AACSB International

Introduction to Accreditation

By : MF. Arrozi

Agenda

- Accreditation Philosophy and themes

- Process and timeline

- Eligibility criteria

- Standards overview

- Useful links

- Q&A

AACSB Accreditation Philosophy

- Mission-driven

- Emphasis on high quality and continuous improvement

- Self assessment & peer review

- Reviewers trained and knowledgeable on accreditation standards and processes

- Standards are guidelines, not a checklist

- Engagement, Innovation and Impact – 3 accreditation themes
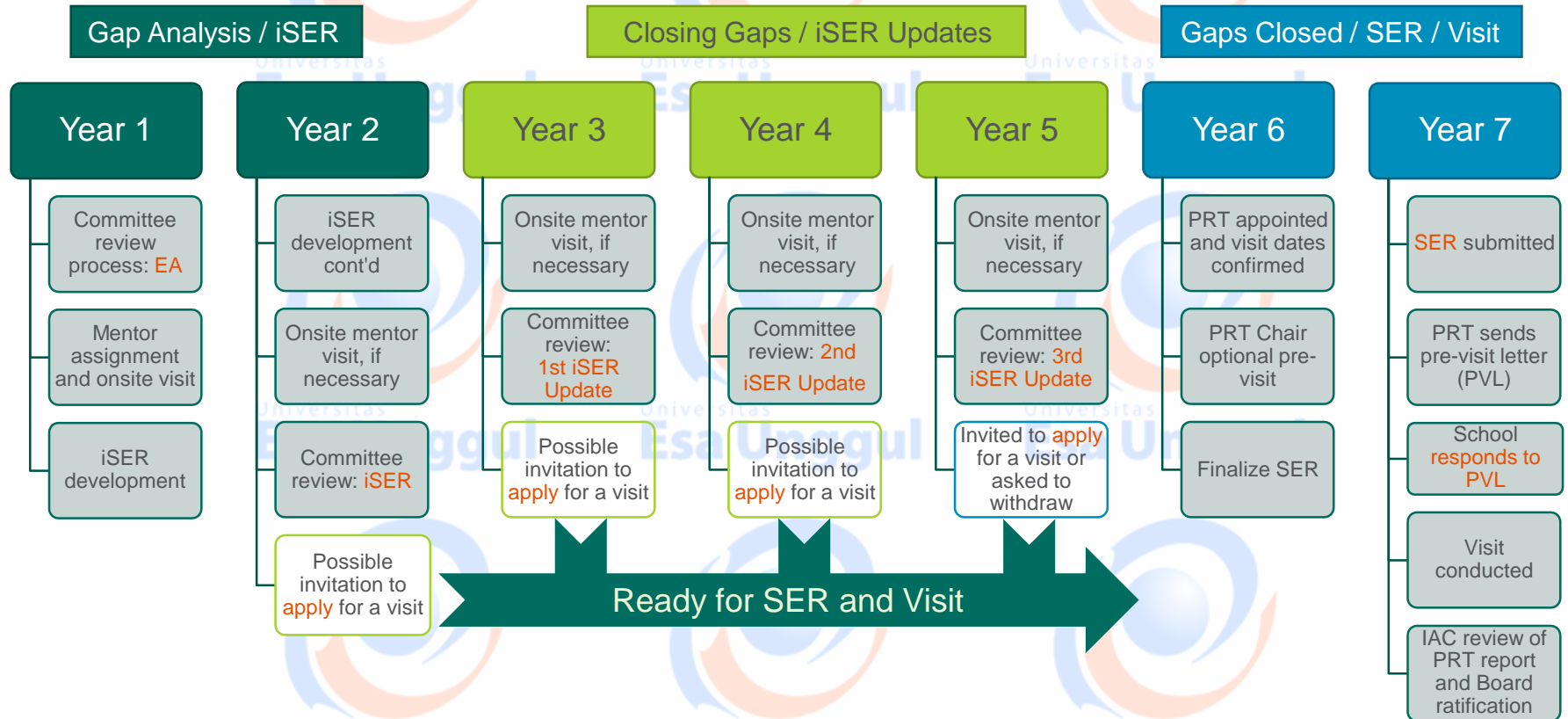
- 15 accreditation standards

Multiple levels of Peer Review

- Operational Committees –
    - **Initial Accreditation Committee (IAC)**
    - Continuous Improvement Review Committee (CIRC)
    - Accounting Accreditation Committee (AAC)
- **Mentor** for initial accreditation
- **Peer Review Team** – 3 members: PRT Chair & 2 other members

What are the main accreditation submissions a school should be aware of & estimated timeline?

1. Eligibility application   *per committee meeting date*
2. initial Self Evaluation Report (iSER)   *up to 2 years*
3. 1st, 2nd, or 3rd iSER Update   *up to 3 years*
4. Application for Initial PRT Visit
5. final Self Evaluation Report (SER)   *2 years*
6. Response to Pre-visit Letter

Initial Accreditation Journey

Gap Analysis / iSER		Closing Gaps / iSER Updates			Gaps Closed / SER / Visit	
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**	**Year 7**
Committee review process: EA	iSER development cont'd	Onsite mentor visit, if necessary	Onsite mentor visit, if necessary	Onsite mentor visit, if necessary	PRT appointed and visit dates confirmed	SER submitted
Mentor assignment and onsite visit	Onsite mentor visit, if necessary	Committee review: 1st iSER Update	Committee review: 2nd iSER Update	Committee review: 3rd iSER Update	PRT Chair optional pre-visit	PRT sends pre-visit letter (PVL)
iSER development	Committee review: iSER	Possible invitation to apply for a visit	Possible invitation to apply for a visit	Invited to apply for a visit or asked to withdraw	Finalize SER	School responds to PVL
	Possible invitation to apply for a visit					Visit conducted
						IAC review of PRT report and Board ratification

Ready for SER and Visit

Eligibility Criteria – A, B, C

Demonstrating commitment to Core Values and Guiding Principles

A: Ethical Behavior

Establish a fundamental expectation

B: Collegiate Environment

Support learning & scholarship, engagement, shared governance

C: Commitment to Corporate and Social Responsibility

Foster responsibility in society

Eligibility Criteria – D, E, F

Setting and framing the foundation for review

D: Accreditation Scope and AACSB Membership

Scope of accreditation and criteria

E: Oversight, Sustainability, and Continuous Improvement

Foundations for accreditation review

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

Integrity and understanding of 7 year timeline to meet standards

Eligibility Criteria - Faculty Composition and Research Activity

PART IV - Faculty Composition and Research Activity

1. Complete the following table, providing the aggregate number of faculty members in each category. The areas listed should reflect the organizational structure of the school's faculty (e.g., departments, disciplines). *Do not list by individual faculty member.*

Departments/ Disciplines	Faculty						
	Full-Time			Part-Time			
	Doctoral	Master's	Bachelor's	Doctoral	Master's	Bachelor's	Total
Total							

Insert additional rows as needed

2. Based on AACSB's standards focusing on faculty qualifications and sufficiency discuss the school's plan to align with faculty qualifications and deployment standards.

Research and Intellectual Contributions

3. Provide the aggregate number of faculty who have produced research and intellectual contributions in the following categories over the past five years. *Do not indicate any individual faculty member.*

   _____ Published research articles in Peer Review Journals
   _____ Presented intellectual contributions at academic/professional conferences or meetings
   _____ Contributed to the writing of cases, textbooks, or monographs.
   _____ Competitive research awards received
   _____ Other teaching materials or intellectual contributions (specify types)

4. AACSB's standards expect faculty at accredited institutions to be actively engaged in research. Provide an overview of the current culture for faculty research and scholarly activities along with plans going forward to align the school's portfolio of intellectual contributions to its mission.

Criterion D: Scope of Accreditation

- Entity to be reviewed: Institution or business academic unit?

