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## 2020 AACSB Accreditation Standards: Τι συνεπάγονται για τους βιβλιοθηκονόμους των Σχολών Διοίκησης Επιχειρήσεων [What they Mean for Business Librarians]

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## 2020 AACSB Accreditation

**Standards:** Τι συνεπάγονται για τους  
βιβλιοθηκονόμους των Σχολών  
Διοίκησης Επιχειρήσεων

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Panhellenic Academic Library Conference

October 29, 2021

# Agenda

- What is AACSB International and why we care
- Retrospective of libraries and the standards
- Overview of the 2020 drafting process
- Analysis of what the 2020 Standards and 2021 update mean for libraries
- What business librarians should do now

# Housekeeping

- Questions at the end
- Accompanying Business Reference and Services Section (BRASS) Libguide  
“AACSB Standards Resource Guide for Business Librarians”

<https://brass.libguides.com/AACSB>

# What is AACSB International?



The **Association to Advance Collegiate Schools of Business (AACSB International)** is the most widely recognized accreditation for business schools. Established in 1916, AACSB International is a global, nonprofit membership organization of educational institutions, businesses, and other entities devoted to the advancement of management education. AACSB International offers accreditation for business undergraduate, graduate, and doctoral programs, and a separate accreditation for accounting programs. All AACSB-accredited institutions must enter the Continuous Improvement Review process every five years.

(BRASS, Business Reference Essentials--Accreditation, <https://brass.libguides.com/c.php?g=110103&p=713158>)

# AACSB in the EU

- 85 schools in 15 of the 27 EU member countries are AACSB accredited
- 146 schools in 26 of the 27 EU member countries are AACSB Educational Members

# Other Accreditors

Accreditation Council for Business Schools and Programs (ACBSP)

- 26 accredited schools in 8 of the 27 EU member countries

International Accreditation Council for Business Education (IACBE)

- 8 accredited schools in 5 of the 27 EU member countries

# Why we care

# Staying Informed

- Direct knowledge of the standards shows that **librarians care and stay informed** about relevant trends in business education.

# Finding Value

- Many librarians use the standards as a tool for creating **instructional outcomes** and as a **rational** for services.
- By reviewing the Standards ourselves, we may be able to **spot opportunities** for supporting the program with library services that may not be apparent to business instructors.

# Retrospective of Libraries and the Standards



1991 Ed. 1994 Revision

Students should have access to and be required to make use of the library and computing facilities. Schools with heavy emphasis on graduate programs or applied and basic scholarship **must augment library resources, databases, and information technology appropriately to support those mission elements.** When on-campus resources cannot be duplicated reasonably for off-campus programs, comparable access should be provided through inter-library loans, electronic delivery systems, agreements with other libraries, or by other means. (np)

## 1991 Ed. 1994 Revision- Guidance

- Describe (or refer to documents that describe) the adequacy of resources, such as **library and instructional and information technology**, available to support instruction.
- Describe (or refer to documents that describe) processes that demonstrate individual and collective faculty instructional responsibilities. Suggestions for documentation ...include information about processes for...
  - Assessment of teaching effectiveness through student, peer, and/or alumni evaluations, and
  - Monitoring usage of **library and other information resources in course assignments and in student activities.**



2003 Edition

A school with only campus-based undergraduate programs would normally be expected to provide sufficient classroom and computing facilities for students, student advising, faculty development **including instructional enhancement, library and other information access, technology assistance, and support for faculty intellectual contributions.** With the addition of master's level programs would come expectations for applied research support. Doctoral education programs would require information and support sufficient for basic research activity. (p. 29)

# 2013 Edition

- References to libraries/librarians were removed from the Standards
- Librarians instead focussed on language in sections on curriculum and faculty research
  - “**Analytical thinking** (able to analyze and frame problems)”
  - “Financial theories, **analysis**, reporting, and **markets**”
  - “**Evidence-based decision making** that integrates current and emerging technologies, including the application of statistical tools and techniques, data management, data analytics and information technology throughout the curriculum as appropriate”

# Observations

- Major **shift to computing** in 2003, indicative of the vast expansion of the internet
- In 2003 there was **no mention of print** related services that were present in 1991 ed 1994 rev
- Libraries went from having a **full paragraph** to being mentioned as **one of multiple support services** to **not being mentioned** at all

# Effect of the Standards on Business Librarianship

- Shift from **collections to instruction** focus
- Supporting forces from AACSB included the addition of “Assurance of Learning” in the 2003 Standards, the globalization of AACSB, and outreach to more business schools
- Supporting forces from within librarianship include the serials crisis, online databases, and release of ACRL Standards in 2000



