

AACSB accreditation

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AACSB Accreditation



As the longest serving global association dedicated to advancing management education worldwide, AACSB accredits 775 of the world's best business schools across 52 countries and territories.

Why accreditation?

- Accreditation is a **signal** of quality (competitive advantage and pride), *vis a vis*
 - Applicants to studies
 - Employers for our candidates
 - Job applicants
 - International schools where we want exchange agreements
- It is a way of ensuring that we work systematically with quality improvements
- Participation in a network of the best business schools world-wide and learning «best practice» (Eg: AACSB-Exchange)
- Accreditation a joint goal that we can work together to reach. Hard, but not impossible.

What is it?

Purpose of Accreditation

- Promote *high quality and continuous improvement* supported by engagement, innovation, and impact.
- Use *internal self-assessment and external peer review* to confirm delivery of high quality management education and overall mission achievement.

Framework of a Quality Business School

- 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

Curriculum Management and Assurance of Learning, Cont.

Three Steps in an AoL/Assessment System

Step 1: Development

- Define learning goals and objectives
- Develop measures
- Map the curriculum
- Identify where to measure

Curriculum Management and Assurance of Learning, Cont.

Step 2: Measurement

- Measure and collect data
- Analyze data
- Identify improvements
- Implement improvements

Curriculum Management and Assurance of Learning, Cont.

Step 3: Closing the Loop

- Collect data to evaluate improvements
- Analyze data
- Evaluate improvements
- Evaluate AoL/assessment system

Core Value A: Ethical Behavior

“The school must encourage and support ethical behavior by students, faculty, administrators, and professional staff.”

- Systems, policies, and procedures must support ethical behavior for administrators, faculty, professional staff, and students.
- Must address breaches of ethical behavior.

Core Value B: Collegiate Environment

- *“The school maintains a collegiate environment in which students, faculty, administrators, professional staff, and practitioners interact and collaborate in support of learning, scholarship, and community engagement.”*
 - Focused on scholarship and advanced learning characteristic of higher education.
 - An environment supporting interaction among students, faculty, administrators, and practitioners.
 - Faculty involvement in governance.

Core Value C: Commitment to Corporate and Social Responsibility

“The school must demonstrate a commitment to address, engage, and respond to current and emerging corporate social responsibility issues (e.g., diversity, sustainable development, environmental sustainability, and globalization of economic activity across cultures) through its policies, procedures, curricula, research, and/or outreach activities.”

Criterion D: Accreditation Scope and AACSB Membership

An applicant for AACSB accreditation must be a well-defined, established entity and a member of AACSB International in good standing. The entity seeking AACSB accreditation may be an institution authorized to award bachelor's degrees or higher (in business) or under certain circumstances a business academic unit within a larger institution.

Criterion E: Oversight, Sustainability, and Continuous Improvement

“The school must be structured to ensure proper oversight, accountability and responsibility for the school’s operations; must be supported by sufficient and continuing resources (human, financial, infrastructure, and physical); and must have policies and processes for continuous improvement.”

Criterion F: Policy on Continued Adherence to Standards and Integrity of Submissions to AACSB

“All degree programs included in the AACSB accreditation review must demonstrate continuing adherence to AACSB accreditation standards. Schools are expected to maintain and provide timely, accurate information in support of each accreditation review.”

Standards for Business Accreditation

Strategic Management and Innovation

- A quality business school has and acts on a clear mission.
- The mission is translated into expected outcomes; strategies are developed for achieving those outcomes.
- 3 critical and related components are addressed:
 - Mission and strategy
 - Scholarship and intellectual contributions
 - Financial strategies

Mission, Impact, and Innovation

- Mission guides decision making.
- Mission identifies distinguishing characteristics that indicate how the school positions itself.
- Innovation and change must be embraced in a changing environment.

Mission, Impact, and Innovation, Cont.