- **Institutional accreditation is the default**

- A business school may apply to be the <u>unit of accreditation</u>

- The <u>unit of accreditation</u> must be approved prior to the submission of Eligibility Application

- Satisfy unit criteria: 1) Branding 2) External market perception, 3) Financial relationships with the institution 4) Business academic unit autonomy

For schools applying to be the unit of accreditation

0. Unit of accreditation   *per committee meeting date*

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1. Eligibility application   *per committee meeting date*
2. initial Self Evaluation Report (iSER)   *up to 2 years*
3. 1st, 2nd, or 3rd iSER Update   *up to 3 years*
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AACSB Accreditation Standards

Strategic Management and Innovation (3)

Learning and Teaching (5)

Participants: Students, Faculty and Professional Staff (4)

Academic and Professional Engagement (3)

AACSB Accreditation Standards

Strategic Management and Innovation

1. Mission, Impact, and Innovation
2. Intellectual Contributions and Alignment With Mission
3. Financial Strategies and Allocation of Resources

Learning and Teaching

8. Assurance of Learning
9. Curriculum Content
10. Student-Faculty Interactions
11. Degree Program Educational Level, Structure, and Equivalence
12. Teaching Effectiveness

Participants: Students, Faculty and Professional Staff

4. Student Admissions, Progression, and Career Development
5. Faculty Sufficiency and Deployment
6. Faculty Management and Support
7. Professional Staff Sufficiency and Deployment

Academic and Professional Engagement

13. Academic and Professional Engagement
14. Executive Education
15. Faculty Qualifications and Engagement

Useful Links

Resource	Link
Eligibility application form	https://www.aacsb.edu/-/media/aacsb/docs/accreditation/eligibility%20application%20-%20process/business-eligibility-application-april2017.ashx?la=en
Standards (now contains samples of Tables)	https://www.aacsb.edu/accreditation/standards/business
Actions and Timeframe policy – Process	https://www.aacsb.edu/-/media/aacsb/docs/accreditation/policies/actions-time-frame-policy.ashx?la=en
Unit of accreditation application form	https://www.aacsb.edu/-/media/aacsb/docs/accreditation/misc%20forms%20and%20documentation/application-unit-of-accreditation.ashx?la=en
Initial accreditation - key submission guidelines and templates	https://www.aacsb.edu/accreditation/business/initial-accreditation
Useful events	https://www.aacsb.edu/events/seminars/business-accreditation (Business Accreditation Seminar) https://www.aacsb.edu/events/seminars/aol-one (Assurance of Learning I Seminar)
Committee meeting dates	https://www.aacsb.edu/volunteers/accreditation

Faculty Qualifications and Engagement

		Sustained engagement activities	
		Academic (Research/Scholarly)	Applied/Practice
Initial academic preparation and professional experience	Significant professional experience	Scholarly Practitioners (SP)	Instructional Practitioners (IP)
	Doctoral degree	Scholarly Academics (SA)	Practice Academics (PA)

SA + PA + SP + IP ≥ 90%

SA + PA + SP ≥ 60%

SA ≥ 40%

Assurance of Learning – closing the loop

Step 1: Develop Learning Goals

Step 2: Develop Objectives

Step 3: Development of measurement, rubric

Step 4: Collect data/measure

Step 5: Analyze data

Step 6: Identify curriculum improvements

Step 7: Implement agreed upon improvements

Loop is closed – with closing the loop twice in 5 years

Flowchart linking AoL to Curriculum Management

- Show how AoL feeds into curriculum management process

- Show how key groups in curriculum management are connected, e.g. Teaching & Learning Committee, Industry Advisory group, Program Committee, AoL committee etc.

Who is AACSB?

**Communities
We Serve**

Business
Business Schools
Learners
Society

Americas
Europe, Middle East, and Africa
Asia Pacific

Mission

We foster engagement, accelerate innovation, and amplify impact in business education.

Vision

Transforming business education for global prosperity.

Values

Quality • Diversity and Inclusion • Global Mindset • Ethics • Social Responsibility • Community

Volunteer-driven

Accreditation • Speakers • Subject Matter Experts • Thought Leaders • Councils and Committees
Focus Groups • Special Projects

Who is AACSB?

Areas of Strategic Focus

Business Education Alliance

Quality Assurance and Quality Improvement (Accreditation)

Business Education Intelligence

Advocacy and Awareness

Professional Development

Enablers

Strategic Planning • Finance • Governance • Technology • Diverse Talent

1,579 member business schools in **100 countries** and **territories**

816 accredited schools in **53 countries** and **territories**
(*less than 5% of the estimated number of schools offering business degrees worldwide*)

AACSB
ACCREDITED
Accounting

186 accounting-accredited programs in **7 countries** and **territories**

AACSB **Business Education Alliance** Member

77 corporate/foundation/non-profit members in **14 countries** and **territories**

Estimated 40.1 billion USD combined operating budget, averaging **25.9 million USD** per **school***

Approximately **142,399 full-time equivalent (FTE) faculty** and approximately **4.25 million enrolled students***

*Estimates based on the 797 respondents to the 2016-17 Business School Questionnaire, reporting combined operating budget of 20.7 billion USD, 73,362 FTE faculty, and 2.19 million enrolled students.
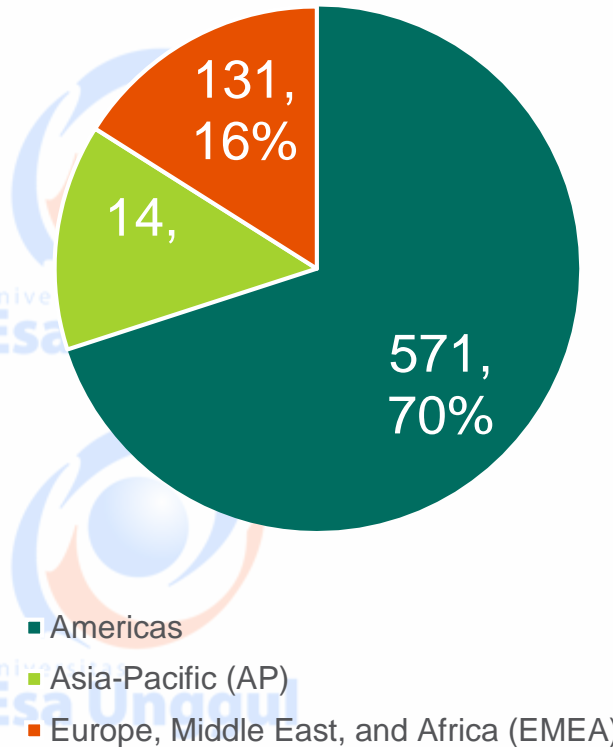
Members and Accredited Member Schools By Region

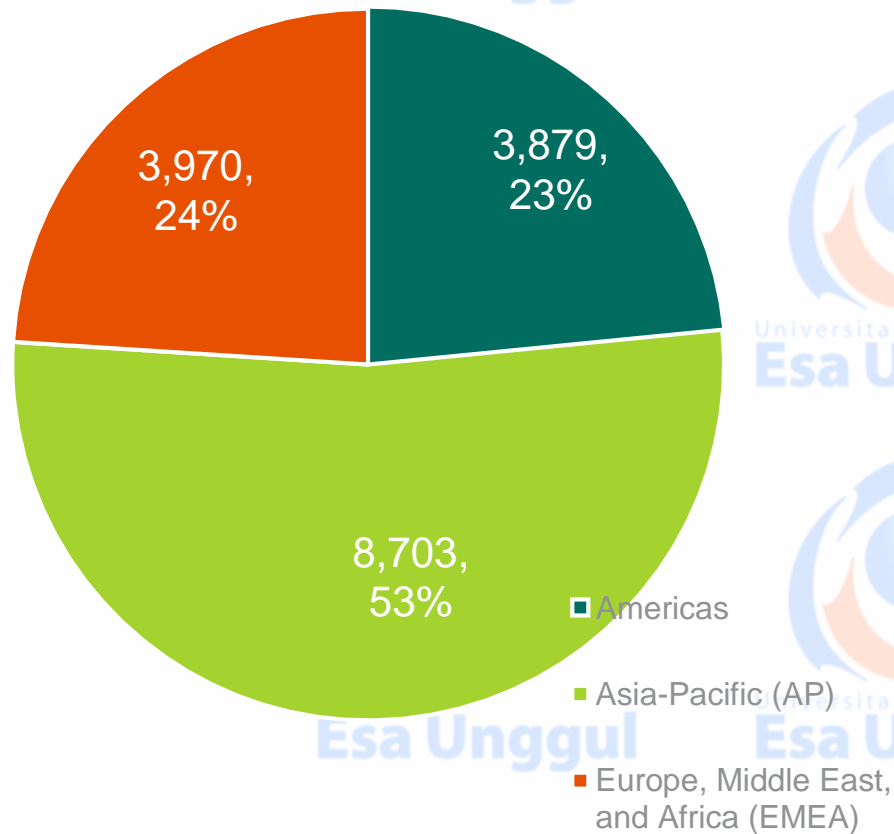## Educational Members

As of 30 June 2018.

