride in the three Centres of Excellence established to achieve the goals of teaching, research and stewardship. Through these centers FIIB has created a supportive and collaborative environment for enterprising individuals.	Some of the key panelist included: Ms Sangeeta Robinson, Chief Sustainability Officer, PVR Limited; Ms Dolly Mittal, Head, Affirmative Hiring, TCS; Ms Shailza Taneja, Senior Consultant, UN SDG; Ms Shivani Madan Bose, DEI Consultant, Proud HR Services and Mr Mallikarjuna lytha Founder, Inclusive Divyangjan Entrepreneurship Association (IDEA).	Brings a sharper focus to our efforts and amplify the work we do, strengthens our commitment to making a difference in the four SDGs - Quality Education (Goal 4), Gender Equality (Goal 5), Decent Work and Economic Growth (Goal 8), and Industry Innovation & Infrastructure (Goal 9). We will thus be concentrating on making an impact in these three critical areas through our three sustainability pillars of engagement. Confidence of SSOs and willingness to associate with FIIB
Develop a governance framework and structure to enable broad consultation without compromising timely decisions	<ul style="list-style-type: none"> • Building capabilities of employees (faculty and professional staff) from Key departments 	<ul style="list-style-type: none"> • Introduction of dashboards for each department to understand operational , tactical and strategic data points & 	<ul style="list-style-type: none"> • Role clarity by employees for his/her position • Enhanced quality of work and decision 	<ul style="list-style-type: none"> • Improvement in feedback • Generation of valuable ideas from departments

	<p>for data-driven decisions.</p> <ul style="list-style-type: none"> • Constitution of the leadership team 	<p>Hiring of MIS executives</p> <ul style="list-style-type: none"> • Leadership roles to faculty • Regular MIS meetings, Crowd sourcing of ideas and feedback, Staff circles & town hall meetings 	<p>making through consultations</p>	
<p>Develop into a Community of Choice</p>	<ul style="list-style-type: none"> • New hiring for departments • Alumni engagement 	<ul style="list-style-type: none"> • Identification and reorganization of key positions in departments • Alumni mentorship • Formation of alumni council • Alumni as members to the Area Advisory committee 	<ul style="list-style-type: none"> • New heads in Admission and MarCom departments • New Staff in LnD and Student affairs department • 40 alumni participated in mentorship and 17 became part of the alumni council and conducted guest sessions 	<ul style="list-style-type: none"> • Increased participation of alumni on a regular basis • Improvement in departmental outcomes • Alumni sessions with higher NPS
<p>Enhance FIIB's reputation and market position with an integrated communications and marketing strategy</p>	<ul style="list-style-type: none"> • Branding through Website and Social media 	<ul style="list-style-type: none"> • Updating of the website • Analysis of impact of social media campaigns 	<ul style="list-style-type: none"> • Increase in number of visitors to the website • Increase in the average time spent • Increase in student queries, admission applications and CVs for job opportunities 	<ul style="list-style-type: none"> • Created a consistent and compelling brand image, built trust, maximized reach, and enhanced overall market position; achieved synergy between various communication channels to create a unified and powerful message.

6. Strategic Priority wise changes, actions taken, and next steps

Strategic Priority 1: Teaching & Research

a) COVID 19 Pandemic:

The onset of the COVID 19 pandemic coincided with the beginning of our strategic plan FIIB2025. The five main areas where FIIB faced a challenge due to the COVID 19 pandemic included i) Instructional Delivery ii) Experiential Learning of students iii) Assurance of Learning iv) Outcomes for students and, v) Student Enrolment. In general it was observed that the MBA aspirants are unconvinced about committing to an MBA experience that starts online and does not provide certainty on physical return. The economic impact of Covid-19 had been felt on the enrollments and placement outcomes for the batch of 2019-21, as there was a noticeable sluggishness in economic activity across industries, leading to a drop in pace of placements and also dip in the number of corporates visiting the campus for hiring. Few major recruiters who otherwise showed regular activity at FIIB, either cancelled campus hiring in AY 20-21, sharply cut intake, or deferred the process. A peculiar challenge involved cash flow due to delayed fee collection, fee refunds, and preponed expenditure to scale up virtual engagement. However, FIIB managed all its expenditures, including full employee salaries, etc. given its prudent financial management.

