



INTERNATIONAL ACCREDITATION BENCHMARKS WORKSHOP

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Offered by :

**Association of Collegiate Business
Schools and Programs (ACBSP), USA**
www.acbsp.org

Jointly with :

**Standards for Educational
Advancement & Accreditation (SEAA) Trust, New Delhi**
www.seaastandards.org

Venue :

**Centre for Organization Development (COD)
P.O. Cyberabad, Madhavpur
Hyderabad**

About the Workshop . . . !

“Accreditation has a long history in India with the benchmarks of quality in education being crystallized in a structured format for evaluation and course correction through two different state owned institutional frameworks in the form of National Board for Accreditation (NBA) and National Accreditation and Assessment Council (NAAC). However, most B-schools in their initial stages of evolution did not have the bandwidth to subject themselves to accreditation evaluation as a result not more than ten per cent of the institutes of management at present are accredited.”

A. Thothathri Raman, Chairman, SEAA Trust

Welcome to the ACBSP International Accreditation Benchmarks Workshop. Benchmarking of quality with peer schools has the biggest advantage of understanding your competition and shaping yourself to meet with it. For the B-schools wanting to reach out to the world and grow, this can be the most powerful and compelling reason for taking to the accreditation route.

Accreditation has a long history in India with the benchmarks of quality in education being crystallized in a structured format for evaluation and course correction through two different state owned institutional frameworks in the form of National Board for Accreditation (NBA) and National Accreditation and Assessment Council (NAAC). However, most B-schools in their initial stages of evolution did not have the bandwidth to subject themselves to accreditation evaluation as a result not more than ten per cent of the institutes of management at present are accredited. Among those B-schools aspiring to grow, the desire for comparing their quality with the best in their class has become evident giving rise to an interest in international accreditation benchmarks

Indian B-schools are best poised to take up accreditation since most of these have the essential aspects that could be benchmarked against each other in place and some among these also have built in processes that could be compared with the peer institutions from the Western world. Be it student admission process, the infrastructure, the faculty quality and effectiveness, the pedagogic processes, the quality of curriculum and its constant revision, interface with the industry, student development and student outreach and placements, the schools have comparable standards established.

Despite having built in those processes, it becomes imperative that these are compared with the best in the class so that gaps could be identified and an action plan drawn to fill these gaps. And the best part about such comparison is that the best is always getting better which means the target of comparison keeps changing

which means to be alive and effective, the schools have constantly raise their bar on quality. Accreditation does not measure quality on the basis of as is where is, it measures standards achieved in a dynamic environment where the quality benchmarks keep on changing based on the cluster with which the school compares itself for quality.

Accreditation standards have been around for over a century and there are many strong players in the market helping the B-schools to compare with the best of their peer. Each system has its own dynamics even though there are number of common factors that universalise the approach to gauging quality of a B-school. For instance, all the accreditation systems have a similar approach when it comes to defining faculty quality or pedagogic process.

Association of Collegiate Business Schools and Programs (ACBSP) of USA is one of the best known accrediting agencies which confers accreditation of Associate, Baccalaureate, Master's and Doctoral degrees.

Major Milestones

- August, 1992 : Recognized by the U.S. Department of Education as a specialized accreditation agency for business education.
- January, 2001 : Recognition from CHEA (Council on Higher Education Accreditation).
- September, 2003 : Membership benefits created.
- June, 2004 : Baldrige Criteria adopted.
- July, 2009 : 615 educational institutions as members 466 have achieved accreditation.

Standards for Educational Advancement & Accreditation (SEAA), an institution started with the express purpose of advocating accreditation benchmarks and global standards deems it a privilege to associate with ACBSP in bringing the accreditation benchmarks workshop to India.



A. Thothathri Raman
Chairman, SEAA Trust ACBSP

India Focus Workshop

“Accreditation has been characterized in the past as a mountain that has been climbed by other institutions and those seeking accreditation must climb this mountain to achieve this status. Attitudes regarding accreditation have changed in recent years. The new attitude is that those institutions that have achieved accreditation should help and support those pursuing accreditation. To support institutions pursuing accreditation, ACBSP has implemented a number of mechanisms for extraordinary assistance.”

Douglas Viehland, *Executive Director, ACBSP*

In 2008 the Association of Collegiate Business Schools and Programs (ACBSP) celebrated its twentieth anniversary as an accrediting body and its fourth anniversary of an outreach campaign to the global audience. This outreach campaign came to India by the first ever presentation by ACBSP at the August meeting of the Association of Indian Management Schools in Mumbai.

This initiative continues in 2009 as the Standards for Educational Advancement and Accreditation offers in association with ACBSP it's second in a series of India Accreditation Seminars. The first was conducted in November 2008 and featured the Association of MBA's.

Why ACBSP?

- ACBSP is a relatively new player in the accreditation arena but has a growing presence as more and more schools throughout the globe recognize the value of having an accredited status.
- ACBSP membership includes over 615 campuses with 466 having achieved accredited status.
- ACBSP is one of two accrediting bodies for collegiate business schools to be recognized by the Council on Higher Education Accreditation (CHEA). The other is AACSB International.
- ACBSP is the only accrediting body that recognizes the value of faculty in the business school within its membership structure. When the business school joins individual membership is extended to the director, head of the business unit, and all faculty in the business school. ACBSP's individual membership includes over 6,900 persons.
- ACBSP delivers a variety of individual member benefits including :
 - *Business Education Week* is a weekly summary of what is being reported about business education sent on Friday to each individual member.
 - ACBSP is the only global accrediting body that awards teaching excellence by presentation of the International Teaching Excellence Award.
 - Each individual member may include on their resume or vitae that they are a “Member, Association of Collegiate Business Schools and Programs.”

- Individuals may login to the member-only site to download presentations from previous ACBSP conferences, update their profile in the membership directory, and search the membership directory.
- ACBSP recognizes the importance of students with specific benefits :
 - ACBSP is the only global accrediting body provides each member campus the opportunity to present the ACBSP Student Leadership Award to a student enrolled in business.
 - ACBSP is the only global accrediting body affiliated with three professional honour societies exclusively for business schools including Delta Mu Delta or Kappa Beta Delta for accredited members and Sigma Beta Delta for non-accredited members.

Why ACBSP Accreditation?