# Overview of the 2020 Drafting Process



A **COLLECTIVE VISION**  
FOR BUSINESS EDUCATION

# Collective Vision for Business Education

- Released at AACSB's International Conference and Annual Meeting (ICAM) in April 2016
- Contained many new concepts that made it into the 2020 Standards

# Business Accreditation Task Force (BATF)

- Formulated in August 2018
- Tasked with creating the next edition of the Standards by **“Reimagining Business Accreditation”**



# The Standards



# Initial 2020 Release Details

- All 3 drafts were released at a major AACSB meeting (Global Accreditation Conference, AACSB Deans Conference, and ICAM respectively)
- All drafts were made available on the AACSB website and videos of the release presentations were posted on AACSB International YouTube channel
- Drafts 1 and 2 were each followed by an open comment period
- Draft 3 was followed by a virtual voting period (new procedure due to Covid-19)

# Looking Forward

Analysis of the 2020 Standards



# Constellation of the Documents

- **A Collective Vision for Business Education (2016)**
- **2020 Business Standards**
  - 55 pages
  - Updated in 2021
  - Requires vote from the membership
- **2020 Interpretive Guidance**
  - 67 pages
  - Updated in 2021

# Guiding Principles and Expectations for Accredited Schools

- Ethics and Integrity
- Societal Impact
- Mission Driven Focus
- Peer Review
- Continuous Improvement
- Collegiality
- Agility
- Global Mindset
- Diversity and Inclusion
- Continued Adherence to AACSB Guiding Principles and Business Standards

# Anatomy of a Standard

- Standard
- Definition of terms
- Basis for Judgement
- Suggested Documentation

# “Libraries” and “Library Support” have returned to AACSB Standards

## **Standard 2: Physical, Virtual, and Financial Resources:**

The school manages its (2.1) physical, (2.2) virtual, and (2.3) 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.

Physical resources include buildings, furniture and fixtures, technology labs, collaboration space, **libraries** (including virtual), and any other physical infrastructure directly used by the school (p. 24)

# “Libraries” and “Library Support” have returned to AACSB Standards

## Standard 3: Faculty and Professional Staff Resources

Describe the professional staff structure with respect to advising, career placement, IT support, faculty

instructional support, **library support**, and faculty research support. Identify which resources are centralized and supported at the university level and which are maintained and supported within the school.

(p. 33)

# “Libraries” and “Library” have returned to AACSB Standards

- TWO Mentions!
- Both as space and staff
- Relationship with libraries as inside or outside department

# Emphasis on Storytelling

“Importantly, these standards move us towards a principles-based and outcome-focused set of standards. **That is very different from the standards that we’ve been using, which are much more focused on inputs and quality of inputs.** We will still have some of that, but you’ll see a much more principles-based focus in this set of standards.”  
(AACSB International, 2020, 05:57)



“

*Societal Impact*  
*Learners*  
*Mission-Driven*

Lifelong Learning

# Societal Impact

## **Standard 9.1:**

“The school demonstrates positive societal impact through internal and external initiatives and/or activities, consistent with the school’s mission, strategies, and expected outcomes...Societal impact refers to how a school makes a positive impact on the betterment of society, as identified in the school’s mission and strategic plan. Societal impact can be at a local, regional, national, or international level.

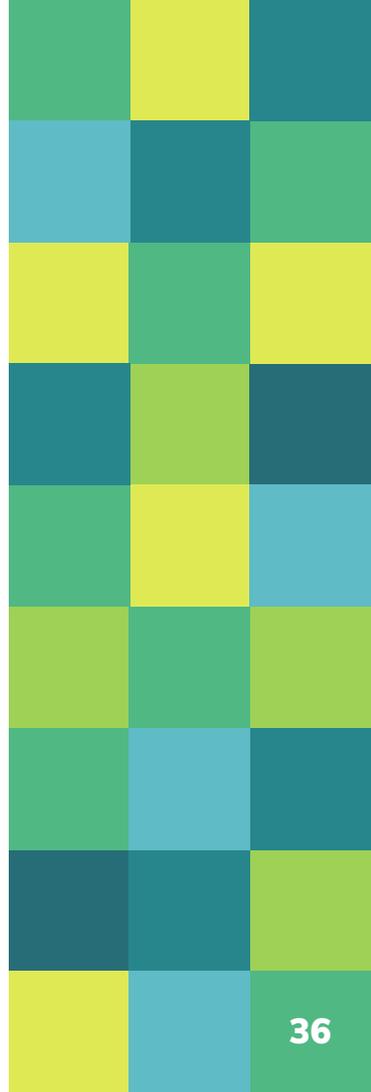


I just want to take a minute and say thank you thank you thank you thank you...Standard 9 just speaks so to the heart of who we are. I never really felt there was an adequate way to say what we do, and our value is in societal impact...There just wasn't a place that we could use that...and now there's a way to recognize what we do through accreditation, so thank you!  
(Susanne Scott, Brooklyn College, CUNY)