Our actions to the challenges posed by the pandemic included: swiftly moving to online teaching, followed by hybrid teaching methodology, training faculty & staff in use of technology, instituting 'Student Help Desk' service to cater to students' concerns, executing corporate internships and social internships for 2020 & 2021 in an online mode, continuing to focus on assurance of learning, organizing weekly sessions for students on placement preparedness since process moved virtually, launching e-library platform, and decision to maintain rigour in the admissions process. Overall in view of pandemic and the turmoil it caused, we stepped up our focus on pursuits in order to maintain high morale of FIIB community and to ease emotional stress and encourage positive sentiment in them.

b) Building a high performance team:

At the time our strategic plan FIIB2025 came into being, one of the biggest challenge that we faced was of attracting, developing, and retaining talented faculty. This was more so because the rapid way in which we moved our teaching, learning and engaging activities online in the face of Covid-19, we needed to be agile, innovative and resilient. Our primary weakness stemmed from cultural and competency challenges faced by some faculty attuned to face-to-face mode of teaching and thus constrained to transition to a tech-enabled environment. Another aspect we faced was that while reviewing the portfolio of IC's for overall quality metrics, a group of our faculty would have struggled meeting the increasing demand for the research required to attain an AACSB accreditation. Our Faculty Sufficiency & Qualification criteria laid down the minimum acceptable quality for PRJ's and there were visible gaps in meeting these standards.

Increasingly we worked around these limitations and forged systems to initiate measures to effect meaningful change. We addressed workforce issues (understaffing, work planning, competency mapping) and improved employer branding to retain and attract high quality talent that is aligned with the vision in *FIIB2025*. Our efforts fructified, and we were able to create a strong team of faculty and professional staff.

Another challenge was enhancing overall *leadership capability in the organization and creating succession planning*. We worked towards a leadership model that fostered distributed leadership. We realized the merit of focus on distinct verticals, and this became a template for our evolving model of governance. In parallel, leadership level positions were carved at all strategic initiative levels (such as research, accreditation) to create a second bench. Leadership is also being developed in support functions such as admissions, marketing communication, and student affairs.

Next Steps:

Our next step is to transition FIIB into a high performance workplace while continuing to focus on attracting, developing, and retaining our talented faculty. This we plan to do is through prioritizing culture match, differentiating between research track and teaching track faculty, deepening our research ecosystem, offering developmental opportunities for teaching track faculty, and upskilling / reskilling faculty and professional staff.

Strategic Priority 2: Market Relevant Programs

a) New Programs:

In the first half of the implementation of *FIIB2025*, the thrust was on developing & delivering industry-relevant, forward-looking programs. We decided to launch a sectoral program – PGDM (Financial Management) and the Doctoral program (FPM/EFPM) to firmly establish our research muscle. We obtained approval for both the programs from the AICTE in 2020. However, we had to defer the launch of our new PGDM (Financial Management) program to the next year on account of weak admission outlook due to COVID pandemic. After having launched both the programs, we continued to aim for betterment in all our programs of study to move steadfastly to higher levels of outcomes for our learners. This was achieved through our well-structured curriculum review and quality assurance processes.

b) Curriculum Review and Quality Assurance:

We review our curriculum periodically to ensure that the curriculum is reflective, well-designed, and strikes a balance between proven and contemporary techniques of design and delivery in a management program. Through a systematic

and well-defined process for curriculum management, we worked to incorporate the ever-changing needs of the industry and the aspirations of the students.