458, 29%

769, 49%

350, 22%

- Americas
- Asia-Pacific (AP)
- Europe, Middle East, and Africa (EMEA)
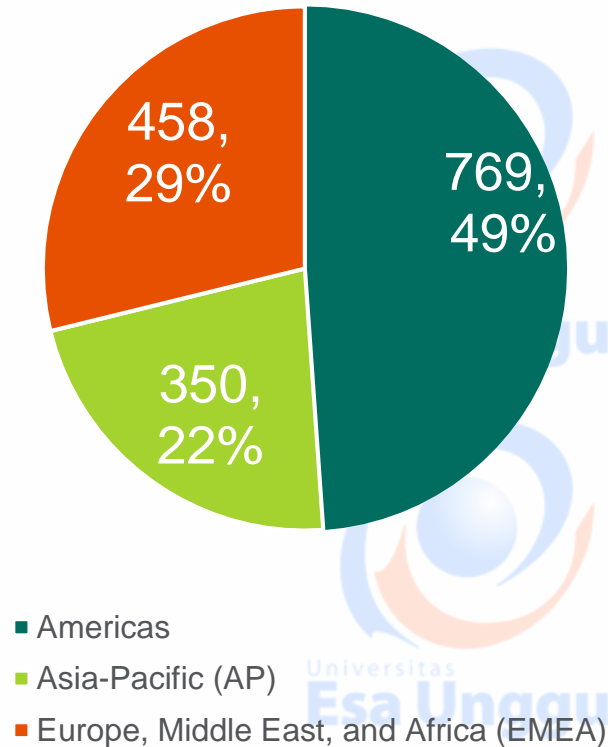
Accredited Members

As of 30 June 2018.

131, 16%

14,

571, 70%

- Americas
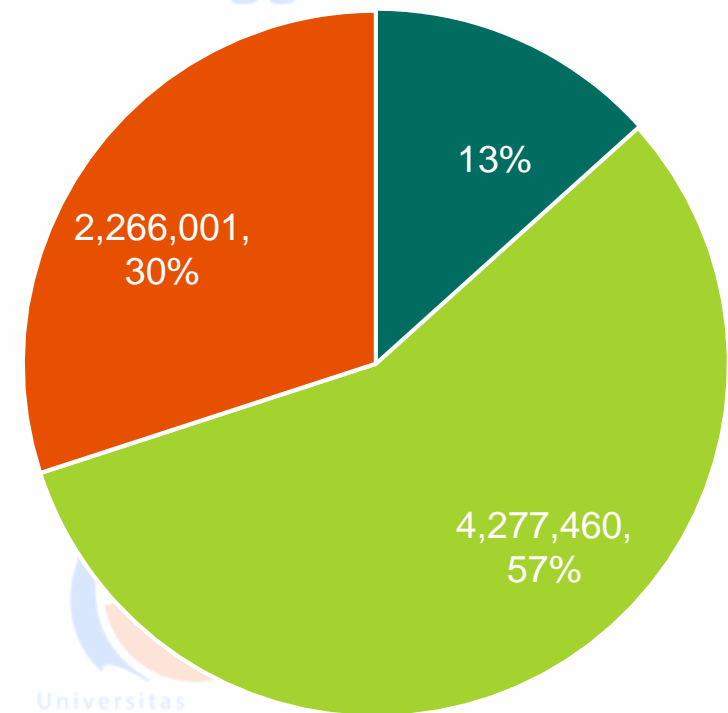- Asia-Pacific (AP)
- Europe, Middle East, and Africa (EMEA)

Estimated Number of Schools With Business Programs and Estimated Population

Estimated Number Of Schools With Business Degree Programs

- 3,879, 23% — Americas
- 8,703, 53% — Asia-Pacific (AP)
- 3,970, 24% — Europe, Middle East, and Africa (EMEA)

Estimated 2017 Population (in thousands)

- 13% — Americas
- 4,277,460, 57% — Asia-Pacific (AP)
- 2,266,001, 30% — Europe, Middle East, and Africa (EMEA)

Legend:
- ■ Americas
- ■ Asia-Pacific (AP)
- ■ Europe, Middle East, and Africa (EMEA)

Source: United Nations DESA / Population Division

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Top Ten Countries or Territories In Asia-Pacific By Estimated Number of Schools With Business Programs

Country or Territory	Estimated Number of Schools with Business Programs	Percentage of Asia-Pacific's Schools Estimated with Business Programs	Estimated Population (thousands)	Percentage of Asia-Pacific's Population
India	3,902	43.6%	1,309,054	29.4%
Philippines	1,259	14.1%	101,716	2.3%
China	1,082	12.1%	1,397,029	31.3%
Indonesia	992	11.1%	258,162	5.8%
South Korea	240	2.7%	50,594	1.1%
Japan	223	2.5%	127,975	2.9%
Thailand	138	1.5%	68,658	1.5%
Taiwan	137	1.5%	23,486	0.5%
Pakistan	99	1.1%	189,381	4.2%
Kazakhstan	92	1.0%	17,750	0.4%

Sub-Region: Southeast Asia

Location	AACSB Members	AACSB-Accredited	In Accreditation Process
Brunei	2	0	1
Indonesia	22	1	3
Malaysia	21	4	6
Philippines	5	1	0
Singapore	5	3	1
Thailand	15	4	4
Vietnam	4	0	0

As of 30 June 2018.

A VUCA World …

And Also …

Volatility

Uncertainty

Complexity

Ambiguity

Global

Competitive

Trends in Business and Society

Demographics

- Aging population
- Regional differences
- Declining college age population in many countries
- Urbanization
- Changing preferences
  - Working longer
  - Specialization
  - Public service

UN Population Projections (in thousands)

World

2015 ▶ 2025

- **Age 15-24:** 1,194,505
- **Age 25-59:** 3,351,969

- **Age 15-24:** 1,243,830
- **Age 25-59:** 3,703,359

Age 15-24: 4.13% Growth
Age 25-59: 10.48% Growth

Source: United Nations DESA / Population Division

Population Forecasts

Countries With Greatest Percent Projected Growth, Age 15-24

44%	Democratic Republic of the Congo
41%	Uganda
40%	United Republic of Tanzania
36%	Nigeria
34%	Afghanistan
30%	Kenya
28%	Sudan
27%	Iraq
22%	Ethiopia
13%	Egypt

(min. projected population of 20 million)

Countries With Greatest Percent Projected Decline, Age 15-24

|	
-28%	Republic of Korea
-17%	Poland
-14%	Malaysia
-13%	Vietnam
-13%	Germany
-12%	Thailand
-12%	China
-12%	Ukraine
-10%	Brazil
-9%	Uzbekistan

(min. projected population of 20 million)

Source: United Nations DESA / Population Division

Trends in Business and Society

Technology and Pace of Change Related

- Educational delivery changes
  - MOOCs/Digital Learning
- Jobs of the Future:
  - Automation/Artificial Intelligence
  - Knowledge versus application versus synthesis
  - Soft skills
  - The Gig Economy
- Preparing business leaders for change
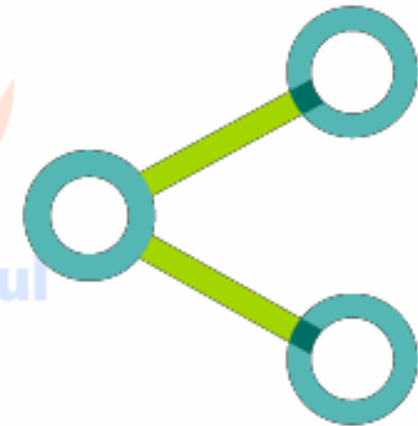
The Impact of Automation
The New Normal

99%

Tax Preparers

.03%

Mental Health Workers

Trends in Business and Society

Globalization and Localization

- Rise of the global citizen

- Diverse consumers want to do business with diverse companies

- Need to understand how to run increasingly globalized organizations

- Reverse trend towards nationalization and local regulation

Business Schools Today …

STRENGTHS
- Creation of knowledge and intellectual property
- Experts in pedagogy and qualified faculty
- Leaders within academe in management and business models
- Innovation in programming
- Force for good in society
- Sharing of best practices