- ACBSP accreditation is focused on teaching excellence. The Accreditation Standards for Baccalaureate/Graduate Schools reward and support research by faculty. The major emphasis is on what occurs in the classroom and assurance of student learning.
- ACBSP accreditation standards are modelled on the Baldrige National Quality Program and it's annual presentation of the Malcolm Baldrige Award. This is a U.S. based quality program similar to the CII-EXIM Bank Award for Business Excellence administered by CII Institute of Quality in India. These two programs are widely recognized by is widely recognized by business and government, two important constituents of business schools.
- ACBSP accreditation is a process that is focused on outcomes and continuous improvement and not focused on inputs and prescriptive requirements.
- ACBSP is the only global accrediting body that encompasses all degree programs within the scope of its accreditation including undergraduate, graduate, and doctoral programs through its Baccalaureate/Graduate Degree accreditation and two-year business degree programs through its Associate Degree accreditation.
- ACBSP supports your success in the accreditation process by providing a mentor program provides assistance from an individual familiar with the ACBSP accreditation process as well as furnishing examples of successful self-studies which provide guidance in the preparation of the self-study.
- In cooperation with the SEAA, ACBSP will create an on-line community using the ACBSP Gateway (www.acbsp.org) where schools in India working toward accreditation can share ideas, suggestions, and answers to questions. This community will include ACBSP staff and a member of the Board of Commissioners familiar from India with business education in India. This community will meet each year in conjunction with the annual meeting of the Association of Indian Management Schools.
- ACBSP accreditation recognizes the resources available to business schools to obtain accreditation are limited. The cost to go through the entire process is approximately \$14,000 and can be budgeted over two or three fiscal years.
- ACBSP accreditation can be an important step toward recognition and

accreditation by one of the eight regional accrediting bodies in the United States.

What will you learn by attending this workshop?

Overview of accreditation and the differences in types of accreditation with a focus on specialized accreditation for business schools and programs.

- The value of specialized accreditation for the business unit, the institution, students, and faculty.
- The history of ACBSP and how this history has helped to shape its mission, vision, and accreditation process.
- What is offered with ACBSP membership for the business unit and for individual members.
- How ACBSP has recently launched its global outreach campaign and the successes and difficulties experienced in this process.
- Detailed description of the ACBSP accreditation process including timetable and cost to go through the accreditation process.
- Review of the standards and criteria offered by ACBSP.

Ample time is available for questions and discussion. Following the presentation, time has been set aside for one-on-one discussions with individuals seeking staff assistance to outline their plan for membership and accreditation.

AMERICAN ACCREDITING AGENCIES

Association to Advance Collegiate Schools of Business (AACSB International)

- ☛ 1,092 members, 555 accredited, 424 members outside the U.S. (96 accredited), established 1897, accreditation process is most prescriptive with focus on research, offers separate accounting accreditation (169 total), offers programs in thought leadership, recognized by CHEA since 2002.

Association of Collegiate Business Schools and Programs (ACBSP)

- ☛ 612 members, 466 accredited, 78 members outside the U.S. (48 accredited), established 1988, accreditation process is based on Baldrige criteria with focus on teaching excellence and continuous improvement, offers associate degree accreditation, separate accreditation in accounting, offers individual membership to business school faculty and administration, recognized by CHEA since 2001.

International Assembly for Collegiate Business Education (IACBE)

- ☛ 225 members, 163 accredited, 36 members outside the U.S. (21 accredited), established 1997, accreditation process is based on outcomes-based assessment, uses principles rather than standards, offers business related degree accreditation, does not offer accounting accreditation.

Accreditation through ACBSP

ACBSP is devoted to promoting excellence in teaching/learning in business schools and programs in higher education. It accomplishes this objective in part by providing extraordinary assistance to institutions in their attempt to become accredited.

The mission statements of ACBSP member institutions are recognized as quite diverse. Accordingly, the application of the accreditation standards for baccalaureate/graduate degree granting institutions take into consideration the institution's mission and the mission of the business unit and its ability to fulfil its mission. Mission driven accreditation is widely supported and recognized by many constituents of institutions of higher education.

ACBSP is one of two accrediting bodies for business recognized by the Council for Higher Education Accreditation (CHEA). The other is AACSB International (Association to Advance Collegiate Schools of Business). The major difference between these two accrediting bodies is AACSB has a greater focus on research in their accreditation requirements while the ACBSP accreditation process has a greater focus on teaching excellence.

ACBSP understands the need for faculty to support and be engaged in the accreditation process. ACBSP has created a variety of member benefits delivered to the faculty and includes all members of the faculty as individual members of ACBSP. The President and Chief Academic Officer of the institution are also individual members. ACBSP regional conferences, a Teaching Excellence Award, the annual meeting and services on the Website have a focus on teaching excellence that is of value to faculty. ACBSP is valued as a resource to faculty as well as a source for accreditation for the business unit.

An Attitude and the Tools to Achieve Accreditation

Accreditation has been characterized in the past as a mountain that has been climbed by other institutions and those seeking accreditation must climb this mountain to achieve this status. Attitudes regarding accreditation have changed in recent years. The new attitude is that those institutions that have achieved accreditation should help and support those pursuing accreditation.

To support institutions pursuing accreditation, ACBSP has implemented a number of mechanisms for extraordinary assistance. These include :

- Adoption of new criteria in June 2004 which replaces the former Option A and Option B criteria with measures having a greater focus on outcomes, continuous improvement, Baldrige approach, respect for the mission of diverse institutions and emerging issues such as business ethics;

- Permitting the cost of accreditation to be allocated over a multi-year period to ease the financial impact of the accreditation process;
- Appointment of a mentor at the beginning of the process and involving the business unit in this appointment process;
- Assuring the school or program is ready to move to the next step in the process before moving forward with a focus toward success in the process;
- Permitting schools in candidacy to have access to self-studies previously submitted by other institutions with institutional approval as examples for their work and;
- Creation of a private community for schools in candidacy for accreditation or those in reaffirmation of accreditation permitting them access to a variety of resources including a LISTSERV (an electronic mailing list software application) with all other institutions.

The Process for Obtaining Accreditation

The specific process for accreditation includes :

Accreditation Governance

The governance of the accreditation process for baccalaureate/graduate degree institutions is the primary responsibility of the elected Board of Commissioners for the Baccalaureate/Graduate Degree Commission. The Board of Commissioners is responsible for determining eligible institutions to be accredited and for all accreditation decisions. A separate process and board of commissioners governs the process for associate degree institutions.

Accreditation standards (including changes) are initiated by the Board of Commissioners and must be approved by the institutional members of ACBSP (also known as the Commission). Interpretation of the standards is the sole responsibility of the Board of Commissioners.

Privacy of Accreditation Process

All reasonable efforts will be made by ACBSP to protect the confidentiality of the information gathered and reviewed during the accreditation process. It should be noted, however, that legal requests for information pertaining to an institution's particular accreditation process involving ACBSP may require certain disclosures unforeseen at the time this document was prepared. Under such circumstances, the legal counsel of ACBSP will be involved in the decision about public disclosure of accreditation process materials of an institution.

