



# The AACSB Accreditation Process and Update

2010 Third International Business School  
Shanghai Conference  
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## Today's Agenda

- Setting the context for AACSB accreditation
- Overview of the accreditation process
- Documentation and guidance
- Role of mentor
- AACSB developments and updates
- Questions and discussion



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## Glossary of Terms

- PAC – Pre-Accreditation Committee
- IAC – Initial Accreditation Committee
- AAC – Accounting Accreditation Committee
- ACC - Accreditation Coordinating Committee
- AQC – Accreditation Quality Committee
- MAC - Maintenance of Accreditation Committee
- SER - Self Evaluation Report
- SAP - Standards Alignment Plan
- PRT - Peer Review Team
- ICs - Intellectual Contributions



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## Our Mission



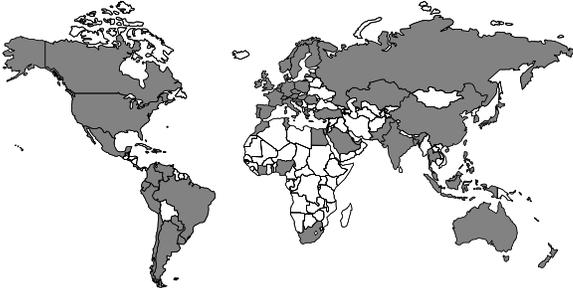
AACSB International advances quality management education worldwide through accreditation, thought leadership and value-added services.



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## The AACSB Network

- 1181 business schools in 78 countries
- 596 accredited schools in 37 countries (less than 5% of the world's business schools)
- 173 accredited accounting programs in 4 countries
- 60 corporate/foundation/non-profit members



A world map with shaded regions indicating the global presence of AACSB-accredited business schools. The shaded areas are concentrated in North America, Europe, and parts of Asia and Africa.

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## Management Education- A Global Phenomena

- *12,600+ business schools worldwide*
- *Management education is an export business for some countries*
- *Partnerships and alliances are growing at a rapid pace*
- *Student and faculty mobility is at an all time high*
- *International accreditation provides a statement of quality in this global context*

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## The World of Management Education

Region	Members	Accredited	In Accred Process	Estimated B-Schools
Africa	13	1	1	767
Asia	180	37	44	6,087
Europe	196	47	50	1,975
Latin America & Caribbean	58	10	9	1,969
Northern America	700	491	64	1,726
Oceania	34	10	12	99
<b>Totals</b>	<b>1,181</b>	<b>596</b>	<b>180</b>	<b>12,623</b>

Source: AACSB analysis

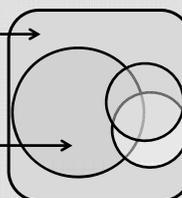
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## Global Accreditation Landscape

Of approximately 12,000+ institutions granting business degrees worldwide...

≈10% (1200+) are accredited by an organization operating on an international scale

≈6% have AACSB International, EQUIS and/or AMBA accreditation





## AACSB Membership



- AACSB Exchange
- Benching-marking data
- Affinity Groups
- Best Practice
- Networking at conferences
- World renowned speakers
- Free advertising – bestbizschools...!



## [www.bestbizschools.com](http://www.bestbizschools.com)

- AACSB Website – resource for students
- ALL information on AACSB accredited schools, by program e.g. MBA, information regarding career paths for business graduates, business degree programs, business school rankings, and accreditation



## AACSB Network: Global Reach and Recognition

- Cause and effect – be part of 600 “best business schools in the world” and alliances will occur
- Our membership – one in four has international partners
- Ease of partner communication - Common language
- Ease of student/faculty exchange



## AACSB Accreditation Represents

- *A 90+ year history of recognizing excellence in management education*
- *International distinction - less than 5% of business schools on a global basis*
- *A commitment to sustaining quality and continuous improvement; and*
- *Rigorous self-assessment and peer review*



 **AACSB Accreditation Assures a Business School**

- *Manages resources consistent with a clearly stated mission;*
- *Advances knowledge through faculty scholarship*
- *Provides quality teaching and current curricula*
- *Cultivates meaningful interaction between students and a qualified faculty*
- *Produces graduates who have achieved specified learning goals*
- *Makes a statement to external communities about your commitment to quality and continuous improvement*

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 **Setting the Context**

The three mantras of AACSB accreditation:

- Overall high quality
- Continuous improvement
- Mission-driven



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## Accreditation implies Accountability

- Alignment with mission
- Processes that work
- Alignment with stated Learning Goals
- Evidence of Continuous Improvement

