Advance management education worldwide through accreditation, thought leadership and value-added services
# The World of Management Education

<table>
<thead>
<tr>
<th>Region</th>
<th>AACSB Members</th>
<th>AACSB-Accredited</th>
<th>In Accreditation Process</th>
<th>Estimated Schools Offering Business Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Africa</td>
<td>19</td>
<td>3</td>
<td>3</td>
<td>922</td>
</tr>
<tr>
<td>Eastern, South-Eastern, and Southern Asia</td>
<td>247</td>
<td>54</td>
<td>84</td>
<td>8,417</td>
</tr>
<tr>
<td>Central and Western Asia</td>
<td>69</td>
<td>13</td>
<td>15</td>
<td>662</td>
</tr>
<tr>
<td>Europe</td>
<td>239</td>
<td>81</td>
<td>60</td>
<td>2,503</td>
</tr>
<tr>
<td>Latin America and the Caribbean</td>
<td>72</td>
<td>19</td>
<td>11</td>
<td>2,150</td>
</tr>
<tr>
<td>Northern America</td>
<td>687</td>
<td>530</td>
<td>43</td>
<td>1,730</td>
</tr>
<tr>
<td>Oceania</td>
<td>37</td>
<td>19</td>
<td>6</td>
<td>100</td>
</tr>
<tr>
<td><strong>Global</strong></td>
<td><strong>1,370</strong></td>
<td><strong>719</strong></td>
<td><strong>222</strong></td>
<td><strong>16,484</strong></td>
</tr>
</tbody>
</table>

Source: AACSB data and analysis as of 12/31/2014.
The 2013 Accreditation Standards
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
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
The 2013 Standards

• Strategic Management and Innovation (3 standards)
• Participants, Students, Faculty and Professional Staff (4 standards)
• Learning and Teaching (5 standards)
• Academic and Professional Engagement (3 standards)
Standards 1 – 3:

Strategic Management and Innovation
Mission, Impact, and Innovation

- Mission guides decision making.
- Mission identifies distinguishing characteristics that indicate how the school positions itself.
- Innovation encouraged in a changing environment.
1 Mission, Impact, and Innovation

- Mission, expected outcomes, and strategies are periodically reviewed and revised.
- Key stakeholders are involved in this transparent process.
- School evaluates its progress toward mission accomplishment.
- Continuous improvement, innovation, and future actions are noted.
Intellectual Contributions and Alignment with Mission

• Focuses on school rather than individuals.
• Expects evidence of impact aligned with mission.
• Looks for indicators of quality in the intellectual contributions portfolio over the last five years.
• Allows flexibility in metrics and summaries.
2 Intellectual Contributions and Alignment with Mission

Table 2-1

Part A: Five-Year Summary of Intellectual Contributions
- Aggregated to reflect the school’s faculty organizational structure
- Arranged by basic, applied, and teaching scholarship
- Organized by type of intellectual contribution (e.g., PRJ)

Part B: Alignment with Mission, Expected Outcomes, & Strategy

Part C: Quality of Five-Year Portfolio of Intellectual Contributions

Part D: Impact of Intellectual Contributions
### Table 2-1 Intellectual Contributions

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Portfolio of Intellectual Contributions</th>
<th>Types of Intellectual Contributions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aggregate and summarize data to reflect the organizational structure of the school’s faculty (e.g., departments, research groups). Do not list by individual faculty member.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Basic or Discovery Scholarship</th>
<th>Applied or Integration Scholarship</th>
<th>Teaching and Learning Scholarship</th>
<th>Peer-Reviewed Journals</th>
<th>Research Monographs</th>
<th>Academic Professional Meeting Proceedings</th>
<th>Competitive Research Awards Received</th>
<th>Textbooks</th>
<th>Cases</th>
<th>Other Teaching Materials</th>
<th>Other IC Type Selected by the School</th>
<th>Percent of Participating and total FTE Faculty Producing ICs</th>
</tr>
</thead>
</table>

*After each grouping of faculty by organizational structure, please indicate two percentages, the percentage of participating faculty and the percentage of total FTE faculty producing ICs in the column on the far right.

Provide a qualitative description of how the portfolio of intellectual contributions is aligned with the mission, expected outcomes, and strategy of the school.

Provide evidence demonstrating the quality of the above five-year portfolio of intellectual contributions. Schools are encouraged to include qualitative descriptions and quantitative metrics and to summarize information in tabular format whenever possible.