WEAKNESSES
- Financial pressures and constraints
- Perception that business school is not connected to business practice
- Ability to innovate constrained in certain academic settings and silos
- Shortages of academically qualified faculty but also the need for faculty with relevant practical knowledge
- Difficulty to keep up with technological change

OPPORTUNITIES
- Catalysts of innovation
- Co-creators of knowledge/Demand for evidence- based knowledge in business
- Lifelong learning
- Leadership development
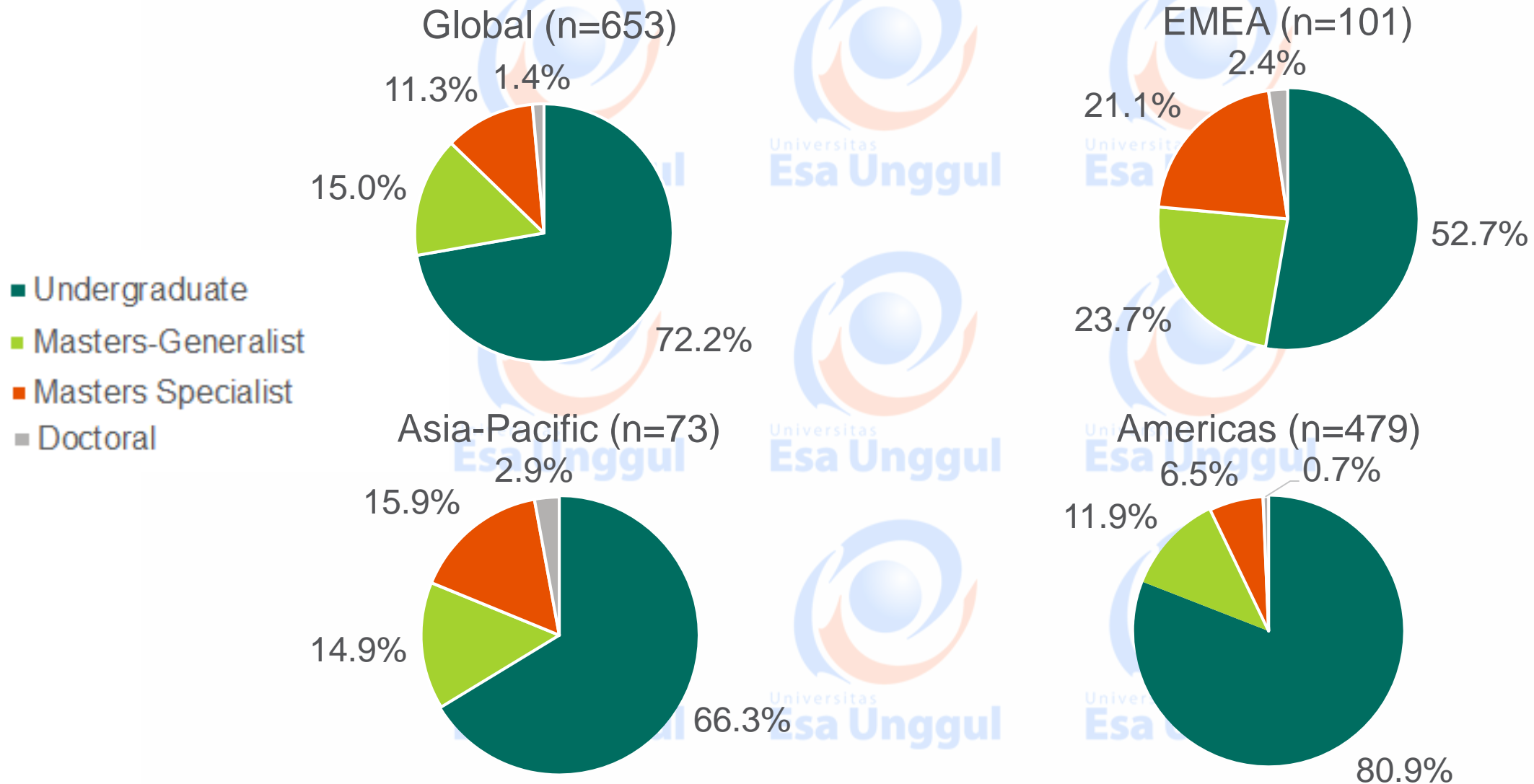- Enablers of shared prosperity: restoring trust in business

THREATS
- Demographic changes
- Rapid technological advances
- Alternative qualifications
- Consumers demanding higher quality service
- Globalization and localization
- Demand for proof of ROI
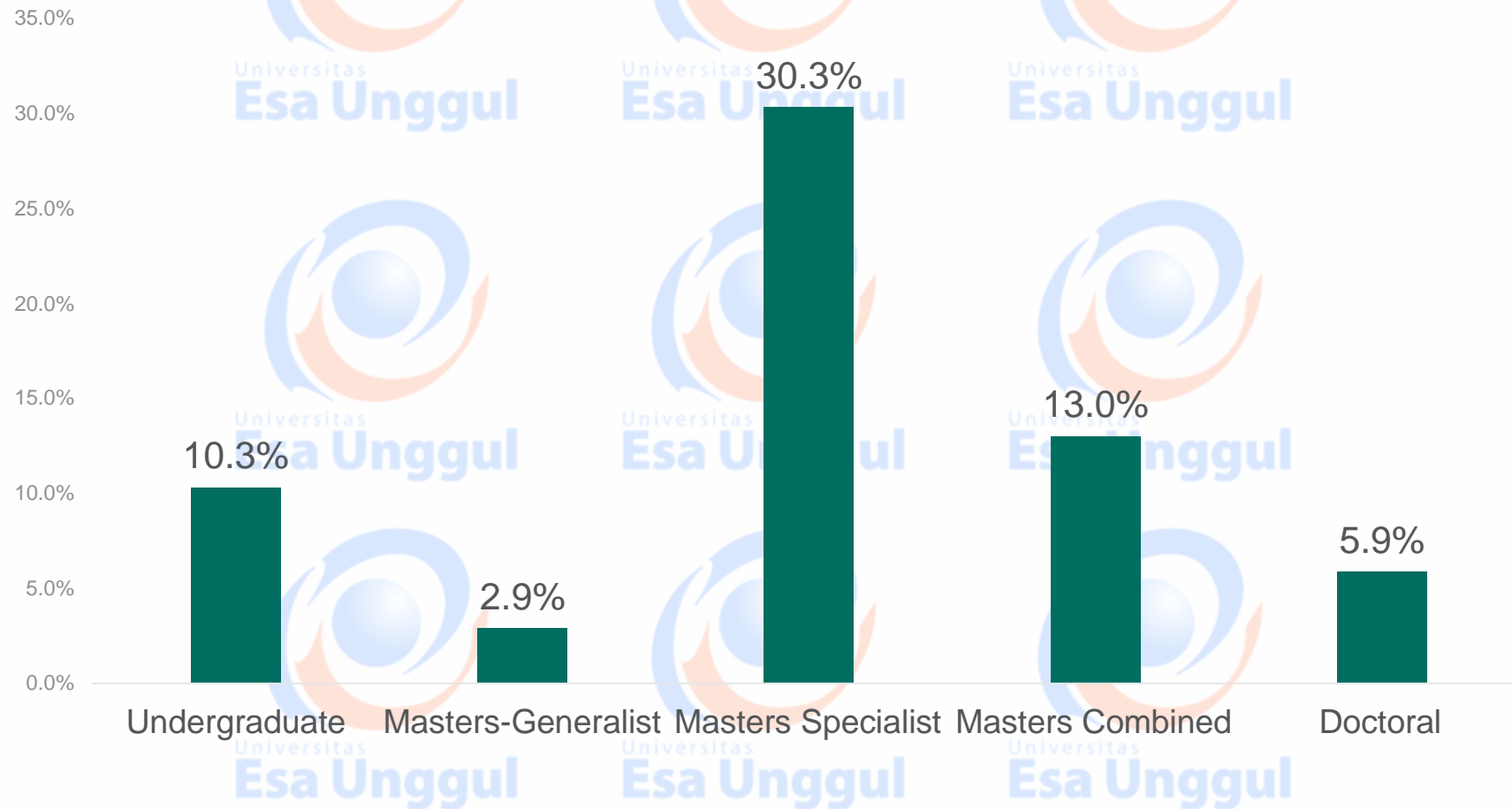- Crisis of trust

