

BUILDING SUSTAINABLE GLOBAL BUSINESS SCHOOLS: A STRATEGIC MANAGEMENT FRAMEWORK

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Abstract

This paper addresses the critical need for a structured framework to guide Indian business schools (B-schools) toward sustainable global competitiveness and deep integration of global values. The fundamental objective is to provide a framework that is both strategic and sustainable for B-schools, improving institutional efficiency and aligning operations with global best practices.

Utilizing a qualitative research design, this study examines the strategic priorities and institutional perspectives of six key internal and external stakeholders: institutional founders (n=2), directors (n=2), and accreditation experts (national AICTE and international EFMD) (n=2). Data were collected through in-depth interviews categorized across five foundational pillars - Marketing, Infrastructure, Admissions, Administration, and Placements. Thematic analysis was augmented by interpreting stakeholder prioritization via bubble chart visualizations, wherein stakeholders allocated a normalized weight (16.67) across sub-themes for each pillar.

The analysis revealed a unified shift toward digital-first, outcome-based branding, and holistic candidate assessment. However, a significant finding is the critical misalignment between aspiration and implementation, where stakeholders prioritize reputational assets - specifically Accreditations & Rankings Impact - over functional mechanisms for global mobility, such as International Faculty & Student Diversity. Accreditation experts strongly define faculty quality and continuous improvement as the institutional cornerstone, emphasizing that global standing depends on policy-driven processes and research excellence.

The core contribution is a comprehensive framework - the Sustainable Global Business School (SGBS) Model - which integrates AACSB-aligned faculty qualification standards with policy-driven strategies to embed entrepreneurship, sustainability, and continuous quality assurance (CQA) across all institutional functions. This model provides B-school leaders with an empirically validated, replicable blueprint for achieving institutional excellence and long-term relevance in the contemporary world.

Keywords: BUILDING SUSTAINABLE, GLOBAL BUSINESS SCHOOLS, AICTE, EFMD

1. Introduction

1.1 The Evolving Mandate of Global Management Education

The global landscape of management education is rapidly evolving, demanding that business schools redefine their mission beyond traditional academic rigor. Institutions today must demonstrate a capability to respond effectively to technological disruption, global interconnectedness, and the imperative of sustainability. Modern B-schools are expected to prepare students for complex leadership roles in a world increasingly governed by Environmental, Social, and Governance (ESG) principles, digital transformation, and the philosophy of stakeholder capitalism (Paul & Gala, 2024).

The concept of a “Global Business School” extends beyond establishing international linkages or maintaining superficial partnerships. It requires deeply embedded strategies that reflect global values, uphold sustainability benchmarks, and ensure inclusivity across all institutional functions (Kundu & Das, 2025). This transformation underscores the necessity for strategic alignment between educational objectives and contemporary global demands.

1.2 Strategic Challenges in the Indian Management Education Landscape

Against this backdrop of heightened global expectations, Indian business schools face unique complexities in realigning their models to achieve both global competitiveness and local relevance. Despite the overall growth in the number of management institutions in India, a significant gap persists between institutional aspirations and the expectations of stakeholders. Many schools grapple with fundamental challenges, including outdated administrative systems, insufficient global immersion opportunities for students and faculty, limited integration of sustainability into the core curriculum, and a poor alignment between academic delivery and desirable employability outcomes (Stich et al., 2023).

A major structural impediment to evolution into a truly global institution is the absence of comprehensive stakeholder engagement and a lack of innovation in governance structures and infrastructure. While top-tier global B-schools, such as Harvard, INSEAD, and LBS, offer models of excellence characterized by decentralization, student-centric governance, and strong international placement networks, replicating such success within the existing structural constraints of Indian contexts remains complex and strategically under-explored (Latha et al., 2025).

The current strategic tension for Indian B-schools lies in resolving a dual mandate: the necessity of conforming to high global standards (ESG, sustainability, global values) while simultaneously overcoming deep-seated local, structural deficiencies (outdated systems, compliance burdens, and limited functional global exposure). The creation of a scalable framework capable of balancing global aspiration with local operational reality is essential to bridge this structural gap.

1.3 Research Contribution and Framework Overview

This research contributes a unique and holistic framework designed to facilitate the transition of Indian B-schools into globally aligned, sustainability-driven institutions. The methodology combined insights derived from in-depth interviews with strategic stakeholders to develop a conceptual and visual prototype for a Sustainable Global Business School.

The research integrates five critical strategic pillars—Marketing, Infrastructure, Admissions, Administration, and Placements - and provides practical recommendations that address the operational, academic, and strategic dimensions of institutional transformation.

2. Theoretical Foundation and Review of Literature

2.1 The Evolution of Sustainability in Business Education

The integration of sustainability has emerged as a critical element in the institutional and academic strategy of modern business schools. This transformation requires embedding sustainability throughout the entire academic cycle, from institutional frameworks and curriculum design to research mandates and campus practices (Gupta & Singhal, 2017). Effective frameworks proposed for implementing sustainability emphasize four key components - Education offerings and teaching methods; Campus practices; Engaging stakeholders; and Research (Godemann et al., 2023).

