



AACSB
ACCREDITED



THE AACSB ACCREDITATION: HOW TO ACHIEVE EXCELLENCE IN HIGHER EDUCATION ?

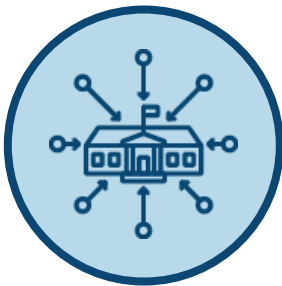
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AGENDA

1. Quality and Accreditation
2. AACSB Accreditation: 15 Standards
3. Accreditation Themes
4. Frequently Asked Questions

ELEMENTS OF A HIGH QUALITY BUSINESS SCHOOL

- Encourage and support ethical behaviour by students, faculty, administrators, and professional staff
- Maintain a collegiate environment in which students, faculty, administrators, professional staff, and practitioners interact and collaborate in support of learning, scholarship, and community engagement
- 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



Diverse Models



New Metrics



Clarity of Purpose



Social Impact



Economic Impact

WHAT IS ACCREDITATION?

- Mission-driven
- Principles based rather than rules based
- Peer review – multiple levels
- Focused on continuous improvement
- Staff supported
- ✓ Promote high quality and continuous improvement.
- ✓ Use internal self-assessment and external peer review to confirm delivery of high quality management education and overall mission achievement.

VALUE OF ACCREDITATION

- Cultivates meaningful interactions between students and a qualified faculty
- Produces graduates who have achieved specified learning goals
- Ensures currency of curricula and importance of quality teaching
- Makes a statement to external communities about your commitment to quality and continuous improvement

WHY SHOULD AACSB ACCREDITATION MATTER TO ME?

- AACSB Accreditation is the largest and most widely recognized business accreditation in the world.
- The process of earning AACSB Accreditation requires a serious, long-term commitment by the school to develop, implement, and maintain the highest level of quality education delivered to its students.
- AACSB Accreditation has enhanced Business schools curriculum, their faculty, and their institution. And be ready for the challenge of becoming a collaborative team member, a decisive manager, and a global leader.

**A COLLECTIVE VISION
FOR BUSINESS EDUCATION**

BE PART OF THE GLOBAL NETWORK



Global Network

- Affinity Groups
- Exchange
- Collaboration Concourse
- Volunteer Opportunities



Professional Development Events

- Conferences
- Seminars
- Webinars & eLearning
- Exhibiting & Sponsorship



Quality Assurance & Quality Improvement (Accreditation)