Confidentiality Requirement

Only evaluators, staff and commissioners of Association of Collegiate Business Schools & Programs (ACBSP) (“Qualified Persons”) who need to know the confidential information may review the confidential information. ACBSP shall cause all such Qualified Persons to abide by this confidentiality requirement. All evaluators sign an agreement explaining their ethical responsibility pertaining to conduct before, during and after an accreditation site visit with which they are involved. This means that matters pertaining to an accreditation visit are not to be discussed in public and are to be treated confidentially. The Board of Commissioners also requests that all ACBSP accreditation materials (e.g. Feedback Report, etc.) be maintained by the accredited institution as confidential information.

Conflict of Interest

Every reasonable effort will be made to have commissioners, staff and evaluators excluded from involvement in the accreditation process in which they have had, or might sometime have in the foreseeable future, a professional or personal conflict of interest. ACBSP policy requires that all active commissioners and board members of ACBSP remove themselves from any of the Association’s discussions about their own institution’s accreditation and all other institutions where they have a relationship that could involve a conflict of interest.

Five Year Limit on Candidacy

The institution must complete the accreditation process within five years of beginning candidacy or file for an extension of candidacy or be dropped from candidacy.

Accreditation Timetable

The two questions most often asked at the start of the process are the timetable and the cost of achieving accreditation. The short answer is 18 months and \$12,500 if an outcomes assessment process is in place. A longer time will be required if an outcomes assessment process or other processes are not in place. If the institution is pursuing accreditation of the accounting program at the same time as accreditation of all business degrees, the time answer is typically the same and the cost will increase to approximately \$15,000. The better answer is that it will vary depending on many factors including the size of the business school or program, the readiness to achieve accreditation, the speed at which the institution wishes to move through the process and other factors. ACBSP always looks to each institution to establish a timetable that suits its own particular needs.

Accreditation Evaluation Process Timetable Example

1. Completion of the application for accreditation evaluation begins the process. At this time, the school or program is considered a candidate for accreditation. For our purposes here, we assume the application is submitted in the fall and the accounting program is pursuing accreditation at the same time.
2. A mentor will be assigned, and work on the preliminary site visit document begins by the business unit. This document is shared with the mentor and Director of Accreditation and an action plan is developed. For our purpose here, we assume work begins during the academic year and an action plan is developed by the members of the business unit to close any identified gaps.
3. If the accreditation includes concurrent business and accounting accreditation, the accounting unit will provide input to the preliminary questionnaire prepared for business accreditation. A separate mentor for the accounting accreditation is not required as it is with the business unit accreditation.
4. Work begins on the timetable and plan of work outlined in the action plan. The mentor must recommend and the Director of Accreditation must approve that the school is ready to begin self-study. Under one scenario, the school is determined to be ready to begin the self-studies immediately. The self-studies are completed by January. Under another scenario, the school determines a year or more is required and work on the self-studies is not concluded until the next August. Either of these cases is considered fast and most institutions can anticipate more time is required to prepare for a successful self-study.
5. An evaluation site visit team is assigned to an institution as soon as ACBSP headquarters receives notification regarding the anticipated completed self-studies. Visits are scheduled each February and March and permit review and action by the Board in April. Visits in October would permit review and action by the Board in November.
6. The site team files its feedback report with ACBSP within two weeks after their visit.
7. The findings of the evaluators are first reviewed by the ACBSP staff for completeness and then sent to the President of the institution to respond to the evaluators' feedback report and the institution's views. After the institution's response is prepared by the President, it is forwarded to ACBSP at least two weeks prior to the meeting of the Board of Commissioners.
8. Assuming all materials have been submitted at least two weeks prior, the Board of Commissioners reviews the self-study, evaluators reports and

response by the President at their meeting each April (end of the month) or November (the week prior to Thanksgiving) to consider accreditation requests and to award accreditation to those institutions that are in compliance with ACBSP standards and criteria.

9. Action by the Board of Commissioners is reported to the institution immediately following the meeting. As ACBSP is a proponent of continuous improvement, most institutions receive accreditation with conditions and/or notes. Accreditation is effective immediately. More information on notes and conditions follows.
10. At the ACBSP Annual Conference each June, the accredited business unit receives their accreditation certificates during the accreditation banquet although many will have held that status for several months.

Accreditation Eligibility

Accrediting Process – Submitting the Application

- The institution must be accredited by one of the six regional accrediting bodies or if the institution is located outside the United States, the institution may submit a certified translation of an official document from an appropriate government organization in their respective countries stating recognition, accreditation and/or their right to grant degrees. At the current time, ACBSP does not recognize accreditation from national accrediting agencies such as the Accrediting Council of Independent Career and Technical Colleges.
- The business unit must pay the appropriate membership dues. The annual and pro-rated dues amounts are as follows :

July 1 - June 30	\$ 1,250.00
October 1 - June 30	\$ 937.50
January 1 - June 30	\$ 625.00
- The business unit must submit a Member Enrollment Form listing a Champion for the business unit, a Co-Champion, important information about the institution and a listing of all those designated to receive member benefits.

Other Eligibility Requirements

In addition to membership, prior to submitting application, the institution must :

- have offered (a) degree(s) in business for at least two years and have graduates.

- have a publicly stated purpose appropriate to a college or university which has been approved by the institution's governing body (i.e. Regents, Trustees, etc.).

Accrediting Process – Submitting the Application

Once the school determines it does meet the eligibility requirements, an application for candidacy is submitted. Following acceptance into membership, the business unit must verify it has reviewed the eligibility requirements and submit a Letter of Application for Candidacy Status of Only the Business Unit or the Letter of Application for Candidacy of the Business Unit and Separate Accreditation of the Accounting Program. These letters are available for download in Microsoft Word format at www.acbsp.org.

The process is described as follows :

1. The letter and application for accreditation must be authorized in writing by the chief executive officer of the institution.
2. If the accreditation is for a multi-campus system, the letter should indicate how many campuses are included in the application for accreditation and list them specifically. If campuses are excluded, they should be listed and a reason provided why they are being excluded.
3. Payment of the initial accreditation fee of \$1,250 (\$1,875 if pursuing accounting accreditation concurrent with business accreditation). The initial application fee is applied toward the \$2,500 fee (\$2,000 for schools outside the United States) for business accreditation or \$3,750 if accounting accreditation if pursued concurrent with business accreditation. The fee is refundable if it is determined the institution was not eligible or cannot proceed with the accreditation process based on the content of the application and course catalog. The remaining balance of the accreditation fee can be paid at any time but must be paid before accreditation is granted.
4. Documentation of current offerings by the business program published and made available to the public. This typically is the course catalog.