*Stakeholders can rely on your  
contract with them*



## Framework of Accreditation

- Expectations: Stability, strategic mindset, collegiality
- Derive from: Good processes, leadership, organization, and institutional support/(resources)
- Essential elements: Quality teaching, evidence of learning, relevant curriculum, research, engagement with the business community



## Expectations derive from.....

### **Good processes, leadership, organization, and institutional support/(resources)**

- Processes inform, support, and enhance, development and delivery of high quality programs... fulfillment of mission
- Leadership – significant role
- Organization – order and structure
- Institutional support – implies foundation for successes



## Setting the Expectations: Stability, strategic mindset, collegiality

- Accreditation – not an end in itself
- By-product of a well-managed, stable, collegiate and focused business school
- Results in identifiable improvements
- Collegial refers to environment of debate and consensus



## Essential Elements are...

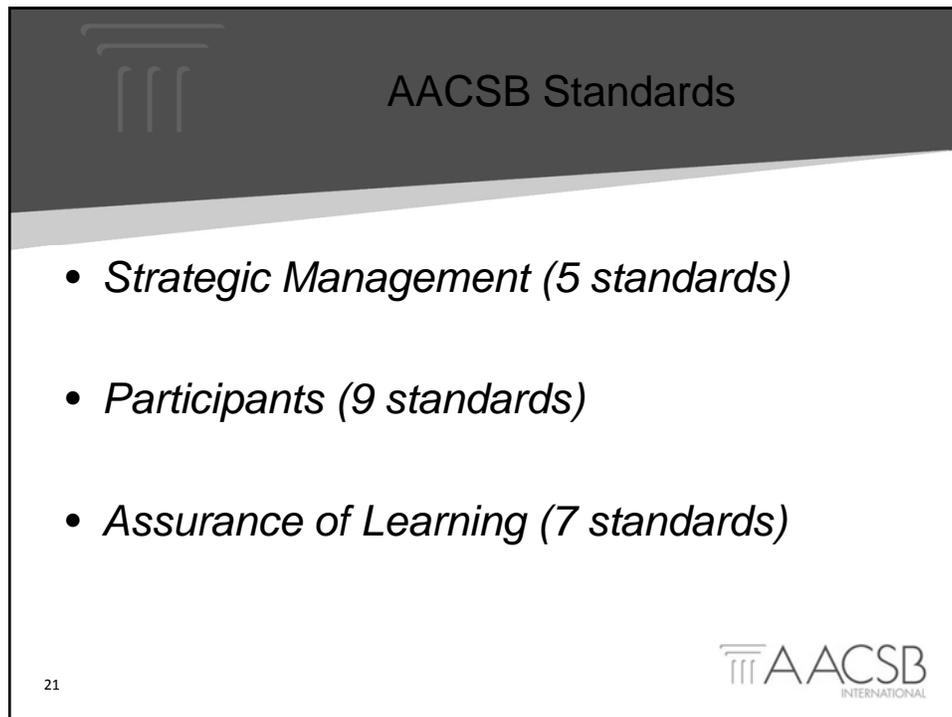
- Quality teaching, evidence of learning, relevant curriculum, research, engagement with the business community
- These elements result in measureable outcomes



## AACSB International Standards- Eligibility Criteria

- *Authority to grant degrees (undergraduate, masters, and/or doctorates)*
- *Degree programs supported by continuing financial resources*
- *Scope of accreditation*
- *Diversity in global perspectives and participants*
- *Expectations for ethical behavior*
- *Programs have produced graduates for at least two years*