Provide evidence demonstrating that the school’s intellectual contributions have had an impact on the theory, practice, and/or teaching of business and management. The school is encouraged to include qualitative descriptions and quantitative metrics and to summarize the information in tabular format whenever possible to demonstrate impact. Evidence of impact may stem from intellectual contributions produced beyond the five-year AACSB accreditation review period.

**Notes:** Please add a footnote to this table summarizing the school’s policies guiding faculty in the production of intellectual contributions. The data must also be supported by analysis of impact/accomplishments and depth of participation by faculty across disciplines. The data presented in Table 2-1 should be supported by faculty vitae that provide sufficient detail to link individual citations to what is presented here. Interdisciplinary outcomes may be presented in a separate category but the disciplines involved should be identified.
2 Intellectual Contributions 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 or organizational area.
Intellectual Contributions and Alignment with Mission

• Normally, a significant level of ICs must be PRJs or the equivalent.
• Portfolio of ICs must reflect the mission, expected outcomes, and strategies of the school.
• Support is provided to the faculty for the production of ICs.
Standards 4 – 7:

Participants: Students, Faculty, and Professional Staff
Faculty Sufficiency and Deployment

- School adopts and applies criteria for documenting faculty members as *participating* or *supporting* consistent with its mission.
- Faculty is sufficient to perform or oversee all mission components.
- Normally, *participating faculty* will deliver:
  - At least 75% of the school’s teaching;
  - At least 60% of the teaching in each program, discipline, location, and delivery mode.
Faculty Management and Support

- School has processes for assigning faculty responsibilities to individuals.
- Different faculty members may have different expectations.
- Performance expectations are clearly communicated.
- Faculty evaluation, promotion, and reward processes are systematic and support the school’s mission.
6 Faculty Management and Support

• School has effective processes for providing orientation, guidance, and mentoring.
• School has an overall faculty resource plan that reflects the mission and projects faculty resource requirements.
• Policies guiding scholarship should be clear and consistent with the mission.
• Evaluation and performance systems include IC outcomes as well as teaching effectiveness.
Standards 8 – 12: Learning and Teaching
Standards 13 – 15:

Academic and Professional Engagement
Student Academic and Professional Engagement

• Encourages engagement of students in both academic and experiential learning
• Emphasizes the intersection of the academic and professional engagement
• Looks for evidence of engagement
• Students are actively engaged in learning across program types and learning models.
• Experiential learning activities engage students with faculty and business leaders.
Executive Education

- Applicable only if executive education is an important part of the mission, strategy, and educational activities of the school
- Concerned with the mission is enhanced by executive education
- Focuses on extent to which client expectations are met and opportunities for improvement
15 Faculty Qualifications and Engagement

- Reinforces commitment to scholarly approach to management education
- Emphasizes “scholarship” rather than research and publications for maintaining academic qualifications
- Focuses attention on the intersection between faculty academic and professional engagement
- Increases importance of mission and peer judgment to examine the mix of faculty qualifications
15 Faculty Qualifications and Engagement

- The school must develop criteria consistent with its mission for the classification of faculty according to:
  - Initial academic preparation and professional experience;
  - Ongoing/sustained scholarly and professional engagement.
15 Faculty Qualifications and Engagement

- Initial academic preparation – Earned degrees and other academic credentials
- Initial professional experience – Nature, level, and duration of leadership and management positions
- Sustained academic and professional engagement
  – Necessary to maintain and augment qualifications of a faculty member over time.
15 Faculty Qualifications and Engagement

• Academic engagement – Scholarly development activities consistent with the school’s mission-linked research.
• Professional engagement – Practice-oriented development activities consistent with the school’s mission.
## Faculty Qualifications and Engagement

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

### Initial academic preparation and professional experience

- SA + PA + SP + IP ≥ 90%
- SA + PA + SP ≥ 60%
- SA ≥ 40%

### Significant professional experience

- Doctoral degree
Examples of Academic Engagement Activities

- Scholarly activities leading to the production of scholarship outcomes as documented in Standard 2
- Relevant, active editorships with academic journals or other business publications
- Service on editorial boards or committees
- Validation of SA status through leadership positions, participation in recognized academic societies and associations, research awards, academic fellow status, invited presentations, etc.
Questions?
Thank you!