



THE FUTURE OF AUSTRALIAN BUSINESS SCHOOLS

Results from the 2020 Australian Business
School Survey



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Introductory comment (QS)



Jeroen Prinsen

Regional Director, QS APAC

It is with great pleasure that we introduce the first Australia Business School Survey, a collaboration between QS Quacquarelli Symonds and the Australian Business Deans Council.

The need for a study of this nature was identified in late 2020, with the COVID-19 pandemic presenting many challenges for higher education institutions around the world. In gaining an understanding of how these challenges have been experienced and addressed throughout Australia's community of business

schools, as well as how the future is expected to take shape, we are positioned to provide a resource for Australian business schools to help navigate the uncertainty that awaits in the future.

To address this need, we collected data from two key stakeholder groups – the business school deans themselves, and a selection of staff members from schools around Australia, encompassing both teaching and administrative roles. This approach revealed a broad spectrum of experiences at schools around Australia, with factors like school size, role type, and geographic location all playing a role in shaping the experience of 2020. But while experiences varied widely between respondents, a number of clear trends and patterns emerged throughout the process.

The report paints a picture of a difficult year which has created a variety of unique and unanticipated challenges for students, academics and administrators alike. However, these challenges have been met with a high level of resolve, resilience and innovation, with schools and their staff rapidly adapting to the changes necessitated by COVID-19 and the resulting restrictions on campus attendance, international and domestic travel, and the revenue challenges prompted by a reduction in international student enrolments.

It is clear that the business school community will continue to grapple with the challenges presented by COVID-19 into 2021 and beyond, particularly relating to critical issues like funding of research activities, maintaining the health and wellbeing of school staff, and reimagining what teaching and learning will look like in the 'new normal'. There appears to be an appetite and willingness to embrace change, and this adaptability will undoubtedly hold Australia's business school community in good stead for the challenges which are likely to present themselves over the coming years.

Introductory comment (ABDC)



Professor David Grant

President, Australian Business Deans Council

Pro Vice Chancellor (Business), Griffith Business School

The Australian Business Deans Council (ABDC) is pleased to partner with QS on this research project which focusses on the future of Australian business schools following the COVID-19 pandemic.

The ABDC represents 39 university business faculties and schools which graduate more than one-quarter of domestic students and four in 10 international students through business, management and

commerce award courses.

This collaboration with QS is aligned with the ABDC strategy of working with industry partners to foster excellence in business education and scholarship. Collaboration with industry, as the report's findings indicate, is an area of increased importance for our members as they manage the transition beyond COVID-19.

The report highlights the incredible efforts business schools made in 2020 as public health and international travel restrictions prompted significant adjustments to learning and teaching, campus life, and the progression of research activities. Business schools demonstrated their agility and innovation in shifting teaching and assessment to online and offering additional support services to students off-campus, whether domestic or offshore.

These successes in agility and innovation occurred despite significant operational challenges, including financial constraints that have often led to reductions in staff numbers. The flow-on effects for the health and wellbeing of staff and students are also emphasised in the survey results.

Challenges for business schools and the wider university sector continue to emerge. Over the last 12 months the sector has had to prepare for and adjust to a changing regulatory and funding environment. At the same time, declines in international student enrolment are expected to continue in 2021 and beyond as travel restrictions and geopolitical tensions continue to affect Australia's attractiveness as a destination for international students. This latter issue is a particular concern for business schools, which have traditionally attracted the highest number of international enrolments.

However, as this report shows, our agile and innovative business schools are well positioned to meet the sizeable challenges ahead and continue to provide the quality education, industry engagement and research essential to Australia's economic recovery.

Key Findings

Despite tough conditions in 2020, schools were able to effectively deliver a full year of learning

The COVID-19 pandemic presented an unprecedented challenge for higher education in 2020, and Australia’s business schools were no exception. While the pandemic has largely been brought under control in Australia, the sector is expected to face ongoing challenges in research funding, student recruitment, international collaboration, and teaching and learning. Despite this, the schools surveyed in this project report having managed remarkably well, quickly pivoting to online instruction to deliver a full year of teaching, deploying employee assistance and outreach programs to help manage staff welfare, and exploring innovative opportunities for research partnerships, international collaboration and novel course offerings to help manage the challenges of the present moment and secure a stable and successful future.



Online learning is here to stay, though schools will differ in the extent to which they balance online and face-to-face instruction

One of the most notable changes to business schools in 2020 was the rapid and largely unplanned transition of face-to-face instruction to entirely online teaching, necessitated by the widespread enactment of COVID-19 emergency measures. Deans, administrative and teaching staff alike generally share a belief that some of these changes will remain in place permanently within their school – particularly the traditional lecture. However, there are varying levels of enthusiasm for this approach, and over the coming months schools will be looking to develop new models for content delivery that can find the ‘sweet spot’ between cost savings, meeting the needs of students and teaching staff, and providing a ‘COVID-safe’ environment.



With travel restrictions remaining in place, schools will look to be creative in how they foster collaboration with their overseas counterparts

The heavy international travel restrictions which have been in place since early 2020 have disrupted the international operations of Australia’s business schools – particularly by restricting the flow of international students to-and-from Australia, and limiting the opportunity for collaboration between Australian and overseas schools in research, teaching and other operations. In light of this, schools have been exploring new and innovative ways to continue to maintain their international links, such as virtual study tours and internships, curriculum collaboration with overseas institutions, and fostering arrangements which will allow students to commence their studies in their home country and travel to Australia when they are able to do so. With these restrictions expected to be in place for the foreseeable future, such measures will be vital for maintaining the global status of Australia’s business schools.



