

**Eligibility Application for Business Accreditation
2020 Standards**

Part I - Institutional Contact Information

Name of Institution*			
Institution Website Address (URL)			
Name of Business School			
Business School Website Address (URL)			
Mailing Address			
City		State/Province/ Region	
Postal Code		Country	
Telephone Number (incl. international dialing code)		Fax Number	
Name/Title of the Head of the Business School (Dean or equivalent)		Name/Title of the Institution's Chief Executive Officer or equivalent (President, Chancellor, Rector, etc.)	
Email address		Email address	
Telephone Number		Telephone Number	

*In this form the term "Business School" refers to the unit seeking accreditation. The term "School" refers to the organization/university of which the Business School is a part. If the Business School is independent of any larger organization, then the boxes referring to the school should be left blank. More information is provided in section IV below (Accreditation Scope).

Part II - Background Information

1. Please list the year the institution and/or business school was founded.
2. Describe the educational system within your country or region and the environment in which you offer degree programs. Describe your school's relationship with any governmental bodies (i.e. ministry of education, board of regents, system of institutions, etc.) and/or relationships with non-governmental entities related to the governance and oversight of your institution and the business academic unit. In your description indicate the national or regional governing body that authorizes the school to grant its degrees and operate as an institution of higher education. Also, please indicate if the business school is subject to quality assurance regulations from governmental, national or other quality assessment entities.
3. Provide the mission and vision of the business school.
 - Mission
 - Vision
4. Has the school previously applied for, pursued or earned AACSB accreditation? Yes No. If yes, please indicate when: _____.
5. List five AACSB accredited schools that you consider to be comparable to your business school. Provide a brief explanation for each school as to why you feel it is comparable to your school. The list of AACSB-accredited schools is available here: <https://aacs.edu/accreditation/accredited-schools>

School Name	Explanation

Part III - Engagement, Innovation, and Impact

AACSB acknowledges and values the diversity among its membership, but it also recognizes that all of its accredited members share a common purpose—preparing learners for meaningful professional, societal, and personal lives.

One of the guiding principles of AACSB accreditation is the encouragement of diverse paths to achieving high-quality outcomes in business education. Accreditation decisions are made through a process that relies on the professional judgment of peers who conduct reviews that are guided by the business school mission. It is also critically important that AACSB accreditation demands evidence of continuous quality improvement in three vital areas: engagement, innovation, and impact.

Engagement: Effective business education and research can be achieved with different balances of academic and professional engagement; however, quality business education cannot be achieved when either academic or professional engagement is absent, or when they do not intersect in meaningful ways.

Examples of Engagement Possibilities:

- Integration of professionally qualified faculty
- Faculty/learner engagement with business community
- Faculty/learner engagement with broader academic community

How does the school encourage engagement?

Provide examples from your school of engagement initiatives/activities.

Innovation: Accreditation standards and associated processes should foster quality and consistency, but not at the expense of the creativity and experimentation necessary for innovation or entrepreneurial pursuits; the standards must recognize that innovation involves both the potential for success and the risk of failure. Therefore, when assessing any success or failure, it is key for schools to recognize the importance of experimentation and place a priority on strategic innovation.

Examples of Innovation Possibilities:

- Adding online or hybrid-delivered courses and/or degrees
- New areas of programming
- Unique service/outreach projects
- Unique collaborative activities with business, other institutions, etc.
- New student engagement activities
- New research initiatives
- New partnerships with business, other schools

How does the school encourage innovation?

Provide examples from your school of innovative initiatives/activities.

Impact: Business schools must document how they are making a difference and having impact.

Impact has a broader meaning in that the business school, through the articulation and execution of its mission, should make a difference in business and society as well as in the global community of business schools. Business schools must document how they are making a difference and having impact.

Examples of Impact Possibilities:

- Mission Alignment Impact
- Academic Impact
- Teaching/Instructor Impact
- Practice/Community Impact

How does the school encourage impact?

Provide examples from your school of impact on academia, business, pedagogy and/or society in general.