A persistent challenge, however, is the widespread adoption of the "saddle-bag" approach, whereby sustainability courses are merely added to existing curricula rather than being fully integrated into core functional areas (Sharma & Hart, 2014). This often results in an incomplete transformation, which is further impeded by neglecting essential aspects such as capability development and communication regarding sustainable practices (Godemann et al., 2023). The research by Martínez-Bravo et al., (2024) suggests six

critical actions for effective sustainability education, including promoting active experiences, nurturing student leadership, and ensuring deep institutional involvement. Furthermore, the literature identifies progressive integration models, such as the phase model introduced by Hart et al., (2017), which highlights the systematic adoption of sustainable practices into MBA education.

2.2 Strategic Management and Effectiveness of MBA Programs

The contemporary literature critically examines the structure and objectives of management education programs, which was mentioned as a major research gap in the literature (Hemsley-Brown & Goonawardana, 2007; Mohapatra & Mishra, 2017). Analyzing MBA programs as an industry, Nguyen (2017) applied Porter's five forces model to provide a strategic perspective on the positioning and value proposition of management education, revealing the complex competitive dynamics shaping offerings.

The current focus is on developing educational models designed to produce "super executives" - graduates equipped with advanced strategic capabilities and a comprehensive understanding of complex business landscapes (Aithal & Karanth, 2024). This requires developing holistic skill sets that successfully blend traditional business acumen with emerging capabilities in sustainability, innovation, and strategic thinking (Dash et al., 2022; Gupta & Singhal, 2017; Taylor, 2000). Global deficiencies in MBA education necessitate a pedagogical change away from mere theoretical "knowing" and toward practical "doing" and holistic "being" (Garvin et al., 2010). Institutions are increasingly viewed as dynamic entities that must continuously evolve through strategic educational design and institutional effectiveness (DeShields et al., 2005; Garvin et al., 2010).

The deficiencies identified in the literature, particularly the use of superficial sustainability integration and the lack of systemic capability development, demonstrate the necessity of adopting a comprehensive, systems-level approach. By basing the current framework on core institutional functions - Marketing, Infrastructure, Admissions, Administration, and Placements - the study directly addresses the organizational and structural deficiencies that prevent institutions from truly embracing sustainable and holistic leadership development (Auken et al., 2016).

2.3 Identifying the Strategic Gap and Need for the Study

The variability and deficiencies observed in existing institutional models necessitate a strategic and organized framework for B-schools. Indian institutions frequently operate in isolation, often failing to benchmark their performance against global norms or the expectations of stakeholders. Existing qualitative investigations indicate that stakeholders, including students, faculty, and recruiters, express discontent with the limited focus and lack of practical skills often observed in MBA programs (Najera, 2014).

This research tackles the urgent requirement for a scalable and adaptable framework that operationalizes sustainability as a strategic lens rather than treating it as a peripheral curriculum concern. A framework of this nature enables educational institutions to cultivate graduates who are not only capable of functioning in a global context but who are also future-ready leaders equipped with the necessary values and competencies for addressing contemporary global challenges. While the literature offers foundational insights, there remains a need for focused research on measuring the long-term impact of sustainability-focused programs (Aithal & Karanth, 2024), developing sophisticated integration frameworks (Auken et al., 2016), and exploring pedagogical innovations (Taylor, 2000).

3. Research Design and Methodology

3.1 Research Design and Scope

The study employed a qualitative design to capture the nuanced perspectives and strategic imperatives of institutional drivers. The research explores five foundational pillars - Marketing, Infrastructure, Placements, Admissions, and Administration - deemed essential to the effectiveness of business schools. These pillars guided both the thematic and geographical approach of the research. The authors also identified and documented "Other Best Practices" to draw unique features from the selected institutions.

The methodological approach utilized the gathered qualitative insights to prototype a comprehensive sustainability-strategy framework. This prototype was iteratively refined through stakeholder consultations.

3.2 Stakeholder Selection and Data Collection

In-depth, virtual interviews were conducted with six strategically selected high-level stakeholders to gather perspectives spanning institutional vision, execution, and external validation.

Table 1: Stakeholder Profile and Interview Focus

Stakeholder Group	Number	Role & Institutional Context	Primary Contribution	Strategic Contribution
Business School Founder	2	LEAD Business School (Entrepreneurship Focus); MyRA School of Business (Modern, Sustainable Focus)	Institutional philosophy, strategic investment, future vision, and differentiation	
Business School Director	2	LEAD Business School (Entrepreneurship Focus); SDMIMD (Accreditation/Global Focus)	Operational effectiveness, academic delivery, current strategic challenges, and resource alignment	
Accreditation Expert	2	National (AICTE, India); International (EFMD, Europe)	Accreditation benchmarks, quality assurance mechanisms, global standards, and policy alignment	

The discussions explored critical areas including governance models, strategic challenges, leadership approaches, and infrastructure planning.

3.3 Data Analysis Approach

Interview content was organized using thematic understanding, categorizing insights across the five pillars. The analysis moved beyond identifying what stakeholders articulate (themes) to interpreting their strategic commitment. A unique methodological component involved interpreting stakeholder prioritization via bubble chart visualizations. In this visualization, stakeholders allocated a normalized total weight (16.67) across sub-themes for each pillar.

This quantification of qualitative strategic intent is essential. While traditional qualitative analysis identifies the central themes of interest, the bubble chart data reveals the *relative allocation* of strategic focus among competing institutional priorities. For example, this approach allows for the interpretation that while “global mobility” is acknowledged, stakeholders allocate only 7.4 percent to 9. percent of their marketing focus on International Faculty & Student Diversity, compared to higher allocations for reputational drivers. This method provides an actionable metric of strategic commitment or neglect within the institutional structure.