Business Education Intelligence

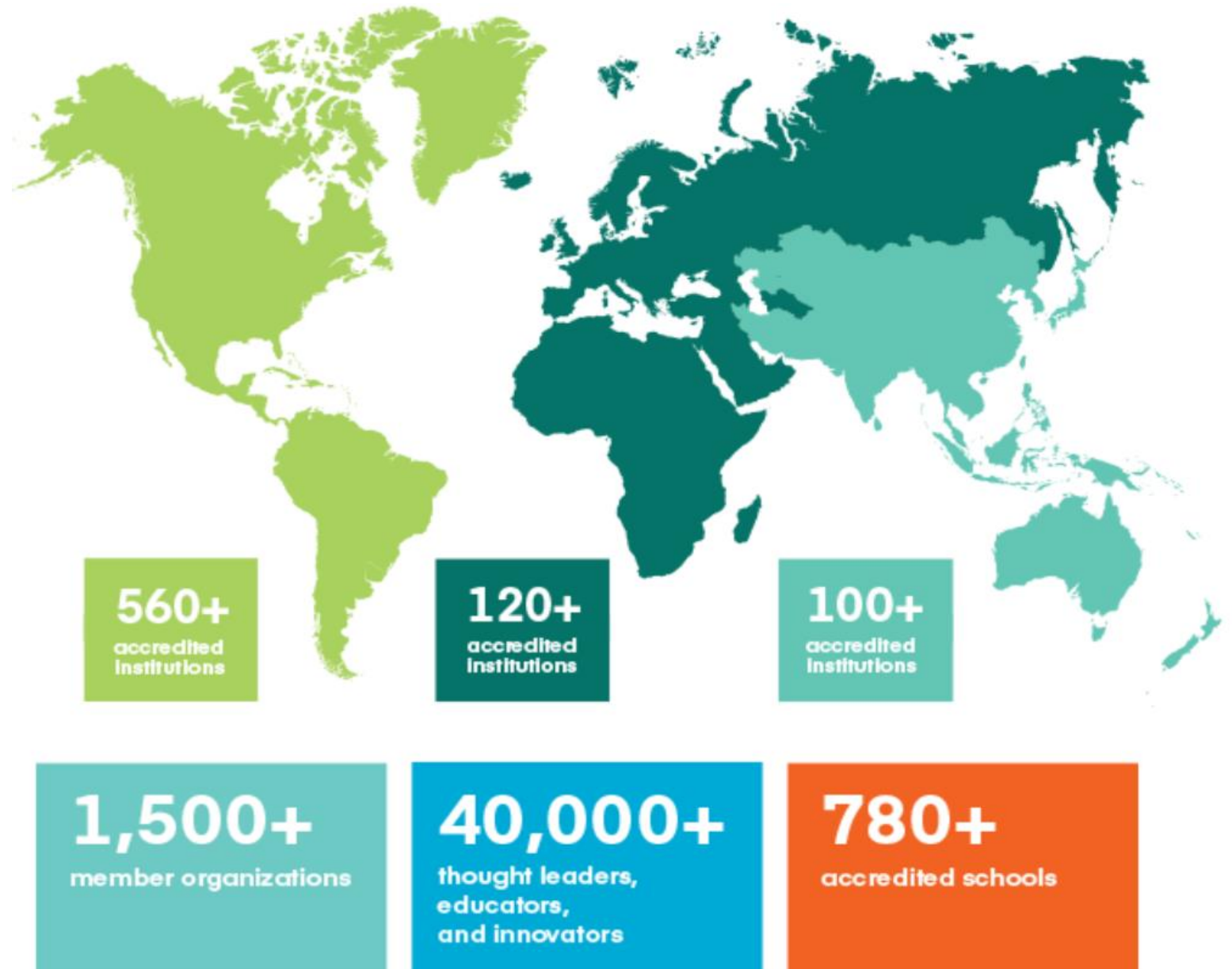
- Industry reports
- DataDirect database
- Country profiles
- BizEd Magazine



Career Services

- BizSchoolJobs.com
- Advertising

THE AACSB LANDSCAPE



AACSB IMPACT, IN BUSINESS AND BEYOND

Serving
3m+

enrolled students

96%

of the chief executives on the 2016 *Financial Times* "From MBA to CEO" attended an AACSB-accredited school.



4 out of 5 alumni from AACSB-accredited schools say their graduate management education has contributed to improvements in their competitiveness, proactiveness, innovativeness, and creativity.



of the *Economist's* 2016 top 100 full-time MBA programs are housed in business schools that have achieved AACSB Accreditation.

Source: GMAC® (2015).

AACSB'S MIDDLE EAST NETWORK

Educational Membership Map



Accreditation Map



WHAT DOES A BUSINESS SCHOOL HAVE TO DO TO BECOME AACSB ACCREDITED?

1. Complete the Eligibility Application (EA), 15-pages of questions that when completed should not exceed 50 pages.
2. AACSB and the school work together to align the accreditation standards with its strategic goals.
3. Committees and mentors are assigned to help the school implement their accreditation and strategic plans.
4. School have to return to the mentors and committees for further development of their strategic goals, and how they plan on acting on them.
5. A review team (comprised of highly experienced business school administrators) visits the school, meeting with various members of the business school and the institution—faculty, leadership, and even students.
6. Once the meetings are completed, the review team makes a recommendation to the accreditation committee and the AACSB Board of Directors for final approval. Finally, if all parties believe the school has satisfied the standards, the school is granted AACSB Accreditation for all of its business programs.
7. The business school is then reviewed every five years to ensure it continues to demonstrate engagement, innovation, and impact to meet the standards.