Business Schools Tommorow ...
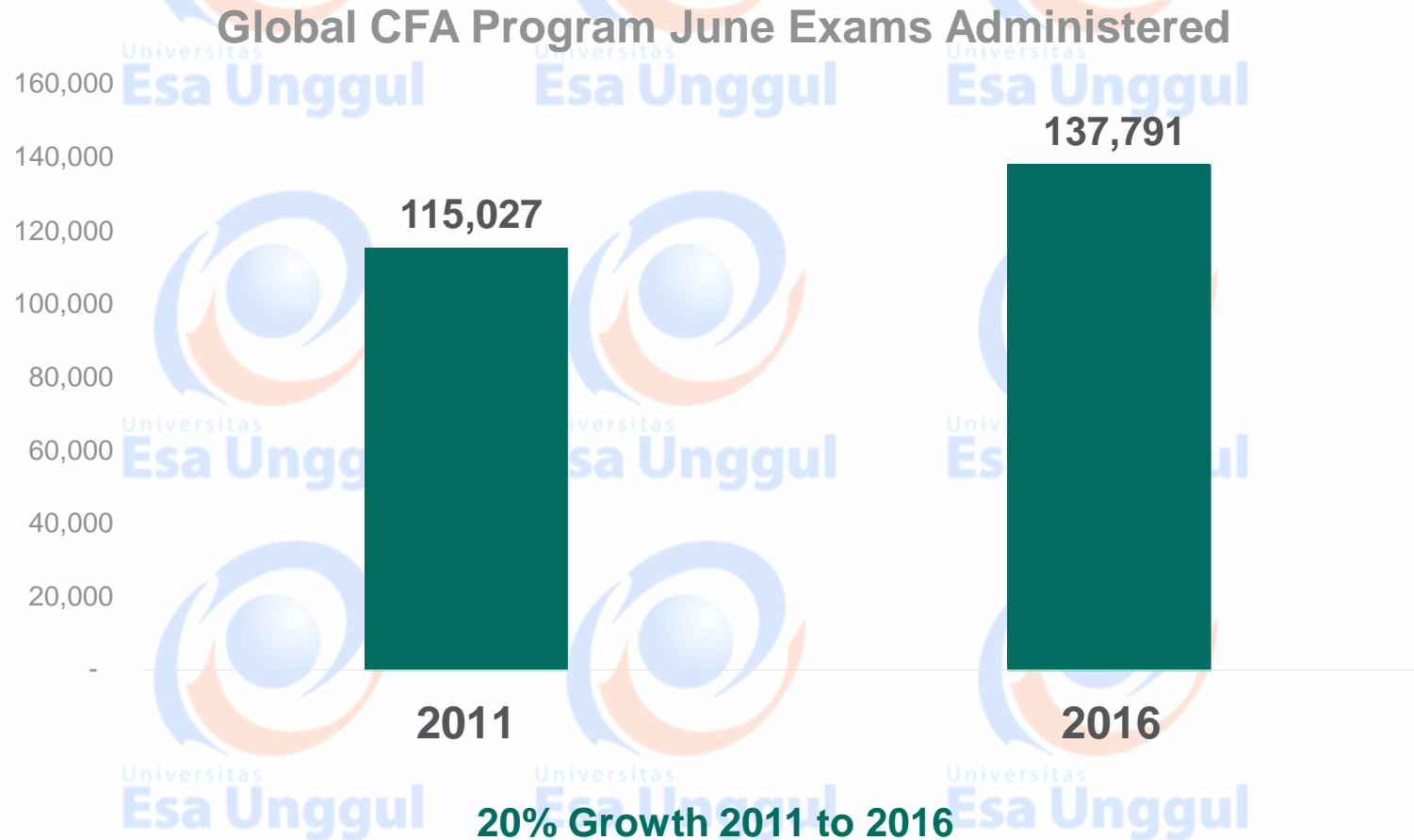
AACSB Accredited Enrollment Distribution – 2016-17

Global (n=653)

- 11.3%
- 1.4%
- 15.0%
- 72.2%

EMEA (n=101)

- 2.4%
- 21.1%
- 52.7%
- 23.7%

Asia-Pacific (n=73)

- 2.9%
- 15.9%
- 14.9%
- 66.3%

Americas (n=479)

- 6.5%
- 0.7%
- 11.9%
- 80.9%

Legend:
- Undergraduate
- Masters-Generalist
- Masters Specialist
- Doctoral

Specialty Certification Comparison

Global CFA Program June Exams Administered

	2011	2016
	115,027	137,791

20% Growth 2011 to 2016

Percentage of Disciplines Offered in Undergraduate Programs

Discipline	% Offered
Accounting	**65.0**
Behavioral Science	1.1
Business Communications	1.6
Business Education	1.8
Business Ethics	0.4
Business Law	4.4
CIS/MIS	**38.2**
e-Business	1.1
Economics	**37.4**
Entrepreneurship	**21.7**

Discipline	% Offered
Finance	**58.1**
General Business	**51.0**
Hospital Administration	3.0
Restaurant Management	7.4
HR Management	**19.8**
Insurance	5.4
International Business	**34.0**
Management	**58.1**
Marketing	**56.9**
Operations Research	0.5

Discipline	% Offered
Other	23.2
Operations Management	8.6
Public Administration	1.6
Quantitative Methods	2.4
Real Estate	6.4
Statistics	2.5
Strategic Management	1.1
Supply Chain/Logistics	**14.9**
Taxation	0.8

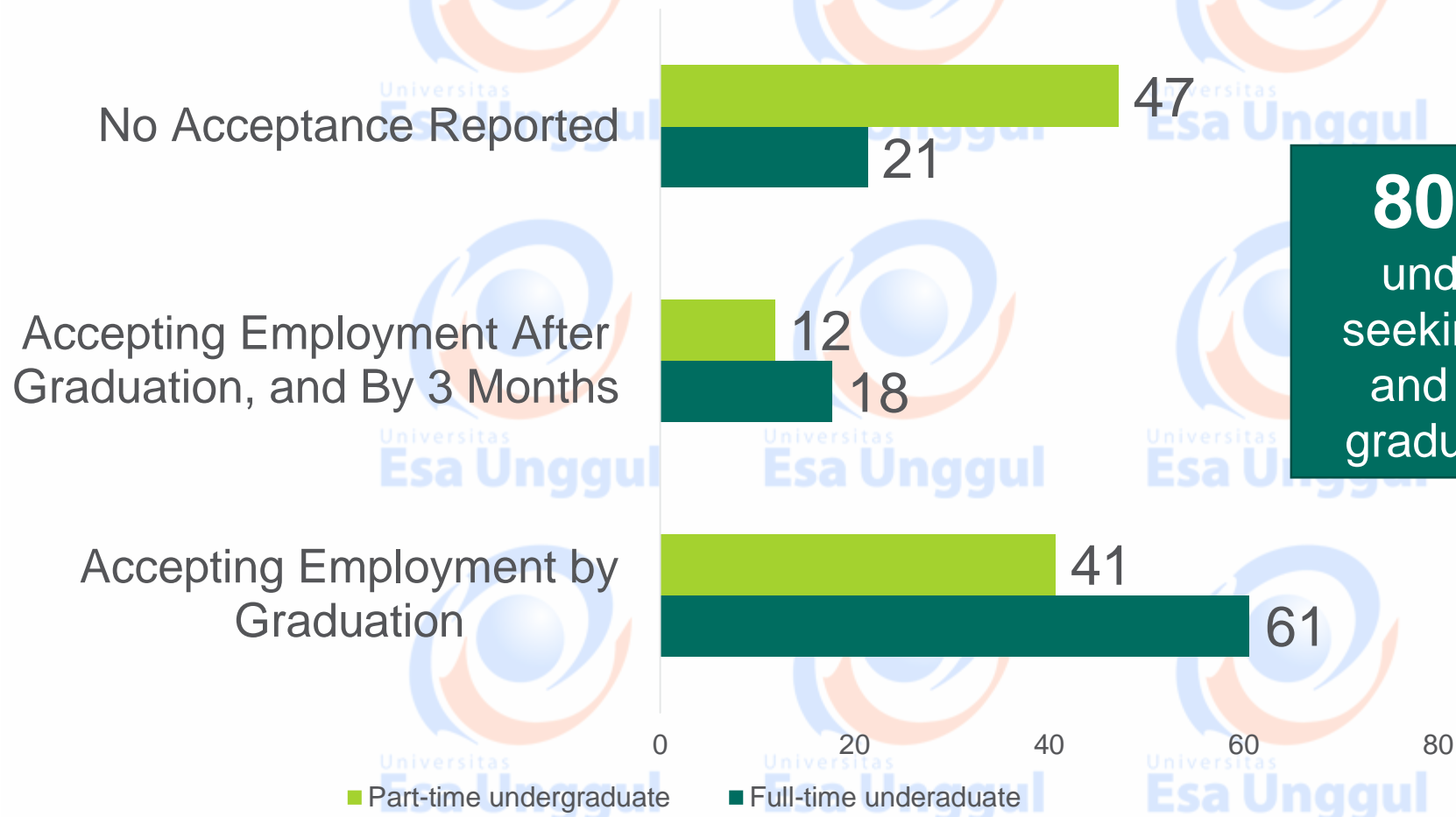Source: AACSB Business School Questionnaire (2016-17)