Accrediting Process – Candidacy

Candidacy Status

Upon review and approval of the application documents, the business unit becomes a “Candidate for Accreditation” and is in “candidacy status.” This title may be used in holding out to the public the business unit's accreditation status. If

accounting accreditation is being pursued concurrent with or separate from accreditation of the business unit, the business unit may use the title “Candidate for Accreditation in Accounting”.

A word of caution is in order at this point. While ACBSP wants to actively help the business unit achieve accreditation, and while it has established this program for that purpose, ACBSP is not in a position to guarantee that the business unit will receive accreditation by becoming a Candidate for Accreditation. The expectations, however, are the business unit will successfully achieve accreditation. Candidates for Accreditation are held to all of the standards for accreditation.

Appointment of a Mentor

After receiving notice of being granted Candidacy Status, ACBSP will assign a mentor for the business unit and determine in cooperation with the head of the business unit the need for a mentor for the accounting program accreditation to provide consultation in creating a plan for meeting the ACBSP accreditation standards. The business unit will be consulted in the appointment of the mentor or mentors and appointment of this mentor or mentors will be mutually agreed upon by the institution and ACBSP.

Fees During Candidacy – Mentor

The costs related to having the mentor are a consulting fee of \$400 per day and reimbursement of travel expenses. During the first year, if a visit to the school is not required and work is done via e-mail and phone, the mentor is paid an honorarium of \$400 for desk time upon completion and submittal of the required plan of action. The mentor is not paid for desk time in subsequent years, only for visits to the campus.

The mentor submits documentation of expenses to ACBSP. ACBSP takes responsibility to provide payment to the mentor and the business unit takes responsibility to reimburse ACBSP in a timely manner.

Fees During Candidacy – Maintenance Fee

There is a \$500 per year candidacy maintenance fee that will be due on each anniversary of candidacy having been granted. If accounting accreditation is conducted in conjunction with accreditation of the business unit, no additional fee is required. If accounting accreditation is conducted separate of accreditation of the business unit, a candidacy fee is required. The fee is included on the membership dues statement immediately following the first anniversary and continues until the business unit receives accreditation. Membership dues statements are sent in June of each year.

Reports During Candidacy – Preliminary Site Visit Questionnaire

Upon receipt and completion of the application process, the ACBSP office and mentor will assure the institution receives or has previously received a copy of the Preliminary Site Visit Questionnaire and the Standards and Criteria. If accounting accreditation is being pursued, the required document is ACBSP Standards and Criteria for Demonstrating Excellence in Baccalaureate/Graduate Degree Accounting Programs.

The first report submitted for business accreditation is the Preliminary Site Visit Questionnaire developed by the business. This is anticipated to be submitted within six months after appointment of the mentor.

Upon its completion and return to both ACBSP and the mentor, a visit to the institution by the mentor or mentors typically is scheduled to review the materials in the questionnaire or questionnaires with the Dean or Chair of the academic unit. The cost of travel and honorarium is described previously.

The results of the preliminary review should not be construed as an approval or rejection of accreditation — it is simply a test of readiness for accreditation and nothing more.

Reports During Candidacy – Action Plan

A valued option is for the institution to develop an action plan based on the Preliminary Site Visit Questionnaire and mentor feedback. The action report includes a description of what needs to be accomplished and a timetable for completion. It is also an ideal opportunity to outline the anticipated costs of accreditation, a plan for budgeting for these expenses and for invoicing by ACBSP for expenses required to be paid to ACBSP. If accounting accreditation is being pursued concurrent with business accreditation, the action plan should address both proposed accreditations.

Reports During Candidacy – Annual Report

The business unit in candidacy is required to submit by September 1 of each year an annual report to the ACBSP office. If accounting accreditation is being pursued concurrent with business accreditation, the annual report should address both proposed accreditations. The annual report will address progress in meeting the accreditation standards and set forth a timetable for meeting program deficiencies. The business unit will determine with the mentor whether said mentor should make a campus visit.

The mentor or mentors will file an annual mentoring report to the ACBSP office by September 1 regarding progress and will inform ACBSP of anticipated readiness for proceeding to self-study.

Recommendation to Proceed to Self-Study

The institution must receive a recommendation to proceed to self-study or self-studies from the mentor or mentors, with concurrence of the Director of Accreditation before starting the self-study process. The self-study for accreditation must take place within five years of the date on the application for candidacy.

Accrediting Process – Self-Study

While still in candidacy, the accreditation process enters a key stage with the beginning of the self-study. The purpose of the self-study is for the business unit and the accounting program to demonstrate and record that it is in compliance with the ACBSP accreditation standards or to outline activities that will lead to achievement. Typically, it takes an institution about six months to prepare the self-study document. The institution may not proceed with a self-study until after it has been given permission to proceed with the self-study.

Preparation of Self-Study

The self-study document for the business unit must be typed and placed in two volumes. Volume I represents the text of the report and Volume II has the appendices for bulky items like the vitae for faculty and syllabi for required courses. The self-study for the accounting program is anticipated to be composed of one volume and may reference reports in the self-study for the business unit. If the accounting program is pursuing accreditation separate from the business unit, a two volume set may be required.

Upon completion of the self-study for the business unit, five hard copies and one electronic copy are sent to ACBSP where the report will be examined and the necessary arrangements will be made for a team of trained evaluators to conduct a site visit. Accompanying the self-study reports should be five copies of the institution's catalog covering the self-study year. If accounting accreditation is being pursued, three copies of this self-study report must be submitted.

The self-study includes specific responses to each ACBSP accreditation criteria and a candid assessment of the business school's or program's strengths and weaknesses regarding each criteria including whether it has achieved the standards and criteria or how it will achieve the standards and criteria with a timetable. Unique characteristics of the business unit not referenced in responses to individual standards, but which are significant in making the case for accreditation, should be set forth in the overview section of the self-study document.

Applicants are encouraged to ask questions throughout the preparation of the self-study. The staff of ACBSP is more than willing to help.



PRELIMINARY VISIT QUESTIONNAIRE
FOR
ASSOCIATE DEGREE INSTITUTIONS

**Association of Collegiate Business
Schools and Programs**

NAME OF INSTITUTION : _____

PRESIDENT OR CHANCELLOR'S NAME : _____

CHIEF ACADEMIC OFFICER'S NAME : _____

DEAN OR HEAD OF BUSINESS SCHOOL OR PROGRAM :

(Name)

Will you be requesting accreditation of the entire Business Unit
_____ or specific programs within the Business Unit
_____?

