

AACSB ACCREDITATION



AACSB

the “Association to Advance Collegiate Schools of Business”


**The global standard-setting body for
business education, strengthening the
world’s business schools through
accreditation, thought leadership, and
transformative learning.**



WHY AACSB ACCREDITATION?

- ✓ Less than 6 % of business schools worldwide have obtained AACSB accreditation.
 - ✓ AACSB graduates are sought by top, global organizations that only recruit from AACSB-accredited schools.
- ✓ Employers want quality business graduates from quality business schools—graduates they know will perform on day one.
- ✓ This is why it is so important to choose an AACSB-accredited business degree program that teach you the knowledge and skills employers require.



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- ✓ AACSB-accredited schools are considered to be the best business schools in the world.
 - ✓ Their undergraduate, master's, doctoral, and executive education programs have passed rigorous standards for quality.
 - ✓ AACSB-accredited schools have better programs, better faculty, better students with higher overall GPAs, more international students, and more employers that recruit from them.



AACSB STANDARDS

**1. STRATEGIC MANAGEMENT AND
INNOVATION**

2. LEARNER SUCCESS

**3. THOUGHT LEADERSHIP, ENGAGEMENT
AND SOCIETAL IMPACT**



STRATEGIC MANAGEMENT AND INNOVATION

This section sets out the standards that guide business schools' processes for strategic planning, resource management and maintaining financial health.



STRATEGIC PLANNING

- ✓ The school should develop a comprehensive strategic plan, prepared with the participation of stakeholders, that sets priorities for resource allocation.
- ✓ This plan should clearly articulate the school's mission and be reviewed regularly.
- ✓ The social impact of the school should be clearly defined and how it will achieve this impact should be specified.

STANDARD 1



PHYSICAL, VIRTUAL, FINANCIAL RESOURCES

- ✓ Physical resources include classrooms, laboratories, libraries and on-campus facilities, while virtual resources include online course platforms, digital libraries and software infrastructures.
- ✓ Financial resources consist of various income items such as student fees, government grants, research funds and donations.
- ✓ These resources are critical for the sustainability and development of the university.

STANDARD 2



FACULTY AND PROFESSIONAL STAFF RESOURCES

STANDARD 3

- ✓ Faculty contribute to the intellectual and operational life of the school, while the academic and professional experience of members is important for teaching.
- ✓ This standard emphasises their impact on the quality of education.



LEARNER SUCCESS

Schools should establish assessment processes and qualification targets to ensure that the curriculum is current and relevant, and that faculty members provide quality education.



CURRICULUM

STANDARD 4

- ✓ The curriculum should reflect global perspectives, technological advances and innovation, developing competences, experiential learning and a continuous learning mindset in students.



ASSURANCE OF LEARNING

- ✓ This standard requires schools to assure the quality of education by assessing the learning outcomes of their students and improving their curricula and teaching processes based on this data.

STANDARD 5



LEARNER PROGRESSION

STANDARD 6

- ✓ This standard expects schools to provide the support needed for degree completion and post-graduation success and to provide clear and transparent processes for admission, degree progression and career development.



TEACHING EFFECTIVENESS AND IMPACT

STANDARD 7

- ✓ This standard aims to ensure that faculty members develop their competence and teach effectively using up-to-date, innovative pedagogical methods.



THOUGHT LEADERSHIP, ENGAGEMENT AND SOCIETAL IMPACT

This section emphasises that quality business schools contribute to society through education, thought leadership and interaction with external stakeholders.

Schools have a positive impact on society by producing intellectual contributions on business theory and practice.

They provide solutions to social, economic, environmental problems, resulting in positive impacts consistent with their mission.



IMPACT OF SCHOLARSHIP

- ✓ Standard 8 emphasises that the school's faculty develop thought leadership consistent with its mission by producing high quality intellectual contributions.
- ✓ The school should provide processes and resources to support these contributions and analyse the impact on society.

STANDARD 8



ENGAGEMENT AND SOCIETAL IMPACT

STANDARD 9

- ✓ The School should contribute to the betterment of society through projects that are aligned with its mission and strategies, and foster student and faculty involvement by building relationships with external stakeholders.





Dokuz Eylül University

Faculty of Business

AACSB Accreditation Journey



AACSB

Business
Education
Alliance

Member

2018

JANUARY

The AACSB accreditation process began

SEPTEMBER

Membership application to AACSB

NOVEMBER

Membership application to AACSB approved



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Member

2019

JANUARY

The Faculty of Business hosted a meeting with the AACSB MENA region representatives and Ege Region Business School deans.

FEBRUARY

A three-day workshop with the Faculty of Business accreditation committee to review the AACSB accreditation requirements.

MAY

The committee started to prepare the “Eligibility Report”

AUGUST

Eligibility approval received for AACSB application.

SEPTEMBER

Preparation of ‘Initial Self Evaluation Report (iSER)’ started.

NOVEMBER

Prof Thomas Cleff was appointed as mentor.
Prof Cleff visited Faculty of Business



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2021

SEPTEMBER

The iSER studies conducted between January 2020 and September 2021 were completed and the report was submitted to the AACSB accreditation committee.

NOVEMBER

The first Self Evaluation Report (iSER) has been accepted by AACSB.



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2022

SEPTEMBER

The 'First Progress Report' prepared between November 2021 and September 2022 was submitted to the AACSB accreditation committee.

NOVEMBER

AACSB reported on the acceptance of the First Progress Report and suggestions for improvement.



2023

SEPTEMBER

The 'Second Progress Report' prepared between November 2022 and September 2023 was submitted to the AACSB accreditation committee.



NOVEMBER

AACSB has reported on the acceptance of the Second Progress Report and suggestions for improvement.



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2024

MAY

The 'Third Progress Report' prepared between November 2023 and May 2024 was submitted to the AACSB accreditation committee.

NOVEMBER

After the positive report of the mentor Prof. Thomas Cleff, the campus visit, which is the last stage of AACSB accreditation, was approved.



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2025

JANUARY

'Initial Accreditation Application' has been made.



NEXT

Preparation of 'Self Evaluation Report'



2026

MARCH

CAMPUS VISIT
22-25 MARCH 2026



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