# SUSTAINABLE DEVELOPMENT GOALS

17 GOALS TO TRANSFORM OUR WORLD



# Language from Sample 9-1

**Sample Table 9-1: Outcomes of Societal Impact Activities and Initiatives Across all Areas of the Standards**

**Example 1  
University of Pirsig School of Business**

United Nations Sustainable Development Goal (SDG)	Societal Impact Strategy (Standard 1)	Outcomes Related to Curriculum (Standard 4)	Outcomes Related to Scholarship (Standard 8)	Outcomes Related to Internal and External Initiatives and/or Activities (Standard 9)
1 – No Poverty	The school has chosen reduction of poverty for its area of societal impact. See strategic plan for details.	300 students in past three years have completed a service learning course in entrepreneurship and microfinance. Many of these students go on to participate in the KEY Challenge.	Faculty published a monograph on sustainable models, inclusion, and well-being. Also, Dr. Liu published a widely disseminated book that applies business methods to mitigate poverty in developing countries.	During the annual 5-day KEY Challenge, professors, students, and alumni stayed in a local village and helped people brand, commercialize, and sell their coffee beans, increasing average income by over a quarter.

# Lifelong Learning

## Standard 7: Teaching Effectiveness and Impact

- Describe how faculty are prepared to teach in an inclusive environment, including workshops or trainings that the faculty or school may have participated in.
- Describe how **faculty demonstrate a lifelong learning mindset** and how the school supports this lifelong learning goal. (49)



# Microlearning

# Microlearning

## Standard 5.3:

Microlearning credentials 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 (41).

# Competency Goals

## **Standard 4.1:**

“The school delivers content that is current, relevant, forward-looking, globally oriented, aligned with program competency goals, and consistent with its mission, strategies, and expected outcomes. The curriculum content cultivates agility with current and emerging technologies.”

# Assurance of Learning: Competency Goals

Table 5-1

**Bachelor of Business Administration (BBA)**  
**Assessment Plan and Results for Most Recently Completed Accreditation Cycle**

Competency	Performance Target	How Assessed	Where Assessed	When Assessed	Results	Improvements Identify whether process (P) or curriculum (C) (Date changes were made)
<b>Direct Measures</b>						
Communication Skills—Oral	75%	Oral presentation	MGT 400	Years 1,3	Year 1: 68% Year 3: 80%	Established new mandatory communications class for juniors (C) (Year 2)
Communication Skills—Written	75%	Research memo	MG 400	Years 2,4	Year 2: 52% Year 4: 60%	Established writing lab (P) (Year 3)
Technical Business Knowledge	Scores at or above the national average in each discipline	Standardized test	Online, supervised	Annually in senior year	Scores above the national average in each discipline except marketing (see separate summary)	Added modules in logistics and supply chain in year 2, as that is where the weaknesses were observed in our marketing students. Scores improved in years 3 and 4. We are continuing to monitor (C)
<b>Indirect Measures - none</b>						

# Additional Potential Library Requirements for Initial Accreditation

Initial Business Accreditation Handbook (2020 Standards)

<https://www.aacsb.edu/accreditation/journey/business/initial>

- “The following records may be requested, in compliance with local data protection policies. Such requests should be made by the team well in advance of the on-site visit...Student usage of the **library** and computer technology.” (p. 25-26)
- “The peer review team may find that meetings and discussions with entities such as those listed below can provide additional opportunities for the team to understand and assess the school’s mission, processes, and outcomes...Professional staff from facilities such as the **library**, computer labs, classrooms, other campus sites.” (p. 27)

# What Business Librarians should do now

The AACSB logo is displayed within a white rectangular box. It features the acronym "AACSB" in a bold, dark teal font. To the right of the text is a stylized graphic element consisting of two overlapping triangles: a larger light green one on top and a smaller dark teal one on the bottom right, forming a square-like shape.