Identification of Primary Institutional Contact during the Preliminary Visit :

Name : _____

Title : _____

Address : _____

City : _____ State : _____ Zip : _____

Phone : _____ Fax : _____ E-mail : _____

Date of Submission of Preliminary Visit Questionnaire : _____

PRELIMINARY VISIT QUESTIONNAIRE FOR ASSOCIATE DEGREE INSTITUTIONS

1. State which regional accrediting body has provided your institution with regional accreditation. Enclose a copy of that body's letter of affirmation or reaffirmation of regional accreditation in the Appendix of your self-study report.
2. Provide the statement of mission for your institution and state whether it is listed in your institution's catalog of program offerings.
3. Identify the business programs in your institution (e.g. Accounting, Banking) to be evaluated. Identify and provide justification for any business program(s) to be excluded.
4. List each type of academic degree offered by each of your business programs. State the number of each type of degree conferred during the self-study academic year. If you offer or confer nontraditional business degrees, explain how they relate to your overall business program.
5. The associate degree system requires a minimum of two academic years of full-time course work. State how your institution awards credit hours (e.g. semester, quarter hours) and how these credit hours are calculated.

FACULTY QUALIFICATIONS

6. **Standard : ALL CLASS SECTIONS TAUGHT WITHIN THE BUSINESS UNIT MUST BE TAUGHT BY PROFESSIONAL, QUALIFIED FACULTY. A PROFESSIONALLY QUALIFIED FACULTY MEMBER IS ONE WHO :**
 - a. Possesses an earned Master's or higher in field.
 - b. Possesses a related Master's with documented 18 semester/27 quarter credit hours or equivalent of courses in field beyond the introductory principle(s) level ("sufficient subject matter coursework").
 - c. Possesses a Bachelor's in field with documentation in two or more areas of :
 - i) Professional certification (national, regional or state – institution must provide documentation to validate the certification);
 - ii) In field professional employment (institution must provide minimum two years documented experience from employer);
 - iii) Teaching excellence (institution must provide documentation of who and how excellence was determined and year of award);
 - iv) Research and publication (institution must provide documentation);

- v) Documented relevant additional coursework beyond Bachelor's degree equivalent to 18 semester hours or equivalent subject matter coursework, CEU's, military, vendor training, etc.

NOTE : Describe any faculty employed in program area that do not meet this standard.

EXCEPTIONS MAY BE GRANTED WHERE A FACULTY MEMBER FAILS TO MEET ANY OF THE CRITERIA, A, B, OR C, ABOVE. SUCH EXCEPTIONS MAY BE GRANTED IN SITUATIONS WHERE :

- a. It has been demonstrated that a course or program is of such a specialized nature that faculty meeting any of the criteria above are not readily available, or
- b. Faculty with legal rights to continued employment fail to meet any of the above criteria but agree to a plan to do so within a reasonable time.

Institutional Response :

Provide summary of Faculty Numbers (use format in Tables I-A, I-B and I-C). Describe your criteria for recruiting and selecting faculty. Describe your criteria for determining if your faculty is professionally qualified.

Baldrige Item 5.1 – Work Systems : Describe how your business unit's work and jobs, compensation, career progression, and related workforce practices motivate and enable faculty and staff and the organization to achieve high performance.

FACULTY COMPOSITION

- 7. Standard : AT LEAST 50 PERCENT OF THE REQUIRED FULL-TIME EQUIVALENT (F.T.E.) FACULTY SHOULD HOLD A MASTER'S OR DOCTORATE DEGREE IN ORDER TO TEACH AT THE ASSOCIATE DEGREE LEVEL. AT LEAST 90 PERCENT OF THE F.T.E. FACULTY SHOULD HOLD A MASTER'S OR BE PROFESSIONALLY QUALIFIED IN ORDER TO TEACH AT THE ASSOCIATE DEGREE LEVEL.

Institutional Response :

Generally, FTE is measured by quarter/semester credit and/or contact hours. Please specify your institution's method of calculating a FTE assignment, including all full-time and part-time instructors in the business unit. Provide summary of Faculty Qualifications (use format in Tables I-A and I-B). Provide method of calculation of FTE faculty using information from Tables II-A and II-B. See calculation examples :

Semester System

One full-time (FTE) faculty equals 15 semester credit hours of teaching.

1 full-time faculty teaching 15 semester credit hours equals 1 FTE faculty.

5 part-time faculty teaching 3 semester hours each equals 1 FTE faculty.

Quarter System

One full-time (FTE) faculty equals 15 quarter credit hours of teaching.

Example :

1 full-time faculty teaching 15 quarter credit hours equals 1 FTE faculty.

5 part-time faculty teaching 3 quarter credit hours each equals 1 FTE faculty.

Baldrige Item 5.2 – Faculty and Staff Education, Training and Development : Describe how your business unit's faculty and staff education and training support the achievement of your overall objectives, including building faculty and staff knowledge, skills, and capabilities and contributing to high performance.

FACULTY DEPLOYMENT

8. Standard : EACH SCHOOL OR PROGRAM MUST DEMONSTRATE ITS EFFORTS TO DEPLOY FACULTY RESOURCES AMONG THE DISCIPLINES, UNITS, COURSES, DEPARTMENTS AND MAJOR FIELDS IN SUCH A WAY THAT EVERY STUDENT ATTENDING CLASSES (ON OR OFF-CAMPUS, DAY OR NIGHT) WILL HAVE AN OPPORTUNITY TO RECEIVE INSTRUCTION FROM FULL-TIME FACULTY.

EACH SCHOOL OR PROGRAM MUST HAVE A MINIMUM OF AT LEAST ONE (1) FULL-TIME PROFESSIONALLY QUALIFIED FACULTY MEMBER IN EACH AREA IN WHICH A BUSINESS MAJOR IS OFFERED.

Institutional Response :

Provide summary of both full-time and part-time Faculty Deployment

FACULTY LOAD

9. Standard : EXCELLENT TEACHING REQUIRES THAT A FULL-TIME FACULTY MEMBER SHOULD NOT BE EXPECTED TO HAVE

TEACHING, COMMITTEE, AD-VISING, OR OTHER ASSIGNMENTS WHICH EXCEED A NORMAL WORKWEEK AS DEFINED BY THE INSTITUTION PER ACADEMIC YEAR. THUS, EVIDENCE OF A FACULTY LOAD MANAGEMENT SYSTEM WHICH EMPHASIZES TEACHING EXCELLENCE AND SERVICE TO STUDENTS MUST BE PRESENT FOR FULL-TIME AND PART-TIME ADJUNCT PERSONNEL. SUCH A SYSTEM MAY NECESSITATE LIMITING TEACHING (CREDIT/ SEMESTER/QUARTER) HOURS, STUDENT LOAD, NUMBER OF PREPARATIONS, AND OTHER RELATED FACTORS.