During the reporting period (2020-22), some key improvements made in the teaching learning process included – embedding technology in the curriculum and our teaching processes, embedding data-driven decision-making into the curriculum, improving the Quality Assurance process by rationalizing the link between our AOL committee and Internal QA function so as to deepen the closing-the-loop cycle, and formally folding into the quality assurance domain newer non-academic areas such as mentoring, career development and student activity, thereby extending uniformity of processes to ensure robustness at all levels. While we have a strong AOL process for PGDM, a similar process is being adapted to the Doctoral program for implementation of AOL processes. To make AOL processes more inclusive, we conducted workshops/meetings for faculty and staff (after every trimester) to discuss the results and deepen awareness of AOL and its processes.

Next Steps:

The next step is to build agility in the face of high velocity changes. More specifically, identification and choice of thought leadership, penetrating thought leadership into all aspects of our work, and aligning everything (such as curriculum, collaborations, experiential learning etc) will be prioritized. Additionally, working on our positioning and value proposition to our stakeholders assumes importance. Since we have reached the saturation in terms of allowable intake by AICTE, we are deliberating on the possible paths for the next phase of our growth. We will need to have technology infrastructure for new age programs, which will require investment in terms of money, space, training of manpower etc.

Strategic Priority 3: Student Success

At FIIB, student success is measured in terms of immediate or short-term success (reflects on the employability preparedness and ultimately to their campus placement outcomes) as well as their long-term career success (in terms of the ability of the students to sustain thriving careers, engage with higher studies and new venture creation). The pandemic affected the placement rate and outcomes for AY19-20 (73%) as compared to AY18-19 (94%). The *Career Development Support processes* for graduates, was improved by the adoption of evidence-based mentoring principles and practices. A key upgrade has been to provide timely information to faculty on students with a view to assist them in making instruction effective using a system of soft and hard nudges. As a support, our in-house *Learning and Development department* provided additional training on placement preparedness and demonstrating employability in the virtual world. Some steps included regular 'Dug-outs' prior to placement interviews, promotion on social media, sustained recruiter engagement, and higher level of engagements by alumni at various levels. Our sustained efforts started showing encouraging results

once the COVID restrictions began to ease out. The placement rates for AY21-22 and AY22-23 were above 90%. The average graduate salary has also been showing an upward trend. A healthy mix of strong recruiter partnerships built over the years coupled with the induction of new-age, new-sectors into the recruiting pipeline that match our graduates' aspirations better improved our outcomes in terms of repeat and new recruiters.

Next Steps

Our focus for the remaining part of the implementation of FIIB2025 would be on enhanced industry collaboration with a view to develop students meeting their requirements, partnering with leaders for career tracks/specializations/domains, broad base our recruiter set (going to day 1, day 2 mode), and improving our future predictability of skills.

Strategic Priority 4: Physical, Virtual, and Financial Infrastructure

Physical Infrastructure:

With the start of the COVID 19 pandemic in 2020, our focus moved to effectively mitigate its adverse impact by quickly adapting our physical infrastructure. We followed the directives of the government regarding opening and shutting of the campus, and adopted to the Covid-19 preventive measures. During the pandemic time, we deferred our major maintenance activities and redesign of workspaces, which were taken up once we moved to fully physical mode.

Virtual Infrastructure

With the onset of the pandemic, we swiftly moved to digital space and carried out enhancements to our digital infrastructure (addition of digital interactive boards, faculty provided with tablets, digital notice boards and developing inhouse LMS etc). We continued further alignment as needed based on learnings from our initial implementation of virtual strategies. One of the key focus areas remained strengthening our cyber security and IT infrastructure. We made good progress in this area with implementation of ERP, reducing information security risks by undertaking cyber-security and networking audit, expanding Wi-Fi network, and engaging and educating people on need to use technology and build flexibility. Going forward, there would be an increased focus on using technology as a true business enabler.