- Mission, expected outcomes, and strategies define the following:
 - degree and non-degree programs;
 - students to be served;
 - teaching/learning models;
 - intellectual contributions; and
 - organizations to be served.
- Mission, expected outcomes, and strategies are appropriate to higher education and are consonant with the institution of which it is a part.

Standard 2: Intellectual Contributions Impact and Alignment with Mission

“The school produces high quality intellectual contributions that are consistent with its mission, expected outcomes, and strategies and that impact the theory, practice, and teaching of business and management.”

Intellectual Contributions Impact and Alignment with Mission

- Over time, school has produced intellectual contributions (ICs) that have had an *impact* consistent with the mission, expected outcomes, and strategies of the school.
- School assesses the extent to which expected impacts have been achieved.
- School maintains a current portfolio of high quality ICs from a substantial cross-section of the faculty in each discipline.

Faculty Qualifications and Engagement

- Scholarly Academics (SA)
 - Sustain currency through scholarship and related activities.
 - Also granted to faculty who have earned research doctorates within the last 5 years.
- Maintenance of SA through academic engagement activities:
 - Production of scholarship
 - Editorships, editorial board, committee service
 - Validation of SA status through leadership positions and participation in academic societies, research awards, academic fellow, invited presentations, etc.

Faculty Qualifications and Engagement

- Practice Academics (PA)
 - Sustain currency through professional engagement, interaction, and relevant activities. Applies to faculty who augment their initial preparation as SAs with engagement activities linked to practice, consulting, etc.
- Maintenance activities of PA status linking faculty to business and management practice:
 - Consulting
 - Faculty internships
 - Developing and presenting professional education or executive education programs
 - Significant participation in business professional associations
 - Practice oriented ICs
 - Relevant, active service on boards of directors

Faculty Qualifications and Engagement

- **Scholarly Practitioner (SP)**

- Sustain currency through continued professional experience, engagement, interaction, and scholarship related to the professional background and experience.
- Faculty augment their experience with engagement activities involving scholarship in the field of teaching.
 - Scholarship
 - Publication editorships and/or editorial board/committee service
 - Validation of status through leadership positions in academic societies, research awards, invited presentations, etc.
 - Continuing education or executive education programs

Faculty Qualifications and Engagement

Instructional Practitioner (IP)

For sustained IP status, professional engagement and interaction may include:

- Consulting
- Faculty internships
- Continuing education or executive education programs
- Professional work
- Professional association participation
- Service on boards of directors
- Professional certifications in the area of teaching

Standard 13: Student Academic and Professional Engagement

“Curricula facilitate student academic and professional engagement appropriate to the degree program type and learning goals.”

Standards for Business Accreditation

Learning and Teaching

- Curriculum management processes are in place to develop and improve the curriculum.
- AoL system produces a portfolio of evidence showing student performance against learning goals.
- Active student engagement in learning takes place as well as student-student and student-faculty interaction.

Curricula Management and Assurance of Learning

- Learning goals derive from and are consonant with the school's mission, expected outcomes, and strategies.
- Faculty are involved in all aspects of curriculum management.
- Evidence of curricula improvement is expected.
- Interactions and engagement between faculty and professional staff are expected.
- Learning goals and curricula reflect expectations of stakeholders.

Curriculum Management and Assurance of Learning, Cont.

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Curriculum Map

		COURSES								
		C1	C2	C3	C4	C5	C6	C7	C8	C9
LEARNING OBJECTIVES	Oral Communication					●		●		
	Written Communication	○		●						●
	Critical Thinking		○		●		●		●	
	Ethics			○	○				●	
	Teamwork	○		●		●	●	●		●
	Technology Use	○		●		●		●		●
	Global	○	○		○	○			●	
	Diversity	○		○	○				○	
	Sustainability						○			●
	Information Fluency	○		●		●		●		●
	Cross-Disciplinary Knowledge		●				●			●
	Disciplinary Knowledge	●	●	●	●		●	●	●	●

○ = Introduced; ● = emphasized; ● = reinforced ○ = covered Incidentally ■ = course-embedded AoL measure