Part IV - Accreditation Scope

- **The Accredited Entity:**

AACSB accreditation is granted to the agreed-upon entity—either the institution (e.g. university) or a single business unit within a larger parent university (or other academic institution), with institutional accreditation being the default accredited entity. In all cases, the AACSB brand will only be applied to the agreed upon entity.

- **Institutional Accreditation:** Under institutional accreditation, all business degrees within the institution, regardless of whether they are housed within the business school or elsewhere in the university, are to be included in the scope of the AACSB accreditation review, unless otherwise excluded.
- **Single Business Unit Accreditation:** An alternative to institutional accreditation is the accreditation of a single business academic unit (referred to as “unit of accreditation”). Typically, such units are part of a larger parent university (or other academic institution) from which they derive degree-granting authority. Redefining the accreditation entity from the school to a single unit is subject to the receipt of documentation that verifies that the unit has a sufficient level of independence in two areas: branding, and external market perception, as it relates to the single unit and the parent institution. Business academic units that would like to enter the accreditation process as the unit of accreditation must submit a Unit of Accreditation Application for review and approval by AACSB staff under the direction of the Initial Accreditation Committee (IAC). This Unit of Accreditation Application must be approved prior to the submission of the eligibility application. More in-depth information regarding unit of accreditation can be found here. Schools should contact an AACSB accreditation staff member to discuss their institutional structure and whether accreditation as an academic unit is applicable before completing the eligibility application.

- **Programmatic scope:**

Once the accredited entity is determined, the next step is to gain agreement on which programs within the accredited entity will be included in the scope of accreditation. This is referred to as “programmatic scope.” Programmatic scope will normally include all business degree programs at the

bachelor's level or higher within the accredited entity. Schools may request exclusion of certain degree programs, subject to approval by the appropriate AACSB committee.

- Included Programs: Degree programs in which 25 percent or more of the content for baccalaureate degree programs, or 50 percent or more of the content for post-baccalaureate degree programs, relates to business disciplines such as accounting, economics, finance, management, management information systems, marketing, and quantitative methods. The percent of business content is calculated by dividing the maximum total number of business credits that can be taken in a degree (including electives) by the total number of credits required to earn the degree.
- Excluded Programs: Programs with business discipline content below the thresholds noted above, or for which a specific exclusion request can be granted. More information on the bases for exclusion can be found in the program exclusion request form in Appendix A.
- Collaborative Provisions/Transfer Credit: There is a wide array of collaborative provisions, each with varying implications on a school's AACSB accreditation process. Schools should refer to the Collaborative Provision Types table in the standards to determine whether a particular partnership program is included in the scope of review.

Table A.1 - Degree Programs in Business to be Included in Accreditation Review

List all degree programs in business subjects at all levels and in all locations offered through the business school and other academic units within your school that will be included in the scope of accreditation. Business schools that have been approved to seek accreditation as a single academic unit within a larger institution should only list the programs offered by the approved unit.

Degree Title (1)	Major Emphasis (1)	Sub-Emphasis, concentrations or specializations	Level (2)	Location (3)	Date Program was established	# of Credit Hours, Contact Hours, ECTS or Courses Required for Degree Completion (4)	Average Time to Complete Degree (5)	# Students Graduated in the Three Previous Academic Years (6)		
								3 years ago	2 years ago	1 year ago
<i>Example: Bachelor of Science (BSc) in Business Administration</i>	<i>Business Administration</i>	<i>Specializations: - Accounting & Controlling - Banking & Finance - Public & Nonprofit Management - International Business</i>	<i>U</i>	<i>Tampa, Amsterdam Singapore</i>	<i>2010</i>	<i>120 credit hours</i>	<i>4 years</i>	<i>150</i>	<i>160</i>	<i>170</i>

Each program should be listed by the degree which is offered, including majors, specializations or concentrations. Indicate the full, correct degree name as it appears in school catalogues and/or on the diploma.