Undergraduate Post Graduation Plans
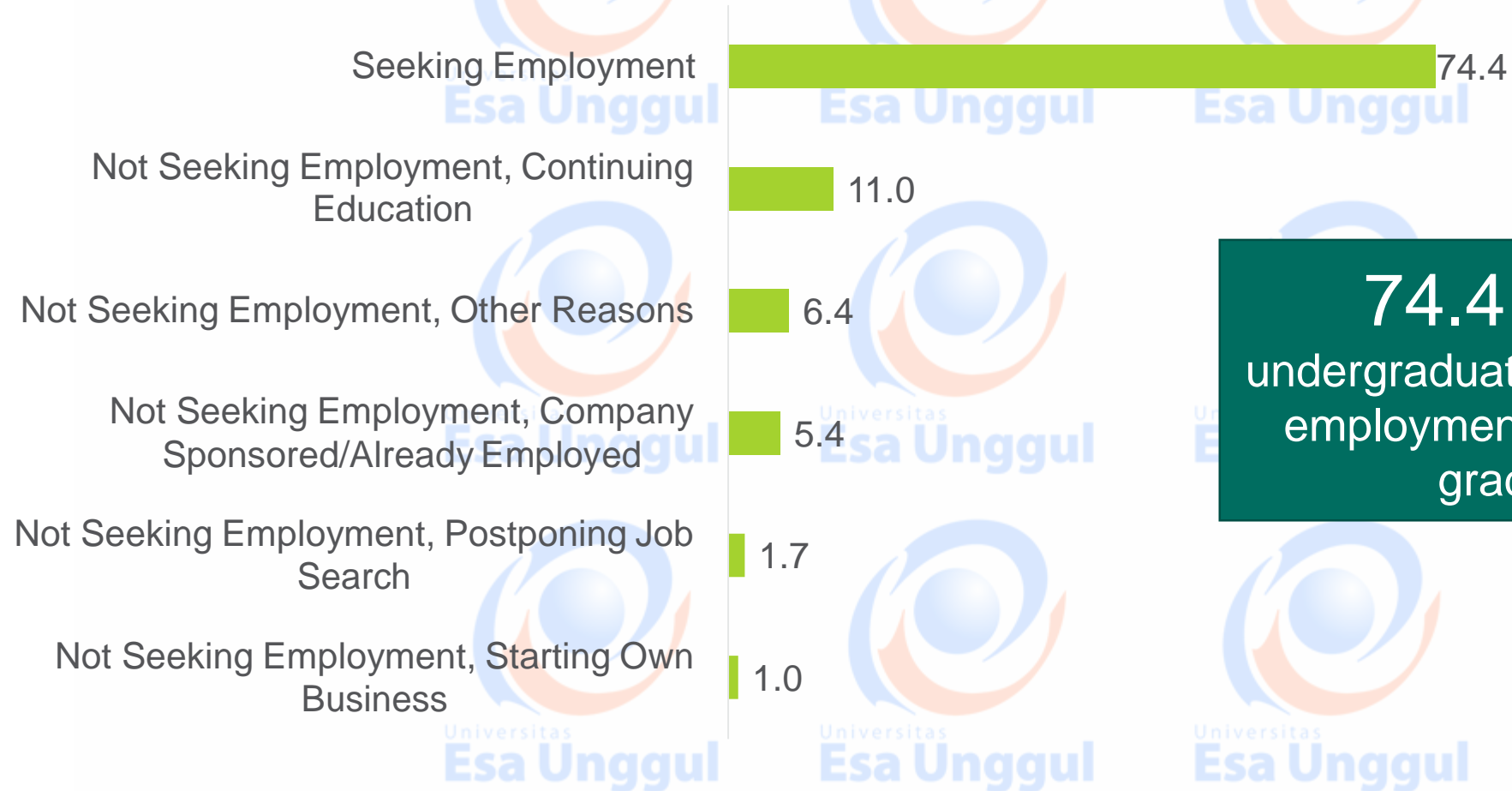
74.4 percent of undergraduates were seeking employment at the time of graduation
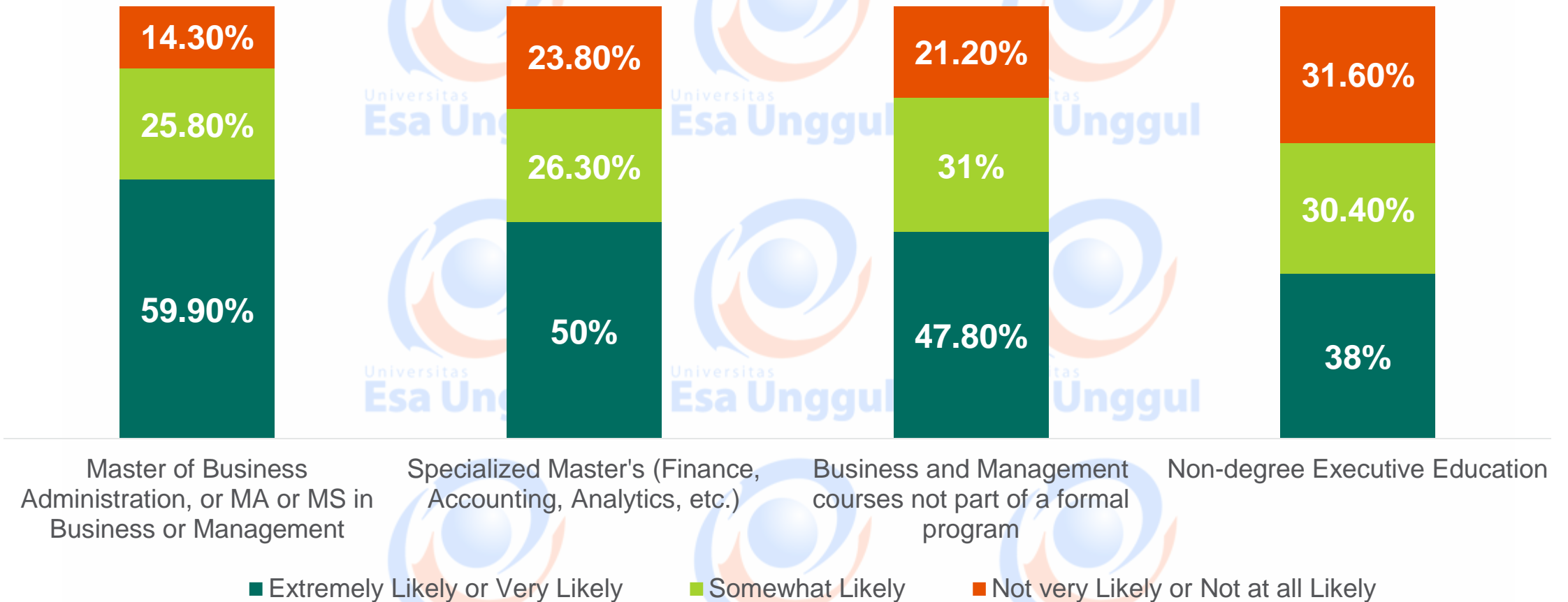
Percentage of Undergraduates Accepting Employment Amongst Those Who Sought Employment

80 percent of the full-time undergraduates who were seeking employment received and accepted a job offer by graduation or within 3 months