Greater competition for domestic student enrolments is expected while international travel remains restricted

A widely anticipated reduction in international student enrolments over the coming years has caused many schools to place an increased focus on the domestic student market, from which applications and enrolments are expected to increase in the coming intakes. As a result, greater competition is expected – not just between business schools themselves, but from other disciplines, particularly those in the STEM field. This competition is expected to be heightened as a result of the recently implemented course funding changes, which have reduced Commonwealth Supported Place (CSP) contributions for business-related courses, and lowering the cost of student contributions for STEM degrees. To generate healthy enrolment numbers and maintain their share of the domestic student market, schools will be looking to create more distinctive brand and product differentiation from their competitors, and to ensure that their value propositions are able to compete with the now-cheaper STEM qualifications.

Many schools are exploring ways to innovate their course offerings and offer experiences other than the standard degree model

With tough economic conditions expected to lead to greater interest in upskilling from the postgraduate and established professional market (MBA programs in particular), many schools are looking at ways to tailor their course offerings to meet the needs of potential students whose study requirements are not necessarily met by a standard degree program. Along with increased offerings of fully online courses, schools are expanding their offerings of short courses, and designing innovative ‘stackable’ and ‘build your own degree’ programs that offer greater choice and flexibility to a more diverse pool of potential students.

Greater collaboration with industry will be a high priority for many schools in the future, particularly for research opportunities

With research funding expected to be particularly hard hit over the coming years due to sector-wide revenue declines, schools have identified the need to look for new opportunities to diversify their sources of research funding. In particular, opportunities to increase the number and scale of industry collaborations were commonly mentioned, with business schools uniquely well positioned to conduct research to help organisations of all types navigate and understand the changes that COVID-19 has precipitated within the world of work, such as the rapid expansion of working-from-home and the challenges presented in managing a remote workforce, as well as how to maintain staff wellbeing during periods of difficulty and uncertainty. Some schools are already taking advantage of opportunities to collaborate with industry on these topics, and others will be expanding their efforts to do so in 2021 and beyond.

Detailed Findings

This section of the report highlights the information gathered from 10 phone/video interviews with Australian business school deans, and from 84 online survey responses from selected business school staff from around Australia. It has been separated into five key topics which were identified through the process:

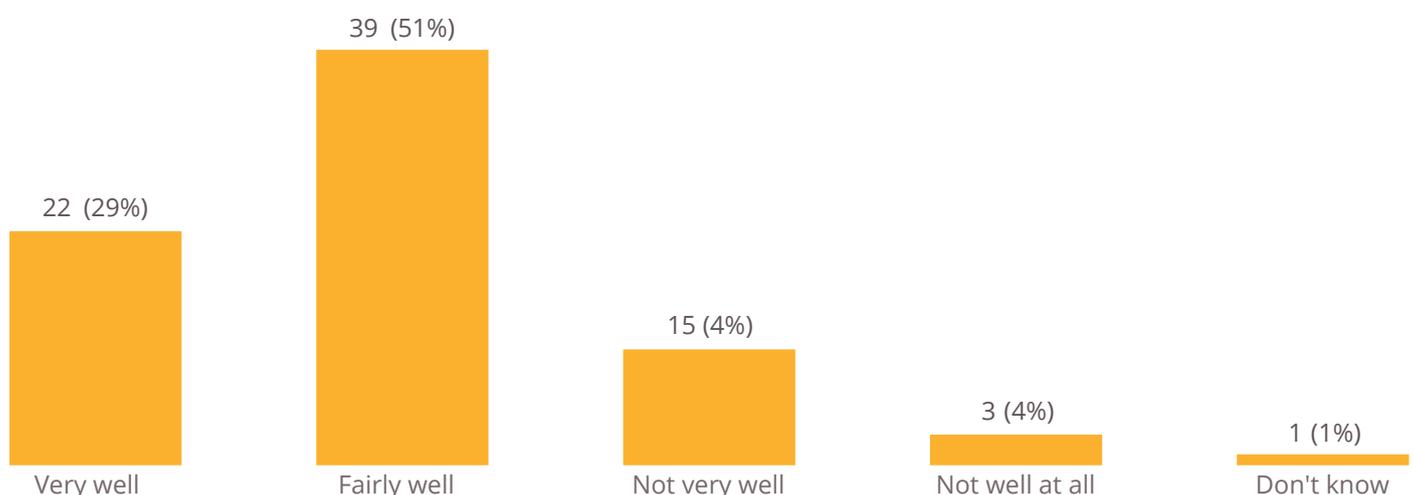
- ◇ Remote teaching and the student experience
- ◇ International education and collaboration
- ◇ Research funding and outputs
- ◇ Staff welfare
- ◇ Organisational change

Remote teaching and the student experience

Of the many changes that business schools underwent in 2020, a rapid and unanticipated transition of face-to-face teaching to entirely online teaching at the beginning of Semester 1 was the most obvious, impacting both students and staff, and in most cases extending for the entirety of the academic year. This shift had significant impacts for not only the student body, who were now expected to study remotely while negotiating the other daily challenges posed by COVID-19, but also the teaching staff, who needed rapidly to develop an online curriculum with sometimes minimal chance to become acquainted with the technologies and pedagogies of online teaching.

Despite the abrupt and unplanned nature of these changes, business schools generally reported being well-equipped to deliver remote teaching at short notice, with 80% of survey respondents believing their institution was 'very' or 'fairly' well equipped.

