AACSB International Accreditation: An Overview

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AACSB International
I. Setting the context

II. Value of Accreditation

IV. AACSB Accreditation standards and processes

V. The AACSB focus
The AACSB Mission

To advance quality management education worldwide through accreditation and thought leadership.
The AACSB Network

- 1105 business schools in 70 countries
- 555 AACSB accredited schools in 31 countries - 169 accounting accredited programs in 4 countries
- 54 corporate/foundation/non-profit members
- Estimated 19 billion USD combined budget
- More than 50,000 faculty and more than 2 million students
AACSB
Accredited Schools-Asia Pacific/Oceana

- Asian Institute of Management
- The University of Auckland
- Australian Graduate School of Management
- Chinese University of Hong Kong (also acct)
- City University of Hong Kong
- Fu Jen Catholic University
- The Hong Kong University of Science and Technology (also acct)
AACSB Accredited Schools
Cont’d

- Keio University
- Korea Advanced Institute of Science and Technology
- Korea University
- Nagoya University of Commerce and Business
- Nanyang Technological University
- National Chengchi University
- National Chiao-Tung University
- National Sun Yat-sen University
- National University of Singapore
AACSB Accredited Schools Cont’d

- University of Otago
- Queensland University of Technology
- Sejong University
- Seoul National University
- The University of Sydney (also acct)
- University of Technology, Sydney
- Tsinghua University (also acct)
- The University of Queensland
- The University of Waikato
## The World of Management Education

<table>
<thead>
<tr>
<th>Region</th>
<th>Members</th>
<th>Accredited</th>
<th>In Accred Process</th>
<th>Estimated B-Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Africa (Sub-Saharan)</td>
<td>8</td>
<td>0</td>
<td>1</td>
<td>516</td>
</tr>
<tr>
<td>Asia</td>
<td>103</td>
<td>17</td>
<td>32</td>
<td>4,975</td>
</tr>
<tr>
<td>Europe</td>
<td>175</td>
<td>39</td>
<td>40</td>
<td>1,985</td>
</tr>
<tr>
<td>Latin America &amp; Caribbean</td>
<td>54</td>
<td>9</td>
<td>10</td>
<td>1,926</td>
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<tr>
<td>Middle East &amp; North Africa</td>
<td>33</td>
<td>6</td>
<td>10</td>
<td>568</td>
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<tr>
<td>Northern America</td>
<td>701</td>
<td>476</td>
<td>69</td>
<td>1,704</td>
</tr>
<tr>
<td>Oceania</td>
<td>31</td>
<td>8</td>
<td>14</td>
<td>93</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>1,105</td>
<td>555</td>
<td>176</td>
<td>11,767</td>
</tr>
</tbody>
</table>

Source: AACSB analysis
Management Education: In Asia

• Asia hosts:
  – 42% of the world’s business schools
  – 40% of non-U.S. schools applying for AACSB membership
  – 30% of non-U.S. schools seeking AACSB accreditation

• One-third of AACSB members have or are considering an alliance with a school in Asia

• AACSB to establish Asia headquarters
AACSB Asia Headquarters

- Eileen Peacock, Vice President for Asia
- Three additional full-time staff members
- Resource for schools based in, or connected to, the Asia region
  - Understanding the region’s opportunities and challenges
  - Providing member services & accreditation support
  - Building management education capability and quality
A growing network of business schools…

… together pursuing a critical mission:

to advance the quality of management education worldwide.
Why?

• **Globalization is essential to the future of management education**

  – *Global education hubs are emerging in new regions, e.g. Asia, Middle East*

  – *Faculty teaching and research must reflect global realities*

  – *Students must be prepared for tomorrow’s world of business*

  – *Alliances, networking, and sharing are tomorrow’s mandate for success*
Why? cont’d

• 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
AACSB Accreditation Assures a Business School

- Manages resources consistent with a clearly stated mission;
- Advances knowledge through faculty scholarship;
- Provides quality teaching and current, globally relevant 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.
Important Stakeholders that Benefit From AACSB Accreditation

- Students
- Employers
- Deans and Faculty
- Partners
The Value Proposition Students and Employers

- AACSB accreditation provides quality assurance and distinction
- AACSB accreditation may allow students and employers to narrow their set of schools
- AACSB’s focus on excellence ensures high quality academic programs
The Value Proposition for Deans and Faculty

• AACSB accreditation is important to employers and students
• AACSB accreditation supports excellence
• AACSB accreditation validates the high standards the business school imposes on itself
• Internal and external benefits are significant
The Value for Partners

- AACSB accreditation provides quality assurance to other partners
- Provides a basis for incorporating quality assurance into agreements
- Enhances attractiveness of partners that hold AACSB accreditation
AACSB INTERNATIONAL ACCREDITATION STANDARDS- AN OVERVIEW
AACSB International Standards-Eligibility Criteria

- Authority to grant degrees (undergraduate, masters, and/or doctorates)
- Continuing financial resources
- Scope of accreditation
- Diversity in 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)
AACSB 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.
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
Philosophy of AACSB International Accreditation

AACSB 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.
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
Philosophy of AACSB International Accreditation

AACSB accreditation ensures the accountability dimension of management education through Assurance of Learning standards that:

- Insure delivery of effectively managed curricula consistent with the stated mission;
- Insure program intentions defined by learning goals; and
- Insure learning achievement as demonstrated by direct assessment of learning.
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
The Accreditation Process: A Three Phase System
Pre-Accred Phase
- Establish eligibility and early stage readiness
- Feedback provided by Pre-Accreditation Committee and mentor
- May last 2 years—school moves at its own pace

Initial Accred Phase
- School documents readiness for initial accreditation
- Feedback from Initial Accreditation Committee and mentor
- 3 years allowed for readiness, pace is up to school
- 2 years allowed for self-evaluation report and review

Maintenance Phase
- Review occurs every five years with revised documents
- Must document continuous improvement
- Standards alignment expected
- Strong focus on consultative feedback and continuous improvement
Some Important Perspectives

• AACSB International accreditation is mission driven-standards set broad guidelines adaptable to different cultures and environments.

• Input from key stakeholders relative to mission/strategy, programs, and curricula is expected

• Sound strategic management of resources is essential

• Diversity in mission and focus is expected
Some Important Perspectives Cont’d

• *Direct assessment of learning is expected*
• *Continuous improvement and high quality programs must be demonstrated*
• *Emphasis on ethics and integrity in the operations of business programs and in curricula is expected*
• *Preparation of students for the global economy is essential*
Some Important Perspectives Cont’d

• Faculty resources are key to meeting the standards with emphasis on sufficiency and qualifications

• Emphasis on intellectual contributions as a component of mission is essential

• Processes and feedback mechanisms are important to support and document continuous improvement and quality
QUESTIONS AND DISCUSSION
Discussion