4. Findings: Stakeholder Perspectives on Institutional Pillars

4.1 Qualitative Themes: Strategic Vision and Operational Practice

The integrated learning from Founders, Directors, and Accreditation Experts provides contextual depth to the institutional transformation goals. The findings reveal both unified strategic mandates and areas of operational divergence.

Table 2: Consolidated Qualitative Findings by Strategic Pillar

Pillar	Core Theme from Founders	Core Theme from Directors	Core Theme from Accreditation Experts
Marketing	Digital storytelling, SEO, alumni advocacy, outcome-based branding (job guarantee)	International accreditation emphasis, global alumni network, faculty diversity for global appeal	Branding tied to structured programs, reputation, and accreditation value; thought leadership
Infrastructure	Sustainable campuses, AI tools, collaborative tech lounges, green energy	Supportive infrastructure, wellness facilities, hybrid learning environments, library as key resource	Academic-social balance, smart classrooms, green campus strategies for global appeal
Admissions	Personalized, tech-enabled processes, merit/need	Structured holistic process, behavioral assessments, multi-	Merit-based, multi-channel, data-driven strategies emphasizing

	scholarships, experiential selection	exam acceptance, focus on diversity	diversity and mobility metrics
Administration	Transparency, automation, faculty development, real-time feedback loops	Mixed/centralized governance, strong research focus, student involvement (lead score system)	Autonomy, rapid decision-making, quality assurance, faculty quality as the cornerstone
Placements	Entrepreneurship priority, venture development platform, longitudinal career tracking	Growing recruiter base, strategic diversification, alumni role in placement	Structured internships, industry ties, sectoral diversity, cross-border placement readiness

The qualitative data establishes that Administration and Faculty Quality are intrinsically linked, forming the essential foundation for global credibility. While operational stakeholders (Directors and Founders) focus heavily on administrative efficiency, automation, transparency, and student support systems, accreditation experts explicitly state that faculty quality - encompassing scholarly productivity, expertise, and classroom engagement - is the recognized cornerstone of a B-school's identity. This observation implies a clear causal path: effective, agile administration is a necessary precondition for fostering the autonomy, research culture, and continuous faculty development that ultimately drive global academic reputation and accreditation success.

4.2 Quantitative Prioritization: Analysis of Strategic Allocation

The bubble chart interpretations provide specific numerical data on the relative priorities assigned by stakeholders, illustrating where strategic commitment is focused and where strategic neglect may occur.

Table 3: Stakeholder Prioritization Analysis (Based on Bubble Chart Interpretation)

Strategic Pillar	Highest Prioritized Element	Lowest Prioritized Element	Key Insight from Prioritization
Marketing	Accreditations & Rankings Impact (Up to 22.7%); Brand Positioning & Reputation	International Faculty & Student Diversity; Global Immersion & Exchange Programs (As low as 7.4%)	Formal external validation drives market success more than functional global presence
Infrastructure	On-Campus Housing & Faculty Accommodation; Technology-Enabled Classrooms	Sustainability & Farm-to-Table Initiatives; Accreditation & Compliance Infrastructure	Foundational living and learning facilities are central; specialized sustainability/compliance are necessary but secondary
Admissions	Behavioral & Practical Assessments; Structured Application & Selection Process	International Student Recruitment & Mobility; Tracking Student Performance by Admission Route	Quality of candidate assessment (behavior/merit) is prioritized over global recruitment complexity
Administration	Governance & Leadership; Student Support Systems (Mentoring/Counseling)	Accreditation & Quality Assurance; Decentralization & Autonomy	Core function rests on structure, policies, and student welfare, not compliance alone
Placements	Placement Performance & Accreditation Impact; Quality over Quantity (Tier-1 Roles)	CTC Competitiveness & Compensation Growth (As low as 5.7%); Global/International	Relevance and accreditation validation dominate; compensation is seen as an outcome, not a

		Placement Opportunities	primary driver
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The prioritization data reveals a critical strategic disconnect regarding global integration. In both the Marketing and Admissions pillars, factors directly related to functional global mobility—such as International Faculty & Student Diversity and International Student Recruitment—consistently receive the lowest weights. Conversely, factors related to reputation and external validation, specifically Accreditations & Rankings Impact (receiving the highest weight in Marketing at 22.7%), are prioritized.

This indicates that B-schools currently perceive international recognition primarily as a *reputational asset* to acquire and leverage for marketing purposes, rather than a deep *operational commitment* requiring significant, costly investment in foreign faculty recruitment, exchange infrastructure, or complex global placement services. To achieve true global standing, institutions must address this structural deficit and convert the aspiration for global reputation into a commitment to global operational reality.