How well do you think your school was equipped to deliver remote teaching in 2020?



Unsurprisingly, the schools which felt they handled this transition the best were those who already had an established online component to their teaching (indeed, some were already operating entirely online courses). These schools benefited from not only having staff with pre-existing training and experience in delivering an online curriculum, but also from having access to technological platforms, organisational policies and procedures, and an understanding of best-practice teaching pedagogies to deliver effective online learning.

Conversely, those schools which did not have extensive prior experience in delivering an online curriculum tended to find the initial transition more difficult, describing a ‘rush’ to transfer their curriculums online during a short shutdown period. Some highlighted challenges in equipping their staff with the equipment (e.g. computers and telephones) to perform their roles remotely at short notice, and others observed the compressed timeframe to transition to online teaching meant that training was performed ‘on-the-fly’. Despite these early challenges, even those schools with minimal experience were able to deliver a full Semester 1 curriculum.

♦ ♦ ♦

“We would have been much better placed if [we] had more experience with online learning and teaching prior to COVID.”

- School staff -

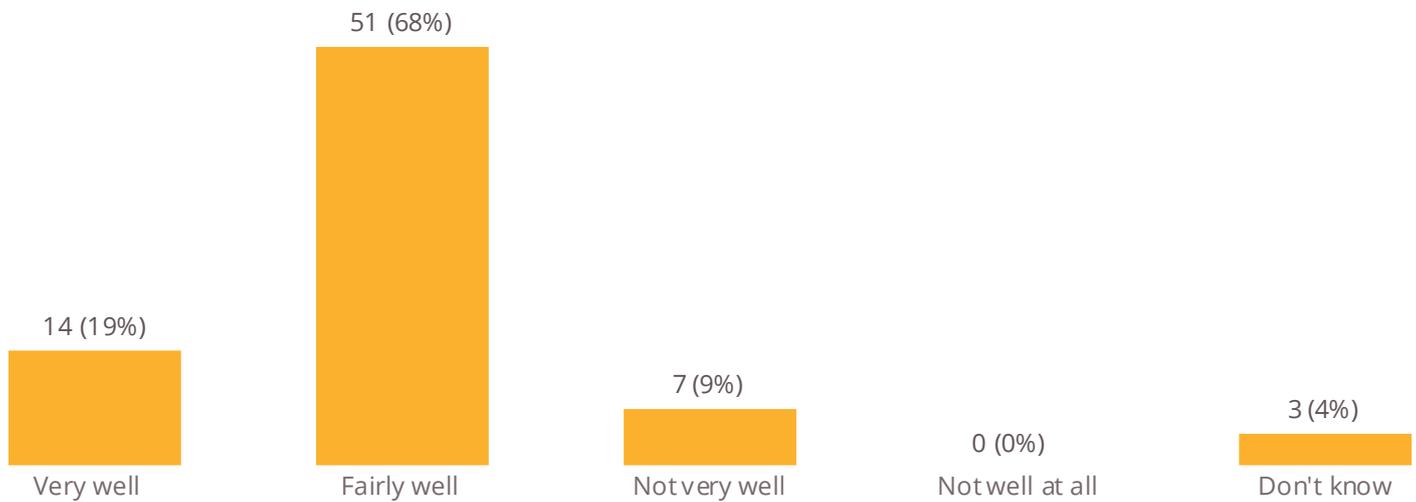
There is a general belief that the online teaching that was delivered in 2020 met the needs of most students, who overwhelmingly were understanding of the realities of online teaching and adapted relatively well to an online curriculum.

♦ ♦ ♦

“Overall, the staff and students were resilient and handled the transition well”

- Dean -

To the best of your knowledge, how well has your overall student body adapted to online learning in 2020?



Despite this broadly positive assessment, interviews revealed some groups who found the shift to online teaching more challenging:

- ◇ International students (and in particular offshore international students), many of whom struggled with reduced direct access to teaching staff and fellow students, and in some cases from inadequate technology in their home countries, including a stable internet connection.
- ◇ First year undergraduate students, some of whom found it more difficult to remain engaged with their studies without access to the university campus.

It remains an open question what, if any, of the shift to online delivery as the default mode of instruction will remain in place once campuses are permitted to re-open. While face-to-face instruction is likely to remain in place for interactive aspects of teaching and learning – seminars, tutorials, laboratory and other practical classes – many schools have expressed an intention to make some aspects of teaching, such as lectures, permanently asynchronous.

“The large lecture is dead”

- Dean -

Where this is the case, further resources will need to be invested to ensure that such a model meets the needs of both students and teaching staff – particularly the aforementioned international and first-year student groups who may require additional support.

