



AACSB International & SEAA Trust

present

an experience sharing

International Accreditation Conference

**The Oberoi, MG Road, Bangalore
January 31, 2012**

Sponsors



Get Ahead with AACSB International

Standards for Educational Advancement & Accreditation (SEAA) is pleased to team up with AACSB International, USA to launch its 2012 opening edition of international advocacy and facilitation work, with an one day non-residential International Accreditation Conference titled "Get Ahead with AACSB International" in Bangalore on January 31, 2012 incorporating the workshop on AACSB Accreditation Standards and Process being given by Eileen Peacock, Senior Vice President and head of the Asian HQ of AACSB International at Singapore. The workshop would be highly relevant and useful to the schools already on the accreditation path and those who are going to begin the process.

The Conference would present the case study of how Indian School of Business (ISB) Hyderabad had obtained its accreditation and the lessons to be learnt for other aspiring schools. The session would also showcase experience of TA Pai Institute of Management (TAPMI) Manipal and that of PSG Institute of Management (PSGIM), Coimbatore which is are fairly advanced in the path to acquire AACSB International accreditation.

The Conference would also mark the beginning of a new era for AACSB International as it has completed its first ever accreditation in India by recognizing Indian School of Business Hyderabad as an AACSB International Accredited School. ISB becomes the first school in the whole of South Asia in a season which saw five of the Asian schools to get the AACSB stamp out of the six announced in the latest round of accredited schools of the world leader, no mean achievement for the Asian Headquarters of the AACSB opened merely three years ago in Singapore. "We are happy with the work and we need to move on", says the Senior Vice President and head of the Asian HQ of AACSB International, Eileen Peacock. There is a lot in plate for Eileen in India as there are nearly 30 members of the AACSB today.

In the world of accreditation AACSB International has stood as an unchallenged leader for nearly a century, owing to its processes that builds a school while it goes through the accreditation. "The AACSB is unique because of its mission-

driven approach, evaluating the applying schools against peer schools with similar missions. Given our commitment to creating research-based knowledge, and developing leaders through innovative world-class programmes, we are delighted to have this robust and independent reaffirmation of our adherence to our mission," says the Dean of the first ever school in India to get the AACSB International recognition, Indian School Business (ISB) Hyderabad. The school, coincidentally is also celebrating its Tenth anniversary. ISB is the highly visible B-school of India and also listed one of the top schools in the International media rankings.

About SEAA

Standards for Educational Advancement & Accreditation (SEAA) New Delhi is a non-profit Higher Professional Education Accreditation advocacy and support organization which focused on International accreditation having worked closely with the world's best accreditation bodies in management education. These include the AACSB International, EQUIS-EFMD, Association of MBAs, ACBSP, IACBE , the British Accreditation Council and South Asian Quality System. SEAA carries out its advocacy work through a series of international accreditation conferences, workshops, Roundtable and in-campus workshops. It also offers critical service to support schools on accreditation path by conducting pre-accreditation gap analysis, mentor workshops and other accreditation related professional services. SEAA Forum is an unique institution created to help the schools on accreditation path to meet and exchange information and knowledge about mutually useful processes that make accreditation an unique experience. SEAA has always insisted that the schools, before taking up international accreditation would benefit greatly from taking up one an Indian accreditation programme both for gaining experience and also as an endorsement of their compliance status . Currently SEAA is working closely with the National Board of Accreditation, an independent accreditation agency belonging to the Government in launching the 1st World Accreditation Summit WOSA-2012 in March this year.

About AACSB International

The Association to Advance Collegiate Schools of Business is a global, non-profit membership organization of educational institutions, businesses, and other entities devoted to the advancement of management education. Established in 1916, AACSB International provides its members with a variety of products and services to assist them with the continuous improvement of their business programs and schools. As a member of AACSB, you are recognized as a part of the world's largest network of business schools, focused on helping management education institutions achieve their full potential. Whether you want to build relationships with schools and educators around the globe, or are taking the first step on the path to accreditation, joining AACSB is essential to your ongoing success.

In addition to directly connecting with top business educators, your membership grants you access to countless educational and benchmarking resources. Through content-driven conferences and seminars, valuable publications, comprehensive data tools, convenient webinars, and online forums, AACSB membership immediately connects you to the information, people, and trends shaping the future of management education.

Membership in AACSB is open to collegiate schools of business, as well as corporate, non-profit, and public sector organizations.

AACSB International Member Schools in India

- ICFAI University (AP)
- Indian School of Business (AP)
- Vignana Jyothi Institute of Management (AP)
- IILM Institute for Higher Education (Delhi)
- International Management Institute (Delhi)
- Management Education & Research Institute (Delhi)
- Indian Institute of Management, Ahmedabad (Gujarat)
- Indian Institute of Management, Rohtak (Haryana)
- Management Development Institute (Haryana)
- XLRI Jamshedpur (Jharkhand)
 School of Business & Human Resources
- Alliance University (Karnataka)
 Alliance Business School
- T. A. Pai Management Institute (Karnataka)
- Indian Institute of Management, Indore (Madhya Pradesh)
- Indian Institute of Cost and Management Studies and Research (Maharashtra)
- Institute for Technology and Management (Maharashtra)
- Prin. L. N. Welingkar Institute of Management Development and Research (Maharashtra)
- S. P. Jain Institute of Management and Research (Maharashtra)
- SVKM's NMIMS University (Maharashtra)
 School of Business Management
- Symbiosis International University – Symbiosis Centre for Management and Human Resource Development (Maharashtra)
- Rajiv Gandhi Indian Institute of Management, Shillong (Meghalaya)
- Xavier Institute of Management, Bhubaneswar (Orissa)
- Amrita Vishwa Vidyapeetham University (Tamil Nadu)
 Amrita School of Business
- Great Lakes Institute of Management (Tamil Nadu)
- Jansons School of Business (Tamil Nadu)
- PSG College of Technology (Tamil Nadu)
 PSG Institute of Management
- Vellore Institute of Technology (Tamil Nadu)
- Amity University Uttar Pradesh (AUUP) (Uttar Pradesh)
 Amity International Business School
- Institute of Management Technology (IMT) (Uttar Pradesh)
- Globsyn Business School (West Bengal)
- Indian Institute of Management, Calcutta (West Bengal)

Speakers' Profile

Eileen Peacock, Senior Vice President of AACSB International who also heads the Asian Headquarters of the AACSB based out of Singapore. Eileen Peacock is senior vice president and chief officer, Asia of AACSB International as of June 1, 2009. Previous to taking this position, she had served as dean and professor of accounting at Charlton College of Business at the University of Massachusetts Dartmouth since 2004. Prior to her position at Charlton College of Business, Peacock served as associate dean and professor of accounting in the School of Business at Oakland University. Her teaching interests were in managerial and cost accounting, and cost management. She obtained her PhD from the University of Birmingham, England. Her research interests lie in managerial accounting, including activity-based costing, behavioural aspects of accounting, IT justification and curriculum development. Recent grants include one associated with the creative economy and development and delivery of blended programs.

Arun Pereira is a Clinical Associate Professor of Management Education and Head, Centre for Teaching, Learning and Case Development of Indian School of Business, Hyderabad. He is a Ph.D. in Business Administration (Marketing) from the University of Houston, 1991, an MBA in Management Science from University of Houston, 1987 and a B.Tech. in Chemical Engineering from REC, Tiruchirapalli, 1985. He is a Partner, Brand Cartography Group, St Louis, MO (2008-Present); Business Consulting, Eplus Marketing, St. Louis, MO (2006-Present); Marketing Research Consulting, Marketing Metrics, St. Louis, MO (1991-Present) and Marketing Research Analyst, Houston Economic Development Council, Houston, TX (1986-87).

Athothathri Raman has been a Business Journalist and has worked with Financial Express, Business World, Business Standard, The Economic Times, The Observer of Business & Politics, Indian Management Journal and The Business India (1992-Present) where he holds the position of Series Editor in-charge of Business School Rating & Ranking. He is the founder Managing Trustee of the International Advocacy and Facilitation Organisation – Standards for

Educational Advancement & Accreditation (SEAA) Trust, New Delhi. He is published widely and has also authored nine books on Management.

R C Natarajan, Associate Dean of T A Pai Institute of Management, Manipal is the Chief Champion of AACSB Accreditation in the institute. An MBA from Institute of Rural Management and Ph.D. in Management from Manipal University, he has worked at AMUL as its depot manager prior to shifting to academics.

R Nandagopal, Director of PSG Institute of Management, Coimbatore is also the President of Region 10 of ACBSP. He received his Ph.D, in Finance in 1985 from the University of Madras.





Introduction to AACSB International Accreditation

Accreditation by AACSB International

The Association to Advance Collegiate Schools of Business promotes continuous quality improvement in management education. The association was founded in 1916, and standards for business administration were first set in 1919. In 1980, AACSB adopted additional standards for undergraduate and graduate degree programs in accountancy to address special needs of the profession. The association regularly reviews accreditation standards for opportunities to improve their relevance and currency.

A collegiate institution offering degrees in business administration or accounting may volunteer for AACSB accreditation review. As a first step, the institution applies for a decision on its eligibility for accreditation. The initial accreditation process includes a self-evaluation, as well as a peer review. Having achieved AACSB accreditation, an institution enters into a program of periodic reviews of strategic improvement progress to maintain its accreditation.

AACSB is a not-for-profit corporation of educational institutions, corporations and other organizations devoted to the promotion and improvement of higher education in business administration and accounting.

AACSB supports and upholds the Code of Good Practice for Accrediting Bodies of the Association of Specialized and Professional Accreditors (ASPA).

Website : www.aspa-usa.org

AACSB is recognized by the Council for Higher Education Accreditation (CHEA).

Web site : www.chea.org

Preamble

Complex demands on management and accounting education mirror the demands on organizations and managers. Challenges come from :

- Strong and growing global economic forces
- Differences in organizational and cultural values
- Cultural diversity among employees and customers
- Changing technology in products and processes

In this environment, management education must prepare students to contribute to their organizations and the larger society and to grow personally and professionally throughout their careers. The objective of management education accreditation is to assist programs to meet these challenges.

Accreditation focuses on the quality of education. Standards set demanding but realistic thresholds, challenge educators to pursue continuous improvement, and guide improvement in educational programs. It is important to note that accreditation does not create quality learning experiences. Academic quality is created by the educational standards implemented by individual faculty members in interactions with students. A high quality degree program is created when students interact with a cadre of faculty in a systematic program supported by an institution. Accreditation observes, recognizes, and sometimes motivates educational quality created within the institution.

A collegiate setting is an important context for AACSB accreditation reviews. A collegiate institution is one that supports an environment that fosters significant engagement of students, faculty, support staff, and the business community in the learning and scholarship process. Collegiate implies stability and a reasonable base level of human resources (administrative leadership, faculty members, and support staff) that can ensure the achievement of the school's mission. AACSB's expectations, as demonstrated throughout this document, is that faculty and support staff resources are sufficient, when joined with the administrative leadership, to carry out all functions (teaching, curricula development, course development, course delivery, research, academic service, advising, extracurricular activities, etc.) in support of quality management education programs through significant interaction with students and colleagues. Collegiate implies that there is sufficient infrastructure provided by the institution to support the administrative leadership, faculty members, support staff, and students toward successful achievement of all dimensions of the stated mission with particular focus on high quality degree programs and scholarly research.

AACSB member schools¹ reflect a diverse range of missions. That diversity is a positive characteristic to be fostered.

AACSB accreditation process is based on a mission-driven philosophy with a focus on overall high quality and continuous improvement. Accreditation decisions are derived through a peer review process.

Acknowledging the diversity within AACSB, all accredited members share a common purpose – the preparation of students to enter useful professional, societal, and personal lives. Interaction among students and faculty members accomplishes this purpose most directly. Accordingly, the accreditation review focuses on a member's clear determination of its mission, development of its faculty members, and the planning and delivery of its instruction. In these activities, each institution must achieve and demonstrate an acceptable level of performance consistent with its mission while satisfying AACSB accreditation standards. Substantial opportunity remains for accredited members to differentiate themselves through a variety of activities.

Just as managers face rising expectations for their performance and the performance of their organizations, programs in management education also should anticipate rising expectations, even within a given mission. No fixed curriculum, specific set of faculty credentials, single type of faculty performance, or approach to instruction will suffice over time. Accordingly, programs in management education, and the accreditation process, must focus not only on the present, but also on preparation for the future.

The processes used to strengthen curricula, develop faculty, improve instruction, and enhance intellectual activity determine the direction and rate of improvement. Thus, these processes play an important role in accreditation, along with the necessary review of inputs and assessment of outcomes. As part of each institution's effort to prepare its students for future careers, it should provide a total educational experience that emphasizes conceptual reasoning, problem-solving skills, and preparation for lifelong learning.