- [2] Undergraduate (U), Master's (M), Doctoral (D), Combined Undergraduate and Master's (U/M). If other, please explain.
- [3] List all locations at which the degree program is offered, including auxiliary campuses and partner institutions. Program delivery via online or distance learning is considered a separate location.
- [4] The metric to report degree requirements should reflect the operations of the school. Please identify the metric chosen (credit hours, contact hours, ECTS, or courses). If necessary, footnote the record and provide additional explanation.
- [5] Report the normal amount of time required for a successful student to complete the degree, (i.e. 2 years, 4 years, 18 months, etc.). If multiple tracks to the same degree are available (i.e. weekend, evening, and traditional MBA), please indicate the average time to complete the degree within each track.
- [6] Note: At the time of initial accreditation, a majority of business graduates shall be from programs that have produced graduates during the two most recent years.

Table A.2 - Degree Programs Requested for Exclusion from Accreditation Review

List degree programs for which you intend to seek exclusion from accreditation review in the table below. A Program Exclusion Request form must be submitted for each requested program and included with this application. The form is provided in Appendix A below.

Degree Title	Major Emphasis	Sub-Emphasis, concentrations or specializations	Department, Division, Administrative Unit Conferring Degree (1)

^[1] Regardless of what colleges, schools, departments, or divisions collaborate to deliver or administer the degree, please indicate the administrative unit which *confers* the diploma (i.e. College of Business, College of Liberal Arts and Sciences).

Part V – Eligibility Criteria

- 1. The number of full-time faculty should be sufficient to support the mission, strategies, and expected outcomes of the school. Normally, the school should have at least 16 full-time faculty at the time the school is invited to an initial accreditation visit. For a school entering the initial process who has less than 16 full-time faculty, the initial accreditation committee may allow a school to proceed into the initial accreditation process if they believe the school can reasonably achieve the goal of a minimum of 16 full-time faculty at the time of the initial accreditation visit. If the school is not able to reach this goal, this deficiency may cause the initial accreditation committee to decline inviting the school to an initial accreditation visit.**

To address this criterion, complete the following table, providing the aggregate number of faculty members based on their highest degree earned in each discipline for the most recently completed academic year. The disciplines are defined by the school in the context of its mission. Normally, the disciplines should align with the degree programs and/or majors offered by the school. However, not every degree program must have an identified discipline. The school should list business faculty only. Faculty teaching non-business courses do not have to be included (e.g. foreign language courses, lower-level communication courses, calculus, IT).

- If the school has fewer than 16 full-time¹ faculty members, describe the school’s planned strategies for increasing the number of full-time faculty as well as for meeting AACSB’s faculty qualification and sufficiency guidelines (Standard 3).

Disciplines	Faculty Academic Year:						
	Full-Time			Part-Time			Total
	Doctoral	Master’s	Bachelor’s	Doctoral	Master’s	Bachelor’s	
Total							

¹ AACSB does not provide definitions for full-time vs part-time faculty in order to allow schools to provide their definitions. Faculty contractual relationships, title, tenure status, full-time or part-time status, etc., can help to explain and document the work of faculty, but these factors are not perfectly correlated with participation or with the most critical variables in assessing faculty sufficiency, deployment, and qualifications.

2. **The school should be in good standing with its governing body (e.g., Ministry of Education, regional accreditor, etc.). “Good standing” means the school is not on probation or under an investigation related to a significant legal or ethical breach, or a breach of the governing bodies’ rules and processes.**

- Please provide a link below or include an attached document certifying the school is in good standing with appropriate governing body.

3. **The school offers at least one baccalaureate and/or graduate degree program (or equivalent) in business administration, management, or accounting independently through their institution, and not in partnership with another institution(s).**

Applicant school offers at least one baccalaureate and/or graduate degree program through its own institution, in the areas named above. Yes No

4. **At the time of initial accreditation, a majority of in scope degree programs have produced graduates during at least two consecutive years.**

A majority of the applicant’s school’s programs have or will produce graduates for at least two consecutive years at the time of initial accreditation. Please refer to Table A.1 for details.