No Acceptance Reported
- 47
- 21

Accepting Employment After Graduation, and By 3 Months
- 12
- 18

Accepting Employment by Graduation
- 41
- 61

0 20 40 60 80

■ Part-time undergraduate ■ Full-time underaduate

Source: AACSB BSQ Employment Module (2016-17)

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Likelihood of Enrolling in the Next 10 Years

	Master of Business Administration, or MA or MS in Business or Management	Specialized Master's (Finance, Accounting, Analytics, etc.)	Business and Management courses not part of a formal program	Non-degree Executive Education
Not very Likely or Not at all Likely	14.30%	23.80%	21.20%	31.60%
Somewhat Likely	25.80%	26.30%	31%	30.40%
Extremely Likely or Very Likely	59.90%	50%	47.80%	38%

■ Extremely Likely or Very Likely   ■ Somewhat Likely   ■ Not very Likely or Not at all Likely

Source: Understanding the Implications of the Digital Generation on Business Education. Phase 3: Attitudes and Usage Study, 2017

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Non-Degree Executive Education

Likelihood to Pursue in Next 10 Years

Category	Percentage
Extremely Likely	15.70%
Very Likely	22.30%
Somewhat Likely	30.0%
Not Very Likely	19.20%
Not at All Likely	12.30%

Likelihood to Pursue in Next 10 Years (Extremely Likely and Very Likely) by Gender
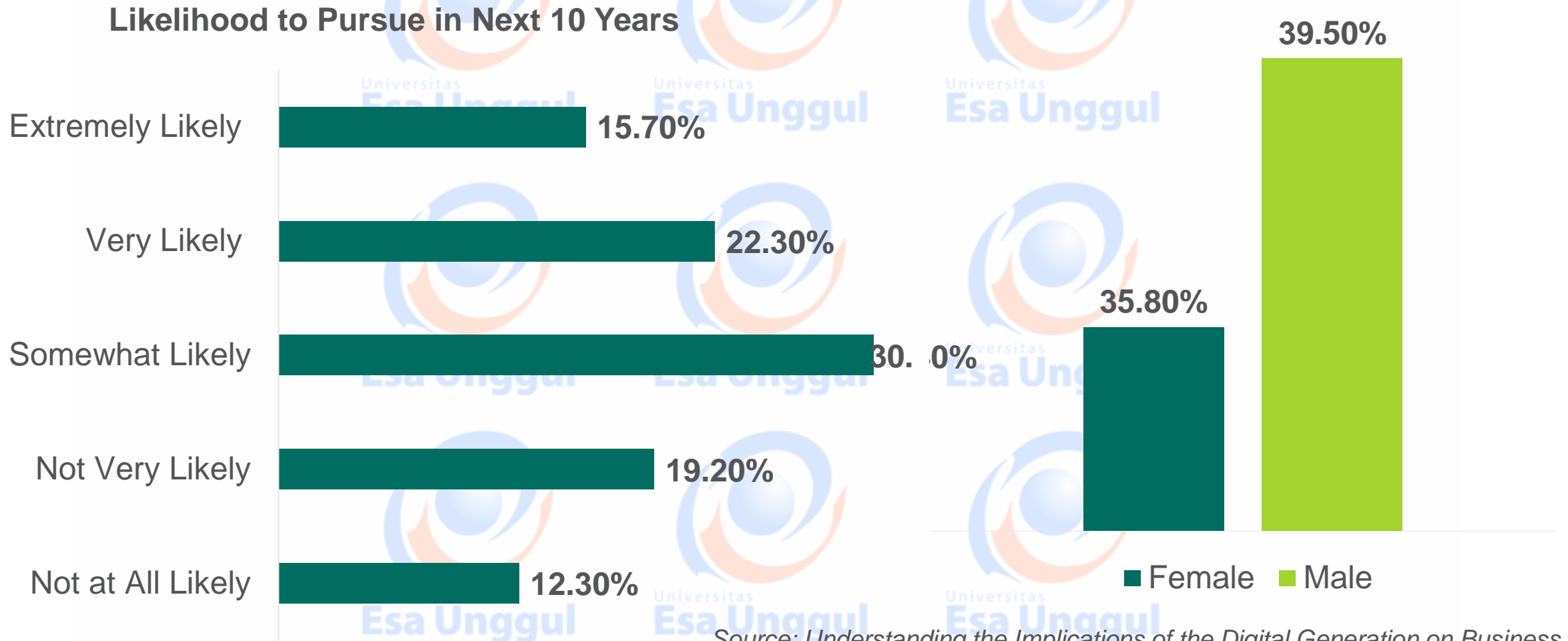
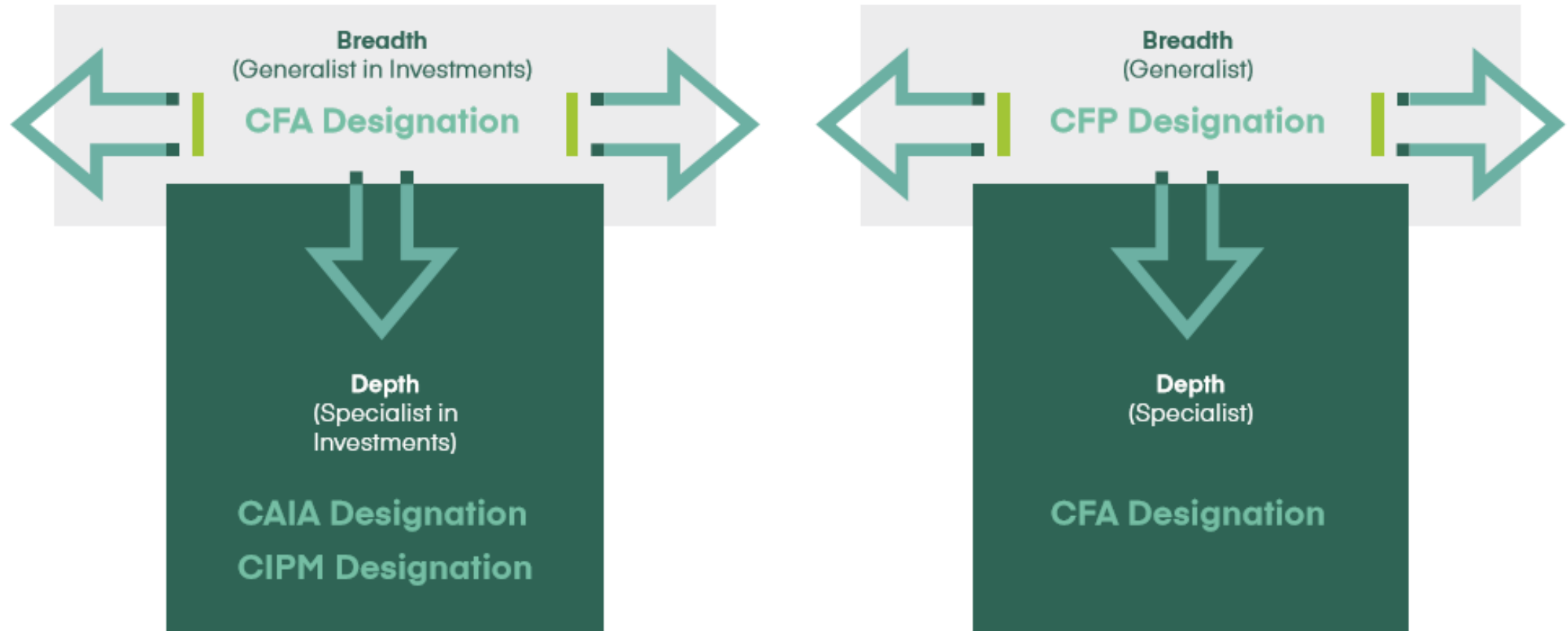| Gender	Percentage
Female	35.80%
Male	39.50%