The primary relationship in the accreditation process is between AACSB and the institution to be reviewed. Although many individuals and groups have a stake in the AACSB accreditation process, that process is implemented through a series of individual institutional reviews. The process provides a common reference point for quality and performance in management education for all AACSB members.

Having achieved AACSB accreditation, an institution embarks on a continuous process of accreditation maintenance. That process includes :

- An annual report of data.
- A periodic five-year review of strategic progress.

AACSB implements the initial accreditation process through a review of the institution's self-evaluation report and through a visit to the institution by a Peer Review Team. Because of the link between an institution's mission and the accreditation process, and because the assessment by the Peer Review Team is

central to the accreditation decision, the Peer Review Team exercises the responsibility to judge the reasonableness of any deviations from these standards.

In the practice of accreditation evaluation, Peer Review Teams must exercise flexibility and professional judgment. AACSB has a robust global strategy in regards to accreditation recognizing that high quality management education is occurring around the world in different ways. This requires AACSB to adapt its approaches to different cultural situations.

Such a strategy implies that these standards are developed and implemented as true guidelines that may be interpreted and applied in different ways in different countries or regions of the world. These adaptive strategies are implemented to support high quality management education and scholarship wherever they occur, but this education must demonstrate alignment with the standards. Evaluations must be based on the quality of the learning experience and scholarly outcomes, not rigid interpretations of standards.

Process that defines the Accreditation Scope

Step 1 – Submit the Degree Programs List

- A. *Degrees* – The host institution prepares an inclusive list of all the business degree programs delivered by the institution, that satisfy the 25 or 50 percent rule for proportion of teaching in traditional business subjects.
- B. *Exclusions* – The host institution prepares another list of the business or management degree programs that the institution wishes to exclude, if any. Each desired exclusion must state the grounds for which the institution seeks exclusion.
- C. *Submission* – The host institution submits the degree programs list and the exclusions to AACSB, Accreditation Services Coordinator, by Email attachments including in each attachment the host institution name and contact information (name and title for primary contact person along with that person's address, telephone number, fax number, and email address).
- D. *Authentication* – The chief academic officer prepares and sends a statement to accompany the degree programs lists, verifying that the listed programs are all of the business and/or accounting degree programs of the institution.
- E. *Support Materials (Optional)* – If the degree programs list is not verifiable on the institution's Web site, then the host sends to AACSB catalogs or other published materials that include information about the degrees offered and awarded.

Step 2 – Review by Accreditation Committee

- A. *Verification* – The chair of the appropriate accreditation committee will review the host institution's list of programs, in conjunction with catalogs, Web sites, or other material describing the institution's offerings.
- B. *Consideration* – When necessary, the appropriate accreditation committee confers with the institution regarding the inclusiveness of the provided list.

Step 3 – Consensus on the Scope of Accreditation Definition

The institution and ACC must agree on the degree programs list and exclusions before the accreditation review occurs. The ACC is the final authority on the degree programs included and excluded in the review of the institution. Normally, the process for determining accreditation scope will be completed no later than two years in advance of the Peer Review Team visit.

Before or during the visit the Peer Review Team may question a program's exclusion or discover additional programs that should have been considered. If that happens, the issue will be referred back to ACC. A final decision on the review cannot be rendered until the list is finalized. Thus, the discovery of undisclosed business programs or the questioning of previously excluded programs might delay the accreditation decision process.

AACSB accreditation adheres to the list of degree programs designated in the agreement previous to the accreditation review. Degree programs not named in the review are not a part of the AACSB accreditation. In the announcement of the accreditation, AACSB will provide to the institution's Central Administration the definitive list of programs included in the accreditation review. AACSB accreditation pertains only to those degree programs included on the accredited list. AACSB and the institution must clarify in all designations of accreditation that the accreditation is a property only of those degree programs included on the list of included programs. Guidelines will establish how institutions can announce their accreditation and clarify to the public the boundaries of that accreditation.

Any new business programs begun at the institution will have sufficient resources to satisfy accreditation standards and will result from strategic planning processes of the school and institution. AACSB should be informed whenever new business degree programs are begun. New business programs in the institution will be placed on the list of accredited programs of the institution until they have been reviewed. At each accreditation maintenance review, new programs begun since the most recent review must be highlighted, and ?participant? and ?assurance of learning? data must be provided for the review of such programs, or the institution must make a request for exclusion. AACSB reserves the right to request a review

of an accredited institution's programs at any time if questions arise concerning the maintenance of educational quality as defined by the standards.

Schools undergoing the AACSB process are exposed to a series of 20 Standards of practice. One more standard i.e. being suggested for institutions running Doctoral programmes.

Standard 1 : Mission Statement

The school publishes a mission statement or its equivalent that provides directions for making decisions. The mission statement derives from a process that includes the viewpoints of various stakeholders. The mission statement is appropriate to higher education for management and consonant with the mission of any institution of which the school is a part. The school periodically reviews and revises the mission statement as appropriate. The review process involves appropriate stakeholders.

Basis for Judgment

- The school's programs and activities are guided by its mission statement. The mission statement provides a shared understanding of program direction that connects participants' actions and provides a common basis for learning.
- The school demonstrates that its mission statement derives from processes that include input from its stakeholders.
- The school disseminates its mission statement widely to interested parties.
- The mission statement of the school supports the mission of any larger organization of which it is a part.
- The mission emphasizes the achievement of high quality in each degree program.
- The mission statement encourages learning experiences appropriate for collegiate management students and that positively affect students' development as managers and professionals.
- The school demonstrates that it systematically reviews and documents its progress toward mission fulfillment and that it periodically evaluates the appropriateness of its mission statement and supporting strategic management plan.
- The mission statement and/or the supporting strategic management plan must articulate the school's focus relative to the production of intellectual

contributions (i.e., discipline based scholarship, contributions to practice, and/or teaching/pedagogy scholarship-see Standard 2) and student populations the school intends to serve.

Standard 2 : Intellectual Contributions

The mission incorporates a focus on the production of quality intellectual contributions that advance knowledge of business and management theory, practice, and/or learning/pedagogy. The school's portfolio of intellectual contributions is consistent with the mission and programs offered.

Basis for Judgment

- The mission statement includes a description of the school's emphases regarding intellectual contributions of faculty members.
- The school has infrastructure and processes that facilitate and encourage the production of intellectual contributions.
- If the portfolio of intellectual contributions relies on the outputs of faculty members who have primary faculty appointments with other institutions, the school must provide documentation of how its relationship with the individual faculty members and the other institutions contributes to the success of the school, supports its mission, and in particular, its portfolio of intellectual contributions.
- The portfolio of intellectual contributions reflects the mission and includes contributions from a substantial cross-section of the faculty in each discipline.

Standard 3 : Student Mission

The mission statement or supporting documents specifies the student populations the school intends to serve.

Basis for Judgment

- The school specifies students who are appropriate for collegiate education in management and who are consonant with other provisions of the mission statement.

Standard 4 : Continuous Improvement Objectives

The school specifies action items that represent high priority continuous improvement efforts.

Basis for Judgment

- The school's action items (for a one to three-year timeframe) will enhance the school's mission fulfillment.

Standard 5 : Financial Strategies

The school has financial strategies to provide resources appropriate to, and sufficient for, achieving its mission and action items.

Basis for Judgment

- The school has analyzed carefully the costs and potential resources for initiatives associated with its mission and action items.
- The school's infrastructure fits its activities, e.g., campus-based learning, distance learning, research, and executive education. Classrooms, offices, laboratories, communications and computer equipment, and other basic facilities are adequate for high quality operations.
- The school's support services for students and for faculty activities are adequate. Student advising and placement services are appropriate to programs, student populations, and to faculty and support staff professional development expectations (e.g., leave programs, travel support).
- Technology support for students and faculty is appropriate to programs (e.g., online learning, classroom simulations), and to intellectual contributions expectations (e.g., databases, data analysis programs).
- The school identifies realistic financial support resources for current and planned activities. Resources are sufficient to sustain and improve current programs, and anticipated resources are sufficient to implement planned programs.

Standard 6 : Student Admission

The policies for admission to business degree programs offered by the school are clear and consistent with the school's mission.

Basis for Judgment

- The school follows its admissions policies in making admissions decisions.
- Admissions policies include all factors considered in entry decisions and can be accessed and understood by all participants in the entry process.

- Admissions policies result in an entering student body that supports the achievement of the school's mission.
- The school demonstrates how it prepares and supports students for success in the degree programs.
- Where admission policies are not under the control of the school, the school demonstrates how it prepares and supports students for success in the degree programs and how the process is consistent with the school's mission.
- For graduate business degree programs, normally admission criteria should include, among other requirements, the expectation that applicants have or will earn a baccalaureate degree prior to admission to the graduate program. The school should be prepared to document how exceptions support quality in the business graduate program.

Standard 7 : Student Retention

The school has academic standards and retention practices that produce high quality graduates. The academic standards and retention practices are consistent with the school's mission.

Basis for Judgment

- The school has established academic standards consistent with its mission.
- The school has clearly articulated processes that
 - evaluate student progress;
 - provide early identification of retention issues;
 - intervene with support, where appropriate; and
 - separate students from programs, if necessary.
- The school's retention practices and support services produce high quality graduates in keeping with the mission.

Standard 8 : Staff Sufficiency – Student Support

The school maintains a staff sufficient to provide stability and ongoing quality improvement for student support activities. Student support activities reflect the school's mission and programs and the students' characteristics.

Basis for Judgment

- Student support activities may be provided by staff, faculty members, or a combination.

- Staff is sufficient to perform the following functions as appropriate for the mission, programs, and characteristics of the students :

Academic Assistance : Students have personalized interactive resources available for out-of-class assistance with course materials and assignments.

Academic Advising : Students have personalized interactive resources available for guidance in planning and implementing their academic programs.

Career Advising : Students have personalized interactive resources available for guidance in choosing and pursuing career paths.

Standard 9 : Faculty Sufficiency

The school maintains a faculty sufficient to provide stability and ongoing quality improvement for the instructional programs offered. The deployment of faculty resources reflects the mission and programs. Students in all programs, disciplines, and locations have the opportunity to receive instruction from appropriately qualified faculty.

Basis for Judgment

- Regardless of the type of contractual relationships between faculty members and the school (e.g., full-time/part-time, tenured/non-tenured, permanent/temporary, academic/clinical), the faculty is sufficient in numbers and presence to perform or oversee the following functions :

Curriculum Development : A process exists to engage multidiscipline expertise in the creation, monitoring, evaluation, and revision of curricula.

Course Development : A process exists to engage content specialists in choosing and creating the learning goals, learning experiences, media, instructional materials, and learning assessments for each course, module or session.

Course Delivery : The obligations specified in the Assurance of Learning standards are met.

Other activities that support the instructional goals of the school's mission.

- In determining sufficiency, reviewers should consider faculty commitments to all activities. This includes degree programs and such additional activities as research, instructional development, non-degree education, faculty development activities, community service, institutional service, service in

academic organizations, economic development, organizational consulting, and other expectations the school holds for faculty members.

- Normally, Participating faculty members will deliver at least 75 percent of the school's teaching (whether measured by credit hours, contact hours, or other metric appropriate to the school).
- Normally, Participating faculty members will deliver at least 60 percent of the teaching in each discipline, each academic program, and location.
- Participating faculty are distributed across programs, disciplines and locations consistent with the school's mission.
- The school has processes to support faculty members regardless of the employment relationships.
- Participating faculty do not have to be 'full-time' faculty members.
- If the school deploys a faculty model that relies on different levels of support for classroom instruction (e.g., senior faculty teaching large classes supported by a cadre of 'teaching assistants?'), the school must document how the model supports high quality academic programs and meets the student-faculty interaction principles of this standard.
- In cases where a substantial proportion of a business school's faculty resources hold primary faculty appointments with other institutions, the school must provide documentation of how this faculty model supports mission achievement, overall high quality, and continuous improvement and is consistent with the spirit and intent of this standard.
- A school must provide documentation supporting its determination of faculty members as 'participating?' or 'supporting?' by adopting and implementing criteria consistent with its mission for the classification of faculty into these two categories. The interpretive material in the standard provides guidance only and each school should adapt this guidance to its particular situation and mission by developing and implementing criteria that indicate how the school is meeting the spirit and intent of the standard. The criteria should address :
 - The activities that are required to attain participating status.
 - The priority and value of different activity outcomes reflecting the mission and strategic management processes.
 - Quality standards required of each activity and how quality is assured.

- The quantity and frequency of activities expected within a typical AACSB review cycle to maintain participating status.
- The criteria should be periodically reviewed and reflect a focus on continuous improvement over time.