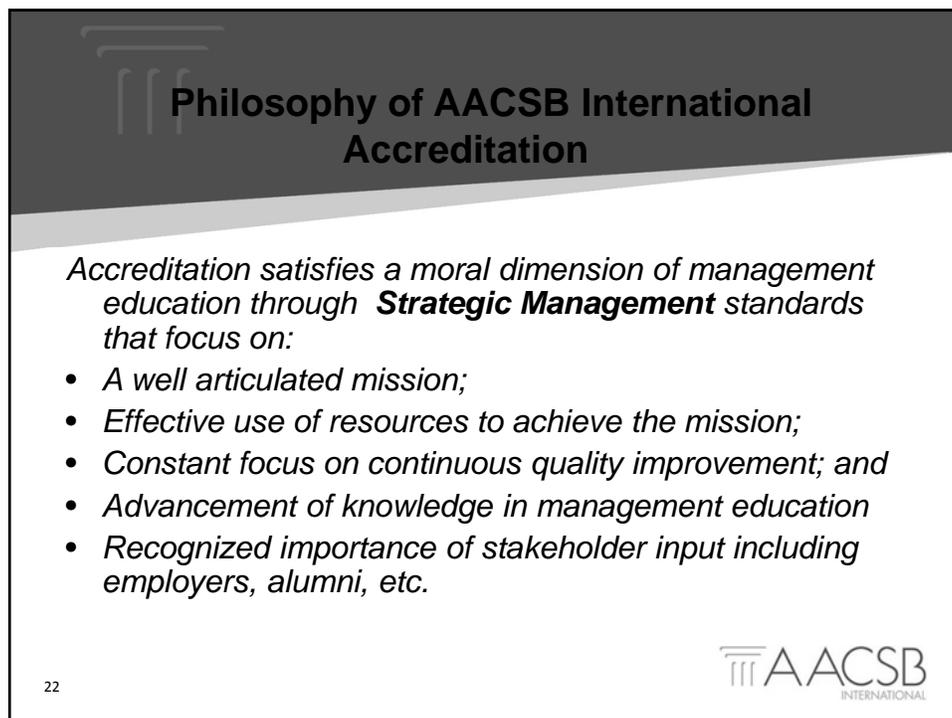




 AACSB Standards

- *Strategic Management (5 standards)*
- *Participants (9 standards)*
- *Assurance of Learning (7 standards)*

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 **Philosophy of AACSB International Accreditation**

*Accreditation satisfies a moral dimension of management education through **Strategic Management** standards that focus on:*

- *A well articulated mission;*
- *Effective use of resources to achieve the mission;*
- *Constant focus on continuous quality improvement; and*
- *Advancement of knowledge in management education*
- *Recognized importance of stakeholder input including employers, alumni, etc.*

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## The Importance of Your Mission

**Your mission and supporting strategic management plan set the context from which the entire accreditation process will develop.**

**Your mission should drive strategic decision-making and serve as a guide relative to the school's:**

- Future development and planned evolution/intentions
- Infrastructure—current and planned
- Use of resources—financial, human, and physical
- Coherence of various activities and how they fit into the school's broader aims
- Moral imperative to use time, effort, and resources effectively to assure a positive transformation of students and faculty

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## AACSB International Strategic Management Standards

- 1 – *Mission statement reflecting input of key stakeholders including faculty, employers, alumni, etc.*
- 2 – *Mission appropriateness and commitment to advance knowledge in management education*
- 3 – *Student mission*
- 4 – *Continuous improvement objectives*
- 5 – *Financial strategies*

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## Philosophy of AACSB International Accreditation

*Accreditation ensures the quality of the educational dimension of business schools through **Participant Standards** that:*

- *Require appropriate actions and interactions between faculty, students, administrators, and staff;*
- *Insure use of sufficient, qualified, and engaged faculty resources; and*
- *Expect active student involvement and appropriate student recruitment policies and support systems*



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## AACSB International Participant Standards

- 6 – *Student admissions consistent with mission*
- 7 – *Student retention policies consistent with mission*
- 8 – *Staff sufficiency-student support consistent with mission*
- 9 – *Faculty sufficiency and student/faculty interaction principles (participating and supporting faculty)*
- 10- *Faculty Qualifications (academically and professionally qualified)*
- 11 –*Faculty management and support*
- 12 –*Aggregate faculty and staff educational responsibilities*
- 13 –*Individual faculty educational responsibilities*
- 14 –*Student educational responsibilities*



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## Philosophy of AACSB International Accreditation

*Accreditation ensures the accountability dimension of management education through **Assurance of Learning** standards that:*

- *Insure delivery of effectively managed, globally focused curricula consistent with the stated mission;*
- *Insure program intentions defined by learning goals; and*
- *Insure learning achievement as demonstrated by direct assessment of learning*
- *Focus on effective management of curricula*



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## AACSB International Assurance of Learning Standards

- 15 – *Management of curricula with focus on continuous improvement-provides general curricula content guidelines. Expects participation of stakeholders in setting goals*
- 16 – *Undergraduate learning goals*
- 17 – *Undergraduate educational level*
- 18 – *Masters level general educational learning goals*
- 19 – *Specialized masters degree learning goals*
- 20 – *Masters educational level*
- 21 – *Doctoral learning goals*