5. **The school agrees to complete AACSB’s *Business School Questionnaire* modules annually.**

Applicant school certifies it will annually complete the Business School Questionnaire via [DataDirect](#). More information on the annual surveys can be found [here](#).

6. **The application for accreditation must be supported by the head of the business school and the institution’s chief executive officer or equivalent (President, Chancellor, Rector, etc.), regardless of the entity seeking AACSB accreditation.** In the case of stand-alone business school and approved units, only the head of business school is needed.

- Please provide a brief description of how the head of the business school and the institution’s chief executive officer or equivalent support the applicant school’s pursuit of AACSB accreditation:

7. **The school agrees to abide by the Guiding Principles contained in the AACSB accreditation standards.**

Applicant school certifies it will continue to abide by the Guiding Principles contained in the accreditation standards. The school will describe in Part VI of this application how it adheres to the Guiding Principles.

Part VI - Guiding Principles

Guiding principles underpin the shared ideals of AACSB accreditation. They guide accredited schools in behaviors, values, attitudes, and choices as they relate to strategy and operations of the business school. By pursuing and achieving AACSB accreditation, each accredited school stands by and supports these guiding principles.

For initial applicants, alignment with these guiding principles and accreditation criteria is viewed as the first step in the accreditation process. As such, the documentation a school provides in response to the principles is a signal of its commitment to the underlying core values outlined in this section and of the school's likelihood of achieving accreditation in a reasonable period. Guiding principles are thus an essential element of the eligibility application.

1. Ethics and Integrity

The school encourages and supports ethical behavior and integrity by students, faculty, administrators, and staff in all its activities. The school is expected to have appropriate policies and procedures that attest to a strong emphasis on ethical behavior as well as a mechanism for identifying and remediating behavior by those associated with the conduct of the business school. It is expected that internal disputes between students and faculty, or faculty and administration are dealt with at the school level. In particular, individual faculty personnel disputes are to be dealt with through local school channels. Only pervasive issues with systemic implications rise to the level of AACSB involvement and fall under the purview of this provision (e.g. a pattern of systematic discrimination against a particular group of students or faculty).

The school should provide:

- A summary of published policies and procedures to support legal and ethical behaviors across all stakeholders (students, faculty, staff).
- A description of programs available to educate participants about ethical policies and procedures.
- A description of the systems for detecting and addressing breaches of ethical behaviors, such as honor codes and disciplinary systems to manage inappropriate behavior.
- A description on how ethics is incorporated in the school's curriculum.
- Web links to published policies and procedures to support legal and ethical behaviors across all stakeholders.

2. Societal Impact

Societal impact as an expectation of all accredited schools reflects AACSB's vision that business education is a force for good in society and makes a positive contribution to society, as identified in the school's mission and strategic plan. This includes an expectation that the school explicates its intended strategies to affect a positive impact on society, that the school's curriculum contains some components relating to societal impact, that the school's intellectual contributions portfolio contains some contributions focused on societal impact, and that the school is fostering and promoting curriculum and/or curricular activities that seek to make a positive societal impact.

The school should provide evidence that:

- The school identified strategies to affect a positive impact on society.
- The school's curriculum contains some components relating to societal impact.
- The school's intellectual contributions portfolio contains some contributions focused on societal impact.
- The school is fostering and promoting curriculum and/or curricular activities that seek to make a positive societal impact.

3. Mission-Driven Focus

AACSB accreditation focuses on outcomes achieved through mission-related activities of the institution. As part of maintaining a robust strategic plan, each school identifies its specific mission, strategies, and expected outcomes. The school, then, is evaluated by peers against its stated mission to determine if its activities are aligned with its stated mission. This allows a wide variety of schools to maintain AACSB accreditation.