IN ADDITION TO CONSIDERATION OF NORMAL TEACHING RESPONSIBILITIES, CONSIDERATION SHOULD BE GIVEN TO FACULTY MEMBERS WHO :

- a. have significant administrative duties;
- b. are responsible for research activities;
- c. have program coordinating duties;
- d. have curriculum development responsibilities; or,
- e. have distance learning developmental, instructional, or coordinating activities.

Institutional Response :

Provide summary of Faculty Load

PROFESSIONAL COMPONENT

10. Standard : AT LEAST 25 PERCENT OF THE BUSINESS CURRICULUM MUST CONSIST OF A PROFESSIONAL COMPONENT INCLUDING FOUR OF THE FOLLOWING AREAS OF STUDY:

- a. accounting
- b. computer information applications
- c. quantitative methods of analysis
- d. principles of economics
- e. business in society - the international environment, legal/political environment, ethical business behavior
- f. marketing
- g. entrepreneurship/free enterprise
- h. finance
- i. management

Institutional Response :

The above is a threshold standard. Area requirements do not mandate specific courses nor do they imply that equal time must be spent on each area or that all courses must be offered by the business unit.

Courses taught outside of the business unit may be used to fulfill the professional component. It is the responsibility of the business faculty to monitor such courses to ensure that they provide the competencies implicit in the professional component (PC). Courses which satisfy the PC cannot be used to satisfy the General Education or Business Major requirements.

Baldrige Item 6.1 - Education Design and Delivery Processes: Describe how your business unit manages key processes for design and delivery of your educational programs and offerings.

GENERAL EDUCATION REQUIREMENT

11. Standard : EXCELLENCE IN BUSINESS EDUCATION REQUIRES A FOUNDATION IN GENERAL EDUCATION. FOR ACCREDITATION, THEREFORE, GENERAL EDUCATION MUST INCLUDE NO FEWER THAN 25 PERCENT OF THE CREDITS REQUIRED FOR THE ASSOCIATE DEGREE AND MUST CONSIST OF COURSES WHICH CONTRIBUTE TO THE FOLLOWING EDUCATION GOALS.

- a. written, interpretive, and oral facility with the English language
- b. a historical perspective
- c. an understanding of the role of the humanities in human experience
- d. a personal ethical foundation
- e. an understanding of social institutions and the obligations of citizenship
- f. knowledge of science and its applications
- g. an understanding of contemporary technology
- h. an understanding of the principles as well as the investigative strategies of the social sciences
- i. an appreciation of the fine and performing arts
- j. a global perspective

Institutional Response :

Cite areas of study contained in General Education (see Table IV). Explain how the institution determined that these were appropriate General Education courses for the major. All areas of general education are encouraged. Coverage may be attained through a specific discipline course or through topical presentation in a course. Institutional policy for general education content requirements should be utilized as a guide to determining compliance with this standard.

BUSINESS MAJOR REQUIREMENTS

12. Standard : PROGRAMS THAT LEAD TO AN ASSOCIATE DEGREE IN BUSINESS SHOULD BE ABLE TO DEMONSTRATE THAT THEY

INCLUDE APPROPRIATE COURSES TO PREPARE STUDENTS FOR TRANSFER OR EMPLOYMENT. AT LEAST 25 PERCENT OF THE COURSES FOR THE ASSOCIATE DEGREE BEYOND THE PROFESSIONAL COMPONENT MUST BE DEVOTED TO COURSES APPROPRIATE TO THE STUDENT'S BUSINESS MAJOR.

Institutional Response :

Cite areas of study contained in the Business Major (see Table IV). Explain how the institution determined that these were appropriate Business Major courses for the major.

OUTCOMES ASSESSMENT

13. Standard : AN INSTITUTION MUST HAVE AN OUTCOMES ASSESSMENT PROGRAM, CORRELATED WITH INITIAL ASSESSMENT, PROVING THAT STUDENTS HAVE ACHIEVED THE PROGRAM'S STATED LEARNING GOALS, BOTH IN GENERAL EDUCATION AND IN PROGRAM AREAS.

Institutional Response :

Describe the outcomes assessment program that is currently being used at your institution and your business unit. Include any plans you have for improving, refining, or enhancing your outcomes assessment program.

Baldrige Item 7.1 – Student Learning Results: Summarize your business unit's key student learning results. Segment your results by student groups and market segments, as appropriate. Include appropriate comparative data relative to competitors, comparable organizations, and student population.



ACBSP FUTURE CONFERENCES

2010 Annual Conference

June 25-28, 2010

JW Marriott Los Angeles,
L.A. LIVE, Los Angeles, CA

2011 Annual Conference

June 24-27, 2011

JW Marriott Indianapolis
Indianapolis, IN

2012 Annual Conference

June 15-18, 2012

Baltimore Marriott Waterfront
Baltimore, MD

2013 Annual Conference

June 21-24, 2013

Marriott Salt Lake City
Downtown, Salt Lake City, UT



APPLICATION FOR CANDIDACY STATUS

NAME OF INSTITUTION : _____

INSTITUTION TYPE : Public Private

AFFILIATIONS : Faith Based Military

Historically Black College University _____

Business School Enrollment : _____

Business Programs Offered :

_____ undergraduate graduate both

_____ undergraduate graduate both

_____ undergraduate graduate both

_____ undergraduate graduate both

_____ undergraduate graduate both

PRIMARY CONTACT FOR ACCREDITATION

Name : _____ Title : _____

Mailing Address : _____

City, State/Province, Zip/Postal Code : _____

Phone Number : _____ Fax Number : _____

E-mail address : _____

ALTERNATE CONTACT FOR ACCREDITATION

Name : _____ Title : _____

Mailing Address : _____

City, State/Province, Zip/Postal Code : _____

Phone Number : _____ Fax Number : _____

E-mail address : _____



ACBSP's PRINCIPLES OF ACCREDITATION

ACBSP will realize its vision by being committed to mission-based accreditation which serves the dual role of promoting accountability (i.e., assuring multiple audiences that member schools and programs are meeting acceptable standards of excellence, academic quality and integrity) and promoting continuous academic improvements (i.e., assisting institutions to improve the quality of education and delivery of services).