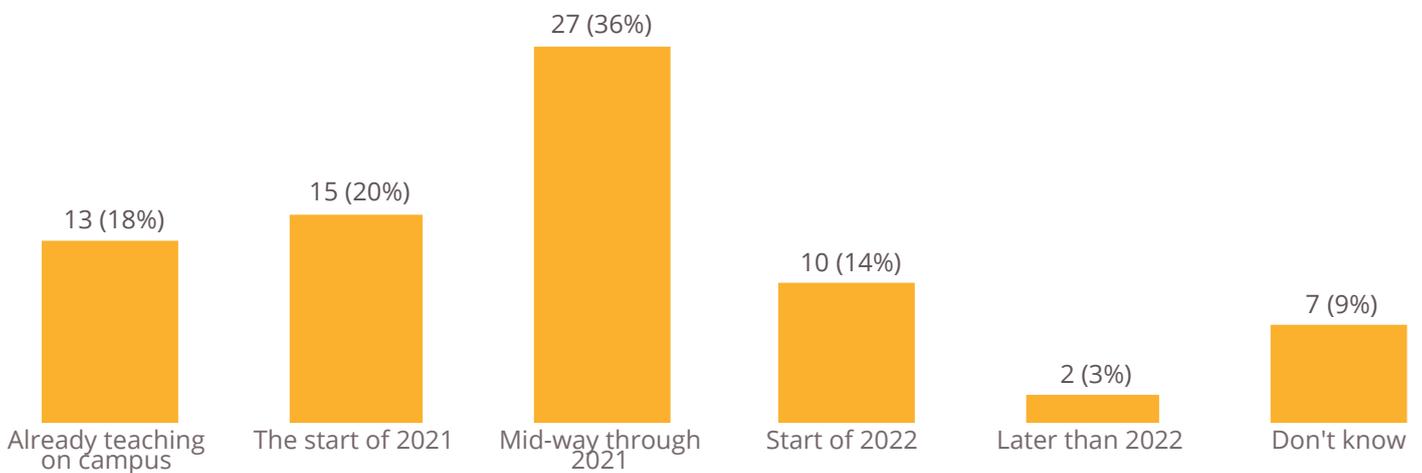
Not all schools share the view that a transition to a ‘blended’ mode of study as the default is inevitable. Some, typically those who do not have extensive online offerings, and believe that their campus experience is one of their major points of differentiation, expect that they will largely return to the status quo of face-to-face instruction as soon as possible.

“We will be looking to return to fully face-to-face teaching as soon as possible”

- Dean -

With recent news that many campuses around Australia will be open for face-to-face instruction for the beginning of the 2021 school year, decisions around modes of instruction will need to be made quickly – particularly given that many staff members did not anticipate a return to the physical classroom until midway through the year or beyond.

When do you expect your school's teaching to return to primarily 'on-campus'?



International education and collaboration

International students

International students comprise a significant proportion of the student bodies of many business schools. Data from TEQSA (2019) shows that 43% of international students studying at university level are enrolled in a course in the 'Management and Commerce' Broad Field of Education – a figure more than three times greater than the next most popular field, 'Engineering and Related Technologies', which accounts for 13% of enrolments¹.

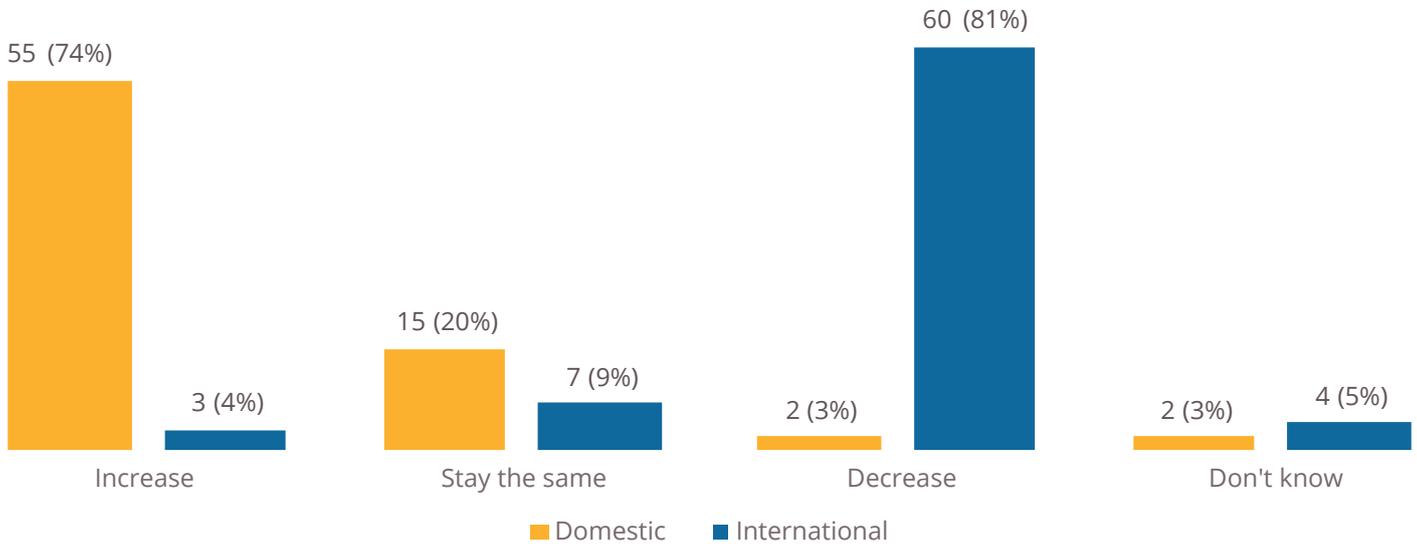
The international travel restrictions prompted by the COVID-19 pandemic have caused significant challenges for universities to manage their international student cohort, as well as for conducting ordinary marketing and recruitment activities to secure future cohorts of international students. These challenges have ranged from assisting international students to make their way to Australia (or to help those already in Australia to return home), and for addressing the academic and mental wellbeing of international students who have found themselves unable to attend campus for much of 2020.

Despite the international travel restrictions that have been in place since March 2020, overall international student numbers as of October were only slightly down (-8% from the same period in 2019). This is owing to the fact that most international students had entered Australia prior to the travel restrictions coming into effect, or otherwise continued or commenced their studies from their home country.