Standard 10 : Faculty Qualifications

The faculty of the school has, and maintains expertise to accomplish the mission and to ensure this occurs, the school has clearly defined processes to evaluate individual faculty member's contributions to the school's mission. The school specifies for both academically qualified and professionally qualified faculty, the required initial qualifications of faculty (original academic preparation and/or professional experience) as well as requirements for maintaining faculty competence (intellectual contributions, professional development, or practice).

Basis for Judgment

- At least 90 percent of faculty resources are either academically or professionally qualified. Faculty resources are counted as appropriate to their contributions to the school, i.e., some faculty members may have full-time assignments with the school while others may be partial assignments. The aggregate, or total, faculty resources is the sum of full and partial (based on a measure of percent-of-time devoted to the school's mission) assignments. For example, if a school has 12 full-time faculty members and seven faculty members who are only half-time assignments, the total faculty resources would equal 15.5.
- At least 50 percent of faculty resources are academically qualified.
- In the aggregate, the portfolio of current capabilities for all faculty members is sufficient to support high quality performance of all activities in support of the school's mission.
- Qualified faculty resources are distributed across programs, disciplines, and locations consistent with the school's mission. Variations from the overall percentages may be justified at the program, discipline, and location level. The burden of proof is on the school to demonstrate the delivery of overall high quality in such cases.
- In cases where a substantial proportion of a business school's faculty resources hold primary faculty appointments with other institutions, the school must provide documentation of how this faculty model supports mission achievement, overall high quality, and continuous improvement and is consistent with the spirit and intent of this standard.

- If the school deploys a faculty model that relies on different levels of support for classroom instruction (e.g., senior faculty teaching large classes supported by a cadre of ?teaching assistants?) , the school must document how the model supports high quality academic programs and supports mission achievement.
- Maintenance of knowledge and expertise supports faculty performance through an appropriate balance, given the school's mission, through contributions over the past five years in all of the following areas :
 - Learning and pedagogical research
 - Contributions to practice
 - Discipline-based scholarship
- The school has a clearly defined process by which it evaluates how faculty members contribute to the mission and maintain their qualifications.
- A school should develop appropriate criteria consistent with its mission for the classification of faculty as academically or professionally qualified. The interpretive material in the standard provides guidance only and each school should adapt this guidance to its particular situation and mission by developing and implementing criteria that indicate how the school is meeting the spirit and intent of the standard. Specific policies should be developed to provide criteria by which academically and professionally qualified status is granted and maintained. The criteria should address :
 - The academic preparation and/or professional experience required to attain each status.
 - Consistent with the stated mission, the types of development activities that are required to maintain academic or professional qualifications on an ongoing, sustained basis.
 - The priority and value of different development activities reflecting the mission and strategic management processes.
 - Quality standards required for the various, specified development activities and how quality is assured.
 - The quantity and frequency of development activities and outcomes expected within the typical five-year AACSB review cycle to maintain each status.

- The criteria for granting and for maintaining academic or professional qualifications for those individuals holding faculty status and also holding significant administrative appointments (e.g., deans, associate deans, department head/chairs, center directors, etc.) may reflect these important administrative roles.
- The policies should delineate, where appropriate, how criteria for granting and maintaining status varies with the development of individual faculty members across programs and levels (e.g., the experience of a professionally qualified faculty member who is assigned to teach introductory classes may be different than the professional experience expected of a PQ faculty member assigned to teach a capstone course). The criteria should be periodically reviewed and reflect a focus on continuous improvement over time.
- Qualified faculty will generally be distributed equitably across each discipline, academic program, and location consistent with the school's mission and student needs. Distance delivered programs are considered to be a unique location.

Standard 11 : Faculty Management and Support

The school has well-documented and communicated processes in place to manage and support faculty members over the progression of their careers consistent with the school's mission. These include :

- *Determining appropriate teaching assignments, intellectual expectations, and other components of the faculty member's professional responsibilities to the school.*
- *Providing staff and other mechanisms to support faculty in meeting the expectations the school holds for them on all mission-related activities.*
- *Providing orientation, guidance and mentoring.*
- *Undertaking formal periodic review, promotion, and reward processes.*
- *Maintaining overall plans for faculty resources.*

Basis for Judgment

- Faculty management processes systematically assign faculty responsibilities to individuals. These processes fulfill the school's mission while setting realistic expectations for individual faculty members.
- The school communicates performance expectations to faculty members clearly and in a manner that allows timely performance.

- Faculty assignments may reflect differences in expectations for different faculty members. However, workloads from all activities are reasonably distributed across all faculty members.
- Faculty review, promotion, and reward processes are systematic and support the school's mission.
- The school has an overall faculty resource plan that reflects its mission and that projects faculty resource requirements and anticipated resource actions.

Standard 12 : Aggregate Faculty and Staff Educational Responsibility

The business school's faculty in aggregate, its faculty subunits, and individual faculty, administrators, and staff share responsibility to :

- *Ensure adequate time is devoted to learning activities for all faculty members and students.*
- *Ensure adequate student-faculty contact across the learning experiences.*
- *Set high expectations for academic achievement and provide leadership toward those expectations.*
- *Evaluate instructional effectiveness and overall student achievement.*
- *Continuously improve instructional programs.*
- *Innovate in instructional processes.*

Basis for Judgment

- All participants understand the expectations for the investment of time by students and faculty members in learning activities. These expectations allow ample resources for effective learning by students, for example, and effective teaching by faculty members. Time-on-task for students may be measured by review of syllabi, lecture notes, learning activities, and samples of student work to assess the demands of course projects and learning expectations. Time-on-task for faculty members may be measured by review of syllabi, lecture notes, and examples of student work to assess participation of faculty members in direct faculty-student interaction and currency of materials.
- Frequent interaction between students and faculty members develops critical dialogues, provides mentoring support, offers role models, and fosters professional dedication and commitment. Required and voluntary

opportunities for interaction may be measured by review of syllabi, classroom observation, or other appropriate means.

- Evaluation of the effectiveness of instruction begins with an examination of learning goals. It goes on to include such things as student reactions, peer observation, expert observation, and periodic assessment of the impact of instruction on later performance. To ensure quality, the school's faculty members measure overall student achievement by use of such techniques as pre- and post-testing, assessment in subsequent coursework, surveys of employers, etc.
- The school and its faculty members hold high expectations for themselves and their students. These standards are communicated clearly and frequently to all members of the community. Strong support for reaching the expectations pervades the statements and actions of faculty members and administrators. Evaluations of student performance reflect faculty expectations.
- The school and its faculty members use established processes to evaluate and guide instructional improvement. Instructional improvement depends on individual faculty members, the faculty as a whole, and support staff, as appropriate.
- The school and its faculty members participate in the development and evaluation of innovations in teaching and learning. At a minimum, there are formal processes in place to evaluate innovations made in other schools for testing in the school's programs.

Standard 13 : Individual Faculty Educational Responsibility

Individual teaching faculty members :

- *Operate with integrity in their dealings with students and colleagues.*
- *Keep their own knowledge current with the continuing development of their teaching disciplines.*
- *Actively involve students in the learning process.*
- *Encourage collaboration and cooperation among participants.*
- *Ensure frequent, prompt feedback on student performance.*

Basis for Judgment

- The school has processes to encourage, support, and assess faculty members in their own knowledge development.

- The school's programs actively involve students in the learning process. Peer review teams should consider the totality of the learning experience (in-class, extracurricular, technology-based, etc.). The following are examples of ways students may be involved in their education :
 - Student involvement in the formulation and solution of business or management problems.
 - Continuing tutorial support including frequent student recitations.
 - Opportunities for continuous interaction through tech-based learning.
 - Mentored reflection on problem solving and issues resolution activities.
 - A pervasive commitment to two-way, interactive discussions for instruction.

- The school's programs involve collaboration and cooperation among participants in the educational process (in class, in extracurricular activities, or in the on-going governance activities of the school). To assess how much collaboration and cooperation occurs in the unit, review team members should consider the following, paying special attention to their connection with the learning agenda :
 - Group-based activities assigned in classes or designed into extracurricular or governance activities.
 - Continuing informal group activities.
 - The extent to which faculty demonstrate their own commitment to learning by participating in group activities that include, or are visible to, students.

- The school's programs involve feedback: formal or informal, in class, in small group activities, or in one-on-one discussions. To assess promptness and pervasiveness of feedback for students, peer review team members should consider the following :
 - To what extent students have opportunities to understand their levels of knowledge and skills.
 - The formative content of the evaluations.
 - The extent to which students are encouraged to reflect on their performance and the feedback given on it.

Standard 14 : Student Educational Responsibility

Individual Students :

- *Operate with integrity in their dealings with faculty and other students.*
- *Engage the learning materials with appropriate attention and dedication.*
- *Maintain their engagement when challenged by difficult learning activities.*
- *Contribute to the learning of others.*
- *Perform to standards set by the faculty.*

Basis for Judgment

- *Syllabi, course project descriptions, and examples of student projects show how students engage in challenging learning experiences and how they satisfy learning goals.*

Standard 15 : Management of Curricula

The school uses well documented, systematic processes to develop, monitor, evaluate, and revise the substance and delivery of the curricula of degree programs and to assess the impact of the curricula on learning. Curriculum management includes inputs from all appropriate constituencies which may include faculty, staff, administrators, students, faculty from non-business disciplines, alumni, and the business community served by the school.

The standard requires use of a systematic process for curriculum management but does not require any specific courses in the curriculum. Normally, the curriculum management process will result in an undergraduate degree program that includes learning experiences in such general knowledge and skill areas as :

- *Communication abilities.*
- *Ethical understanding and reasoning abilities.*
- *Analytic skills.*
- *Use of information technology.*
- *Dynamics of the global economy*
- *Multicultural and diversity understanding.*
- *Reflective thinking skills.*

Normally, the curriculum management process will result in undergraduate and master's level general management degree programs that will include learning experiences in such management-specific knowledge and skills areas as :

- *Ethical and legal responsibilities in organizations and society.*
- *Financial theories, analysis, reporting, and markets.*
- *Creation of value through the integrated production and distribution of goods, services, and information.*
- *Group and individual dynamics in organizations.*
- *Statistical data analysis and management science as they support decision-making processes throughout an organization.*
- *Information technologies as they influence the structure and processes of organizations and economies, and as they influence the roles and techniques of management.*
- *Domestic and global economic environments of organizations.*
- *Other management-specific knowledge and abilities as identified by the school.*

Basis for Judgment

- Faculty led processes actively manage curricula for degree programs. Processes are in operation for all phases of curriculum management including development, monitoring, evaluation, revision, and assessment of learning.
- Curriculum management processes engage perspectives from a variety of relevant constituencies.
- Evidence of recent curriculum development, review, or revision demonstrates the effectiveness of curriculum management.
- Resulting curricula include an appropriate set of learning experiences to prepare graduates for business and management careers.

Standard 16 : Undergraduate Learning Tools

Bachelor's or Undergraduate Level Degree : Knowledge and skills. Adapting expectations to the school's mission and cultural circumstances, the school specifies learning goals and demonstrates achievement of learning goals for key general, management-specific, and /or appropriate discipline-specific knowledge and skills that its students achieve in each undergraduate degree program.

Basis for judgment

- For each undergraduate degree program the school defines learning goals for key general, management-specific, and/or appropriate discipline-specific knowledge and skills identified by the school.
- For each undergraduate degree program the school demonstrates that students meet the learning goals. Or, if assessment demonstrates that learning goals are not being met, the school has instituted efforts to eliminate the discrepancy.

- The school is responsible for the quality of learning counted toward satisfying degree requirements regardless of where or how it takes place.

Standard 17 : Undergraduate Educational Level

The bachelor's or undergraduate level degree programs must provide sufficient time, content coverage, student effort, and student-faculty interaction to assure that the learning goals are accomplished.

Basis for Judgment

- Expectations will vary dependent on the educational practices and structures in different world regions and cultures.
 - In the USA, for example, the bachelor's or undergraduate level degree normally represents the equivalent of four years of full-time study subsequent to the completion of a 12-year pre-collegiate education.
 - In several European countries, for example, the bachelor's or undergraduate level degree normally represents the equivalent of three years of full-time study subsequent to the completion of a 13-year pre-collegiate education.
 - Variations in educational expectations, length of academic years, pedagogies, and other educational features will give rise to other patterns.
- The Peer Review Team will need to judge the appropriateness of the educational level expectations taking into account the context and mission of the school.
- Normally, the majority of learning (credits, contact hours, or other metric) in traditional business subjects (as listed under "Defining the Scope of Accreditation") counted toward degree fulfillment is earned through the institution awarding the degree.
- The school defines and broadly disseminates its policies for evaluating, awarding, and accepting transfer credits/courses from other institutions consistent with its mission and degree programs. These policies should ensure that the academic work accepted from other institutions is comparable to the school's own degree programs.
- If the school awards an undergraduate business degree as part of a joint and/or partnership degree program, the expectation that "the majority of business subjects counted toward degree fulfillment is earned at the institution awarding

the degree,? can be met through the agreements supporting the joint/partnership degree program. However, in such joint programmatic efforts, the school must demonstrate that appropriate quality control provisions are included in the cooperative agreements and functioning, and these are functioning to ensure high quality and continuous improvement. Such agreements should address and ensure that: the joint/partnership programs demonstrates mission appropriateness; that students served align with mission; student admission criteria are consistent for all students admitted by all partner institutions and are consistent with mission; deployment of sufficient and qualified faculty by all partner institutions; and assurance of learning processes function for the entire program including components delivered by partner or collaborating institutions. Furthermore, the school should demonstrate appropriate, ongoing oversight and engagement in managing such programs. If such joint degree programs involve partners who do not hold AACSB accreditation, quality and continuous improvement must be demonstrated.