Financial Infrastructure

Overall in view of pandemic and the turmoil it caused, our focus was on finding ways to lessen financial burden and maintain sustainability. A peculiar challenge involved cash flow due to delayed fee collection, fee refunds, and preponed expenditure to scale up virtual engagement. However, FIIB managed all its expenditures, including full employee salaries, etc. given its prudent financial management and contingency planning. We took a long term strategic view and did not compromise on the rigour in admissions, thus sacrificing short term gains (through filling up more seats) to long term gains

(continuing to focus on quality). Going forward we will prioritize non-fee revenue through diversification of revenue sources, work towards building a corpus fund, alumni endowment and expanding industry network for sponsored projects.

Next Steps:

- We will continue to align our resource infrastructure on the guiding principles of collaboration, flexibility, and personalization.
- Focus on safeguarding our systems to ensure business continuity and protection of data, and making technology a true business enabler through a series of steps involving enhanced data security protocols, integration, building people competency etc.
- While our emphasis was on sustainability in the first half of FIIB2025, we will focus on funding high growth opportunities in the second half of FIIB2025.

Strategic Priority 5: Outreach & Engagement

During the past 3 years (2020-2023), we have been taking steps to upgrade FIIB website, using social media effectively to communicate good work done at FIIB, and implementing a consistent branding strategy. We strengthened the marketing communications team, used data analytics to improve website traffic, benchmarked our strategies with other institutions etc. As an outcome of these measures, we see a strong and consistent branding for FIIB. Now, we need to protect FIIB's reputation and market position from fake news and unethical practices. Some of the next steps that we have thought of are presented below.

Next Steps:

Prevent and manage spreading of fake / misleading information, ensure safeguard against unethical research practices & academic dishonesty by students, and wrong doing by our external partners. Additionally, we will have to focus on taking measures to prevent unethical practices in our departments, and ensuring compliance with the regulatory norms regarding availability of correct information on our website.

Strategic Priority 6: Governance and Risk Management:

During the planning process for *FIIB2025*, our strategic planning committee (SPC) had allowed for risk management through a multi-level approach that would implement and monitor the plan proactively. In 2nd quarter 2020, when the *FIIB2025* was proposed (its inception coinciding with Covid-19 breakouts globally), the SPC made risk management an essential element of the overall plan, and strengthened the governance structure to effectively manage the risks that could hinder achievement of *FIIB2025*.

In the following years, the SPC formalized the risk management process by developing and adopting the comprehensive Risk Management Policy, and the Risk Management Charter. Initially, the SPC, through wide consultation, identified 18 risks in significant categories. Subsequently, the SPC revised the number of risks to 10, and finally to 7. Also the process of risk identification and analysis has further sharpened our focus to evolving our policies and practices as well as directing resources to mission development activities in the strategic plan. Some other steps taken to improve our governance framework included reconstitution of the ABAC, and expanding the leadership team (Dean Academics and Dean Research positions were filled). The first half of implementation of FIIB's five-year Strategic Plan is a testimony that we have the gumption to dream big, and allocate appropriate resources to ensure sufficiency of means. Keeping the focus high on quality extending beyond the curriculum-delivery, FIIB has consciously parked resources in key verticals, like career preparedness for learners and creating a climate of support for faculty, showcasing our commitment to truly deliver our mission mandate. The next step that we plan to take is to focus on an organization wide risk management framework that is not just limited to the top leadership.

Next Steps:

The next steps would include grooming middle level management to take up leadership roles, promoting accountability at all levels especially middle, and junior level, strengthening supervisory support, and ensuring regular MIS meetings for closing the loop cycles. We will continue to make regular investments in improving quality so that we can gain traction that can pay back in multiples in the time to come, and .move forward despite setbacks/limitations.

1. Early directions for FIIB2030



We sincerely hope that you have found this report informative and engaging. Your interest in our work is greatly appreciated. As we strive for continuous improvement, we welcome any suggestions and feedback you may have. Your insights are invaluable in helping us enhance the quality of our future endeavors. Thank you for taking the time to read our report, and we look forward to hearing from you.

You may please write to us at: ***director@fiib.edu.in***