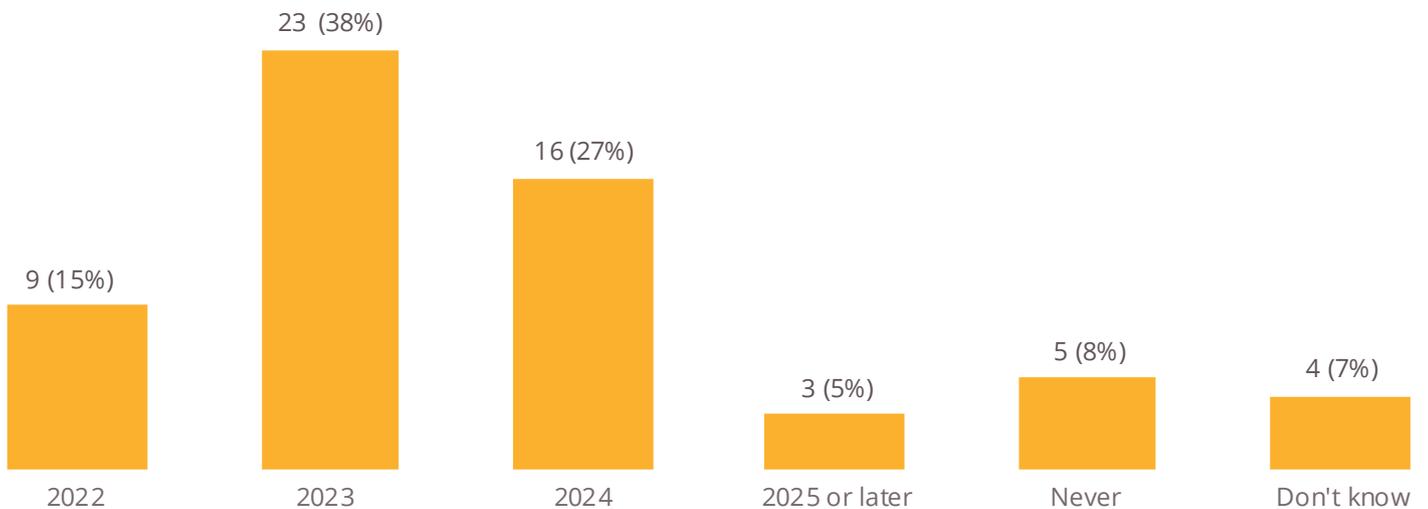
As a result, the full impact of the pandemic on international student recruitment may not have been fully felt in 2020. The faculty survey revealed an overwhelmingly held view that 2021's international student intake will decrease. While efforts have been made by many schools to allow students to commence or continue their studies offshore, many prospective students are likely to wait until travel restrictions have lifted before commencing their studies. As a result, few faculty believe that international student numbers will return to the historical normal before 2023 at the earliest.

¹ <https://www.teqsa.gov.au/sites/default/files/statistics-report-2019.pdf?v=1572233269>

What impact do you think COVID-19 will have on next year's intake of the following types of students?



When do you think that enrolments for international students will return to pre-pandemic levels?



Note: Question was only shown to those who expected numbers to decrease in 2021

In addition to the issues posed by COVID-19, several deans highlighted recent tensions between the Australian and Chinese governments as a potential hindrance to recruitment of students from China (who are by far Australia's single largest source of international students) for the upcoming academic year.

In the short-term, many schools will be looking to offset the anticipated reduction in international student numbers with increased numbers of domestic students, the overall number of whom is expected to grow with school-leavers foregoing gap years and workers looking to upskill or retrain in a tough job market.

International partnerships

With international travel likely to be severely limited well into 2021, most schools will be looking for other ways to establish international partnerships with other business schools and universities around the world.

Will your school be looking to establish more international partnerships with other business school around the world as a result of current travel restrictions?



■ Yes ■ No

Note: Don't know excluded

Some of the innovative methods mentioned by school staff to foster these partnerships included:

- ◇ Virtual study tours
- ◇ Virtual internships
- ◇ Short course student exchanges
- ◇ Curriculum collaboration, in which an Australian school and an international school share course content
- ◇ 'Dual award' degrees where a student can complete their degree across an Australian and an international university
- ◇ Partnerships which allow international students to commence their studies in their home country and travel to Australia when able to.