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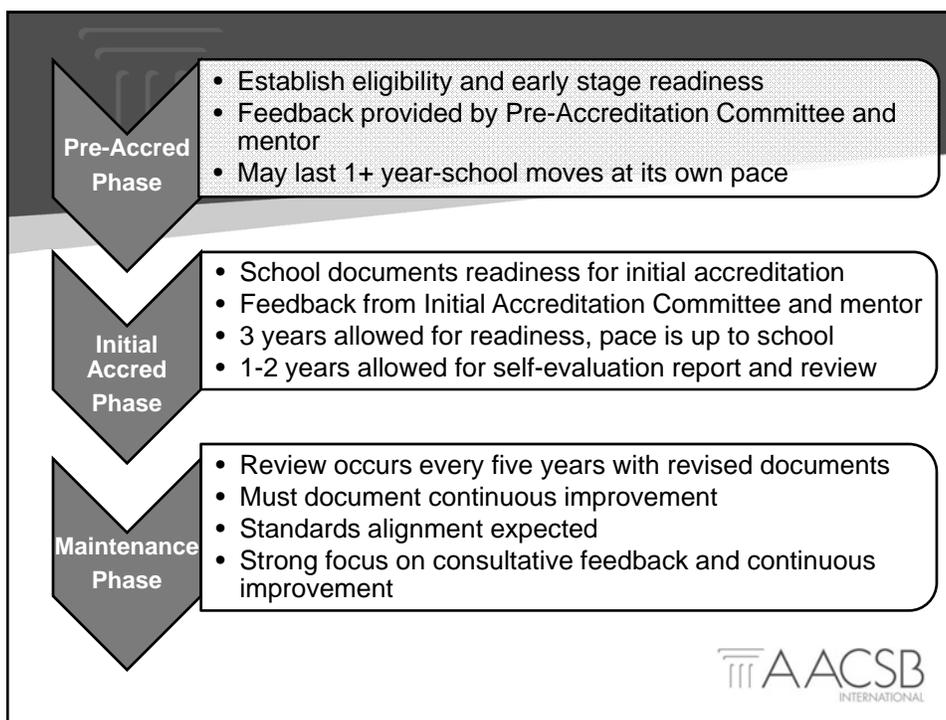


## The Accreditation Process: A Three Phase System

- ***Pre-Accreditation Phase***
- ***Initial Accreditation Phase***
- ***Maintenance of Accreditation Phase***

AACSB  
INTERNATIONAL

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## Accreditation Process

- Establish membership
- Completion/approval of Pre-Accreditation Eligibility Application
- Development of an accreditation standards alignment plan, determine scope of accreditation
- Implementation of alignment plan
- Development of the self evaluation report
- Peer review team site visit
- Initial accreditation
- Maintenance of accreditation

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## Pre accreditation Process

- Membership is approved (\$2,550)
- Eligibility Application (\$1,000) along with supporting materials submitted at any time to [PAC@aacsb.edu](mailto:PAC@aacsb.edu).
- Applications reviewed monthly
- If application is accepted a mentor and staff liaison are assigned (\$4500)

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## Pre-Accreditation Process cont'd

- School, with help of the mentor and staff liaison, develop the accreditation standards alignment plan
- Alignment plan reviewed by PAC
- If approved, SAP goes to IAC
- IAC monitors implementation of plan
- At appropriate level of maturity in implementation, school is directed to prepare Self Evaluation Report
- Visit follows submission of SER
- Initial Accreditation
- Maintenance of Accreditation

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## Demographic Information

- Name of Institution & website
- Name of business school & website
- Mailing address
- Phone, fax, and e-mail address
- Head of business unit
- Chief executive of institution
- Business accreditation or business & accounting accreditation
- Confirm membership in AACSB

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## Eligibility Criteria

- A. Date AACSB membership established
- B. Authority to grant degrees in business at bachelors, masters, and/or doctoral level
- C. Demonstrate continuing resources
- D. Scope of accreditation (more later)
- E. Diversity
- F. Ethical behavior policies
- G. Two years of graduates

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## B. Authority to Grant Degrees

- AACSB focuses on bachelors, masters, and/or doctoral degree programs
- Authority to grant degrees must be demonstrated via approval of governmental authorities (Ministry of Education, etc) or other authority
- Explain

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## C. Financial Resources

- School must demonstrate adequate financial resources to support mission across all dimensions (teaching, research, and other mission components)

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## D. Scope of Accreditation

- Scope of accreditation:
  - The accreditation unit is the institution
  - Request to define institution different than formal organization chart may be made (factors for consideration: financial, services, autonomy)
  - Institutions may request to exclude degree programs
  - The scope of accreditation will be determined well in advance of the on-site accreditation visit