■ Female ■ Male

Source: Understanding the Implications of the Digital Generation on Business Education. Phase 3: Attitudes and Usage Study, 2017
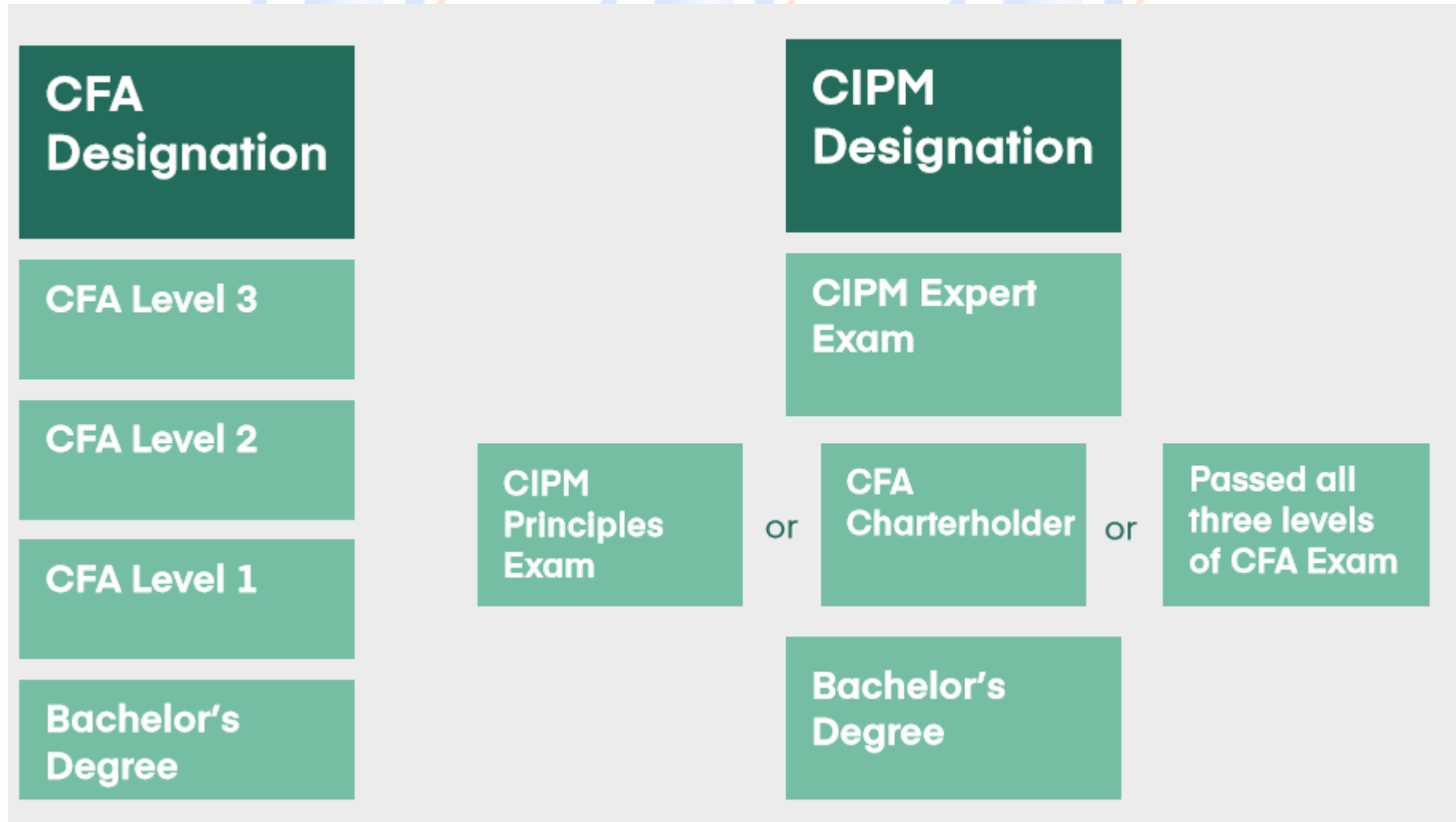
Lifelong Learning: Business and Leadership Education
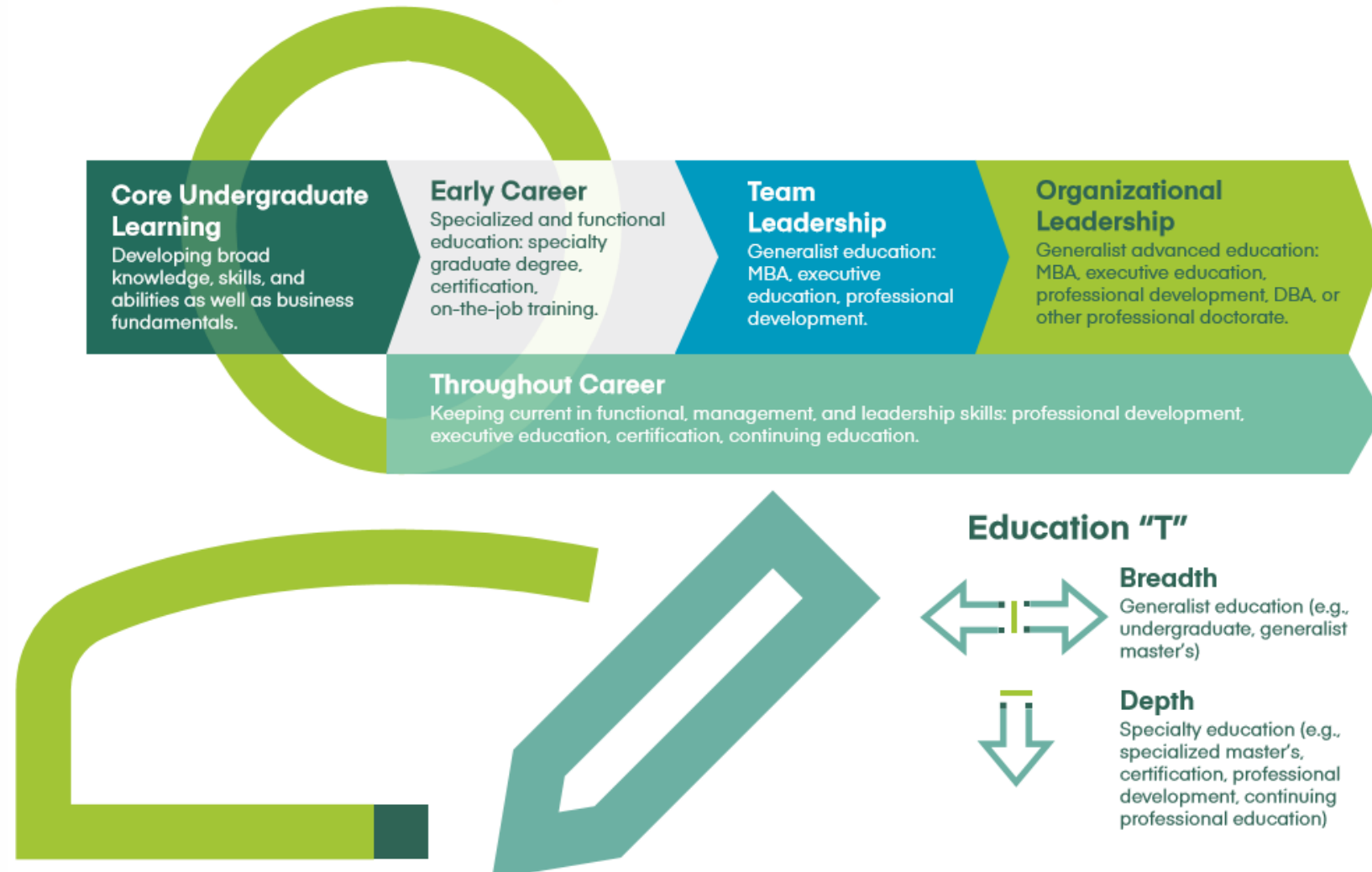
The Education " T"

Stackable Qualifications

Business as a Profession

What is a *profession*?

- Education
- Experience
- Ethics

What can business schools do?

- The importance of lifelong learning
- Experiential learning/Experience
- Global understanding/Experiences
- Professional attitude/Ethics

Implications

Location, Location, Location

Lifelong Learning, Lifelong Learning, Lifelong Learning

Be a Hub of Lifelong Learning

- Deep collaboration with Business Community –   Integration with Corporate T&D
- Across Campus –   Deep collaboration across disciplines
- Serving Alumni Networks Through their Career Lifecycle–   Revolving Door
- An alternative strategy is to focus on one piece of LL –   in that case be aware of what else is happening and demonstrate how your focused strategy fits in.

Modular and Stackable Educational Experiences

- Top-Off Programs for Specialty Masters or Other Credentials
- How programs fit together with generalist and specialty graduate degrees and industry credentials

Cumulative Transcript or Individual Learning Record

Undergraduate Programs

- Preparing students for globally oriented "   professional"   careers
- Preparing students to be agile and lifelong learners
- Breadth and Depth