Research funding and outputs

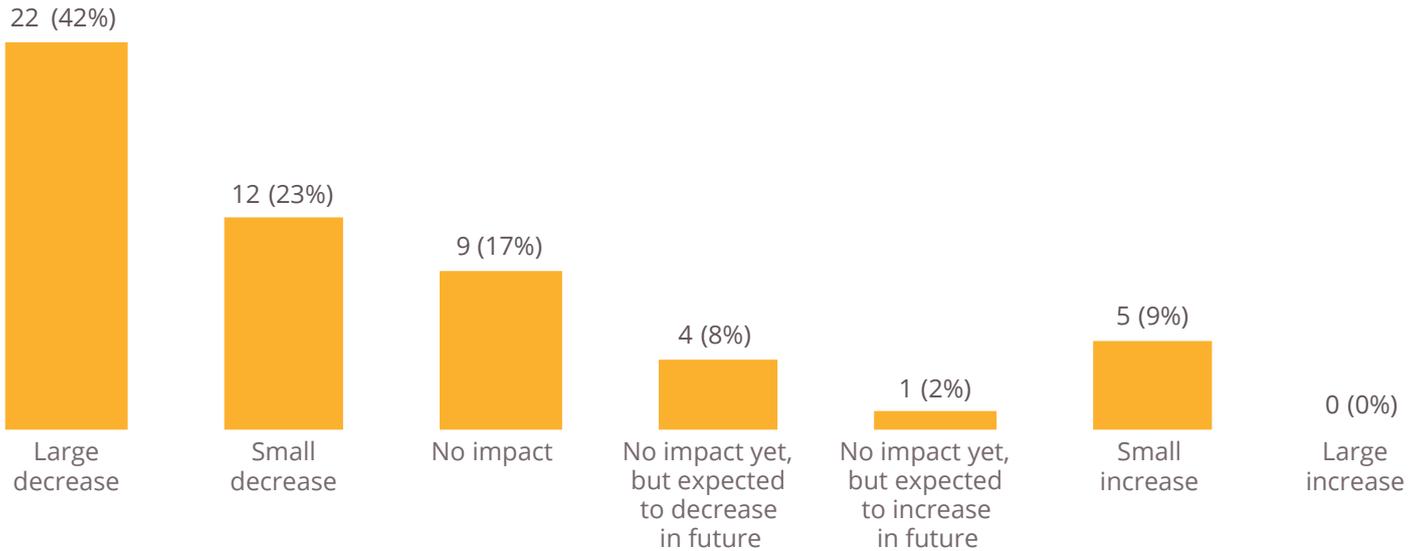
The impact of COVID-19 on the availability of research funding was felt by many, though there is still a general consensus that funding will become even tougher to secure in 2021 and beyond. It was often pointed out by deans and school staff alike that much of the research conducted in 2020 was being done with previously allocated funding, and that funding for new research in future years is expected to be diminished as a flow-on effect from decreased sector-wide revenue.

...
“The impact of the COVID pandemic and reduced funding is yet to show up in research pipelines. The effects are likely to be felt in the next three years.”

- School staff -

Most surveyed faculty reported a decrease in available research funding, with 42% suggesting a 'large' decrease. Qualitatively, the impact of COVID-19 on research funding differed widely between schools, ranging from a 'total halt' on funding for new research, to some schools experiencing an increase in funding – typically for research relating to the challenges brought about by the pandemic such as managing remote workforces and working from home.

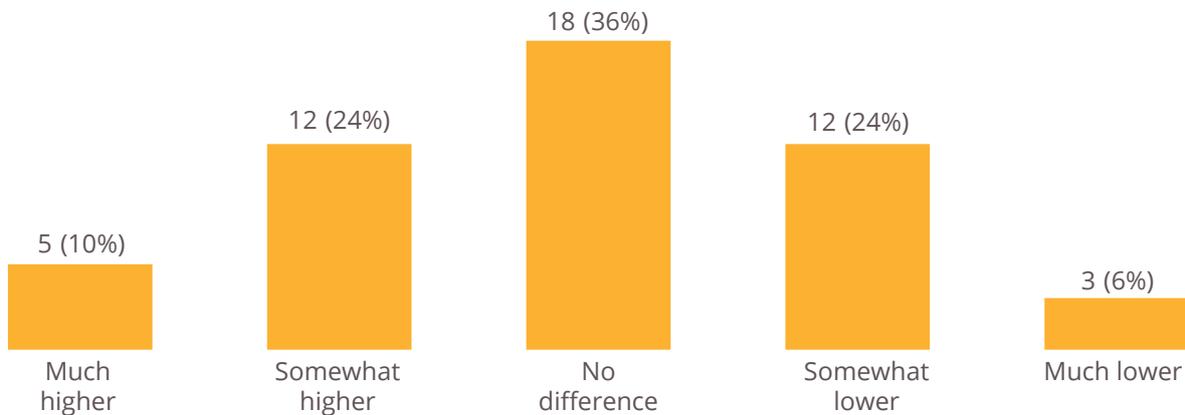
How has research funding been affected for your school by the COVID-19 pandemic?



Don't know excluded

In terms of research outputs, there was a roughly even split between those who noticed no impact on output quantity, those who noticed an increase, and those who noticed a decrease.

In terms of quantity, how was your school's research output in 2020 compared to previous years?



Don't know excluded

Of those who noticed an increase in research output, reduced teaching workloads and the productivity gains from working from home as reasons for the increased outputs were often highlighted, while those who noticed a decrease tended to attribute it to difficulties caused by travel restrictions and lockdowns, as well as increased teaching responsibilities in 2020.

...

“Many research projects that relied on travel or F2F interviews were postponed or cancelled altogether.”

- School staff -

However, COVID-19 has also presented some opportunities for research within business schools, particularly relating to workplace issues which have been highlighted by COVID-19, such as maintaining wellbeing at work and managing effective remote workforces. Several deans highlighted the opportunity for Australian business schools to take a leading role in researching the challenges of the post-COVID workplace, and to capitalise on potential external funding opportunities which may be available for industry-linked research in these areas.

...

“A lot of organisations have been interested in how to manage remote workers, so we have had several large grants around this area”

- School staff -

With internal funding expected to be in short supply in the near future, such external grants and industry-funded research appear to be critical for the short-term future of research in business schools.

Staff welfare

Along with maintaining student welfare, the maintenance of staff welfare has been a significant challenge for business schools throughout 2020. Like students, staff have had to manage a rapid transition from face-to-face to online learning (often without experience in this mode of delivery), along with pandemic-prompted employee downsizing and an associated increase in workloads for academic staff.

Despite these obvious and significant challenges, staff have generally managed to cope well with the circumstances.