ELIGIBILITY CRITERIA

A: Ethical Behavior:
Establishing a fundamental expectation

B: Collegiate Environment:
Advanced level, engagement, and faculty involvement

C: Commitment to Corporate and Social Responsibility: *Fostering responsibility in society*

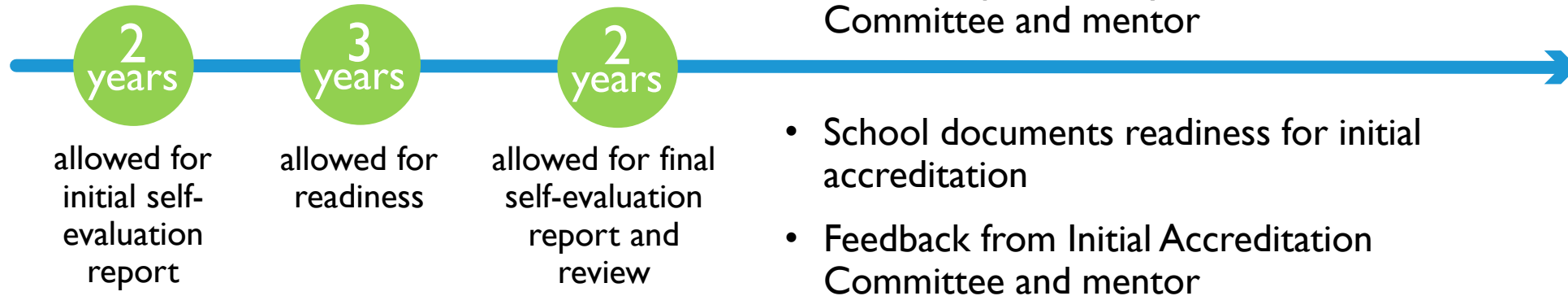
D: Accreditation Scope and AACSB Membership:
Flexibility and criteria

E: Oversight, Sustainability, and Continuous Improvement: *Foundations and context for accreditation review*

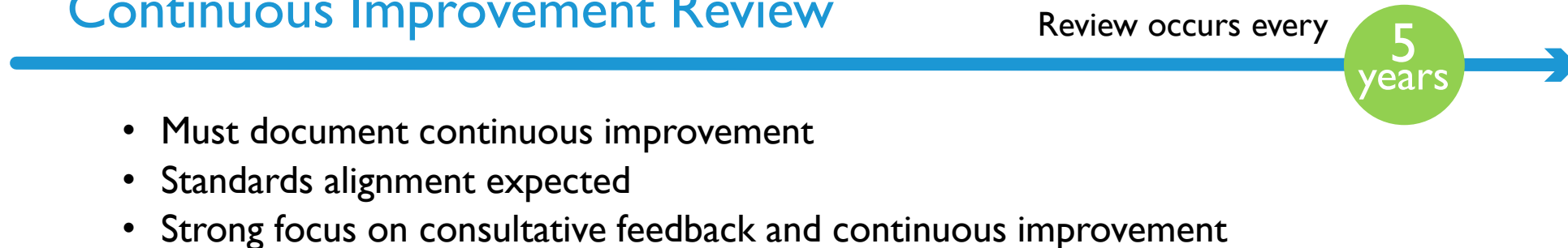
F: Policy on Continued Adherence to Standards and Integrity of Submissions to AACSB, consistency and integrity

ACCREDITATION JOURNEY

Initial Accreditation



Continuous Improvement Review



AACSB ACCREDITATION: 15 STANDARDS

Strategic Management and Innovation (Standards 1-3)

Based on the principle that a quality business school has a clear mission, acts on that mission, translates that mission into expected outcomes, and develops strategies for achieving those outcomes

Participants: Students, Faculty and Professional Staff (Standards 4-7)

Students who are matched to the expectations of degree programs—as well as prepared and supported to achieve those expectations—are essential for successful educational programmes

Professional staff members facilitate and support learning and provide essential services for students and faculty

Faculty resources, develop and manage curricula and teach students, as well as produce intellectual contributions that advance the knowledge, practice, and teaching of business and management

Learning and Teaching (Standards 8-12)

Processes in place for determining each degree programme learning goals that are relevant and appropriate, as well as for designing and delivering curricula to maximize the potential for achieving the expected outcomes.