Standard 18 : Master's Level General Management Learning Goals

Master's level degree in general management (e.g., MBA) programs : Knowledge and skills. Participation in a master's level degree program presupposes the base of general knowledge and skills appropriate to an undergraduate degree. Learning at the master's level is developed in a more integrative, interdisciplinary fashion than undergraduate education.

The capacities developed through the knowledge and skills of a general master's level program are :

- *Capacity to lead in organizational situations.*
- *Capacity to apply knowledge in new and unfamiliar circumstances through a conceptual understanding of relevant disciplines.*
- *Capacity to adapt and innovate to solve problems, to cope with unforeseen events, and to manage in unpredictable environments.*
- *Capacity to understand management issues from a global perspective.*

Adapting expectations to the school's mission and cultural circumstances, the school specifies learning goals and demonstrates master's level achievement of learning goals for key management-specific knowledge and skills in each master's level general management program.

Basis for Judgment

- For each master's level general management degree program the school defines learning goals for key general and management-specific knowledge

and skills identified by the school. The learning goals include the capacity to apply and adapt knowledge.

- For each master's level general management degree program the school demonstrates that students meet the learning goals. Or, if assessment demonstrates that learning goals are not being met, the school has instituted efforts to eliminate the discrepancy.
- The school is responsible for the quality of learning counted toward satisfying degree requirements regardless of where or how it takes place.

Standard 19 : Specialised Master's Degree Learning Goals

Master's level degree in specialized programs: Knowledge and Skills. Participation in a master's level program presupposes the base of general knowledge and skills appropriate to an undergraduate degree and is at a more advanced level.

The level of knowledge represented by the students of a specialized master's level program is the :

- *Application of knowledge even in new and unfamiliar circumstances through a conceptual understanding of the specialization.*
- *Ability to adapt and innovate to solve problems.*
- *Capacity to critically analyze and question knowledge claims in the specialized discipline.*
- *Capacity to understand the specified discipline from a global perspective.*

Master's level students in specialized degree programs demonstrate knowledge of theories, models, and tools relevant to their specialty field. They are able to apply appropriate specialized theories, models, and tools to solve concrete business and managerial problems. Adapting expectations to the school's mission and cultural circumstances, the school specifies learning goals and demonstrates achievement of learning goals in each specialized master's degree program.

Basis for Judgment

- Learning goals for specialized master's programs require extensive knowledge in the field, an understanding of how knowledge is created in the field, and the ability to apply knowledge of the field.
- The school demonstrates that students achieve the learning goals. Or, if assessment demonstrates that learning goals are not being met, the school has instituted efforts to eliminate the discrepancy.

- Students demonstrate the capacity to apply and adapt knowledge.
- The school is responsible for the quality of learning counted toward satisfying degree requirements regardless of where or how it takes place.

Standard 20 : Master's Educational Level

The master's level degree programs must provide sufficient time, content coverage, student effort, and student-faculty interaction to assure that the learning goals are accomplished.

Basis for Judgment

- Expectations will vary dependent on the educational practices and structures in different world regions and cultures.
 - In the USA, for example, master's level education normally represents the equivalent of 9 to 12 months of full-time study subsequent to earning a bachelor's degree in business or in a discipline related to a specialized master's degree, or the equivalent of 15 to 18 months of full-time study subsequent to earning a bachelor's degree in a non-business field.
 - Variations in educational expectations, length of academic years, pedagogies, and other educational features will give rise to other patterns.
- The Peer Review Team will need to judge the appropriateness of the educational level expectations taking into account the context and mission of the school.
- Normally, the majority of learning (credits, contact hours, or other metric) in traditional business subjects (as listed under ?Defining the Scope of Accreditation?) counted toward degree fulfillment is earned through the institution awarding the degree.
- Normally, the majority of learning (credit hours, contact hours, or other metric) counted toward degree fulfillment is earned in classes reserved primarily for graduate students.
- The school defines and broadly disseminates its policies for evaluating, awarding, and accepting transfer credits/courses from other institutions consistent with its mission and degree programs. These policies should ensure that the academic work accepted from other institutions is comparable to the school's own degree programs.

- If the school awards a graduate business degree as part of a joint and/or partnership degree program, the expectation that "the majority of business subjects counted toward degree fulfillment is earned at the institution awarding the degree," can be met through the agreements supporting the joint/partnership degree program. However, in such joint programmatic efforts, the school must demonstrate that appropriate quality control provisions are included in the cooperative agreements and functioning, and these are functioning to ensure high quality and continuous improvement. Such agreements should address and ensure that: the joint/partnership programs demonstrates mission appropriateness; that students served align with mission; student admission criteria are consistent for all students admitted by all partner institutions and are consistent with mission; deployment of sufficient and qualified faculty by all partner institutions; and assurance of learning processes function for the entire program including components delivered by partner or collaborating institutions. Furthermore, the school should demonstrate appropriate, ongoing oversight and engagement in managing such programs. If such joint degree programs involve partners who do not hold AACSB accreditation, quality and continuous improvement must be demonstrated.

Standard 21 : Doctoral Learning Goals

Doctoral level degree: Knowledge and Skills : Doctoral programs educate students for highly specialized careers in academe or practice. Students of doctoral level programs demonstrate the ability to create knowledge through original research in their areas of specialization. Normally, doctoral programs will include :

- *The acquisition of advanced knowledge in areas of specialization.*
- *The development of advanced theoretical or practical research skills for the areas of specialization.*
- *Explicit attention to the role of the specialization areas in managerial and organizational contexts.*
- *Preparation for teaching responsibilities in higher education (for those students who expect to enter teaching careers).*
- *Dissertation, or equivalent, demonstrating personal integration of, and original intellectual contribution to, a field of knowledge.*
- *Other areas as identified by the school.*

Basis for Judgment

- Students in doctoral programs create knowledge through original research. The doctoral program includes components related to each of the relevant areas mentioned in the standard.

Recommendations to AACSB International from the Globalization of Management Education Task Force

We have just completed a three-year study of the globalization of management education. In *Globalization of Management Education : Changing International Structures, Adaptive Strategies, and the Impact on Institutions* we summarize what we learned from the study for management educators and others with a stake or interest in the industry. The report describes an industry in which globalization has begun but has thus far come up short of achieving its full potential. The report closes with a discussion of the implications of management education globalization for various constituents and the actions they should take. This document is intended as a supplemental report focused on the potential role of AACSB in responding to the challenges of globalization.

Through AACSB, business schools can and should do more to accelerate the pace of globalization, improve the success of business schools in responding to globalization, and manage the benefits and costs of globalization. Working toward these goals is important because of the impact that globalization has more broadly on business and society. By augmenting accreditation standards and processes, rethinking accreditation strategy, expanding services to help business schools improve, and by redoubling efforts to collect and disseminate data and information, AACSB can make a substantial and positive difference for quality management education, business, and society.

I. Accreditation : Standards, Processes, and Strategy

Generally speaking, accreditation, as well as related quality assurance and regulatory schemes, serve two purposes. First, for the institution and the higher education system of which it is a part, accreditation is a process and framework that enables and fosters quality improvement. Through accreditation, an institution holds itself accountable for its commitment to maintain high quality. The institution identifies areas for improvement and acts to enhance the quality of the services it offers and the activities in which it engages. Second, for the institution's stakeholders (students, organizations, and the community), accreditation is an indicator of quality along a given dimension or set of dimensions

that informs the development of future relationships between those stakeholders and the institution. We refer to the first purpose as "quality improvement" and the second purpose as "signaling."

The globalization of management education has increased the demand for improvement frameworks as more business schools have sought to increase quality as well as their reputations for quality. Increasing mobility of the participants in management education has also amplified the need for credible signals about the quality promises made not only to attract students and employers, but also to attract qualified faculty. The globalization of management education has especially made international accreditation programs that stretch across borders more important (valuable to society) and desirable. We see international accreditation as having the most potential to accelerate and improve the globalization of management education.

Unfortunately, accreditation programs worldwide are highly inconsistent. We see substantial variation in the philosophies of accreditations, which shape their approaches to monitoring, control, quality assurance, and influence. Important differences also exist in the scope of the accreditation review. While some standards and processes focus on individual degree programs, others focus on a segment of the institution or its activities (e.g., the business school and/or array of business programs), and yet others focus on the entire array of activities supported by an institution. Differences occur in procedures and enforcement, such as the amount of time between reviews, the level and form of reporting for which the school is responsible, and the level of guidance or assistance provided to schools that seek accreditation. Finally, no two accreditations have the same criteria. Even among accreditations that operate with the same scope of review (i.e., program, unit, or institution), they may have substantial variations in their standards, which schools must demonstrate they have achieved.

Accreditation can be examined at two levels: the school level and industry level. The main concerns at the school level are (a) educational objectives and curriculum, (b) intellectual contributions, and (c) strategies and processes for achieving the educational objectives. At the industry level, the main concern is whether accreditation is fulfilling its mission to advance high-quality management education worldwide.

School Level – Content and Skills

The AACSB accreditation standards identify and specify broad knowledge and skill areas such as "multicultural and diversity understanding" that should be learned by graduates at both the undergraduate level and master's level as well as the area of "domestic and global environments of organizations" that is more relevant to the master's level. However, the standards rightfully do not stipulate

the specific content, concepts, and techniques that ought to be learned by graduates of programs within these areas. Nor do the standards specify that the learning must be attached to a particular course or sequence of courses. To develop and enforce this type of detail in a field that is as fluid and diverse as management would certainly be disastrous.

On the other hand, despite the fact that specifying the content of curricula would be a difficult task, it is a foregone conclusion that businesses expect business schools to prepare graduates for a global environment. Standard 15, which addresses curriculum management, is accompanied by a special statement that "contents of the learning experiences provided by programs should be both current and relevant to needs of business and management positions." In fact, the example given to illustrate the main point is that "present day curricula will prepare graduates to operate in a business environment that is global in scope. Graduates should be prepared to interact with persons from other cultures and to manage in circumstances where business practices and social conventions are different from the graduate's native country." The statement goes on to say that curricula that exclude globalization would not normally be considered current and relevant.

The evidence collected in Chapter 4 of the report suggests a divergence between what we expect to observe based on accreditation standards and what is actually observed. The chapter also suggests general agreement that change is needed. A survey by Ghemawat, Yeung, and AACSB reveals that only 4 percent of thought leaders think that the attention business schools pay to globalizing their educational programs should stay the same-96 percent believe that it should increase or increase significantly.

Pressure to change curricula could presumably come from a variety of sources, including students, recruiters, rankings, and faculty, but none of these groups has had a major impact. Although students and recruiters can be influential, they do not have a deep enough grasp of the subject to know what to include. Some rankings claim to represent the views of students or employers and as such are quite influential, but their measures related to globalization tend to center on more readily quantifiable characteristics of student and faculty diversity. Structural challenges in research and business school organizational frameworks limit the motivation and ability of faculty to push change.

Through accreditation, business schools can help themselves by applying mutual pressure to include more international content, but accrediting bodies have recently avoided being prescriptive about topics, opting instead to allow schools wide leeway in defining what globalization means to them. This has been a familiar tension at AACSB; while on the surface, pushing schools to include more global content in curricula appears desirable, mandating the content that should be included does not make sense.

Results of the Ghemawat, Yeung, and AACSB survey suggest a robust organizing framework for questions related to content. In the survey, thought leaders across disciplines were asked the following question: "What international elements of [your discipline] do you believe are important for functional/general managers with expertise in the international dimension of business to master?" Six categories of environmental/contextual differences emerged from a careful analysis of the responses: cultural, legal/regulatory, political, economic, and other. This outcome suggests a method for schools to evaluate content across traditional functional areas or whatever curricula orientation is appropriate. As is noted in Chapter 4, the model can be quite useful for its cross-functional applicability and as a "meta-cognitive frame for organizing observations about individual countries." That is, "the idea is not to learn about the specific differences between particular countries but to develop a way of thinking about differences that can be applied to any pair (or group) of countries."