5. Discussion: Synthesizing Themes and Prioritization

5.1 Analysis and interpretation of qualitative data

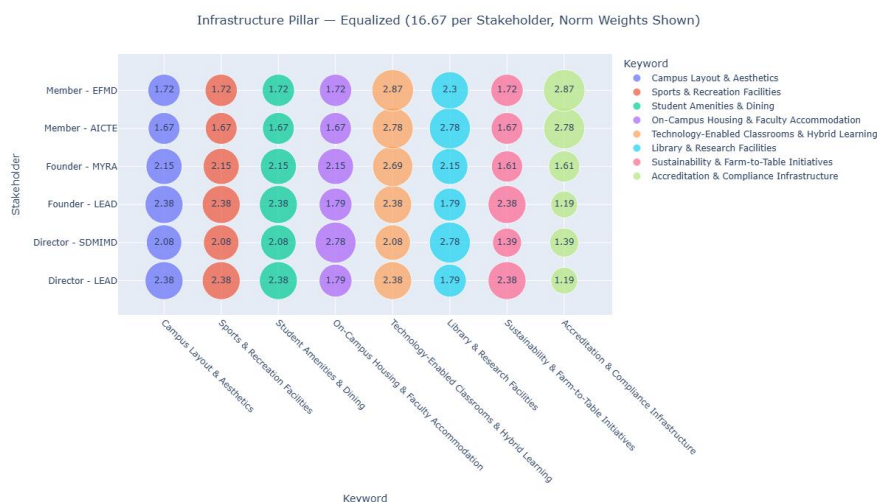
Marketing Pillar



Marketing

The bubble chart for the Marketing Pillar reveals that stakeholders overwhelmingly prioritize metrics of external validation and core brand strength over specific programmatic offerings, allocating their 6.67 total weight accordingly. The most critical marketing priorities are Accreditations & Rankings Impact and Brand Positioning & Reputation. Accreditations & Rankings Impact receives the highest weights overall, specifically from Member - AICTE (3.79, or 22.7% of their total focus) and Member - EFMD (3.62, or 21.7%), confirming that formal recognition is the primary marketing differentiator for accreditation bodies. Brand Positioning & Reputation is viewed as foundational by all stakeholders, with four groups assigning weights of 3.00 or higher (3.00 to 3.09, or 8.0% to 8.5%). Supporting marketing elements like promoting Entrepreneurship & Leadership Focus and utilizing digital marketing & social media receive strong, consistent weights, typically ranging from 2.7 to 2.56 (13.0% to 5.4%). In contrast, the lowest relative importance is consistently placed on the keywords related to global mobility: International Faculty & Student Diversity and Global Immersion & Exchange Programs generally score the lowest, often falling between 1.23 and 1.52 (7.4% to 9%). This suggests that while international components are necessary, stakeholders view core reputation, rankings, and digital outreach as the superior drivers for market success.

Infrastructure Pillar



Infrastructure

The bubble chart for the Infrastructure Pillar details how various stakeholders allocate their total 16.67 weight across eight infrastructure components, revealing a clear consensus on prioritizing facilities that directly support academic functionality and student welfare.

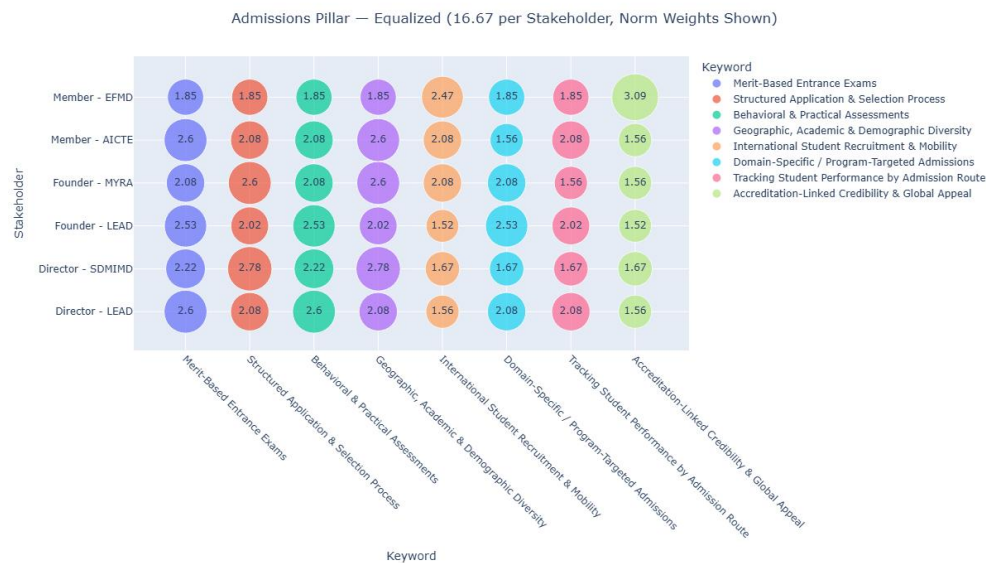
The highest overall priorities are consistently assigned to On-Campus Housing & Faculty Accommodation and Technology-Enabled Classrooms & Hybrid Learning. For On-Campus Housing & Faculty Accommodation, most stakeholders allocate weights between 2.69 and 2.87, representing a significant 6.1% to 7.2% of their total focus, positioning it as the most critical infrastructure element. Similarly, Technology-Enabled Classrooms & Hybrid Learning is highly valued, with scores ranging from 2.5 to 2.78 (12.9% to 6.7%), highlighting the necessity of modern, flexible learning environments.

Core traditional facilities - Campus Layout & Aesthetics, Sports & Recreation Facilities, Student Amenities & Dining, and Library & Research Facilities - are also viewed as foundational. Most stakeholders score these components consistently between 2.08 and 2.38, accounting for 2.5% to 4.3% of their allocated weights, indicating that a well-equipped physical campus remains a fundamental expectation.

The lowest relative importance is consistently placed on Sustainability & Farm-to-Table Initiatives and Accreditation & Compliance Infrastructure. These keywords frequently receive the lowest weights, often between 0.9 and 0.61 (7.1% to 9.7% of the total focus). This implies they are necessary but secondary to the core facilities that support day-to-day operations. The only significant outlier is Member - EFMD, which assigns the highest weight on the chart to Accreditation & Compliance Infrastructure (2.87, or 7.2%), which reflects the specialized priority of an accreditation body.

