AACSB Business Accreditation Standards 2013 & 2003
CELEBRATING 30 YEARS OF BUSINESS ACCREDITATION
CELEBRATING 15 YEARS OF ACCOUNTING ACCREDITATION
AACSBS Business Accreditation Standards 2013 & 2003

2003 – 21 Standards

- Strategic Management
- Participants
- Assurance of Learning

2013 – 15 Standards

- Strategic Management and Innovation
- Participants – Students, Faculty, and Professional Staff
- Learning and Teaching
- Academic and Professional Engagement
The Blue Ribbon Committee Process

2.5 Years ➤ 8 April 2013

50,000+ contacts through written communication
5,000+ people involved
1,500+ hours of BRC members’ time in meetings
50+ conferences
30+ cities worldwide

15 Standards
Recognizing High-quality And Continuous Improvement

Four Categories
Strategic Management & Innovation

Participants

Learning and Teaching

Academic & Professional Engagement
Innovation

Accreditation standards foster quality and continuous improvement but encourages:

• Experimentation
• Entrepreneurial pursuits
• Recognizes risks with priority on strategic innovation
• Innovations should be well-developed, rational, and aligned with mission/strategy
Impact

Recognizes growing focus on accountability reflecting:

• High quality inputs and outcomes
• Demonstration that business school is “making a difference”
• Accountability is part of the culture and impact is documented resulting from the execution of the mission/strategy
Engagement

In preparing students for meaningful professional, societal, and personal lives:

• A balance of academic and professional engagement is essential

• The intersection of academic and professional engagement enhances quality outcomes consistent with mission/strategy
Eligibility Criteria

Demonstrating commitment to Core Values and Guiding Principles

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
Eligibility Criteria
Setting and framing the foundation for review

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
Unit of Accreditation & Scope

• Criteria the Committee on Accreditation Policy (CAP) will consider when a school requests business unit of accreditation
  – Branding
  – External market perception
  – Financial relationship with the institution
  – Business academic unit autonomy
Standard 1: Mission, Impact, and Innovation

Deepening our understanding of mission

Standard 2: Intellectual Contributions Impact & Alignment with Mission

Beyond counting: valuing the impact and quality of scholarship

Standard 3: Financial Strategies and Allocation of Resources

Financial strategies to sustain quality and innovation
Participants – Students, Faculty and Professional Staff

**Standard 4**: Student Admissions, Progression, & Career Development

*Supporting student academic and professional success*

**Standard 5**: Faculty Sufficiency & Deployment

*Ensuring an appropriate level of engaged faculty*

**Standard 6**: Faculty Management & Support

*Enabling the development of highly effective faculty*

**Standard 7**: Professional Staff Sufficiency & Deployment

*Recognizing the increasing importance of professional staff*
Learning and Teaching

**Standard 8**: Curricula Management & Assurance of Learning
*Giving context to Assurance of Learning*

**Standard 9**: Curriculum Content
*Fostering innovation with flexible guidance and clarified expectations*

**Standard 10**: Student Faculty Interactions
*Articulating a central expectation across teaching/learning models*

**Standard 11**: Degree Program Educational Level, Structure, & Equivalence
*Protecting the integrity of accredited degree programs*

**Standard 12**: Teaching Effectiveness
*Developing teaching skills in a changing environment*
Academic and Professional Engagement

Standard 13: Student Academic & Professional Engagement

*Fostering student involvement in both academic and experiential learning*

Standard 14: Executive Education

*Recognizing the growing importance and benefits of executive education*

Standard 15: Faculty Qualifications & Engagement

*Elevating scholarship and developing intersections between theory and practice*
Sustained engagement activities

<table>
<thead>
<tr>
<th>Academic (Research/Scholarly)</th>
<th>Applied/Practice</th>
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</thead>
<tbody>
<tr>
<td>Scholarly Practitioners (SP)</td>
<td>Instructional Practitioners (IP)</td>
</tr>
<tr>
<td>Scholarly Academics (SA)</td>
<td>Practice Academics (PA)</td>
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</tbody>
</table>

**Initial academic preparation and professional experience**

- Significant professional experience
- Doctoral degree

- $SA + PA + SP + IP \geq 90$ percent
- $SA + PA + SP \geq 60$ percent
- $SA \geq 40$ percent

**Percentage Requirements**

- $SA + PA + SP + IP \geq 90$ percent
- $SA + PA + SP \geq 60$ percent
- $SA \geq 40$ percent
Changes in Terminology

• Review process
  – Maintenance of Accreditation becomes the Continuous Improvement Review process

• Committees
  – Committee on Accreditation Policy (CAP) replaces the Accreditation Quality Committee (AQC) and the Accreditation Coordinating Committee (ACC)
Questions?