Systems in place to assess whether learning goals have been met.

If learning goals are not met, these schools have processes in place to improve

Academic and Professional Engagement (Standards 13-15)

Business Schools exist at the intersection of theory and practice, so should achieve effective business education and impactful research by an appropriate balance between academic study and professional engagement, consistent with quality in the context of a school's mission.

Academic study and professional engagement are not separate activities; rather, they be integrated in significant ways that are appropriate to the mission of the school.

STANDARD 1: MISSION, IMPACT, INNOVATION

The school articulates a clear and distinctive mission, the expected outcomes this mission implies, and strategies outlining how these outcomes will be achieved. The school has a history of achievement and improvement and specifies future actions for continuous improvement and innovation consistent with this mission, expected outcomes, and strategies. [MISSION, IMPACT, AND INNOVATION]

- mission statement, vision statement, values statements, and strategic plan

STANDARD 2: INTELLECTUAL CONTRIBUTIONS, IMPACT, & 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]

- Table 2-1 : Intellectual contributions
- Alignment/Quality/Impact of the intellectual contributions produced by the faculty of the school

STANDARD 3: FINANCIAL STRATEGIES & ALLOCATION OF RESOURCES

The school has financial strategies to provide resources appropriate to, and sufficient for, achieving its mission and action items. [FINANCIAL STRATEGIES AND ALLOCATION OF RESOURCES]

- Financial resources and strategies and contingency planning process

STANDARD 4: STUDENT ADMISSIONS, PROGRESSION, AND CAREER DEVELOPMENT

Policies and procedures for student admissions, as well as those that ensure academic progression toward degree completion, and supporting career development are clear, effective, consistently applied, and aligned with the school's mission, expected outcomes, and strategies. [STUDENT ADMISSIONS, PROGRESSION, AND CAREER DEVELOPMENT]

- Admissions policies and processes
- Effectiveness of current policies and procedures to ensure academic progression toward degree completion
- Effectiveness of career development

STANDARD 5: FACULTY SUFFICIENCY AND DEPLOYMENT

The school maintains and deploys a faculty sufficient to ensure quality outcomes across the range of degree programs it offers and to achieve other components of its mission. Students in all programs, disciplines, locations, and delivery modes have the opportunity to receive instruction from appropriately qualified faculty. [FACULTY SUFFICIENCY AND DEPLOYMENT]

- Criteria for documenting faculty members as "participating" or "supporting"
- Division of labor across faculty and professional staff
- Faculty is sufficiency

STANDARD 6: FACULTY MANAGEMENT AND SUPPORT

The school has well-documented and well-communicated processes to manage and support faculty members over the progression of their careers that are consistent with the school's mission, expected outcomes, and strategies.

[FACULTY MANAGEMENT AND SUPPORT]

- Faculty responsibilities and performance expectations
- Orientation, guidance, and mentoring of faculty

STANDARD 7: PROFESSIONAL STAFF SUFFICIENCY AND DEPLOYMENT

The school maintains and deploys professional staff and/or services sufficient to ensure quality outcomes across the range of degree programs it offers and to achieve other components of its mission. [PROFESSIONAL STAFF SUFFICIENCY AND DEPLOYMENT]

- Resource plan related to professional staff and services
- Professional staff and services are sufficient to support student learning
- Management processes: including hiring practices, development, and evaluation systems for professional staff

STANDARD 8: CURRICULA MANAGEMENT AND ASSURANCE OF LEARNING

The school uses well-documented, systematic processes for determining and revising degree program learning goals; designing, delivering, and improving degree program curricula to achieve learning goals; and demonstrating that degree program learning goals have been met. [CURRICULA MANAGEMENT AND ASSURANCE OF LEARNING]

- Processes for determining and revising learning goals, curricula management, and assurance of learning
- Portfolio of evidence on the assurance of learning

STANDARD 9: CURRICULUM CONTENT

Curriculum content is appropriate to general expectations for the degree program type and learning goals.