In summary, the infrastructure priorities validate that creating a supportive ecosystem for living, learning, and research (Housing, Technology, and Library) is central, while specialized compliance and sustainability efforts, despite their importance, are seen as less critical to the foundational definition of B-school infrastructure.

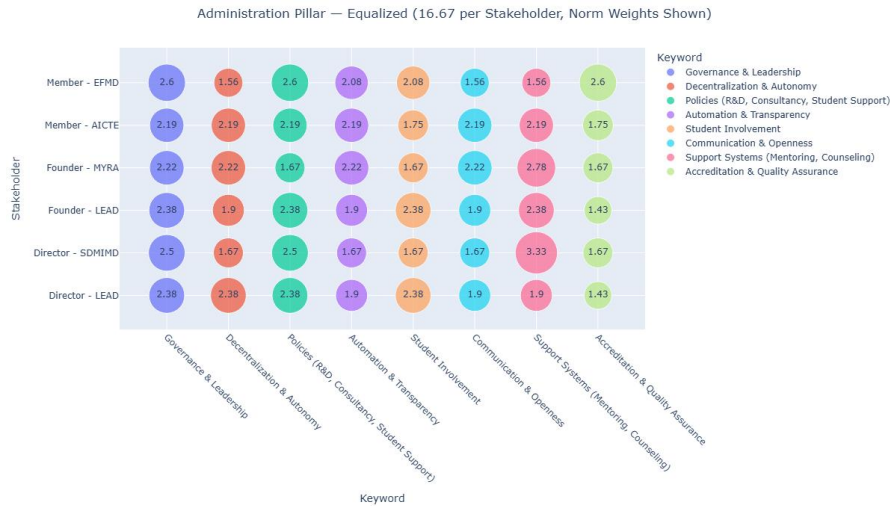
Admissions Pillar:



Admissions Pillar

The bubble chart for the Admissions Pillar, where each stakeholder has an equalized total weight of 6.67, highlights a strong, shared focus on core assessment and process quality. Behavioral & Practical Assessments and the Structured Application & Selection Process emerge as the most important areas, consistently scoring between 2.00 and 2.78, which translates to a weight share of 2.0% to 6.7% of a stakeholder's total focus. For instance, the Director - SDMIMD assigns a high weight of 2.78 to Behavioral & Practical Assessments (16.7%), emphasizing non-academic evaluation. Similarly, Merit-Based Entrance Exams are highly valued, with scores generally between 2.08 and 2.6 (12.5% to 5.6%), affirming the continued importance of standardized academic rigor. Keywords related to institutional strategy, such as Geographic, Academic & Demographic Diversity and Domain-Specific / Program-Targeted Admissions, show mixed but moderate importance, typically ranging from 2.02 to 2.78 (12.% to 6.7%). In comparison, areas like International Student Recruitment & Mobility and Tracking Student Performance by Admission Route receive lower weightages, often falling between .52 and 2.08 (9.% to 2.5%), indicating they are supportive but not primary drivers. The single largest priority on the entire chart is given by Member - EFMD to Accreditation-Linked Credibility & Global Appeal (3.09, or 8.5%), a unique emphasis likely due to their accreditation function, though other stakeholders generally assign it lower scores (1.52 to .67, or 9.% to 0.0%). Overall, the weightages strongly validate that the admissions process must center on high-quality, multi-faceted candidate assessment (merit, structured process, and behavior), with institutional diversity and global appeal serving as secondary, though important, considerations.