■ ■ ■

“Lots of fear and anxiety, but a willingness to adapt”

- Dean -

■ ■ ■

“There is a grudging acceptance of change – this is about survival”

- Dean -

However, the experience at some schools was comparatively uneventful – those who did not previously have large numbers of international student enrolments, and those located in areas which were not subject to extensive lockdowns, were often able to navigate 2020 with minimal disruption.

■ ■ ■

“We came out of the situation really well with minimal disruption”

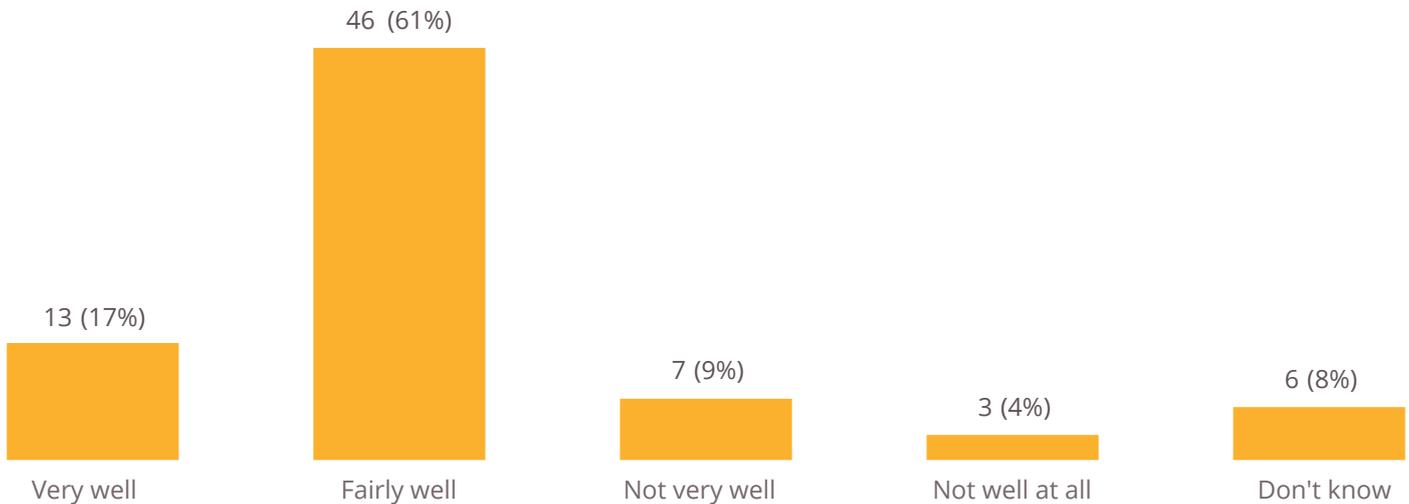
- Dean -

Teaching staff specifically faced a range of challenges throughout 2020. As has been mentioned, many were required to transition to online teaching at short notice and with compressed training periods. For others, a reduction in casual/sessional tutors meant that teaching staff took on a larger teaching workload.

Constant and continual engagement between management, faculty and staff was a focus for senior school leadership, who highlighted a number of strategies to help maintain staff confidence and wellbeing throughout the year as part of a ‘big picture’ leadership strategy, including:

- ◇ Consistent and frequent communications, through initiatives like town halls and regular all-department meetings
- ◇ Fostering an environment where staff feel empowered to talk freely with each other to voice their opinions and concerns
- ◇ Periodic employee engagement surveys
- ◇ A range of Employee Assistance Programs, including psychological and employment assistance

How well do you feel your school was equipped to perform non-teaching tasks (e.g. marketing, admissions, administration) remotely in 2020?



Organisational change

Many schools – as well as the universities that house them – underwent substantial organisational changes in 2020. Some of these changes were previously planned and sped up due to the events of COVID-19, while others arose organically to address the challenges posed by COVID-19. This section outlines some of the commonly raised changes that schools have initiated (or plan to in the future) and how they may impact business school operations.

Consolidation, centralisation and digitisation

Of most significance, some universities have moved to centralise and consolidate administrative services (such as marketing, recruitment, and human resources) rather than have each school manage these operations independently. While these changes are intended to reduce expenditures, there is some concern that these changes will threaten the administrative autonomy of individual schools. In other cases, entire schools have merged together, with mergers between business and law schools taking place (or proposals to do so being considered) at multiple universities.

Another common theme among many schools was an acceleration of planned moves towards digitisation of teaching and learning – most notably moving course content online and transitioning to a ‘hybrid’ model of instruction that couples face-to-face instruction in seminars and tutorials with pre-recorded online lectures. While in many cases these changes were already being planned, COVID-19 necessitated a rapid acceleration of these transitions.

■ ■ ■

“A five-year plan actioned in four weeks”

- Dean -

■ ■ ■

“This year has definitely progressed plans for online transformation at a more rapid rate”

- School staff -

Domestic recruitment pivot

Due to an expected decrease of international enrolments in 2021, along with an expected increase in application from domestic students, many schools will be ‘pivoting’ their recruitment efforts to target the domestic student market in 2021.

With international travel expected to be strictly limited in the near future, high school graduates who may have taken a year off to travel or work before commencing their tertiary studies are now more likely to enrol and commence their course straight away, providing an opportunity for schools to offset the anticipated decrease in international enrolments by tapping into a larger than normal pool of domestic applicants. Additionally, a job market which is expected to be tough in the near future due to the economic fallout of COVID-19 may spur an increase in applications for postgraduate study (particularly MBA programs), as professionals who find themselves out of work look to return to the classroom to upskill or re-train – reflecting the counter-cyclical trend between enrolments and the wider job market.