[CURRICULUM CONTENT]

- Describe learning experiences appropriate to the areas listed in the basis for judgment, including how the areas are defined and fit into the curriculum.
- If a curriculum does not include learning experiences normally expected for the degree program type, explain why

STANDARD 10: STUDENT-FACULTY INTERACTIONS

Curricula facilitate student-faculty and student-student interactions appropriate to the program type and achievement of learning goals. [STUDENT-FACULTY INTERACTIONS]

- opportunities for student-student and student-faculty interaction
- Analysis of how the interactions are aligned with mission and the degree program portfolio

STANDARD 11: DEGREE PROGRAM EDUCATIONAL LEVEL, STRUCTURE, AND EQUIVALENCE

Degree program structure and design, including the normal time-to-degree, are appropriate to the level of the degree program and ensure achievement of high-quality learning outcomes. Programs resulting in the same degree credential are structured and designed to ensure equivalence. [DEGREE PROGRAM EDUCATIONAL LEVEL, STRUCTURE, AND EQUIVALENCE]

- Degree program structure and design expectations
- Expectations across educational programs
- Describe the amount of effort normally required to complete the degree

STANDARD 12:TEACHING EFFECTIVENESS

The school has policies and processes to enhance the teaching effectiveness of faculty and professional staff involved with teaching across the range of its educational programs and delivery modes. [TEACHING EFFECTIVENESS]

- Describe how faculty and professional staff teach while employing the modalities and pedagogies of degree programs
- Describe how the school evaluates teaching performance
- Describe continuous improvement and development initiatives for faculty and professional staff that focus on teaching enhancement and student learning
- Document innovative and/or effective teaching practices

EXAMPLES OF TEACHING EFFECTIVENESS

- Comments from voluntary peer classroom evaluations
- Outstanding performance by students on standardized exams (e.g., CPA, CFA)
- Activities and outcomes consistent with learning goals
- Course innovations with notable outcomes
- Evidence that courses and teaching methods are innovative/dynamic/current
- Participation in teaching workshops
- Other teaching-oriented developmental activities
- High teaching evaluations in the presence of appropriate course rigor (NOTE: providing information regarding teaching evaluations on this form is optional; it may be assessed independently by your department chair)

STANDARD 13: STUDENT ACADEMIC AND PROFESSIONAL ENGAGEMENT

Curricula facilitate student academic and professional engagement appropriate to the degree program type and learning goals. [STUDENT ACADEMIC AND PROFESSIONAL ENGAGEMENT]

- Document experiential learning activities
- Demonstrate that approaches to academic and professional engagement are sufficient for and consistent with the degree program type and learning goals

STANDARD 14: EXECUTIVE EDUCATION

If applicable, executive education (activities not leading to a degree) complements teaching and learning in degree programs and intellectual contributions. The school has appropriate processes to ensure high quality in meeting client expectations and continuous improvement in executive education programs. [EXECUTIVE EDUCATION]

