

AACSB Update – Reimagining Business Accreditation

*Mid-Atlantic Association of Colleges of Business
Administration*

October 21, 2019

Presented by:

- **Joyce Strawser**, Dean, Seton Hall University
- **Rachel Dixon-Zudar**, Manager, Accreditation Services, AACSB International



Today's Goals

- Overview of first exposure draft of proposed 2020 business accreditation standards
- Get input from group on first exposure draft
- Discuss key dates and transition plan

Business Accreditation Task Force (BATF)

BATF Input Data



50,000 contacts through written communications



45+ conferences, regional meetings and committee meetings



10+ countries



250+ individual feedback forms received and reviewed



1,000+ hours of BATF members' time

Goals of the BATF

- **Standards**
 - Streamline
 - More principles-based and outcomes focused
 - More globally-oriented
 - Focused on competencies
 - More flexible on faculty qualifications

Goals of the BATF (Cont'd)

- **Volunteer Training**
 - Get everyone on the same page
 - Dispel myths
 - Replace legacy knowledge with a new mindset
 - Will be mandatory for all accreditation volunteers
 - Will be available both f-t-f and digitally
 - Free

Goals of the BATF (Cont'd)

Processes

- Non-technology related
 - An ongoing discussion
 - Efforts are directed at how to streamline the visits for schools that have a strong history of extensions
 - Work will continue into the spring
- Technology Related
 - Leverages technology to
 - Eventually auto-populate table where possible (not everywhere)
 - Provide data-driven support for consultative advice to schools



BUSINESS ACCREDITATION STANDARDS COMPARISON—2020 & 2013

ENGAGEMENT • INNOVATION • IMPACT

2020 STANDARDS	2013 STANDARDS
STRATEGIC MANAGEMENT	
Standard 1: Strategic Planning	1 Standard 1: Mission, Impact, and Innovation
Standard 2: Physical, Virtual and Financial Resources	8 Standard 2: Intellectual Contributions, Impact, and Alignment with Mission
Standard 3: Faculty and Professional Staff Resources	2 Standard 3: Financial Strategies and Allocation of Resources
LEARNER SUCCESS	
Standard 4: Curriculum	6 Standard 4: Student Admissions, Progression, and Career Development
Standard 5: Assurance of Learning	3 Standard 5: Faculty Sufficiency and Deployment
Standard 6: Learner Development	3 Standard 6: Faculty Management and Support
Standard 7: Teaching Effectiveness and Impact	3 Standard 7: Professional Staff Sufficiency and Deployment
THOUGHT LEADERSHIP	
Standard 8: Impact of Scholarship	4 Standard 8: Curricula Management and Assurance of Learning
Standard 9: Engagement that Impacts Business and Society	5 Standard 9: Curriculum Content
	4 Standard 10: Student-Faculty Interactions
	5 Standard 11: Degree Program Educational Level, Structure, and Equivalence
	7 Standard 12: Teaching Effectiveness
	ACADEMIC AND PROFESSIONAL ENGAGEMENT
	4 Standard 13: Student Academic and Professional Engagement
	5 Standard 14: Executive Education
	3 Standard 15: Faculty Qualifications and Engagement



www.aacsb.edu/BATF



Strategic Management Standards (1-3)

Standard

1

Strategic Planning

- *The school articulates a clear and distinctive mission that guides decision-making and describes the distinguishing characteristics of the school.*
- *The school maintains a documented strategic plan through a robust planning process that involves key stakeholder input and informs the school on resource allocation priorities.*
- *The school regularly monitors its progress against its planned strategies and expected outcomes and communicates its progress to key stakeholders.*
- *The school has a clear plan for high-quality learner experiences, including currency and relevancy of curriculum and recruitment and retention of high-quality faculty and professional staff.*
- *The school demonstrates a commitment to positive societal impact as expressed in and supported by its distinctive mission and specifies how it intends to achieve this impact.*

Standard

2

Physical, Virtual, and Financial Resources

The school manages its physical, virtual, and financial resources to sustain the school on an ongoing basis and to promote a high-quality environment that fosters success of all participants in support of the school's mission, strategies, and expected outcomes.