However, some schools expect to face greater competition for enrolments from other disciplines, particularly those in the STEM fields, as a result of the recent changes to government funding of Commonwealth Supported Places (CSP), which will see the student contributions for courses in management and commerce increase by around 28%, while those in the STEM fields will decrease by between 21% and 61%.

■ ■ ■

“Our main competitors aren’t other business schools – they’re the STEM schools”

- Dean -

Innovation in course offerings

As has previously been mentioned, 2020 prompted a rapid shift to a primarily online mode of instruction. With a return to the classroom in some capacity likely in 2021, schools are now confronted with decisions around what, if any, of the changes made to teaching delivery modes in 2020 should remain permanently, and what elements of teaching should return to the ‘pre-COVID’ status quo.

The aspect of study that seems most likely to change permanently – at least for some schools – is the traditional lecture, with some schools considering whether to continue delivering lectures online into the future, while returning to the classroom for more interactive forms of learning, such as seminars, tutorials and laboratory classes.

■ ■ ■

“[We have] accelerated implementation of 'blended first' approach to learning and teaching”

- School staff -

■ ■ ■

“I think we will continue to hold seminars in a hybrid mode- attendance is higher, and a lot more teaching will be done in an online or hybrid mode. I foresee a lot more virtual work and communications as a consequence of COVID-19”

- School staff -

While pre-recorded lectures will add a greater degree of flexibility for both students and teaching staff, some are wary that a reduction in ‘face-to-face’ contact hours could have an adverse impact on both student engagement and the overall student experience if they were made permanent.

However, the blended learning mode is not on the horizon for all schools. In particular, those who are smaller and regionally-based, and who consider their campus life a unique selling point over a larger, metropolitan-based university, are wary of a permanent move toward online. There is a general expectation that a divergence in default modes of instruction between schools over the coming years will provide a greater sense of differentiation between schools.

Outside of structural changes to existing degree models, many schools will be exploring a range of new and innovative course structures which may meet the needs of a wider range of potential students, whose preferences and requirements do not always fit into the traditional degree model. Along with an increase in ‘fully online’ courses, some of the other alternative models being explored are:

- ◇ Short courses – Increasing the number of single unit, graduate certificate (4 units) and graduate diploma (8 units) programs for students who want to up-skill without committing to a full degree
- ◇ ‘Build your own’ degrees – Courses which allow students to select from a wide variety of electives to meet their own career goals and areas of skill development, rather than following a pre-defined course structure
- ◇ ‘Stackable’ learning – allowing students to aggregate a number of smaller qualifications in their areas of interest into a larger qualification

These alternative and more flexible forms of study are anticipated primarily to target the mature-age postgraduate student market, who may have limited time or are unable to commit to a full degree program-although some deans believe there is potential to offer these alternative forms of learning to an undergraduate cohort as well.

Increasing industry collaboration

With internal budgets expected to be tight over the coming years, schools will be looking to diversify their income streams, rather than rely on student revenue – particularly to fund new research opportunities.

The clearest opportunity for such diversification appears to be through greater efforts to establish partnerships with corporates and government, which can provide funding for new research initiatives that will help them navigate the business challenges of the future. The current moment provides a particularly good opportunity for such collaboration, given the disruption, confusion and uncertainty inflicted upon the corporate world by COVID-19, and the questions it has posed about how the workplaces of the future will operate – questions that business schools are uniquely positioned to answer through innovative research.

■ ■ ■

“[We will] be more focused on obtaining external grants”

- School staff -

This opportunity has been identified by a number of deans, who have already taken up opportunities for industry collaboration on challenging questions for the business world, such as maintaining staff wellbeing during periods of stress, management of remote workforces and how to effectively enable working-from-home arrangements, and how business must change to meet the realities of a post-COVID world.

■ ■ ■

“Individual research may be down but funding coming [for] COVID-19 related work is higher”

- School staff -

While such collaborations are not new, the expected reduction of internal research funding over the next few years has placed a greater spotlight on industry partnerships as a source of research funding, and schools are expected to be increasing their efforts to seek out such opportunities to fund future research initiatives. Creating and maintaining an environment conducive to such collaboration will be one of the challenges schools face, with one dean posing the open question:

■ ■ ■

“How can schools recruit greater support from the sector and promote ourselves?”

- Dean -

Acknowledgements

This project could not have been completed without the cooperation of the Australian Business Deans Council and their membership. Special thanks to the ten deans who volunteered to be interviewed, as well as the 84 staff members who completed the online survey.



Methodology

This research project consisted of two components – a series of semi-structured video interviews with 10 deans from the Australian Business Deans Council, and an online survey distributed to selected staff from 38 ABDC member schools.

The report was compiled by Chris Strods (QS), with input from Jeroen Prinsen (QS) and Caroline Falshaw (ABDC)

Stage 1: Semi-structured interviews	Stage 2: Online survey
<ul style="list-style-type: none"> ◆ 38 ABDC member deans invited to interview ◆ 10 x 30 minute interviews conducted ◆ Interviews were conducted in November and December 2020 	<ul style="list-style-type: none"> ◆ 10 minute online survey distributed to selected contacts from each business school ◆ Mixture of quantitative and text response questions ◆ 78 completed and 6 partial responses received ◆ 28 universities represented ◆ Survey hosted on Qualtrics platform ◆ Survey was in the field from November 18 – December 14 2020



About QS

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QS portfolio

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