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## Scope of Accreditation Process

- The Accreditation Coordinating Committee (ACC) must approve program exclusions based on:
  - Participation/Independence
  - Branding/Distinctiveness
  - Autonomy/Control(Cultural and regulatory contexts will be considered)



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## Participation / Independence

- A business program is normally defined as one that includes business content of 25% or more for undergraduate programs and 50% or more for graduate programs of the total academic requirements for the program



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## Branding / Distinctiveness

- The ability of students, faculty, and recruiters to clearly differentiate between two schools/programs
- Schools/programs have their own websites and brochures
- The description of each of the administrative units are clearly differentiated administratively and in public statements

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## Autonomy/Control

- The level of administrative control the faculty and administration of included programs have over the program including: Program design; faculty hiring and development; promotion; student selection and services; curricula design; and awarding of degrees.

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## Scope Documentation

- Complete Tables in Eligibility Application on degrees to be included and Tables on degrees requested for exclusion.
- Provide justification for exclusions

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## E. Diversity

The institution must demonstrate Diversity in its business programs

- Viewpoints and Perspectives
- Participants (students, faculty, and support staff)
- Learning experiences
- Preparation for careers in the global context

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## Diversity

- Viewpoints and Perspectives
  - Curricula
  - Teaching materials
- Participants
  - Student recruiting/composition
  - Faculty recruiting/composition
  - Visiting/guest lecturers

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## Diversity Cont'd

- Learning experiences
  - Internships
  - Co-curricular activities
  - Service learning
- Preparation for careers in the global context
  - Language requirements
  - Study abroad/special projects

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## F. Ethical Behavior

- Honor codes
- Codes of conduct
- Faculty documents (contracts, Faculty Manual, etc.)
- May be institutional or specific to business school
- Key is to demonstrate business school's commitment to ethical behavior

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## G. Years of Granting Degrees

- If new business school, show number of graduates for at least two years from programs that have produced graduates

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## Development of Standards Alignment Plan: Transition to Initial Accreditation

- Eligibility application is accepted
- Mentor and Staff Associate Assigned (Invoice for \$4500)
- Work on the Standards Alignment Plan
- Complete within one year

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## Standards Alignment Plan

- Prepared on a standard-by-standard basis
- Outlines alignment with standard or non-alignment identifying gaps or issues to be resolved to reach alignment
- Provides plan for how, when, and support for achieving alignment in each area where gaps exist

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## Assignment and Involvement of the Mentor

- Selection of the mentor is a collaborative process
- Mentor is familiar with AACSB standards and processes
- PAC chair and host school approve the mentor assignment

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## Mentor responsibility during the AP development phase

- When appointed, the Mentor will conduct an initial on-site visit to:
  - Gain familiarity with the applicant
  - Identify and resolve eligibility issues
  - Provide clarification about the philosophy and intent of the standards and their interpretations
  - Ensure consistent application of standards among faculty, support staff, and administration

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## Mentor Responsibility During the Alignment Plan Development Phase

- Assess the applicant's achievement of overall high quality
- Report to PAC on applicant's progress, timetable and provide recommendation to PAC concerning acceptance of SAP
- Mentor does not write the alignment plan

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## Preparation for a Mentor Visit

- The applicant should:
  - Initiate contact with the Mentor
  - Plan an agenda for the Mentor to review
  - Provide the Mentor information about the campus and business (and/or accounting) academic unit. Suggested information: reports (including annual reports), catalogs, brochures, faculty vitae, planning documents, financial documents, organizational charts, internal processes, etc.

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## Following the Mentor Visit

- Prepare a draft of the document (alignment plan or progress report) for review by the mentor
- Forward appropriate additional information to the Mentor
- Process Mentor's visit expenses in a timely manner

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## AACSB Update

- Deliver 11 conferences and 42 seminars annually (10 by the Asia office) ([www.aacsb.edu/conferences\\_seminars/](http://www.aacsb.edu/conferences_seminars/))
- “Globalization of Management Education” report forthcoming in 2011
- Largest database on management education in the world with Asia version of business school questionnaire now available
- AACSB Exchange provides access to AACSB and network of business school leaders

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## AACSB Update Cont'd

- Currently reviewing with constituency a new quality assurance product that if approved next April, will be available in 2011-12 (see [www.aacsb.edu](http://www.aacsb.edu))
- Recently issued “Business Schools on an Innovation Mission” report; other thought leadership reports available online

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## QUESTIONS AND DISCUSSION

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