Mentor Contextual Fact Sheet

# Introduction

This fact sheet is an optional tool for mentors to gain a better understanding of their assigned school. This tool is useful for mentors assigned to schools in locations where the mentors do not have firsthand working experience or limited/dated experience. This context is intended to improve a mentor's awareness of factors that influence decisions and motivations by the school in the design and implementation of an accreditation system, and as a result can improve the quality of a mentor's consultative advice. In addition, schools are prompted to consider and communicate up front any cultural dimensions that may impact the mentor/mentee working relationship.

Mentors may request their assigned school to complete this fact sheet prior to the mentor’s first visit to the school. Completion of this form by the mentee is optional and left to the discretion of the mentor.

# National and Institutional Context

## Degree Structures, Academic System, University System

Describe degree structures, academic systems and university systems recognized in your country/region. Describe the notable features of your school’s degree program structure and academic credit and grading systems.

## University Governance

Describe the different university governance structures found in your country/region and describe your school’s specific structure. Describe to what extent government approval is required at your school for key decision making (e.g. implementation of mission, hiring of personnel, new programs, review of existing programs, tuition fees) and funding matters. Describe which roles hold the greatest ability to drive decision making on key matters (i.e. faculty/dean/administrative staff/government).

## Business Schools

Describe the different types of business schools found in your country/region, the relative position of influence of business schools within the university, and how the external market perceives the value of a business education in your country/region.

## Faculty and Staff Models

Describe the faculty and staffing models found within the national context Describe any notable features of the school’s faculty and staffing model in relation to the national context. Describe the length of service of leadership positions (e.g. head of business unit) in your school.

## Academic Calendar

Describe the academic calendar(s) followed in your country/region. Describe your school’s academic calendar if it differs from the region/country.

## Rankings and National and Global Standings

Describe the rankings, ratings or other measures that influence perceptions of a school’s national and global standing. Describe the institution’s position within this sphere of influence.

## Forces Shaping Higher Education

If applicable, describe any other forces shaping higher education at the institutional or national level (population trends, geopolitical conflicts, government regulations).