Administration Pillar

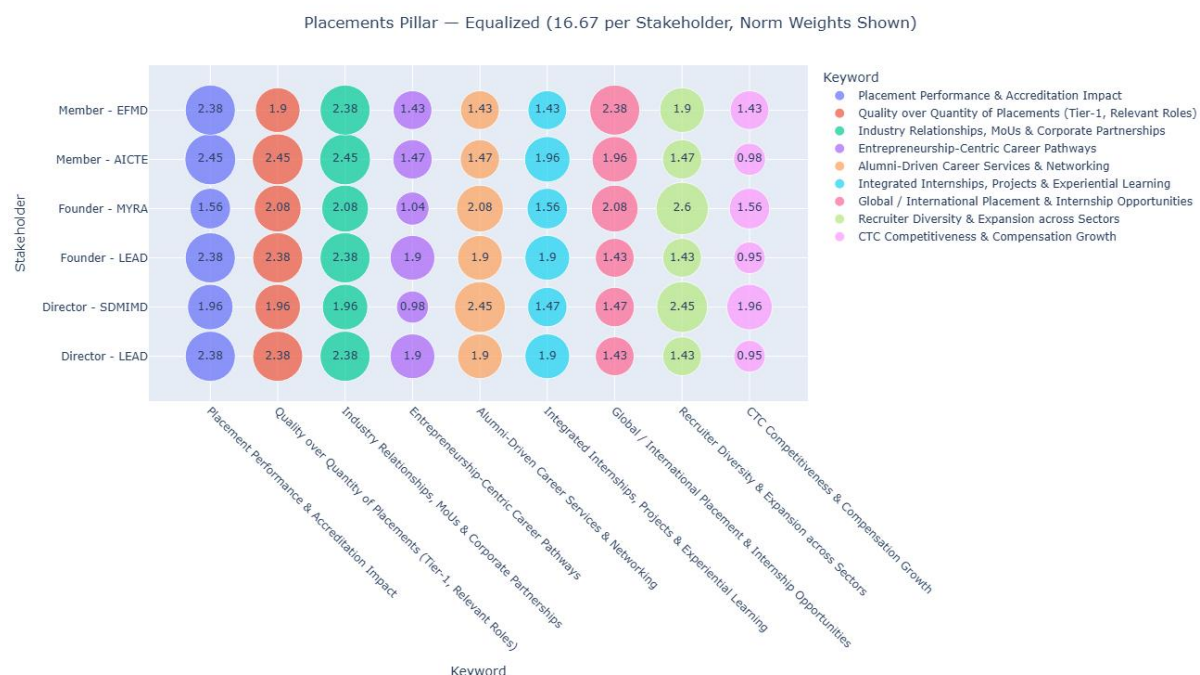


Administration

The bubble diagram for the Administration pillar highlights how different stakeholders—Directors, Founders, and Accreditation Members (EFMD, AICTE, MYRA, LEAD, and SDMIMD)—prioritize various aspects of administration in B-schools.

Governance and Leadership, along with Policies related to R&D, consultancy, and student support, consistently score between 2.2 and 2.6, making them the most important areas across all stakeholders. Student support systems such as mentoring and counselling receive the highest weightages, with 3.33 from the Director of SDMIMD and 2.78 from the Founder of MYRA, underlining the central role of student well-being in effective administration. In comparison, Automation; Transparency, Student Involvement, and Communication; Openness range from .67 to 2.38, showing they are valued as supportive mechanisms but not primary drivers. The lowest emphasis is seen in Accreditation; Quality Assurance, with scores between .43 and .75, which suggests it is viewed largely as a compliance requirement rather than a differentiator. Decentralization; Autonomy receives mixed attention, with higher weights from the Director of LEAD (2.38) and AICTE (2.9), but lower from others (1.56–1.9), indicating uneven importance across groups. Overall, the weightages validate that Governance, Policies, and Student Support Systems are at the heart of administration, while accreditation and decentralization are seen as secondary priorities.

Placements Pillar:

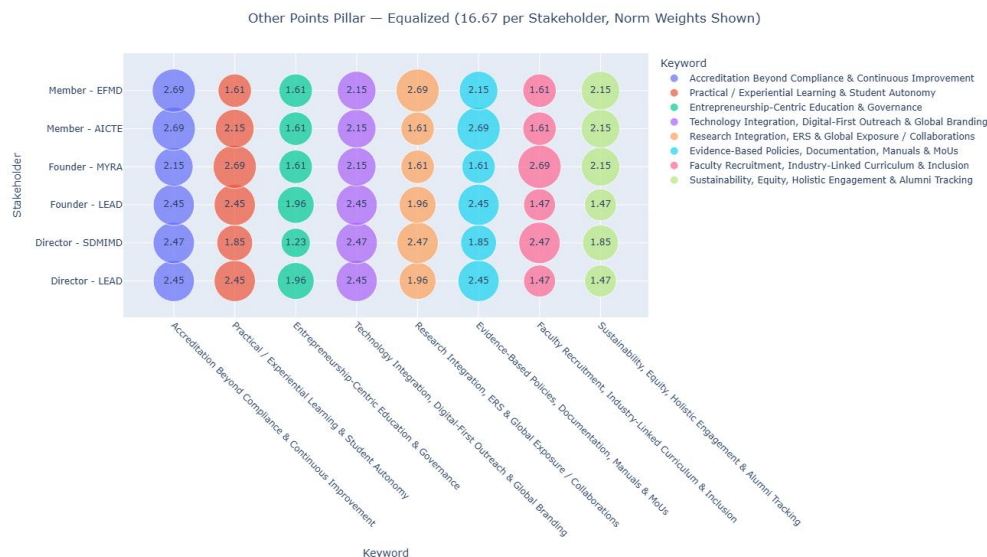


Placements

The bubble chart for the Placements Pillar, equalized at 16.67 per stakeholder, highlights a strong consensus on prioritizing quality, relevance, and compliance in placement outcomes. The two most critical priorities are Placement Performance & Accreditation Impact and Quality over Quantity of Placements (Tier-1, Relevant Roles). The former receives high scores, notably 2.45 from Member - AICTE (representing 4.7% of their total allocation), reflecting the importance of regulatory validation. The latter is universally highly valued, confirming that the caliber and relevance of roles are prioritized over mere volume, with a high of 2.45 also from Member - AICTE (14.7%). Furthermore, strong support is given to Industry Relationships, MoUs & Corporate Partnerships and Integrated Internships, Projects & Experiential Learning, which generally score between .96 and 2.38 (11.8% to 4.3%), underscoring the necessity of practical integration and corporate engagement. Conversely, the lowest relative importance is consistently placed on metrics concerning compensation, global reach, and niche career services. CTC Competitiveness & Compensation Growth receives the lowest overall weights, ranging from 0.95 to .96 (5.7% to 1.8%), suggesting that salary is viewed as a consequence of quality placements rather than a primary driver for the pillar's design. Similarly, Global/International Placement & Internship Opportunities and Entrepreneurship-Centric Career Pathways

generally fall into the lower range, indicating they are seen as supplementary, niche offerings rather than core components of placement success.