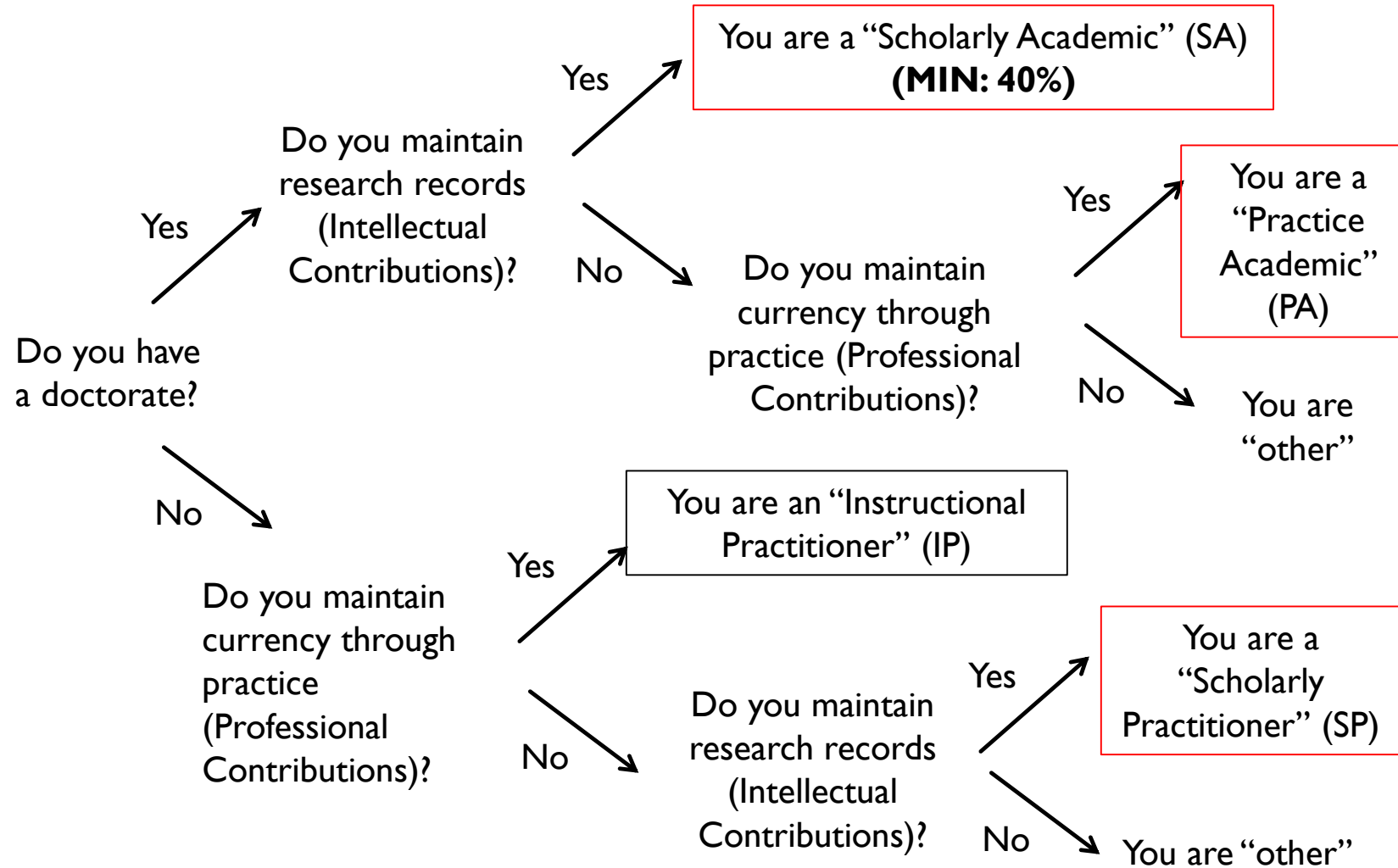
- Describe the portfolio of executive education programs
- Describe processes for ensuring that client expectations are met consistently

STANDARD 15: FACULTY QUALIFICATIONS AND ENGAGEMENT

The school maintains and strategically deploys participating and supporting faculty who collectively and individually demonstrate significant academic and professional engagement that sustains the intellectual capital necessary to support high-quality outcomes consistent with the school's mission and strategies. [FACULTY QUALIFICATIONS AND ENGAGEMENT]

- Table 15-1: Faculty Portfolio and Classification
- Analysis of the deployment of SA, PA, SP, IP, and other faculty by degree program level or program type
- Deployment of qualified faculty plan

AACSB FACULTY QUALIFICATIONS FLOWCHART



Red boxes must add up to 60% of faculty

All 4 boxes must add up to 90% (excludes only "other")

*See standards for more details.

3 ACCREDITATION THEMES



Engagement

Innovation

Impact

ENGAGEMENT

- High quality education results when there is significant on-going engagement with the professional and academic worlds.
- AACSB accreditation encourages the intersection of engagement consistent with the school's mission.

