Introduction to AACSB
And
Our Role in the
Continuous Improvement Review of AACSB Accreditation
The Association to Advance Collegiate Schools of Business

http://www.aacsb.edu/
About AACSB

- Founded in 1916 and established its first standards for degree programs in business administration in 1919. Main office: Tampa, Florida.

- Vision – Transforming business education for global prosperity

- Mission – We foster engagement, accelerate innovation, and amplify impact in business education

- Responsible of granting accreditation for business degree programs at the undergraduate, masters, and doctorate level - rigorous self-assessment and peer review

- AACSB Accreditation is the largest and most recognized specialized accreditation worldwide.

- The requirements for AACSB Accreditation are very stringent. In fact, 86% of AACSB-accredited schools say that the AACSB Accreditation Standards are the most stringent as compared to other accreditations they hold.

- 796 business schools in 53 countries and territories have earned AACSB Accreditation.
Change of AACSB logo
Core Values of AACSB

“Ethical Behaviour”

“The school must encourage and support ethical behaviour by students, faculty, administrators, and professional staff.”

“Collegiate Environment”

“The school maintains a collegiate environment in which students, faculty, administrators, professional staff and practitioners interact and collaborate in support of learning, scholarship, and community engagement.”

“Commitment to Corporate and Social Responsibility”

“The school must demonstrate a commitment to address, engage, and respond to current and emerging corporate social responsibility issues (e.g., diversity, sustainable development, environmental sustainability, and globalization of economic activity across culture) through its policies, procedures, curricula, research, and/or outreach activities.”
The school must encourage an appropriate intersection of academic and professional engagement that is consistent with quality in its mission.

The school is challenged to innovate, inspire and pursue continuous improvements in its degree programs and other mission-based activities; foster quality and consistency, but not at the expense of the creativity and experimentation necessary for innovation.

“The school must continue to integrate AoL into its curriculum management processes and produce intellectual contributions that make a positive impact on business theory, teaching or practice. The school should make a difference in business and society as well as in the global community of business schools and management educators.
The World of Management Education

AACSB Members

- Africa: 80
- Asia: 353
- Europe: 263
- Latin America & Caribbean: 26
- Northern America: 38
- Oceania: 38

AACSB Accredited Members

- Africa: 20
- Asia: 92
- Europe: 84
- Latin America & Caribbean: 3
- Northern America: 19
- Oceania: 0

Estimated Schools Offering Business Programs

- Africa: 939
- Asia: 9,097
- Europe: 2,504
- Latin America & Caribbean: 2,151
- Northern America: 1,729
- Oceania: 101

Source: AACSB International, Member Institutions as of February 11, 2016
AACSB Accredited Business Schools in Malaysia

Università Putra Malaysia (UPM)  Universiti Malaya (UM)
Universiti Utara Malaysia (UUM)  Monash University Malaysia
Why do we need AACSB International Accreditation?

- To attract excellent international students who want quality education
- To attract and maintain distinguished academia to teach at UUM COB
- To provide a world-class learning and teaching environment
- To remain relevant, respected and referred in the international education arena
- To attain a competitive advantage and to fulfill the country’s objective to become the regional education hub
15 Standards in the AACSB 2013 Guidelines

15 standards

- Strategic Management and Innovation (3)
- Participants – Students, Faculty, and Professional Staff (4)
- Learning and Teaching (5)
- Academic and Professional Engagement (3)
Strategic Management and Innovation

STANDARD 1:
MISSION, IMPACT, AND INNOVATION

The school articulates a clear and distinctive mission, the expected outcomes this mission implies, and strategies outlining how these outcomes will be achieved. The school has a history of achievement and improvement and specifies future actions for continuous improvement and innovation consistent with this mission, expected outcomes, and strategies.
STANDARD 2
INTELLECTUAL CONTRIBUTIONS, IMPACT, AND ALIGNMENT WITH MISSION

The school produces high-quality intellectual contributions that are consistent with its mission, expected outcomes, and strategies and that impact the theory, practice, and teaching of business and management.
STANDARD 3
FINANCIAL STRATEGIES AND ALLOCATION OF RESOURCES