The school should:

- Describe how the mission influences decision making in the school, connects the actions of participants, and provides a common basis for achieving the mission and expected outcomes.
- Describe the appropriateness of the mission for the school's constituencies, including learners, employers, and other stakeholders; and discuss how the mission positively contributes to society, business education, the diversity of people and ideas, and the success of graduates.
- Describe the mission of the school in relation to the mission of any larger organization of which it is a part.

4. Peer Review

The peer review process is a defining characteristic of AACSB accreditation. Peer review is characterized by professional judgment, collegiality, and a commitment to AACSB's guiding principles. Because the accreditation standards are more principles-based than rules-based, more subjectivity is introduced into the peer review process. Consequently, the experience and training of the peer review team members is critical, which is why they are required to participate in formal training. Schools are strongly encouraged to establish and maintain clear and constant communication with the peer review team and share materials early so that any areas of substantive difference can be discussed prior to the visit. Peer review judgment, through the visit and the subsequent committee evaluation and board ratification, and absent a formal appeal by the school, is what ultimately prevails.

The school should:

- Understand, acknowledge and commit to adhering to the peer review process.

5. Continuous Improvement

The school demonstrates a commitment to a culture of continuous improvement that yields high-quality outcomes. Consistency of performance over time and stability of oversight of the accredited school or unit is a key element of continuous improvement. The school demonstrates financial vitality, sustainability, and financial resources sufficient to achieve its operational and strategic goals for the foreseeable future.

The school should:

- Describe how the organizational structure and processes ensure continuous improvement and accountability in accomplishing the school's mission.

6. Collegiality

The school maintains a collegiate environment. Mutual respect, collaboration, and trust are pursued to enable the business school to promote a positive culture that is supportive of the school's strategic mission and goals, faculty development, learner success, and thought leadership. The school promotes shared governance and active participation by a cross-section of faculty in university and college service.

The school should:

- Describe the environment in which learners, faculty, administrators, professional staff, and practitioners interact; provide examples of activities that demonstrate the ways they interact; and show how the school supports such interactions.
- Discuss the governance process, indicating how faculty are engaged or how faculty otherwise inform decisions across the business school and institution.
- Provide web links to published documents that characterize the culture and environment of the school, including statement of values, faculty and student handbooks, etc.

7. Agility

The school maintains a future-oriented mindset, with an eye to the knowledge, skills, and abilities needed by both faculty and learners, and adjusts curriculum content and faculty skill sets where trends in business education, employer feedback, and best practices clearly emerge. Strategic thinking is embraced, and best practices are sought in support of continuous improvement.

The school should:

- Describe how it develops agility among learners and faculty, recognizing the need for continual learning of new skills needed by professionals to succeed in the workplace.

8. Global Mindset

The curriculum imbues the understanding of other cultures and values, and learners are educated on the global nature of business and the importance of understanding global trends. The school fosters sensitivity toward a greater understanding and acceptance of cultural differences and global perspectives. Graduates should be prepared to pursue business careers in a diverse global context. Learners should be exposed to cultural practices different than their own.

The school should:

- Provide evidence that the curriculum takes into consideration diverse viewpoints and educates learners on the global nature of business.
- Describe the internationalization initiatives (student exchanges, international classrooms, research collaborations, etc.) for learners and staff, if applicable.

9. Diversity and Inclusion

Diversity in people and ideas enhances the educational experience and encourages excellence in every business education program. At the same time, diversity is a culturally embedded concept rooted in historical and cultural traditions, legislative and regulatory concepts, ethnicity, gender, socioeconomic conditions, religious practices, and individual and shared experiences. Within this complex environment, the school is expected to demonstrate a commitment to advancing diversity and inclusion issues in the context of the cultural landscape in which it operates. The school fosters awareness, understanding, acceptance, and respect for diverse viewpoints related to current and emerging issues.