AACSB also has not mandated how learning should be organized to achieve program learning goals. However, our research indicates that "infusion" and "insertion" models are complements rather than substitutes in delivering content. As noted in Chapter 4, "insertion is a recipe for isolation and infusion potentially for invisibility." These limitations suggest a third model, "interlock," in which "a globalization course provides a cross-functional platform for talking about the phenomenon that is used at least to some degree by the functional courses." Evidence of this approach suggests a more serious commitment to global content and presents an opportunity to recognize that both insertion and infusion are necessary to "break down barriers to the globalization of curricular content that have historically proven paralyzing." Through accreditation, schools could pressure each other to credibly evaluate and subtly encourage other schools to consider an "interlock" approach. This approach still leaves a great deal of leeway for schools to address the topic.

Finally, pedagogy and other content supplements are important for developing the skills appropriate to globalization. Our view is that skills such as leadership, teamwork, critical thinking, communication, and the like take on additional importance and complexity in global settings. Without some experiential treatment, applying these skills in global settings is difficult.

AACSB accreditation standards address this point, but rather vaguely. Standard 12 states that, among other things, the business school's faculty in aggregate, its faculty subunits, and its individual faculty, administrators, and staff share responsibility to (a) evaluate instructional effectiveness and overall student achievement, (b) continuously improve instructional programs, and (c) innovate in instructional processes. The standard's interpretive material frames this need within the context of globalization, technological advances, and evolution in the pedagogy and delivery mechanisms of higher education. This framework presumes that accredited schools have appropriate instructional models for developing skills

as well as transferring knowledge. Further, this is a rather subtle reference to the need for business schools to keep pace (in the curriculum content and delivery) to changes in the global business landscape.

School Level – Intellectual Contributions

AACSB accreditation Standard 2 specifies that "the mission incorporates a focus on the production of quality intellectual contributions that advance knowledge of business and management theory, practice, and/or learning/pedagogy. The school's portfolio of intellectual contributions is consistent with the mission and programs offered." The standard and its interpretative language do not specify any topical areas that must be addressed by an accredited business school.

On the other hand, if a school claims to have a strong emphasis on international education, and the mission reflects this emphasis, then one could reasonably expect a portion of the school's research to be in the area. The standards state that one of the main purposes for research and scholarship in the form of intellectual contributions is for a business school to "ensure intellectual vibrancy across and among faculty members contributing to the currency and relevancy of management education programs" and that another purpose is to "ensure the business school contributes and is an integral part of an academic community of scholars across all disciplines within an institution and in a larger context." This explication comes close to the statement regarding curriculum: the "contents of learning experiences provided by programs should be both current and relevant to the needs of business and management positions." Again, we do not propose augmenting the standards to require specific topics. Instead, we propose that questions about international content of intellectual contributions be posed and considered alongside other questions related to globalization.

In Chapter 5, we argue that the global content of top management journals is surprisingly small. Excluding the *Journal of International Business*, the percentage of articles with "cross-border" content in a top-20 group of management journals is less than 4 percent. The percentage appears to be even smaller in other disciplines. To some, such low percentages are not surprising; after all, many of these journals seek basic research contributions.

A more general concern has been reinforced by this Task Force. In Chapter 4, we wrote that "many globalization topics do not fit well in the functional or disciplinary orientation of business school research." Yet, interdisciplinary or multidisciplinary contributions are not listed as one of the three forms of intellectual contributions (learning and pedagogical research, contributions to practice, and discipline-based scholarship) in the accreditation standards. The omission is minimized by the interpretive language, which states that intellectual contributions that are "cross-disciplinary in scope are appropriate outcomes for faculty scholarly activity and are consistent with the spirit and intent of this

standard." Nonetheless, the question of whether the addition of interdisciplinary scholarship as a fourth type of intellectual contribution would make sense is worth asking.

School Level – Strategies and Processes

Another layer in which accreditation is applied to schools relates to strategies and processes that affect the capacity of each school to deliver on learning outcomes. If institutions were able to effectively measure whether program learning goals have been met by graduates, the assessment of inputs or approaches by the school to achieve adequate results would not be necessary. But "assurance of learning" has not yet come close to this stage. At the present time, schools can significantly benefit from an evaluation of their ability to deliver high-quality education today and on an ongoing basis.

We believe that business schools have had a tendency to respond hastily to globalization. Their actions have been fragmented and their strategies and processes have been pieced together. As a result, globalization initiatives often appear to be underdeveloped and inconsistent. Moving forward, schools face a host of uncertainties that will only exacerbate their strategic challenges. We believe that opportunities exist to more proactively encourage more strategic globalization development through accreditation. Again, we acknowledge a deep appreciation that the purpose of mission-linked accreditation is to ensure that the school achieves overall high quality in alignment with its mission. Nothing proposed in this section is intended to conflict with this overarching policy of AACSB accreditation.

As noted above, AACSB accreditation standards tend to address globalization implicitly rather than explicitly. In addition to the standards noted above, other standards with implicit relevancy to globalization include the following :

Eligibility criteria E states that, "consistent with its mission and its cultural context, the institution must demonstrate diversity in its business programs." The interpretive material following the standard goes on to say that "at a minimum, the school must show that within this [cultural, historical, legal, and regulatory] context its business programs include diverse viewpoints among participants and prepare graduates for careers in the global context." This section references the need for students to have exposure to other cultures, but it does not require a certain level of citizenship diversity among the student and faculty populations. Rather, by its focus on cultural differences, this section leaves open the possibility that diverse cultures could be achieved through an entirely national student population. The emphasis is on the diversity of perspectives rather than on the circumstances through which the diverse perspectives were developed.

Standard 5 states that "the school has financial strategies to provide resources appropriate to, and sufficient for, achieving its mission and action items." The interpretive language goes on to indicate that "the competition-induced evolution of business practices in a global business environment creates a subject matter for business education that changes rapidly and relentlessly. The school must continuously enhance the intellectual capital of the faculty to ensure that instruction keeps pace with the subject matter." This statement speaks to the importance of ongoing development of international awareness and perspectives among faculty members in order to effectively incorporate those dimensions into the curriculum. In other words, international learning experiences should not be limited only to students. The inclusion of this guidance under the Financial Strategies Standard may be taken to imply that the school's financial strategies should allow for appropriate faculty development in this way. Still, substantial room remains for varied interpretation of what is meant by "business practices in a global business environment."

The basis for judgment for Standards 9 and 10 include the expectation that participating faculty as well as academically and professionally qualified faculty be "distributed across programs, disciplines and locations consistent with the school's mission." In other words, programs that are delivered in multiple locations (whether through a branch campus, partnership, franchise agreement, etc.) should have consistent faculty resources in all locations.

The challenge with these standards as they relate to globalization is that a school is not asked to tie its globalization activities together and demonstrate the way that its mission, strategy, intellectual contributions, and the like complement one another. How accreditation might respond to all of the concerns raised above is discussed next.

School Level – Proposed Globalization Questions

As the preceding sections illustrate, while AACSB accreditation standards related to globalization exist, they do not reveal an overall picture related to globalization. That is, the current AACSB accreditation standards do not afford the opportunity for peers to engage a school at a deep level on questions related to the strategy, processes, and education related to globalization. For example, the standards do not address concerns about comprehensiveness, competencies, and consistency in what a school does in the area of globalization.

In this case, we recommend that AACSB rely more heavily on accreditation to accelerate and support change. As we note in the overview of accreditation, AACSB accreditation standards related to globalization tend to be more implicit rather than explicit. Accordingly, our recommendation does not mean that additional or more specific requirements should be imposed; instead, to accelerate progress

toward globalization, we encourage every accreditation visit to include structured dialogue about the curriculum and globalization strategies and processes. As a basis for discussion, we suggest a set of generic questions to be addressed by schools in Self Evaluation Reports and Maintenance of Accreditation Reports. These questions would be linked to existing standards. They would allow ample flexibility depending on the school's mission and context but would provide some structure to draw out the relevant issues and help the school think about and frame its globalization agenda. Peer review teams should be trained and encouraged to address the responses to these questions throughout their visits with host schools. For schools that seek initial accreditation, discussions should revolve around the standards. For schools that seek to maintain accreditation, discussion might be focused on consultative advice. Potential questions are explored in the remainder of this section.

Potential Questions about Globalization for Accreditation Reviews :

1. **Mission and Strategy.** To what extent is globalization addressed in the mission and strategic plan of the business school? Are objectives and actions complete, coherent, and consistent with the mission of the school and institution? Does the school have access to or plans to acquire the necessary resources to achieve strategic objectives related to globalization?

Although accreditation does not specify exactly what must be included in a mission statement, schools should explore whether their mission statements provide guidance for efforts related to globalization. Schools should consider how effectively their leadership communicates the international orientation, aspirations, or commitment to community participants. Explicit mention of globalization in the mission statement should lead peer review teams to craft their reviews to ensure that this portion of the mission is appropriately addressed. If globalization is part of the mission, is it addressed by the school's strategic plan? Are plans that are related to globalization reasonably integrated and consonant with the mission of the school? Does the school have a financial plan, and does that plan ensure that globalization initiatives will be appropriately supported?

2. **Intellectual Contributions.** Does the school's portfolio of intellectual contributions include topics related to globalization that are consistent with its mission? Have these intellectual contributions achieved their objectives related to the advancement of basic knowledge, practice, and teaching of globalization topics? Beyond intellectual contributions, how do various activities of the school and its faculty contribute to creation and growth of intellectual capital?

The creation of intellectual capital is central to a collegiate school of business. It is generated through a variety of learning and outreach activities.

Intellectual contributions are tangible representations of intellectual capital. For any school that emphasizes globalization in degree programs, we would expect that a portion of the portfolio of intellectual contributions touch upon it and that the intellectual community engage around global topics.

3. **Participants.** Are any criteria or procedures used in the selection and continuance of students and faculty that contribute to or detract from the globalization objectives of the school? Do faculty and support staff have access to and take advantage of development opportunities that support the school's globalization objectives? How does international diversity among participants support learning?

Having internationally diverse students, faculty, and staff does not imply globalization objectives are being met. What matters is that the criteria for student, faculty, and staff recruitment, retention, and development be aligned with the globalization strategy.

4. **Curriculum Content and Skills.** Has the school defined the educational objectives and curricula content appropriate to globalization for each program? Does the curriculum model (insertion, infusion, or interlock) reasonably support the attainment of these objectives? To what extent is the curricula content a part of the school's efforts to develop leadership and management skills?

Although specific content and curricula are not mandated, they can be organized and presented in a way that illuminates strengths and gaps more effectively.

In particular, schools should consider the distribution of content aligned with a framework, such as the six broad categories mentioned earlier, that provides a way of thinking about differences in any pair (or group) of countries. Schools should also consider the curriculum structure with respect to infusion, insertion, and interlock.

5. **Assurance of Learning.** Has the school defined and utilized procedures to assess whether globalization-related learning objectives have been met? Does the school's assurance of learning program address learning goals related to the global environment and management? How has assessment data contributed to improvement of "global" management education?

We propose that schools respond to these questions in a separate section of their accreditation documents. Ideally, doing so only requires pulling elements from the remainder of the report together into a separate summary. Also, the process of pulling this information together is, by itself, a learning experience for the host school.

Industry Level

AACSB accreditation also has an important industry role that stems directly from its mission "to advance quality management education worldwide." The number of institutions that offer business degrees, especially outside the U.S., was found to be greater than originally thought, and the proportion not within reach of AACSB accreditation was much larger than anticipated. We show in Chapter 2 that only about 5 percent of the estimated 12,600 institutions known to offer business degrees have been accredited by AACSB. Approximately 9 percent are accredited by a management education organization that operates on a regional or international scale, including AACSB International, EFMD (EQUIS and EPAS), AMBA, CEEMAN, FIBAA, ACBSP, IACBE, ECBE, and AMDISA (SAQS). The majority of the remaining institutions are subject to some level of national accreditation or quality assurance, although, as pointed out previously, the standards, processes, and foci of national and international accreditation reviews vary substantially. In many cases, standards apply broadly across all programs and activities of the institution and are not specific to management education. Furthermore, more than 90 percent of the institutions with AACSB, EQUIS, and/or AMBA accreditation are located in countries that the World Bank classified as "High Income."

If current trends continue, management education stakeholders likely will see further fracturing of quality assurance systems, which will possibly result in increased confusion about the comparable quality of the institutions they accredit or regulate. The emergence of new accreditation providers can be positive if the providers help support quality in diverse forms, but it can be negative if they result in "accreditation mills" that do nothing more than promote schools that pay for their approval.