**AACSB**

# Incorporation of values/vision/guiding principles

- What is the mission of your business/commerce school?
- What metrics does the business school use to tell their story?
- Does your business school have a strategic plan?
- How does the library's mission connect to that mission?

Is your business  
school trying to get  
accredited right  
now?

# How can your business school tell your story?

- What do you tell students in library instruction?
- What data do you collect for your administrators that you could give to the business school administrators?
- Do you teach workshops or courses that stack? Could they stack?

# Email- Administrator

Subject: AACSB 2020 Standards and the Library

Good morning (ADMINISTRATOR)

Hope your day is off to a great start! I saw that the [AACSB 2020 Guiding Principles and Standards for Business Accreditation](#) were approved this summer. While we are still in a period of transition to the new standards now through June 2023, I read through the standards to see how the libraries might aid the business school in their accreditation process.

Some exciting things I saw in those standards:

- I see that microlearning is more formally recognized. Good news for many of our programs like (PROGRAMS), as well as the workshops that the library
- The focus on Societal Impact in the new Standards is particularly applicable, especially considering some of the acquisitions the library collections

I also noticed that library and libraries are now mentioned a little more specifically in Standard 2 and Standard 3. Some metrics to consider for our next review:

- Telling our story of learning impact through the information literacy program
- Number of seats in the library and library hours for Standard 2: Physical, Virtual, and Financial Resources
- Number of resources acquired for support of faculty research for Standard 2: Physical, Virtual, and Financial Resources
- Number of workshops given on business information for demonstration of microlearning

## AACSB Standards Resource Guide for Business Librarians

AACSB Accreditation and Libraries Overview

2020 AACSB Business Accreditation Standards

References to Libraries in the AACSB Standards

Definition of Physical and Virtual Resources from the 2020 Interpretive Guidance

AACSB Business Libraries & Research Centers Community Exchange

Ways to Follow AACSB

Sample Outreach Materials

Selected Library Research on the 2020 AACSB Standards

Development of the 2020 Standards

Past AACSB Standards

Librarian

## AACSB Accreditation and Libraries Overview

Welcome to the AACSB Standards Resource Guide for Business Librarianship. In 2020 AACSB, which accredits hundreds of business schools in the US and worldwide, released a new set of Standards for schools seeking accreditation. Here you will find - Current Links to the 2020 AACSB Standards, Comparisons to past standards -links to past AACSB Standards - sample outreach materials on the changes - where to get involved. This page is created and maintained by the BRASS Business Reference in Academic Libraries Committee. It was created in collaboration with the RUSA webinar "2020 AACSB Standards: What Business Libraries Need to Know."

## 2020 AACSB Business Accreditation Standards

- Business Standards (AACSB)
-  2020 Business Accreditation Standards
-  Business Accreditation Standards Comparison—2020 & 2013
-  2020 Interpretive Guidance
- Initial Accreditation Handbooks, Processes, and Sample Tables
- Continuous Improvement Review Handbooks, Processes, and Sample Tables
-  Sample Table 5-1: Assessment Plan and Results for Most Recently Completed Accreditation Cycle
-  Sample Table 9-1: Outcomes of Societal Impact Activities and Initiatives Across all Areas of the Standards

## References to Libraries in the AACSB Standards

Standards Version	Section	Quote
2020	Physical, Virtual, and Financial Resources	"The school manages its (2.1) physical, (2.2) virtual, and (2.3) 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. Physical resources include buildings, furniture and fixtures, technology labs, collaboration space, libraries (including virtual), and any other physical infrastructure directly used by the school" (24)

# Where to Learn More

- Follow AACSB on various social media
- Watch for changes to the Interpretive Guidance following the 2021-2022 rollout
- Read AACSB Insights
- Sign up for AACSB Link Newsletter

# What can Librarians do?

- Include the global south and non-english speaking business schools
- Include small universities, not just R1s
- Needs to be focused on the language of AACSB

# Conclusion

- Retrospective of Libraries and the Standards for context
- Overview of Drafting Process
- Implication of 2020 Standards and 2021 revision
- What Librarians should do now

 Check out our paper in Journal of Business and Finance Librarianship!  
OA available at [https://scholarworks.wmich.edu/library\\_pubs/49/](https://scholarworks.wmich.edu/library_pubs/49/)

<https://brass.libguides.com/AACSB>

# Thanks!

**Any questions?**

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LuMarie Guth, [lumarie.guth@wmich.edu](mailto:lumarie.guth@wmich.edu)



**What do you think?** How can we support your work as business librarians in accreditation?

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