Other Points:



Other Points

The bubble chart for the Other Points Pillar, equalized at 6.67 per stakeholder, demonstrates a primary focus on quality assurance, technology-driven global expansion, and strong administrative structure. The single most valued area is Accreditation Beyond Compliance & Continuous Improvement, which consistently receives the highest weights, notably 2.69 from Member - EFMD and Member - AICTE (representing 6% of their total focus), underscoring the priority of proactive quality assurance. Strategic growth initiatives, specifically Technology Integration, Digital-First Outreach & Global Branding and Research Integration, GRS & Global Exposure / Collaborations, are highly valued, with most scores ranging from 2.5 to 2.69 (12.9% to 6%), signaling a consensus on the future importance of digital and global academic collaboration. Furthermore, Evidence-Based Policies, Documentation, Manuals & MoUs receives robust support, ranging from 1.85 to 2.69 (11% to 6%), confirming that strong administrative and documentary structure is viewed as a necessary foundation. Conversely, practical and long-term tracking aspects receive lower relative weights: Practical / Experiential Learning & Student Autonomy and Entrepreneurship-Centric Education & Governance score as low as 1.23 to 1.61 (7.4% to 9.7%). Similarly, Sustainability, Equity, Holistic Engagement & Alumni Tracking generally receives mid-to-lower weights, suggesting these complex, long-term initiatives are considered secondary to the core mandates of continuous improvement and global strategic integration within this pillar.

5.2 Strategic Alignment and Divergence Across Stakeholders

There is a significant convergence among all stakeholders regarding the necessity of digital transformation and the shift toward holistic, experiential learning. Founders articulate the ideological drivers, advocating for innovation like outcome-based branding (job guarantee) and creative selection tasks (city-building games). Directors, meanwhile, focus on providing the operational scaffolding, such as structured processes and technology integration.

A notable divergence appears between regulatory experts and institutional leadership concerning compliance. Accreditation experts, particularly those from EFMD, allocate high weights to compliance-linked themes, viewing them as crucial for global standing. In contrast, directors and founders often assign low weight to Accreditation & Quality Assurance within the Administration pillar, viewing it primarily as a bureaucratic requirement rather than a strategic differentiator. This differing perception poses a strategic risk, where continuous quality assurance (CQA)—vital for global benchmarks—is treated as a low-priority operational task.

The low prioritization of CTC Competitiveness and Compensation Growth in the Placements pillar is a highly significant finding, indicating a conceptual shift in success metrics. This confirms that the B-school management philosophy is moving away from maximizing short-term salary figures toward prioritizing career relevance, the quality of roles, and the development of entrepreneurial ventures (Founders' vision). Compensation is thus viewed as a lagging indicator, a natural consequence of successful capability development, rather than a primary strategic driver for the placement pillar design.

5.3 The Interdependence of Administration, Policy, and Reputation

The quantitative prioritization of Governance & Leadership and Student Support Systems over decentralization and compliance underscores that administrative stability and the student welfare ecosystem are fundamental drivers of institutional effectiveness. Efficient administration, marked by automation, documentation, and open-door policies, is essential for strategic agility and rapid decision-making.

Furthermore, the qualitative data from international accreditation experts emphasizes that achieving globally competitive rankings is not merely an outcome of meeting basic compliance checks. Instead, it emerges from an institutional culture that proactively prioritizes faculty research, consultancy, and sustained thought leadership. This necessitates robust policy documentation, evidence-based practices, and the continuous integration of international standards, such as ERS (Engagement, Innovation, and Impact) requirements, to ensure academic rigor and institutional visibility.

The core mandates for the **Sustainable Global Business School**—deep sustainability integration and authentic global mobility—are currently treated as secondary priorities within operational allocations, as evidenced by their low weightages. To successfully evolve, the institution must transition these elements from niche offerings into primary, strategic investment areas. This shift must be aggressively driven by institutional vision (Founder focus on green campus and entrepreneurship) and validated by external mandates (Accreditation Expert requirements for ERS and internationalization) to establish them as non-negotiable standards for future growth.

6. A Strategic and Sustainable Framework for the Global Business School

The proposed Sustainable Global Business School (SGBS) Framework serves as a replicable blueprint for institutional change, integrating strategic mandates, innovation focus, and global policy alignment across the five pillars.

6.1. The SGBS Framework Pillars and Principles

Table 4: Proposed Strategic Framework for the Sustainable Global Business School

Pillar	Strategic Mandate	Innovation Focus	Sustainability & Global Alignment
Marketing	Outcome-driven, research-led global branding	Digital storytelling, SEO, and alumni-led brand advocacy	Integrate accreditation-driven value and thought leadership
Infrastructure	Integrated, future-facing learning and living ecosystems	Hybrid learning pods, AI tools, and collaborative tech lounges	Advance green infrastructure, wellness centers, and sustainable operations
Admissions	Holistic, data-driven, and experiential candidate selection	Behavioral assessments and personalized, tech-enabled admissions	Enhance diversity and target scholarships for global outreach and mobility
Administration	Agile, participatory, and automated governance	Real-time feedback loops and structured student involvement (Lead Score)	Robust policy documentation and continuous quality enhancement (ERS)
Placements	Redefining success through entrepreneurship and global corporate	Startup incubation, cross-border partnerships, and longitudinal career	Sector-focused cells (sustainability, fintech, AI) and experiential learning integration

	readiness	tracking	
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6.2 Strengthening Faculty Excellence and Academic Leadership

Faculty excellence is recognized as the single most influential factor in sustaining academic rigor, attracting high-caliber students, and driving research innovation. To achieve and sustain global standing, faculty contributions must be strategically formalized and aligned with international standards. The adoption of the AACSB-aligned Faculty Qualification Matrix provides a standardized, globally competitive method for tracking, recruiting, and evaluating faculty contributions. This classification ensures that the B-School maintains a balanced portfolio that strategically blends theoretical researchers with applied specialists and practitioner-educators, thereby enriching the learning ecosystem.