Current trends also suggest that gaps in the application of management education quality assurance schemes will remain substantial. An inherent risk in the growth of management education (not only in the number of providers, but also in evolving forms) is that it will outpace the ability of quality assurance schemes to keep up. Consequences may include a trend toward mediocrity among the majority of management education providers as well as subsequently deteriorating reputations of business schools, if low-quality schools dominate production of graduates.

Finally, growth in sources of information about individual business schools (including additional rankings) may result in additional strains on institutions to provide data (often similar data in different forms) at the expense of investing resources into more valuable endeavors.

These observations have raised concerns about the extent to which AACSB has been fulfilling its mission, which is to advance quality management education worldwide through accreditation, thought leadership, and value-added services.

The mission is based on a shared belief that elevating the overall quality of management education is good for society. This elevation of quality corresponds to the improvement purpose of accreditation. Furthermore, the absence of credible and easily understood data about increasingly complex organizational arrangements (e.g., franchising, etc.) has made international accreditation, as a signal of quality, much more important today than ever before.

Three industry-level opportunities for improvement exist.

First, the management education industry has room for incentives that are more far-reaching and that challenge a greater number of management education providers globally to enhance educational quality. The primary gap along this dimension results from low expectations by quality assurance schemes to which most schools are subject or from the lack of expectations in the quality assurance schemes that are unique to business schools.

One approach is for AACSB to expand its model of accreditation to a larger group of schools. At a minimum, AACSB should continuously evaluate its standards for relevance and applicability worldwide. We also recommend that AACSB consider a new quality improvement/assurance service that is clearly differentiated from the association's current accreditation. The service could be designed in line with the high quality standards of AACSB and could apply to a wider range of schools around the globe. Our belief is that all-or-nothing accreditation systems, such as AACSB's, may cause schools that perceive certain standards as impossible to achieve (or misaligned with the school's objectives) to dismiss pursuit of other standards that may result in improvement along other dimensions.

A second and related industry need is a means of ensuring that schools actually deliver on the promises they make to students, employers, faculty members, and partner institutions. This need has become increasingly important due to greater mobility of the participants in management education. According to UNESCO, 23 percent of the three million internationally mobile students study business and management. These students (as well as potential employers, faculty members, and partner schools) must navigate a landscape in which credible and easily understood information about program quality is difficult to find; the signaling role of international accreditation thus is becoming more important.

Third, within the industry is a concern that accreditation can stifle globalization. For example, if schools become less inclined to develop a joint degree with another school out of concern for accreditation standards, the trend would suggest a need to better understand the tradeoffs between quality assurance and other objectives. We suggest that the AACSB accreditation standards (on paper and in practice) be reviewed to determine whether they discourage innovation in globalization. For example, are accredited schools discouraged from partnering with unaccredited schools?

II. Education, Resources, and Networks

Although AACSB accreditation can provide business schools with valuable peer pressure to globalize, by itself accreditation will do little to help schools find their way. Globalization is a complex and difficult challenge-so much so that a deep strategic discussion cannot possibly be channeled into a one-and-a-half-day peer review team visit that must address many other important objectives. Business schools need other types of support, which can come from educational programs, information resources, and networks.

In the last decade, AACSB has expanded its capacity to support schools beyond accreditation. In 008-09, AACSB planned and executed 59 conferences and seminars, which involved more than 5,000 participants across 72 countries. In 2010, AACSB introduced the Exchange, an online community exclusive to AACSB members. Although it is still new, the networking tool has the potential to connect more than 25,000 peers and experts within the management education industry around the world. Along with the Exchange, AACSB's BizEd magazine and online resource centers can deliver useful and timely resources to members about the issues, challenges, and best practices related to the globalization of management education.

Three specific recommendations follow :

First, AACSB has online resource centers to support development in a variety of areas, including research, sustainability, and innovation. Although other organizations maintain centers on global higher education, they tend to be less specialized than the management education focus offered by AACSB. An online "Globalization Resource Center" can be a central place to include a variety of resources, including best practices, relevant data, school announcements, current research, and emerging opportunities. Most important, the resource center could facilitate discussion and networking among AACSB member representatives about issues and challenges related to the globalization of management education. Beyond member-generated discussion and content, however, AACSB should invest more in studying the practices of business schools, writing case studies (such as those in the report), and synthesizing lessons into best practices reports and white papers.

Second, AACSB should consider development of a seminar or series of seminars to assist business schools in vitally important areas of globalization. A seminar might address some portion of the content and frameworks included in this report. As in business schools, designing the seminar to encourage international diversity among participants can be helpful.

Third, AACSB might consider developing a service to assist business schools in finding suitable partners for globalization initiatives. As we noted within the report, we believe that "what will emerge as a unique characteristic of the next

phase in the global development of management education will be a greater emphasis on the emergence of connections, collaborations, and even competition among providers in different regions of the world." Given the breadth of the AACSB network, the association might be well-positioned to provide members with a mechanism within DATADIRECT, Exchange, or elsewhere to solicit proposals for collaborative initiatives. Such a mechanism could be especially useful to develop management education capacity and quality in lower-income countries.

A service such as this one might be modeled on the process implemented by the U.S. Agency for International Development (USAID) Higher Education for Development (HED) program, which facilitates the posting of one school's formal "request for assistance" and the submission of proposals by interested potential partners. The options are many but would need careful analysis in order to determine whether and how such a service could be most valuable, feasible, and aligned with AACSB's mission to advance quality management education.

III. Data and Information

AACSB has created a robust infrastructure to collect data and gather information about business schools and the national and regional environments in which they operate. AACSB's existing database, capacity to conduct primary and secondary research, and international network has made the unprecedented breadth and depth of this report possible. Only a decade ago this study would have been impossible.

Despite this progress, huge data and information gaps exist in the industry. AACSB's DATADIRECT now houses basic data on nearly 700 business schools but, globally, more than 12,600 institutions offer bachelor's or higher degrees in business and management. Beyond a reasonably high level of confidence that they offer business degrees, little else is known about these institutions. Basic data, such as the business degree program levels offered, how the institutions are organized to deliver these programs, and the number of business students, faculty, and staff, are not available or structured in a way that is useful.

The absence of consistent, comparable, and high-quality data and information remains an impediment to deeper analysis of the globalization of management education and hinders the progress of globalization itself. A lack of transparency about schools and their programs limits the ability of organizations such as AACSB to ensure quality, which has become especially important due to the increased mobility of students and faculty. Incomplete or misleading data limit the ability of schools to form collaborative opportunities that can improve global education and research outcomes.

First, ongoing data collection is necessary to support research and insights on a variety of topics related to globalization. For example, data are needed to support

more research on interactions between institutions, student and employment trends, globalization of research, and the "thickness" of the international networks—that is, to what extent schools are connected through less formal relationships (through faculty, for example).

Second, a central database that includes basic data on institutions that award business degrees would be extremely useful for understanding the global management education landscape. One approach, which is already under consideration by the Global Foundation for Management Education (GFME) is to develop a global registry for institutions that award business degree programs. At a minimum, a "registry" would contain names of business-degree-granting institutions by country. At the other end of the spectrum, a registry would be a central database with comprehensive profiles of all institutions that grant business degrees, including any and all quality reviews to which they are subject as well as a variety of data related to the institution's activities.

Third, a repository of information about management education structures in each country is necessary. In 2005-06, GFME released the *Global Guide to Management Education*, which is a reference book that includes profiles of management education in 43 countries, complete with information on degree structures, student characteristics, faculty, governance, and financial models. Contributors also describe the most important issues that face business schools in their country.

According to user comments, the publication has been a useful resource for individuals who are interested in understanding differences in management education structures worldwide. AACSB might explore ways to build on this resource to expand the number of countries and ensure currency.

An imperative—and quite feasible—charge is that AACSB work closely with other organizations around the globe to develop appropriate data definitions and naming conventions for institutions and degree programs. Already AACSB has a joint venture with EFMD, called GFME, which is mentioned several times in the report. But other organizations in the management education industry and higher education sector exist (e.g., USAID HED, UNESCO), and research partnerships across these organizations can yield new insights. Among other opportunities, we suggest bringing back, with substantial updating of course, the curriculum survey that was once used by the Academy of International Business.

IV. Conclusion

The management education industry is in the midst of a transformational wave of globalization. Thus, not only is the timing right to address these recommendations, but AACSB International is also well-positioned to provide leadership for the industry and positively influence the pace and direction of

continued globalization. We recommend that AACSB-in concert with its leaders and globally diverse membership-prioritize and pursue these recommendations in a way that best aligns with the mission of the association and maximizes the resulting value to its constituents.

Summary of Recommendations and Opportunities for AACSB from Globalization of Management Education Task Force

Accreditation

1. Current accreditation standards address globalization frequently and along various dimensions, but do not require schools to have a cohesive approach and demonstrate how the various pieces complement and support one another. The Task Force recommends a set of standards-linked questions for schools to address in accreditation documents and discuss with peer review teams during visits. Discussions would focus on standards alignment for initial accreditation reviews and on consultative advice for maintenance reviews.
2. The Task Force is concerned about the vast number of institutions that award business degrees and that do not have access to relevant international quality improvement frameworks, such as accreditation. There is a need for quality improvement and assurance frameworks that are relevant to a wider range of schools internationally.
3. In an increasingly dynamic environment, accreditation standards (on paper and in practice) should be examined regularly to determine whether they discourage or encourage innovation in globalization.

Education, Resources, and Networks

4. Business schools could benefit from an online "Globalization Resource Center" that includes best practices, relevant data, school announcements, current research, and emerging opportunities. A resource center should facilitate networking as well as discussion about challenges related to the globalization of management education.
5. A seminar or series of seminars is needed to assist business schools in vitally important areas of globalization.
6. A new service, modeled on the USAID Higher Education for Development Program, could assist business schools to find suitable partners for globalization initiatives. The service would facilitate the posting of one school's formal "request for assistance" and the submission of proposals by interested potential partners.

Data and Information

7. AACSB could facilitate ongoing data collection to support research and insights on a variety of topics related to globalization.
8. The Task Force believes a central global database that includes basic data on institutions that award business degrees would be valuable. A global registry, for example, could contain basic information about business degree granting institutions by country, including their claimed source of legitimacy.
9. A repository of information about management education structures in each country would serve useful for many industry-wide and individual school initiatives.





AACSB Accreditation of the ISB, Hyderabad

Managing the Assurance of Learning Challenge

Introduction

In the long journey to AACSB accreditation, one of the important challenges is to manage "Assurance of Learning" (AOL) for all degree programmes. In the case of the ISB, this meant putting together a comprehensive system to (a) identify the broad, overarching "learning goals" for its MBA (i.e. the PGP degree) and Executive MBA (the PGPMAX degree), (b) set in place an assessment system of the learning goals, and (c) monitor results of the assessment to identify gaps if any, and close them, as part of continuous improvement.

The Structure and Process

The structure has three levels at the ISB : the AOL committee, the AACSB committee, and the ISB resident faculty. The AOL committee is directly involved in the measurement process and meets regularly to review methods used for AOL measurement, discuss sampling and data analysis issues, and make recommendations based on the results of the analysis. The AOL committee reports to the AACSB committee which manages the overall AACSB efforts for the ISB. The AOL findings are communicated to all the faculty members through presentations at Faculty meetings; further at these meetings, recommendations for "closing the loop" initiatives are recommended, debated, and decisions for implementation are made. The process followed is seen in Table 1.

Step 1 : Develop learning goals for the each degree program

The learning goals chosen for the ISB's PGP and PGPMAX programmes are presented in Tables 2 and 3, respectively.

Step 2 : Develop rubrics for each learning goal, with relevant objectives

The process to delineate the various objectives for each learning goal involves the AACSB committee, with additional feedback and discussion from the faculty at

large. Tables 4 and 5 list the various objectives for each learning goal for the PGP and PGPMAX programmes, respectively.

<i>Table 1 : The AOL Process</i>				
<i>Step</i>	<i>Process</i>	<i>AOL Committee</i>	<i>AACSB Committee</i>	<i>All Faculty</i>
Step 1	Develop learning goals for each programme			
Step 2	Develop rubrics for each learning goal, with relevant traits/objectives			
Step 3	Review programmes to match specific courses and learning goals; ensure faculty specify relevant learning goals in the courses outlines/syllabi			
Step 4	Develop a schedule for assessing/measuring learning goals in the courses			
Step 5	Collect measurement data and submit for analysis			
Step 6	Review results; share results from specific courses with relevant faculty; requesting recommendations (if any) for future measurements			
Step 7	Report overall results to faculty, along with specific recommendations (if any) from individual faculty			
Step 8	Implement actions, if needed, to “close the loop”			

Steps 3 & 4 : Review programmes to match specific courses and learning goals; ensure faculty specify relevant learning goals in the courses outlines/syllabi; develop a schedule for measuring learning goals in courses

All faculty teaching in the PGP and PGPMAX programmes are involved in Step 3, where they are asked to identify the relevant learning goals for their respective courses, and to specifically list them in their course outlines. Following this process, the AOL committee works with various faculty to develop a schedule for the assessment of the learning goals.