In performing the dual role of accreditation for its members, ACBSP will adhere to and be governed by the following important principles :

1. Linking criteria and standards to institutional/program mission.
2. Allowing flexibility in defining quality.
3. Linking the assessment process to outcomes instead of input measures.
4. Creating an environment that supports innovation and experimentation.
5. Encouraging broad consultation in development of standards.
6. Emphasizing student assessment in accreditation.
7. Linking accreditation with institutional planning.
8. Coordinating accreditation visits with regional accreditors to reduce cost and duplication.
9. Eliminating excessive and irrelevant data requests.
10. Developing a minimal baseline data base.
11. Decreasing the costs of accreditation.
12. Lengthening the time cycle between reviews.
13. Maintaining and strengthening confidentiality in reporting.
14. Increasing the consistency of comments and recommendations from different reviewers at different institutions.
15. Separating accreditation from advocacy for more resources.
16. Recognizing the broader institutional goals.
17. Stating accreditation requirements more clearly.
18. Assuring that accreditation does not dictate program curriculum.
19. Assuring a continual review process of all standards/criteria.
20. Compressing the time-line from initiation of any Preliminary Questionnaire through conclusion.

Unwavering adherence to these principles will certainly enhance the usefulness of ACBSP's specialized accreditation for business schools and programs.

ACBSP STANDARDS AND CRITERIA FOR DEMONSTRATING EXCELLENCE IN BACCALAUREATE/GRADUATE DEGREE SCHOOLS AND PROGRAMS

This document presents the criteria for institutions to demonstrate compliance with the accreditation standards of the Baccalaureate/Graduate Degree Commission. The standards have been approved by the commission. The criteria has been developed and approved by the Board of Commissioners.

The Board of Commissioners is elected by the members of the Baccalaureate/Graduate Degree Commission and has the responsibility for administering all accreditation activities for the Baccalaureate/Graduate degree-granting institutions, including the development and interpretation of the standards, and making final decisions pertaining to accreditation.

The standards and criteria set forth in this document are available for implementation immediately upon adoption. They replace the previous criteria format offering an Option A and Option B. There will be a three-year transition period as part of this process. An institution may choose to use the 1998 Standard and Criteria or the new 2004 Standards and Criteria for the next three years. All initial and reaffirmation self-studies started after July 1, 2007 (2006-2007 academic year) will use the new criteria.

The accreditation process begins with determining that the institution meets the eligibility requirements, budgets for anticipated costs on the timetable established to complete the process, and files an Application for Candidacy Status. Complete information on the process is described in the ACBSP publication, *The Accreditation Process for Baccalaureate/Graduate Degree Schools and Programs*, available from the ACBSP office or on the Web site, <http://www.acbsp.org/download.php?sid=29>.

The following process table provides the user with information about the qualitative scoring bands that peer review evaluators and members of the Board of Commissioners use to determine the approximate degree to which business units meet the ACBSP accreditation Standards and Criteria for Educational Performance Excellence.



MISSION STATEMENT

ACBSP develops, promotes, and recognizes best practices that contribute to continuous improvement of business education and accredits qualified business programs.

ACBSP fulfills its mission by establishing, promoting, and recognizing educational practices that contribute to the continuous improvement of business education and by accrediting business schools and programs that adhere to these teaching and learning practices of excellence. ACBSP provides mission-based accreditation and quality assurance services to Associate, Baccalaureate, and Graduate degree business schools and programs throughout the U.S. and the world. It is the only association that offers specialized business accreditation for all three levels of degreed programs.

Guiding principles of the Association that are inherent in the adoption of standards and criteria leading to teaching excellence have been a part of ACBSP from the beginning. These principles are :

- ACBSP embraces the virtues of teaching excellence, emphasizing to students that it is essential "to learn how to learn."
- ACBSP views research as a tool to facilitate improved teaching. Institutions are strongly encouraged to pursue a reasonable mutually beneficial balance between teaching and research.
- ACBSP emphasizes the importance of high quality classroom performance and faculty involvement within the contemporary business world.
- ACBSP remains dedicated to tasks that result in creative approaches to teaching and the use of advanced technology.
- ACBSP focuses on providing leadership to develop global alliances for improving business curricula throughout the world.
- ACBSP continues our quest to implement student outcomes assessment programs necessary to further enhance the quality of business education.
- ACBSP continually develops new services and activities to support the attainment of the organization's strategic vision and mission.

The mission, core values and contents, and guiding principles are our history. ACBSP is dedicated to the continued revision and updating of criteria to fulfill the standards that lead to teaching excellence.



STANDARD #1 – LEADERSHIP

Administrators (chief academic officers, deans, department chairs) and faculty must personally lead and be involved in creating and sustaining values, business school or program directions, performance expectations, student focus, and a leadership system that promotes performance excellence. The values and expectations must be integrated into the business school's or program's leadership system; and the business school or program must continuously learn, improve, and address its societal responsibilities and community involvement.

Criteria

Use the following criteria to document the extent to which the business school or program meets the standard for Leadership. Attempt to answer all criteria. Justify or explain a plan to address criteria not currently being met.

- a. Do your administrators and faculty set, communicate, and deploy business school or program values and performance expectations? Do administrators and faculty include focus on creating and balancing value for students and other stakeholders in their performance expectations?

Key things administrators and faculty do (include communication and deployment through the leadership structure and to all staff):

- b. Do your administrators and faculty create an environment that fosters and requires legal and ethical behavior?

Key things administrators and faculty do:

- c. Do your administrators and faculty review business school or program performance and capabilities to assess business school or program success and your business school or program's ability to address changing business school or program needs?

If you answered "yes" to question c, what are the key performance measures regularly reviewed by your administrators and faculty?

- d. Does your business school or program have processes in place for evaluating the performance of your administrators and faculty?
- e. Does your business school or program address the impacts on society of your program offerings, services, and operations?
- f. Does your business school or program ensure ethical business practices in all student and stakeholder transactions and interactions?

- g. Does your business school or program have measures for monitoring ethical behavior throughout the business school or program?
- h. Does your business school or program have processes in place for monitoring regulatory and legal compliance?

If you answered "no" to questions e, f, g, or h, what are your sources for obtaining the needed information?

Note : Many examples of tables are provided throughout the criteria to help organize data and information. These tables are examples that should be modified to fit the institution's needs.

Figure 1.1
Example of a Table for Impact on Society

If you answered "yes" to question e, complete a table similar to this :			
	Societal Requirements	Key Compliance Process	Measures
Programs			
Services			
Operations			

Figure 1.2
Example of a Table for Ethical Behavior

If you answered "yes" to questions f and g, please complete a table similar to this :			
Key Process for Measuring/Monitoring Ethical Behavior		Measures or Indicators	Frequency of Measure
Within your Business School or Program			
With your Key Partners			
In your Governance Structure			
Faculty Evaluation			

FACULTY EVALUATION

Each business school or program must have a formal system of faculty evaluation for use in personnel decisions, such as the awarding of tenure and/or promotion, as well as retention. This system must also provide processes for continuous improvement of instruction through formative evaluations.