EXAMPLES OF STUDENT ACADEMIC AND PROFESSIONAL ENGAGEMENT

- Utilization of business professionals in the classroom (e.g., guest lecturers)
- Involvement with student internship programs
- Sponsorship of student consulting projects
- Involvement with School of Business study abroad experiences
- Interaction with companies that employ our graduates
- Engagement with campus organizations in a professional setting

INNOVATION

- Foster quality, but not at the expense of creativity, experimentation, and innovation.
- Innovation is encouraged and should lead to improvements and high quality.

EXAMPLES OF INNOVATION

- Development of new courses
- Development of majors and minors
- Significant changes to existing courses
- Innovative course content or content delivery
- Involvement with curricular initiatives
- Innovations related to scholarship, professional activities, or alumni engagement.
- Other

IMPACT

- Environment of increasing accountability.
- Must focus on high quality inputs and resulting outcomes.
- Show how the school is making a difference and having impact.
- Areas of impact: mission, assurance of learning, curriculum, degree programs, research, teaching, students, and community.

EXAMPLES OF ACADEMIC IMPACT

- PRJ journal quality
- Widespread adoption of scholarly books
- Citation and download/view counts
- Editorships and editorial board memberships (emphasis on journal quality)
- Journal and conference reviews (emphasis on journal and conference quality)
- Key appointments in professional associations
- Conference paper awards or similar recognitions
- Academic conference presentations or panel discussions (emphasis on conference quality)
- Use of papers in courses taught by faculty at other schools
- Grants received
- Appointment as a visiting professor or scholar

EXAMPLES OF PRACTICE IMPACT

- Media citations (emphasis on readership)
- Consulting projects based on expertise (emphasis on project quality/scope)
- Practitioner publications (emphasis on readership)
- Case studies of research leading to business solutions
- Participation in policy or practitioner panels (emphasis on conference quality)
- Expert witness experience (emphasis on scope)
- Membership on boards of directors (with demonstration of activity)
- PRJ publications with documented application to practice
- Research projects undertaken with companies

EXAMPLES OF TEACHING IMPACT

- Grants for research influencing teaching practice
- Case studies (emphasis on adoption/market)
- Textbooks and instruction manuals (emphasis on adoption/market)
- Pedagogical publications (emphasis on journal quality)
- Instructional software (emphasis on adoption/market)
- Mentorship of undergraduate research or independent studies
- Teaching awards or other teaching-related recognition
- Use of teaching materials at other universities
- Involvement with School of Business study abroad programs

EXAMPLES OF OTHER IMPACT—INDIVIDUAL

- Involvement with student organizations
- Leadership positions in significant academic programs
- Development of/attendance at School of Business events
- Service on key University or School of Business committees
- Reputation leading to media exposure
- Involvement with joint degree programs
- Responsibility for international partnerships

EXAMPLES OF OTHER IMPACT—DEPARTMENT OR COLLEGE

- Hiring/placement/internship success of graduates (provide specifics)
- Standardized exam pass rates (benchmarked to other schools)
- Partnerships between Department/School of Business and other organizations
- Involvement of key business executives on advisory boards
- Significant fundraising (endowments, scholarships, assistantships, etc.)
- Student recognition (e.g., significant School of Business representation in Phi Beta Kappa)
- Selection of School of Business or Departments to host events

FREQUENTLY ASKED QUESTIONS

- Does an institution have to pursue accreditation to remain a member of AACSB?
- Does AACSB provide data or statistics on business schools?

AACSB EXCHANGE: GET CONNECTED

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European

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Schools

Middle East
and North
Africa

Associate
Deans

New
Deans

&
more

DATADIRECT: BUSINESS SCHOOL DATA GUIDE

- Students: Admissions, Enrollment, Degrees Conferred, Employment, Demographics, Class Sizes
- Programs: Education Levels, Degree Titles, Delivery Methods
- Faculty, Administrators, Staff: Demographics, Numbers Employed, Teaching Loads, Compensation and Salary data
- General Institution Data: Institutional Control (Public vs. Private), Accreditation Status, Location, Mission and Research Priorities, Operating Budgets, Endowments, Uses and Sources of Funds, Effective Practices, Partnerships and Collaborations (Existing & Desired)



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