Table 2 : Programme Learning Goals (PGP)

Effective Oral Communication

Communicate verbally in an organized, clear, and persuasive manner, and be a responsive listener.

Critical and Integrative Thinking

Identify key issues in a business setting, develop a perspective that is supported with relevant information and integrative thinking, to draw and assess conclusions.

Interpersonal Awareness and Working in Teams

Demonstrate an ability to work effectively in a team, exhibiting behavior that reflects an understanding of the importance of individual roles and tasks, and the ability to manage conflict and compromise, so that team goals are achieved

Ethical Responsibility

Identify ethical issues, understand the impact of a particular issue on various stakeholders, recognize the rights and responsibilities of the stakeholders, and systematically analyse the pros and cons of any decision related to the ethical issue.

Awareness of Global Issues Affecting Business

Identify key relevant global factors, and be able to analyse the impact of the global environment on business issues, as compared with domestic factors.

Table 3 : Programme Learning Goals (PGP MAX)

Leadership Skills

Have heightened awareness of what it takes to exercise effective leadership at senior levels, through key initiatives, effective execution, influencing, inspiring, and empowering people and managing change.

Critical Thinking and Integrative Thinking

Demonstrate an ability to identify the central problem/issue, despite limited or overwhelming information, draw and assess recommendations using a perspective that integrates both functional (i.e. business functions) and relevant external information, and deploy them effectively to solve business problems.

Global Awareness

Understand the nature of global issues impacting business, including competition, policies, politics, culture, and customers, and have the ability to manage them effectively.

Ethical Responsibility

Have the ability to make responsible decisions through enhanced sensitivity to various stakeholders, communities, and the environment that are affected by management decisions.

Table 4 : Objectives for Learning Goals (PGP)

CRITICAL AND INTEGRATIVE THINKING

Objectives

1. Clearly identifies the central problem/issue
2. Uses information, experience and assigned sources
3. Develops own perspective/position
4. Presents right data/evidence to support analysis
5. Interprets and infers appropriately from analysis
6. Integrates issue using other perspectives and positions
7. Effective summary, conclusions and implications

EFFECTIVE ORAL COMMUNICATION

Objectives

1. Introduction and Clarity of main points
2. Organization and Flow of the presentation
3. Summary and Conclusion
4. Voice, Delivery and Pace of speech
5. Enunciation and Inflection
6. Gesture, Posture and Eye Contact
7. Energy and Enthusiasm
8. Attention to Audience Comments or Questions
9. Responsiveness/ Engagement with Audience

INTERPERSONAL AWARENESS AND WORKING IN TEAMS

Objectives

1. Clarity of goals/clarity of tasks
2. Effort to build clarity in goals/effort to build clarity in tasks
4. Conflict Management (2 measures)
5. Trust/ Participation/ Consensus
7. Group atmosphere and feedback (2 measures)
10. Shared leadership and follow through (3 measures)

ETHICAL RESPONSIBILITY

Objectives

1. Recognition of ethical issues
2. Knowledge of rights/responsibilities of stakeholders
3. Methodical analysis of ethical situation
4. Integration and synthesis for appropriate action

AWARENESS OF GLOBAL ISSUES AFFECTING BUSINESS

Objectives

1. Identification of global factors
2. Analysis of global factors
3. Comparative analysis of domestic/global issues
4. Application of analysis to global situation

Table 5 : Objectives for Learning Goals (PGPMAX)

LEADERSHIP

Objectives

1. Envisioning key leadership initiatives
2. Effective execution
3. Influencing people
4. Inspiring people
5. Managing change
6. Developing and empowering people

CRITICAL AND INTEGRATIVE THINKING

Objectives

1. Identification of central issue or problem
2. Quality of data considered for analysis
3. Data analysis and interpretation
4. Development of multiple perspectives
5. Establishment of one's perspective
6. Integration of analysis, inferences and implications

GLOBAL AWARENESS

Objectives

1. Global Awareness
2. Cultural Understanding
3. Key Global Factors
4. Analysis of Global Factors

ETHICAL RESPONSIBILITY

Objectives

1. Identification of ethical issue or dilemma
2. Analysis of the issue from multiple perspectives
3. Stakeholders considered in the analysis
4. Information used in the analysis
5. Assumptions used in the analysis
6. Solution/decision offered for the ethical issue

Step 5 : Collect measurement data and submit for analysis

The ISB uses two methods of measurement in assessing learning goals :

- a. Direct measures (e.g. evaluation of student work from courses, such as student project reports, assignments, case studies)
- b. Indirect measures (e.g. an online survey, conducted outside classes/ coursework)

In all the measurements, be it direct or indirect, the process was to categorize the performance of the students as three levels: Unsatisfactory, Satisfactory, and Exceeds Expectations. The specific mechanics of the categorization (for example, what constitutes "unsatisfactory"?) is decided by the faculty involved in teaching the course, or in some cases, relevant experts.

Steps 6, 7 and 8 : Review results; share results from specific courses with relevant faculty, requesting recommendations (if any) for future measurements; report overall results to faculty, along with specific recommendations from individual faculty; implement actions, if needed, to "close the loop"

Results of the measurements are reviewed by relevant faculty teaching the course, and also by the AOL committee. If the AOL committee sees systematic issues that need to be addressed, it brings them to the faculty for discussion, so that corrective actions can be taken. Corrective actions are implemented as quickly as possible to ensure continuous improvement.



Transformational Experience with a Tough Accreditation Process

Working towards obtaining one of the world's toughest accreditations is both a time taking and difficult assignment which needed high tenacity and passion for the team which went through a period trepidations and triumph explains R. C. Natarajan, Associate Dean and Professor of Marketing, TAPMI, Manipal

In the business world, the rear-view mirror is always clearer than the windshield.
– Warren Buffet

Leading Indian business schools have been, of late acquiring global accreditations. Well-known accreditation agencies that have made foray into the business-school market in India are EQUIS (IIM-A, IIM-B), AMBA (MDI, SPJIMR, IIM-L, IIM-K) and AACSB (ISB). There are many other leading business schools that have been making efforts to acquire global accreditation with the hope of gaining recognition and international collaborations. The process of being accredited by a global agency is elaborate, arduous and at the same time enlightening.

The current paper is based on the narrow tunnel-vision of own quest for accreditation, the pitfalls encountered, the trepidations experienced and the lessons learnt. For this purpose, the paper outlines the Indian backdrop where the school figures in, where/how accreditation fits in its scheme of business-education. The attempt is to present a picture from the field as to how the experience went and the learnings to act has a pointer to what both the accrediting agencies and the schools should be expecting from the whole experience.

Backdrop

India perhaps offers the greatest challenge to business school education.

1. Firstly, education is linked to securing jobs in a predominantly middle class milieu. In terms of cost and ease of securing a job, the management education tops the list.

2. Secondly, the recent decade 2000-2010 has witnessed a dominant growth in the infotech (IT) sector which provided maximum amount of jobs resulting in a major surge towards computer-science, electronics, telecommunications and IT while the core fields of studies such as mechanical engineering, civil engineering, automotive engineering and mining were relegated to the background. The attractive salary-package in the IT industry-till then unheard of at the end of an undergraduate course-resulted in large campus-placements in most of the engineering colleges. However, in about two to three years, these graduates experienced work-fatigue that a routine job entails as well as the desire for growth, which incidentally, is hard at the entry stage resulting in most such youngsters opting for management education.
3. Thirdly, recruiters played a major role in concretising this phenomenon by preferring an Engineer-MBA to an Art/Science-MBA in their campus recruitment process.

Such a macro backdrop provides an interesting canvass to a business school in terms of curricular design, product-offering, value-chain and the concomitant internal processes. The diverse requirements of different stake-holders pose acute challenges such as (i) the balance of faculty's time to be allotted for teaching and engagement with students versus time to be spent on research; (ii) the balance between functional courses and behavioural courses; and (iii) the balance between conceptual rigour in thinking versus street-smartness and thinking on feet, to cite a few. Under these conditions, it is almost impossible to regard a school as to be ready to benchmark against the best schools in the world, due to the very differing conditions under which such schools function.

Phase I

The school began its accreditation process, opting for the best known Western Accrediting agency AACSB International, given all the background which it originated from and also its own limitations and opportunities was also take into consideration while taking the plunge.

The business school was started in mid-1980s and is one of those very few schools that are located in a truly rural setting. The nearest airport is 60 kms away and the nearest major railway station is 70 kms away. The nearest metropolitan city is overnight drive from the location. However, by the year 2000, the town saw itself morphing into a world-class education centre with over 30 educational institutions functioning, among which the dental college is ranked as the top-most in the country, the hotel-management school among the top-3, the medical college among the top-3, the engineering college in the top-20 and the business school among the top-15. Whereas the place is not one that brims with industrial and economic activities, which normally are an ideal surrounding for a business

school, the founding fathers of the school had a vision of a business school of excellence that would combine bottomline with responsible social attitude. Hence, the business school started with the initial mission of providing management professionals to rural organisations and small and medium enterprises, SMEs. The school had set in motion a combination of rigorous processes of admissions, faculty-recruitment, academic delivery, discipline, time-management, managing self and career placement.

The endeavours bore fruit and the school came to nationally well recognised through the various media Ranking and Rating studies. It was the vision of the erstwhile Director and the Dean that the school decided to opt for accreditation with the best of the accrediting body which naturally was AACSB International. However, prior to taking up AACSB Accreditation, the school management nearly caused a faux pas inviting another accreditation body which was perceived by the faculty as intruding into their freedom and it was rejected outright.

The faculty stood united against any external accreditation efforts, holding academic autonomy as sacrosanct. However, the Director and the Dean were convinced of the utility of seeking this accreditation notwithstanding the lack of internal buy-in. Hence, the process was set in motion. The first report about the school was sent to AACSB in 2003-04.

The quest for seeking AACSB's accreditation was formally mooted in early 2000 through mail correspondence. While we became a member of AACSB in July 2002 (the first in India), it was not until Sept-2003, the school got a mentor appointed by the agency. The Mentor enlightened the faculty with partial success about the entire accreditation-process and the standards. His sharing of the whole process with the faculty was received with ample scepticism, disinterest and anguish not to mention the suspicion of intrusion into faculty's academic autonomy. The Dean, the Director and a small team, nonetheless, kept up the momentum. In retrospect, it is now perfectly understandable that we had difficulty in comprehending classifications such as Academically Qualified (AQ) and Professionally Qualified (PQ) faculty, calculation of Participating (P) and Supporting (S) faculty and Assurance of Learning (AoL).

It was in Apr-2006 that the Accreditation plan was finally accepted. The shuttle of communication was mainly due to the lack of awareness of what was to be given to make matters clear, what was not to be given to avoid confusions, what is acceptable to them for inclusions/exclusions and their lack of clarity on terms used in Indian context.

Phase II

Meanwhile, the anchor of the accreditation process, the Dean (Academics) left the school in Jul-2006 creating some disruptions. We sent the first Annual

Implementation Report (AIR) in Feb-2007 followed by the second AIR in Feb-2008. A final visit by the mentor in Jan-2009 lent a helping hand in putting together all the pieces and in sending a Final Suitability report in Feb-2009 to the AACSB which took a year to examine this report and responded with a favourable statement that they were of the opinion that the school was ready to be considered for a peer-review in the accreditation process. They nominated a Peer review Team (PRT) in Feb-2010 and we were asked to prepare a self-evaluation report (SER) for the year 2009-10.

Phase III

All in all, when the SER was due, there was a conundrum that was to be unravelled and communicated clearly to the PRT that the school was ready for their visit. However, there was no benchmark available as to what, how and how much was to be written and how much to be left for discussions during the PRT's visit. In fact, the PRT's visit itself hinged on the SER. The school went ahead and prepared a brief SER (about 60 pages including annexure and tables) and sent it to the PRT hoping that the gaps would be pointed out by the PRT-which would be a beacon for further documentation.

Help came in the shape of a Dean Academics of an West Asian School well versed with the Accreditation routine who held detailed discussions with the core team of accreditation-process and highlighted the gaps in their documentation and advised them how to handle those aspects, not so much for accreditation but as a matter of good practice. This exercise brought in enormous clarity in the entire process.