Table 5: Faculty Qualification Matrix and Strategic Alignment (AACSB Aligned)

Faculty Category	Definition (AACSB Aligned)	Strategic Role in B-School	Institutionalization Action
Scholarly Academics (SA)	Engaged in high-quality theoretical/academic research and publications	Driving institutional research reputation and scholarly visibility	Promote research clusters; provide seed funding for high-impact journal publications
Practice Academics (PA)	Blends scholarly credentials with significant professional engagement/consultancy	Bridging theory and practice; enhancing industry relevance	Integrate faculty performance metrics into quality assurance; support consultancy activities
Scholarly Practitioners (SP)	Industry professionals contributing to applied scholarship and case writing	Generating contextually relevant knowledge and instructional content	Structure Continuous Faculty Development (CFD) in case writing and sustainability pedagogy
Instructional Practitioners (IP)	Faculty bringing extensive, current practical experience to the classroom	Enriching pedagogical delivery with real-world insights and leadership	Establish International Faculty Exchange/Residency Programs for cross-border collaboration

6.3 Expected Outcomes of Faculty Strategy Implementation

Systematic implementation of this faculty strategy is expected to yield multiple benefits. It will elevate the B-School’s global standing through visible research excellence and pedagogical innovation. By recognizing diverse academic and practitioner contributions, the framework will strengthen faculty morale and retention. Furthermore, it creates a continuous improvement loop, facilitating the Assurance of Learning and adhering to global "Engagement, Innovation, and Impact" (ERS) standards. Ultimately, this positions faculty as the essential cornerstone of institutional reputation, student success, and sustainable competitiveness.

7. Conclusion and Future Directions

7.1 Strategic Synthesis: The Mandate for Operationalizing Global Excellence

This study undertook a critical analysis, capturing the strategic calculus of the ultimate institutional architects: the founders, directors, and accreditation experts who define the future of global management education. The synthesized evidence validates a pivotal truth: achieving world-class status demands a rigorous, systemic transformation that moves beyond curriculum modification to embrace deep institutional realignment. The analysis confirmed that **external validation**, particularly through accreditations and rankings, remains the primary—and often disproportionately weighted—marketing lever for B-schools. Critically, this research exposes a structural vulnerability: an operational gap where the aspiration for global reputation is decoupled from the required commitment, leading to the **underprioritization** of resources necessary for functional global mobility, such as international faculty and robust exchange infrastructure. The findings established

that **administrative rigor**—including automation, policy documentation, and transparency—coupled with targeted faculty development (aligned with the AACSB model) are the non-negotiable standards required to underpin both internal innovation and sustainable global competitiveness. The Sustainable Global Business School (SGBS) Framework thus serves as an essential strategic blueprint, ensuring that global values and sustainability are operationalized as core institutional functions rather than peripheral academic concerns.

7.2 Actionable Recommendations for B-School Leaders

Based on the SGBS Framework and the stakeholder prioritization analysis, the following actionable recommendations are offered to improve educational delivery and organizational performance:

- **Marketing and Branding:** B-school leaders must strategically integrate accreditation-driven value and research output with alumni-led digital storytelling. Thought leadership content should be emphasized and optimized for professional digital platforms to enhance global visibility.
- **Infrastructure:** Strategic investment should prioritize the integration of green energy systems, smart classrooms, and dedicated wellness facilities. Institutions should establish hybrid learning pods, outdoor classrooms, and collaborative tech lounges to promote immersive learning (Shetty, Gandhi, & M, 2025).
- **Admissions:** Implementation of blended selection mechanisms is recommended, combining data-driven academic metrics with mandatory experiential, behavioral assessments. Efforts must actively enhance global student diversity through targeted scholarships and international outreach campaigns, directly addressing the identified prioritization deficit.
- **Administration and Governance:** Governance structures should be digitally transformed, ensuring strong policy documentation and automation for real-time decision-making. Agile, participatory governance models that mandate structured student involvement (e.g., lead score systems) must be promoted to enhance administrative engagement and efficacy.
- **Placements:** Placement strategies must be diversified through the creation of sector-focused cells aligned with emerging fields such as sustainability, fintech, and AI. Success must be redefined to include robust startup incubation programs, and cross-border collaborations should be mandated to ensure international career readiness.

7.3 Limitations and Future Research

The study's reliance on a small, purposefully selected sample of six high-level interview subjects provides rich contextual depth regarding strategic intent but necessarily limits statistical generalizability to the broader population of Indian B-schools. Furthermore, the bubble chart interpretation, while providing analytical weight, relies on a defined set of keywords and stakeholder self-reported prioritization, which may contain inherent biases.

Future research should focus on quantitatively measuring the long-term impact and economic returns of programs designed around integrated sustainability principles (Aithal & Karanth, 2024). There is also a continued need for developing more sophisticated and granular frameworks for cross-functional sustainability integration (Auken, Chrysler, & Wells, 2016), and for empirically evaluating the efficacy of innovative pedagogical approaches (Taylor, 2000) introduced by pioneering institutions.

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