The school has financial strategies to provide resources appropriate to, and sufficient for, achieving its mission and action items.
Participants – Students, Faculty, and Professional Staff

STANDARD 4

STUDENT ADMISSIONS, PROGRESSION, AND CAREER DEVELOPMENT

Policies and procedures for student admissions, as well as those that ensure academic progression toward degree completion, and supporting career development are clear, effective, consistently applied, and aligned with the school's mission, expected outcomes, and strategies.
STANDARD 5
FACULTY SUFFICIENCY AND DEPLOYMENT

The school maintains and deploys a faculty sufficient to ensure quality outcomes across the range of degree programs it offers and to achieve other components of its mission. Students in all programs, disciplines, locations, and delivery modes have the opportunity to receive instruction from appropriately qualified faculty.
STANDARD 6

FACULTY MANAGEMENT AND SUPPORT

The school has well-documented and well-communicated processes to manage and support faculty members over the progression of their careers that are consistent with the school’s mission, expected outcomes, and strategies.
STANDARD 7

PROFESSIONAL STAFF SUFFICIENCY AND DEPLOYMENT

The school maintains and deploys professional staff and/or services sufficient to ensure quality outcomes across the range of degree programs it offers and to achieve other components of its mission.
STANDARD 8
CURRICULA MANAGEMENT AND ASSURANCE OF LEARNING

The school uses well-documented, systematic processes for determining and revising degree program learning goals; designing, delivering, and improving degree program curricula to achieve learning goals; and demonstrating that degree program learning goals have been met.
STANDARD 9
CURRICULUM CONTENT

Curriculum content is appropriate to general expectations for the degree program type and learning goals.
STANDARD 10

STUDENT-FACULTY INTERACTIONS

Curricula facilitate student-faculty and student-student interactions appropriate to the program type and achievement of learning goals.
STANDARD 11

DEGREE PROGRAM EDUCATIONAL LEVEL, STRUCTURE, AND EQUIVALENCE

Degree program structure and design, including the normal time-to-degree, are appropriate to the level of the degree program and ensure achievement of high-quality learning outcomes. Programs resulting in the same degree credential are structured and designed to ensure equivalence.
STANDARD 12
TEACHING EFFECTIVENESS

The school has policies and processes to enhance the teaching effectiveness of faculty and professional staff involved with teaching across the range of its educational programs and delivery modes.
Curricula facilitate student academic and professional engagement appropriate to the degree program type and learning goals.
If applicable, executive education (activities not leading to a degree) complements teaching and learning in degree programs and intellectual contributions. The school has appropriate processes to ensure high quality in meeting client expectations and continuous improvement in executive education programs.
The school maintains and strategically deploys participating and supporting faculty who collectively and individually demonstrate significant academic and professional engagement that sustains the intellectual capital necessary to support high-quality outcomes consistent with the school’s mission and strategies.
Accreditation of UUM Programs
UUM College of Business (UUM COB)

Vision

• To be an eminent college of business

Mission

• To advance business knowledge and develop leaders with holistic characteristics to serve the global community

Core Values

• Innovation • Leadership • Professionalism • Excellence • Trustworthiness
Peer Review Team (PRT) Visit – April 2016
AACSB Recognition Ceremony

MAJLIS MERAIKAN PENGIKTIRAFAN AACSBB 2016
FOYER PERPUSTAKAAN SULTANAH BAHYAH | 14 OGOS 2016
“UUM has been accredited by the AACSB since 9 August 2016”
We are now in the Continuous Improvement Review Process a 5-year phase (2016-2021)

Next Review Visit: 2021/2022
Schools under the Scope of AACSB Accreditation

UUM COB
- Tunku Puteri Intan Safinaz School of Accounting (TISSA)
- Islamic Business School (IBS)
- School of Business Management (SBM)
- School of Economics, Finance and Banking (SEFB)
- School of Technology Management & Logistic (STML)

UUM COLGIS
- Department of International Business (IB)