As expected, a few days later, the PRT reverted with eleven queries. The queries were detailed, systematic and analytical about what was unclear to the PRT. This was shared with the professor from West Asia. He was confident that the school was very much on track and what was lacking was the presentation. In addition, he also emphasized the fact that AoL is an aspect that did not seem to have been well-understood by the school and made a sincere attempt to help the members of the core group on this aspect. He specifically cautioned that AoL is an area where ALL faculty members should have complete understanding of the process. In retrospect, we realise that this indeed was a bugbear.

Phase IV

The school clearly documented the details sought by the PRT, supported the arguments with data which again were supported by tables, records and minutes of meetings as evidence. The report was comprehensive, rechecked by many colleagues and tuned finer and finer. Still, AoL process was explained in our reply as we had understood (or misunderstood) and this report was sent to the PRT in Sept-2010. In Oct-2010, the PRT confirmed its visit to the campus and the visit was frozen for Feb-2011.

During the PRT visit

The PRT visit was truly a helpful scrutiny of the processes, not so much as an audit but as a scholarly assistance to ensure that the school is on the right track of quality-assurance. This visit lasted 3 days.

During these days, the PRT did a thorough job of separately meeting all stakeholders as follows :

- The Governing Council/Trust/Senate (as applicable, implying the top most governing body)
- The top most decision maker (Vice-chancellor, Chairman, Chancellor as the case may be)
- The Board of Management Studies
- The Director and the Deans (who are normally expected to be in the thick of actions relating to the accreditation process)
- The senior/experienced faculty members (those who have been with the school for more than 3 to 5 years)
- The junior faculty members (young and recent recruits)
- The batch of senior students
- The batch of junior students
- The alumni

All these meetings were held in-camera where the Director/Deans/Core-committee members involved in the accreditation-related works were not present. During these meetings they tested whether the accreditation process was a mere Director/Dean affair or it had percolated down to the levels of various stake-holders. This was to ensure that quality is internalised across the organisation and is practised. It also ensured that there was a top management's commitment to the quality process of the school and there was an engagement of all stakeholders in it.

In addition, they spent long hours inspecting documents, standard-by-standard, to satisfy that the quality-process had been well-understood and demonstrated by the school on record as well. During these verifications of records, the core-committee and the research committee were separately interviewed by them to ensure that the school is indeed worthy of high standard in academic and research excellence, a hygiene condition for accreditation.

Post PRT Visit

Prior to departure from the school, the PRT engaged itself in an intra-group discussion and prepared a detailed set of comments on each standard and its satisfaction with the same. Where there were missing links, it specified the same clearly with suggestions on how to address that issue. Thus, the PRT's visit was neither an audit nor a fault-finding mission. Rather, it was to help the school to ensure appropriate quality-processes to achieve its mission.

Subsequently, the PRT met the highest authority (Chairman of the Trust/ Governing Council) along with the Director of the School. The other members of the Core Committee were not involved in these discussions (this is a lacuna in their method as they should be involving the accreditation core-committee in these discussions for the sake of clarity).

Phase V

The AACSB sent a letter to us citing the reasons for the Deferral and also nominated a new team called the Deferral Team (DT). The school set right the aberrations pointed out by the PRT during the deferral period and to sent to the DT a comprehensive report-only on these aspects-demonstrating clearly how the PRT's concerns have been addressed subsequently. On being satisfied, the DT visited the school in January 2012 for a final round of quality-verification. They pointed out certain fine-tuning in documentation that was to be made and sought the revisions to be sent to them soon.

In summary, the AACSB's accreditation process checks the systemic consistency in a business school as shown in Figure 1.

What exactly is Assurance of Learning?

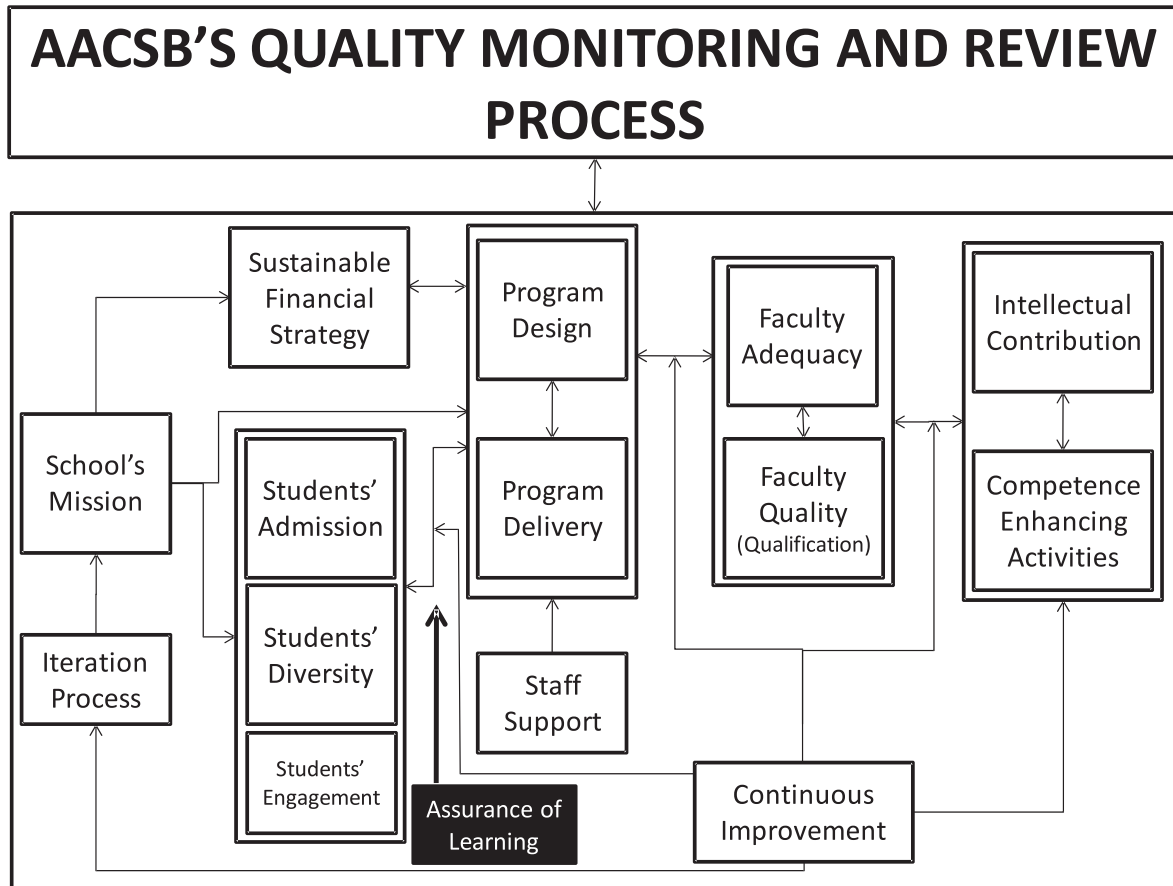
One of the most misunderstood aspects of the accreditation-process of Assurance of Learning (AoL) such that the AACSB came out with a white paper on this topic and is busy organising frequent seminars. The most common mistake that many schools seem to commit is confusing between student-evaluation and AoL. AoL is the evaluation of the programme as to whether it has achieved the learning that its mission aims at whereby the school establishes a process of assessing students' learning and takes corrective steps for improvement.

The entire process of AoL that is expected by AACSB to be internalised by a school is summarised in Figure 2.

Lessons

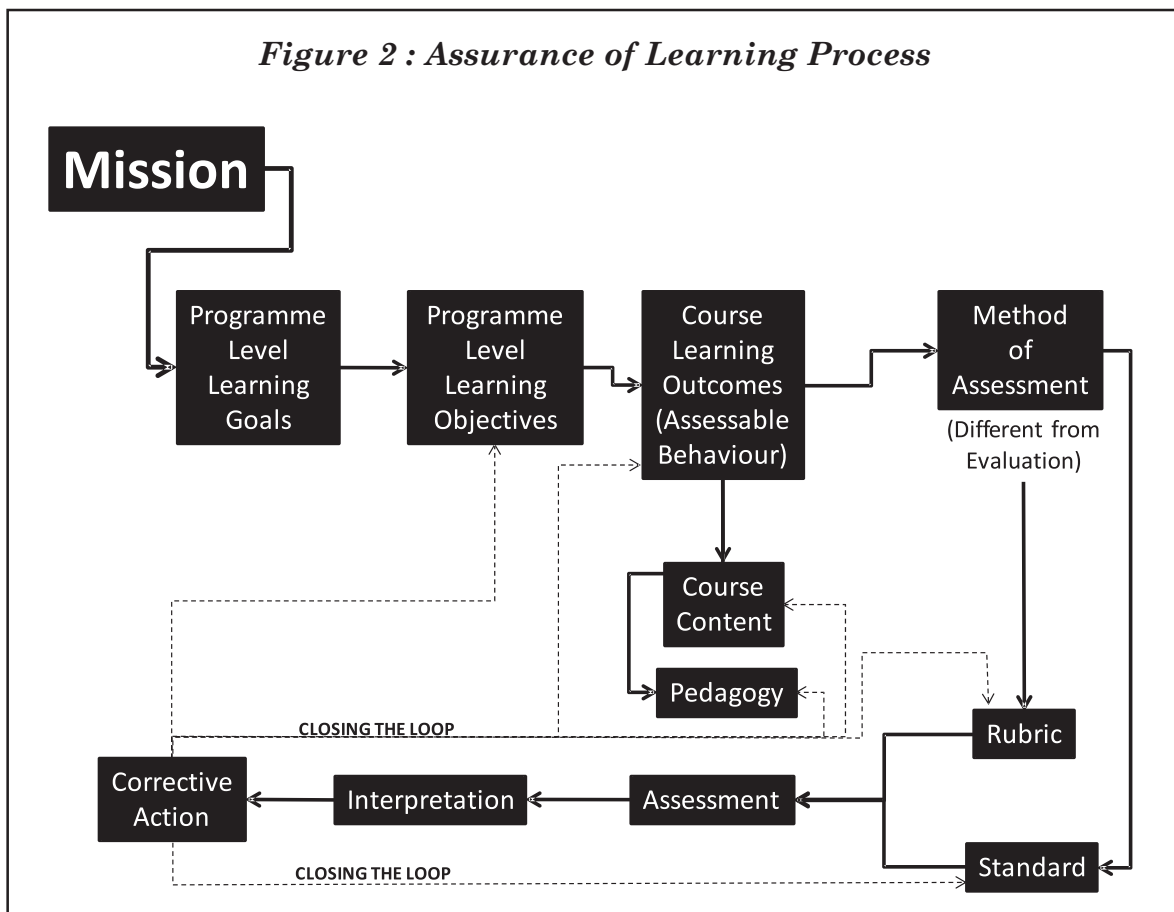
We learnt a few lessons from this ten-year long exercise.

Figure 1



1. All accreditation efforts should ensure that the school is mission-driven. Without a mission-focus, the activities do not hang together and hence quality-assurance is neither systematic nor systemic.
2. It is useful to revisit the mission-statement before embarking on such accreditation efforts. Normally, schools are averse to revisiting their mission-statements. This results in choking the schools, if they wish to seek accreditation, as the mission may be outdated.
3. Any accreditation process should fit into the schemes of an improvement-effort internally. That is, it makes perfect sense to make accreditation secondary to internal quality-processes. When a school embarks upon accreditation process purely with the intention of improving its internal processes, and not being married to the accreditation per sé, the process becomes simpler and easier to manage. That is, the internal quality-process should drive the motive to seek accreditation rather than vice versa.
4. Notwithstanding a strong conviction at the top, such accreditation efforts should have internal buy-in from the very beginning.

Figure 2 : Assurance of Learning Process



5. It is essential to develop a team of at least six members including the Dean/Director so that attrition does not derail the process intermittently.
6. It is useful to prepare an Accreditation Policy Document in the beginning and periodically review it, incorporating improvements and modifications/amendments
7. Every year, at least four members of the faculty should attend AACSB conferences and if this can span the entire faculty over a period of five years, the buy-in is better.
8. On the operational side, from the very beginning, a "Control Room" for accreditation should be earmarked, where all documents are arranged according to the standards. This enables third party inspection/audit from time to time to assess the school's progress objectively.
9. It is useful to engage a professor from an "experienced" school in these efforts to learn from their mistakes and to avoid similar pitfalls. The extra cost incurred in this exercise more than compensates for the cost of pitfalls and the agony of groping in dark.

10. It is useful to network with schools that have been accredited or in the process of accreditation and exchange notes on the experience. The collective wisdom normally helps in improving the internal quality processes.
11. While it is correct that each country has its own unique issues and thereby areas of emphasis to define quality, (and hence, sic) developing a framework that would be universally applicable accreditation criteria would be an impractical task (Reddy, 2008, p.61), developing a quality-process that fits one's own school within a broader global framework is certainly possible. AACSB's accreditation process facilitates this approach clearly.



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