This standard requires justification of personnel decisions based on the mission of the business school or program. The actual system of annual evaluation is within the jurisdiction of the individual school or program. The system of evaluation must provide for some measurement of instructional performance and should consider related areas as appropriate but not limited to these :

- a. How do you monitor/evaluate your faculty's teaching, student advising and counseling process?
- b. How do you monitor/evaluate your faculty's scholarly and professional activities (see glossary of terms for scholarly activities)?
- c. How do you monitor/evaluate your faculty's research and publication activities?
- d. How do you monitor/evaluate your faculty's service activities?
- e. How do you monitor/evaluate your faculty's administrative activities?
- f. How do you monitor/evaluate your faculty's business and industry relations?
- g. How do you monitor/evaluate your faculty's development activities?
- h. How do you monitor/evaluate your faculty's consulting activities?
- i. How do you monitor/evaluate your faculty's additional contributions to the business school or program?
- j. How do your faculty and staff promote a student focus?
- k. How do faculty responsibilities ensure effective communication and cooperation across functions or units that need to work together to meet student and school and/or program educational requirements?
- l. How do you ensure work and jobs are designed, organized, and managed to provide opportunities for individual initiative and self-directed responsibility in designing, managing, and improving school and/or program processes?
- m. How do you ensure work and jobs are designed, organized, and managed to promote flexibility, cooperation, rapid response, and learning in addressing current and changing student, stakeholder and operational requirements?
- n. How do you ensure work and jobs are designed, organized, and managed to promote knowledge and skill sharing across work functions, units, and locations?
- o. How do your compensation and recognition approaches for individuals and groups, including faculty and staff, reinforce the overall work system performance and learning objectives?
- p. How do you improve your evaluation system?



Member Enrollment Form

Educational Institutions

Name of Institution :			
Business Program Mailing Address :			
City, State Zip :			
Business Program Phone :		Business Program Fax :	
Business Program Web Site :		Business Program Enrollment :	

Please refer to the next page for explanations of the purpose for this information & definitions. In lieu of completion of this information for faculty, you may wish to attach a faculty directory.

Member Data	PREFIX	NAME	TITLE	E-MAIL
PRESIDENT	Dr. Mr. Ms.			
ACADEMIC	Dr. Mr. Ms.			
BUSINESS	Dr. Mr. Ms.			
FACULTY	Dr. Mr. Ms.			
FACULTY	Dr. Mr. Ms.			
FACULTY	Dr. Mr. Ms.			
FACULTY	Dr. Mr. Ms.			
FACULTY	Dr. Mr. Ms.			
FACULTY	Dr. Mr. Ms.			
FACULTY	Dr. Mr. Ms.			
FACULTY	Dr. Mr. Ms.			
FACULTY	Dr. Mr. Ms.			
FACULTY	Dr. Mr. Ms.			
FACULTY	Dr. Mr. Ms.			
FACULTY	Dr. Mr. Ms.			
FACULTY	Dr. Mr. Ms.			

(continue to additional page as appropriate)

CHAMPION (complete or attach business card)	Name & Title of CHAMPION :	
	Name of Department or Program :	
	Specific Address on Campus :	
	Direct phone w/extension & direct fax : E-mail :	
CO-CHAMPION (complete or attach business card)	Name & Title of CO-CHAMPION :	
	Name of Department or Program :	
	Specific Address on Campus :	
	Direct phone w/extension & direct fax : E-mail :	

Member Enrollment Form

Educational Institutions

INDIVIDUAL MEMBERSHIP : When an institution becomes an ACBSP member, the benefits of membership are extended to everyone at the institution involved in the delivery of business education. There is no additional charge for this benefit. This form is used to list persons to be enrolled as members.

- Individuals who are enrolled as members may use the designation, "Member, Association of Collegiate Business Schools & Programs" on resumes and in biographical information. They will be listed on the member only site of ACBSP Gateway (www.acbsp.org) and have access to the member only site. Other benefits of membership are included in a brochure titled "Discover ACBSP" on ACBSP Gateway under the tab "Why Join".
- Benefits will be delivered to individual members by e-mail or through the CHAMPION. In determining who should be listed as individual members, consider the explanations below. E-mail addresses will not be released by ACBSP and will be used only in delivery of member benefits and listing on the member only site of ACBSP Gateway.

If convenient, you may wish to submit a roster, page from your faculty directory, or information from your Web site when submitting the list of faculty members. Please make certain this page has prefix, name, title, and e-mail address for each individual.

PRESIDENT : The President or Rector or Executive Director of the college or university.

ACADEMIC : The official at the campus with overall academic responsibilities, i.e., the person to whom the Business member reports.

BUSINESS : The dean, director, or department chair of the business school or program. This person may also add an administrative assistant as one of the "faculty" positions.

FACULTY : Each campus may designate as many FACULTY members as they wish for this membership category. As stated above, you do not need to complete each line if you provide a roster, page from faculty directory, or information from your Web site in submitting the list of FACULTY members. Please make certain this includes prefix, name, title, and e-mail address.

CHAMPION : This person "champions" the value of ACBSP and accreditation to other parties on campus. This may be someone who is in one of the other categories and typically will be the same as the BUSINESS member. Often the CHAMPION may be the only person receiving materials and is responsible for responding to or distributing the information. Examples include annual update of individual member data and distributing printed brochures for the ACBSP Annual Conference.

CO-CHAMPION : The CO-CHAMPION position was added in 2007 to provide opportunities for succession planning and more than one leadership position on each campus. Often this is someone who may eventually serve as CHAMPION or attends ACBSP meetings, or has direct responsibility for seeking and maintaining accredited status. This person often receives copies of what is sent to the CHAMPION and can update the institutional profile on www.acbsp.org.

MEMBERSHIP DUES may be submitted prior to or upon submission of the Member Enrollment Form. Annual membership dues are \$1,250. Membership from October 1 through June 30 is \$937.50 and January 1 through June 30 is \$625. If you require an invoice, please contact the ACBSP office.

PLEASE RETURN this Member Enrollment Form to :
Association of Collegiate Business Schools and Programs
7007 College Blvd., Suite 420 Overland Park, KS 66211
Phone : 913-339-9356 • Fax : 913-339-6226
info@acbsp.org

Revised : October 2007

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