Othman Yeop Abdullah Graduate School of Business (OYA GSB)
## Undergraduate Degree Programs under AACSB Accreditation

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<tr>
<th>NO</th>
<th>SCHOOLS</th>
<th>PROGRAMS</th>
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<tbody>
<tr>
<td>1</td>
<td>TISSA</td>
<td>Bachelor of Accounting (Honours) [B.Acct.(Hons)]</td>
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<tr>
<td>2</td>
<td></td>
<td>Bachelor of Accounting (Information Systems) (Honours) [B.Acct.(IS)(Hons)]</td>
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<tr>
<td>3</td>
<td>IBS</td>
<td>Bachelor of Muamalat Administration (Honours) [BMA(Hons)]</td>
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<td>4</td>
<td></td>
<td>Bachelor of Islamic Finance and Banking (Honours) [BIFB(Hons)]</td>
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<td>5</td>
<td>SBM</td>
<td>Bachelor of Business Administration (Honours) [BBA(Hons)]</td>
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<td>6</td>
<td></td>
<td>Bachelor of Entrepreneurship (Honours) [B.Ent.(Hons)]</td>
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<td>7</td>
<td></td>
<td>Bachelor of Human Resource Management (Honours) [BHRM(Hons)]</td>
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<td>8</td>
<td></td>
<td>Bachelor of Marketing (Honours) [B.Mktg.(Hons)]</td>
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<td>NO</td>
<td>SCHOOLS</td>
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<td>9</td>
<td>SEFB</td>
<td>Bachelor of Banking (Honours) [B.Banking(Hons)]</td>
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<td>10</td>
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<td>Bachelor of Finance (Honours) [B.Fin(Hons)]</td>
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<td>11</td>
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<td>Bachelor of Risk Management and Insurance (Honours) [BRMI(Hons)]</td>
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<td>12</td>
<td>STML</td>
<td>Bachelor of Operations Management (Honours) [B.POM(Hons)]</td>
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<td>13</td>
<td></td>
<td>Bachelor of Technology Management (Honours) [B.Tech.Mgt.(Hons)]</td>
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<td>14</td>
<td></td>
<td>Bachelor of Business Administration (Logistics &amp; Transportation) (Honours) [BBA(Log.&amp;Tpt.)(Hons)]</td>
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<tr>
<td>15</td>
<td>IB (UUM COLGIS)</td>
<td>Bachelor of International Business Management (Honours) [BIBM(Hons)]</td>
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## Postgraduate Degree Programs under AACSB Accreditation

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<th>NO</th>
<th>SCHOOLS</th>
<th>PROGRAMS</th>
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<tbody>
<tr>
<td>1</td>
<td>OYA GSB</td>
<td>Doctor of Philosophy [PhD]</td>
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<tr>
<td>2</td>
<td></td>
<td>Doctor of Business Administration [DBA]</td>
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<tr>
<td>3</td>
<td></td>
<td>Doctor of Management [DMgt]</td>
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<tr>
<td>4</td>
<td></td>
<td>Master of Business Administration [MBA]</td>
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<tr>
<td>5</td>
<td></td>
<td>Master of Business Administration [MBA] – by specialization</td>
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<tr>
<td>6</td>
<td>UUM COB</td>
<td>MSc by coursework</td>
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<tr>
<td>7</td>
<td></td>
<td>MSc by research</td>
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<tr>
<td>8</td>
<td></td>
<td>Master of Human Resource Management [MHRM]</td>
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<tr>
<td>9</td>
<td></td>
<td>Master in Islamic Finance and Banking [MIFB]</td>
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Quick Quiz
1. What does AACSB stand for?
2. When did the business programs at UUM receive the AACSB accreditation?
3. How many UUM undergraduate programs are under the scope of AACSB accreditation?
4. Name three undergraduate programs that are under the scope of AACSB accreditation.
5. How many standards are there in the 2013 guidelines?
6. Give one advantage of AACSB accreditation to students.
7. What is your role in the continuous improvement review process?
Thank You