The school should:

- Describe how it defines and supports the concept of diversity in ways appropriate to its culture, historical traditions, and legal and regulatory environment.
- Demonstrate that it fosters sensitivity and flexibility toward cultural differences and global perspectives.
- Provide evidence that it values a rich variety of viewpoints in its learning community by seeking and supporting diversity among its learners and faculty in alignment with its mission.
- Provide an overview of the populations served and describe the school's role in fostering opportunity for underserved populations.
- Describe the ways it supports high-quality education by making appropriate effort to diversify the participants in the educational process and to guarantee that a wide variety of perspectives is included in all activities.
- Describe how learners and faculty demonstrate a commitment to diversity and inclusion.

10. Continued Adherence to AACSB Guiding Principles and Business Standards

The school demonstrates continued adherence to accreditation standards and guiding principles and provides timely, accurate information in support of each accreditation review. Schools acknowledge the timeline to complete the initial accreditation process. Schools agree to a peer review visit. Schools acknowledge that AACSB may at any time request a review if questions arise concerning a school's educational quality, financial resources, or other issues. Significant ethical breaches of conduct within the school may also result in an off-cycle peer review, or board action, as deemed necessary. Any school that deliberately misrepresents data contained within an accreditation report or within AACSB's Business School Questionnaire is subject to revocation of accreditation status or termination of an initial accreditation application.

The school should:

- Describe its knowledge and understanding of the business accreditation standards and the expected timeline for aligning with the standards. This can include the participation in AACSB events and interactions with AACSB staff and volunteers.

Part VII – Additional Required Information

Financial Resources

The school should:

- Provide evidence that it has adequate financial resources to sustain the school on an ongoing basis and to promote a high-quality environment.
- Include a summary of the budget and financial performance for the most recent academic year.
- If applicable, provide a description of the financial resources of the school in relationship to the financial resources of the whole institution (e.g. compare business degree program enrollments as a fraction of the institution's total enrollment).
- Provide a description of the trends in financial resources (e.g. last three years of financial information for the school, projected budgets).

Intellectual Contributions

AACSB's standards expect faculty at accredited institutions to be actively engaged in research. Provide an overview of the current culture for faculty research and scholarly activities along with plans going forward to align the school's portfolio of intellectual contributions to its mission (Standard 8).

- Provide the aggregate number of faculty who have produced intellectual contributions in the following categories over the past five years.
 - _____ Published research articles in peer-reviewed journals
 - _____ Additional peer- or editorial-reviewed intellectual contributions
 - _____ All other intellectual contributions

Each of the below items are a separate PDF upload in myAccreditation. There is a 35-page limit on the Eligibility Application document. There is no page limit on the other documents.

- Eligibility Application
- Profile Sheet (located on our [website](#))
- School's organizational chart
- Last three years of financial data
- Strategic Plan

APPENDIX A – Program Exclusion Form

Complete every section of the form and submit a separate copy of this form for each degree program for which exclusion from the AACSB accreditation review is requested. Exclusions will be reviewed by the Initial Accreditation Committee for approval.

* **Name of School:**

* **Name and Title of Person Completing Form:**

* **Full Title and Descriptive Information for Program for which Exclusion is being requested:**

Basis for exclusion:

Provide a brief, clear description of how the program satisfies the exclusion requirements, and include supporting evidence, such as the program's curriculum online or in a catalog and other promotional collateral. The school should:

- a) summarize the business content included in the degree curricula;
- b) provide a calculation of the percentage of business content within the degree program;²
- c) describe how the degree is marketed and promoted as compared to the other business programs at the school and include supporting evidence (e.g. the program website, program description in catalog, or other promotional collateral);
- d) explain the degree to which the business unit controls the operations of the program (e.g. program design, faculty hiring, learner selection and support, curriculum design, etc.).

² The percentage of business content is calculated by dividing the maximum total number of business credits that can be taken in a degree (including electives) by the total number of credits required to earn the degree. For example, a 120-hour bachelor's degree with 30 or more hours of business credits (25%) would normally be included in scope unless an exclusion request is granted by the appropriate AACSB committee. Additionally, a 36-hour master's degree with 18 or more hours of business credits (50%) would normally be included in scope unless an exclusion request is granted by the appropriate AACSB committee.