Standard

3

Faculty and Professional Staff Resources

- *The school maintains and strategically deploys a sufficient cadre of participating (P) and supporting (S) faculty who collectively demonstrate significant academic and professional engagement that, in turn, supports high-quality outcomes consistent with the school's mission.*
- *Faculty are qualified in initial academic or professional preparation and sustain currency and relevancy appropriate to their classification, as follows: Scholarly Academic (SA), Practice Academic (PA), Scholarly Practitioner (SP), or Instructional Practitioner (IP). Faculty members who do not meet the definitions of any of these categories are classified as Additional Faculty (A).*
- *Sufficient professional staff are available to ensure high-quality support for faculty and students as appropriate.*
- *The school has well-documented and well-communicated processes to manage, develop, and support faculty and staff over the progression of their careers that are consistent with the school's mission, strategies, and expected outcomes.*

Learner Success(4-7)

Standard

4

Curriculum

- *The school delivers content that is current, relevant, forward-looking, globally oriented, innovative, and aligned with program competency goals.*
- *The school manages its curricula through assessment and other systematic review processes to ensure that currency, relevance, and competency goals are met.*
- *The school has curricula that include experiential learning, fosters a lifelong learning mindset, and cultivates agility with current and emerging technologies.*
- *The school has curricula that facilitate meaningful learner-to-learner and learner-to-faculty academic and professional engagement.*

Standard

5

Assurance of Learning

- *The school uses well-documented assurance of learning (AoL) processes, using direct and indirect assessment, for ensuring the quality of all programs that are deemed in scope for accreditation purposes. Specialized new and emerging low-enrollment programs may have modified AoL processes.*
- *Programs resulting in the same degree credential are structured and designed to ensure equivalence of high-quality outcomes irrespective of location and modality of instructional delivery.*
- *Micro-learning certifications that are “stackable” or otherwise able to be combined into an AACSB-accredited degree program should include processes to ensure high quality and continuous improvement.*
- *Non-degree executive education that is a significant component of a school’s strategic mission and objectives should include processes to ensure high quality and continuous improvement.*

Table 5-1

**Table 5-1
Assessment Plan and Results for Past Five Years
By Degree Program**

Competency	Performance Target or Metrics	How Assessed	Where Assessed	When Assessed	Results	Improvements (Identify whether process (P) or curriculum (C))

Standard

6

Learner Development

- *The school has policies and procedures for admissions, academic progression toward degree completion, and supporting career development that are clear, effective, consistently applied, and aligned with the school's mission, expected outcomes, and strategies.*
- *Job placement results or graduate school attendance, consistent with the school's mission, indicate a high degree of learner success within a reasonable period beyond graduation.*

Standard

7

Teaching Effectiveness and Impact

- *The school has a systematic, multi-measure assessment process for ensuring quality of teaching and impact on learner success.*
- *The school has development activities in place to enhance faculty teaching and ensure that teachers can deliver curriculum that is forward-looking, globally oriented, innovative, and aligned with program competency goals.*
- *Faculty are current in their discipline and pedagogical methods and are equipped to incorporate technology within their courses as appropriate to the discipline.*
- *The school demonstrates teaching impact through learner success, learner satisfaction, and other affirmations of teaching expertise.*

Thought Leadership (8-9)

Standard

8

Impact of Scholarship

The school, the units within the school, and the school's faculty produce high-quality, impactful intellectual contributions that, over time, develop into mission-consistent areas of thought leadership for the school.

Standard

9

Engagement That Impacts Business and Society

The school, units within the school, faculty, and students engage in a research and/or consultancy-related capacity with external stakeholders in business, the professions, government, NGOs, and/or the wider community to create and transfer knowledge and inform policy and public understanding; develop connections and collaborations with end-users; and create “pathways to impact” that can contribute to business performance and positive social, economic, and physical environmental outcomes outside academia.

Transition Plan

Visit Year	2020 Standards
2020-2021	Optional (January visits and later)
2021-2022	Optional
2022-2023	Optional
2023-2024	Required (July 1, 2023 and later)

What's Next

Continuing engagement of members through:

- Peer-to-peer discussion
- Two Exposure Draft Feedback Periods
- Ongoing BATF communications program

Upcoming opportunities for member engagement:

- Associate Deans Conference (*November 13-15, New Orleans*)
- Deans Conference (*February 2-4, 2020, Nashville*)

Key Dates

BATF Milestone	Date(s)
Exposure Draft #1 Feedback Period	September 16- November 16, 2019
Exposure Draft #2 Release	February 3, 2020 (in conjunction with Deans Conference)
Exposure Draft #2 Feedback Period	February 3-March 4, 2020
Vote on 2020 Standards	April 27, 2020 (in conjunction with ICAM)

Email feedback to BATF@aacsb.edu

THANK YOU!