

# Managing Business Schools in Higher Education

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# A little background...

- University of the Incarnate Word, San Antonio, Texas
  - Full Professor of Management
  - Faculty Senate President for 220+ full-time faculty
- Ph.D. , Higher Education Administration & Human Communications
- Master of Education; Master of Human Relations
- Certified Public Accountant
- Malcolm Baldrige National Quality Program Examiner (2005-2008)

# A little background...

- Accreditation Council for Business Schools & Programs (ACBSP)
  - President
  - Chair, Faculty Credentials Committee
  - Past Commissioner, Bac/Grad Commission
  - Accreditation Mentor, Evaluator, Site Visit Team Lead, and Trainer
  - Created ACBSP Committee on Scholar-Practitioner Publications and served as Editor of *ACBSP Annual Edition Series*

# Higher Education back then....



# Students back then...



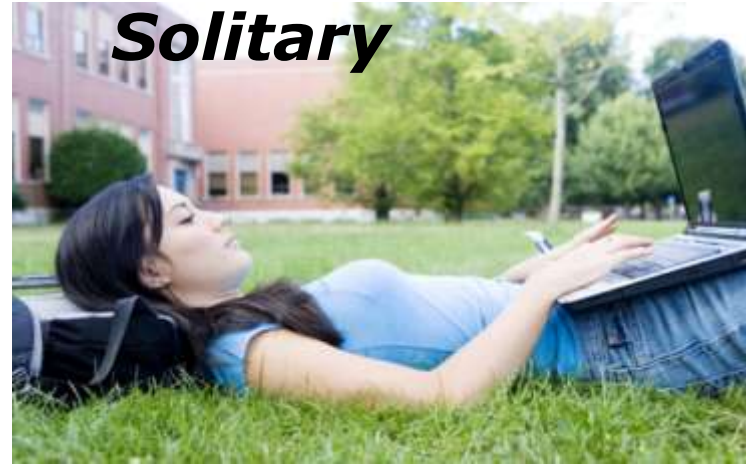


# Higher Education now...

***Community-based***



***Solitary***



***Focused***



***Collaborative***



# High Touch Learning Community

***Affordable  
Technology***



***Mentoring & Help  
Desk Support***



***Appropriate  
Software***

## Headlines: Global Edition, *The Chronicle of Higher Education*, Wednesday October 20, 2010

- [Mexican Secretariat Fights Fake Professional Degrees](#), *By Marion Lloyd*  
Recent arrests of federal officials have highlighted the widespread problem of counterfeit credentials.
- [Top U.S. Fund Raisers Saw Steep Drop in Donations Last Year](#), *By Noelle Barton & Holly Hall*  
Private giving to the nation's biggest charities, including more than 100 colleges, dropped 11 percent last year, the greatest fall in two decades.
- [Program in Israel Pays Single Moms to Go to College](#), *By Matthew Kalman*  
Free babysitting and free tuition give women an opportunity to get their degrees.



## Headlines: *Academe Today*, *The Chronicle of Higher Education*, Thursday, October 21, 2010

- [Colleges Face Legal Limits in Policing Online Misbehavior](#)  
The University of San Diego's Center for Education Policy and Law has reviewed what case law says about constitutional uses of electronic communications devices at educational institutions.
- [The Economy and College Admissions](#)  
A new report from the National Association for College Admission Counseling examines the decisions of students and colleges during a time of financial uncertainty—the 2009 admissions cycle.
- [Faculty of Bowling Green State U. Votes to Unionize](#)  
*By Audrey Williams June*  
The new collective-bargaining unit will cover 800 full-time faculty members, including those outside of the tenure track.

# Higher Education now...

- Shifting demographics
- Bricks & Mortar vs. Online vs. Hybrid delivery models
- High-touch technology (Advising via *Skype*)
- Alternative study abroad models
- De-regulation of tuition
- Reduction in philanthropy
- Increasing numbers of contingent faculty
- Evolving definitions of *academically* and *professionally* qualified faculty
- Public outcry & government demand for accountability

# Fiscal Implications of Recession

- Increasing enrollments
- Restricted budgets
- Reduced donations
- Faculty
  - Furloughs
  - Salary freezes
  - Hiring freezes
  - Reductions
  - Increased use of contingent faculty
  - Shortage of terminally qualified faculty
- Endowment shrinkage

# A Higher Education Example: University of the Incarnate Word

- Comprehensive, private, faith based university with locations in U.S., Mexico & China (Sisters of Charity of the Incarnate Word)
- Traditional Degrees, Online Degrees, & Adult Completion Degrees
- Sister school agreements with  $\approx$  80 schools in  $\approx$  40 countries
- Governance
  - Board of Trustees
    - President (Since 1985, youngest university president in U.S.)
      - Chancellor
      - Provost, VP-Administration, VP-Finance, VP-Extended Academic Programs
      - 8 Deans + Graduate Dean of Research & Graduate Studies

# A Higher Education Example: University of the Incarnate Word

- Faculty
  - 8 Colleges with 220+ Full-Time Faculty and approximately 200 Part-Time Faculty
- Faculty Role in Governance
  - University Planning Commission
  - Faculty Senate (FS President sits on Board of Trustees, Executive Leadership Council, University Planning Commission, Deans' Council & Senate Executive Committee)
    - Faculty Affairs
    - Undergraduate Curriculum
    - Rank & Tenure
    - Faculty Development Funds
    - Graduate Council
    - Nominating
    - Grievance
- ≈ 8,000 students in 2010 (1,000 in 1982)



# A Higher Education Example: University of the Incarnate Word

## DOCTORAL DEGREES

- Optometry
- Pharmacy
- Education
- Nursing
- Physical Therapy

## MASTERS DEGREES

- Education
- Business
- Math
- Science
- Engineering
- Nursing
- Health Professions
- Multiple Humanities Masters Degrees

# A Higher Education Example: University of the Incarnate Word

- Bachelor Degrees
  - Multiple Humanities (English, Religious Studies, Philosophy, History, Political Science, Theatre etc.
  - Education
  - Business, BS & BA
  - Interactive Media & Design
  - Fashion Management & Merchandising
  - Interior Design
  - Math, Science & Engineering
  - Nursing & Health Professions

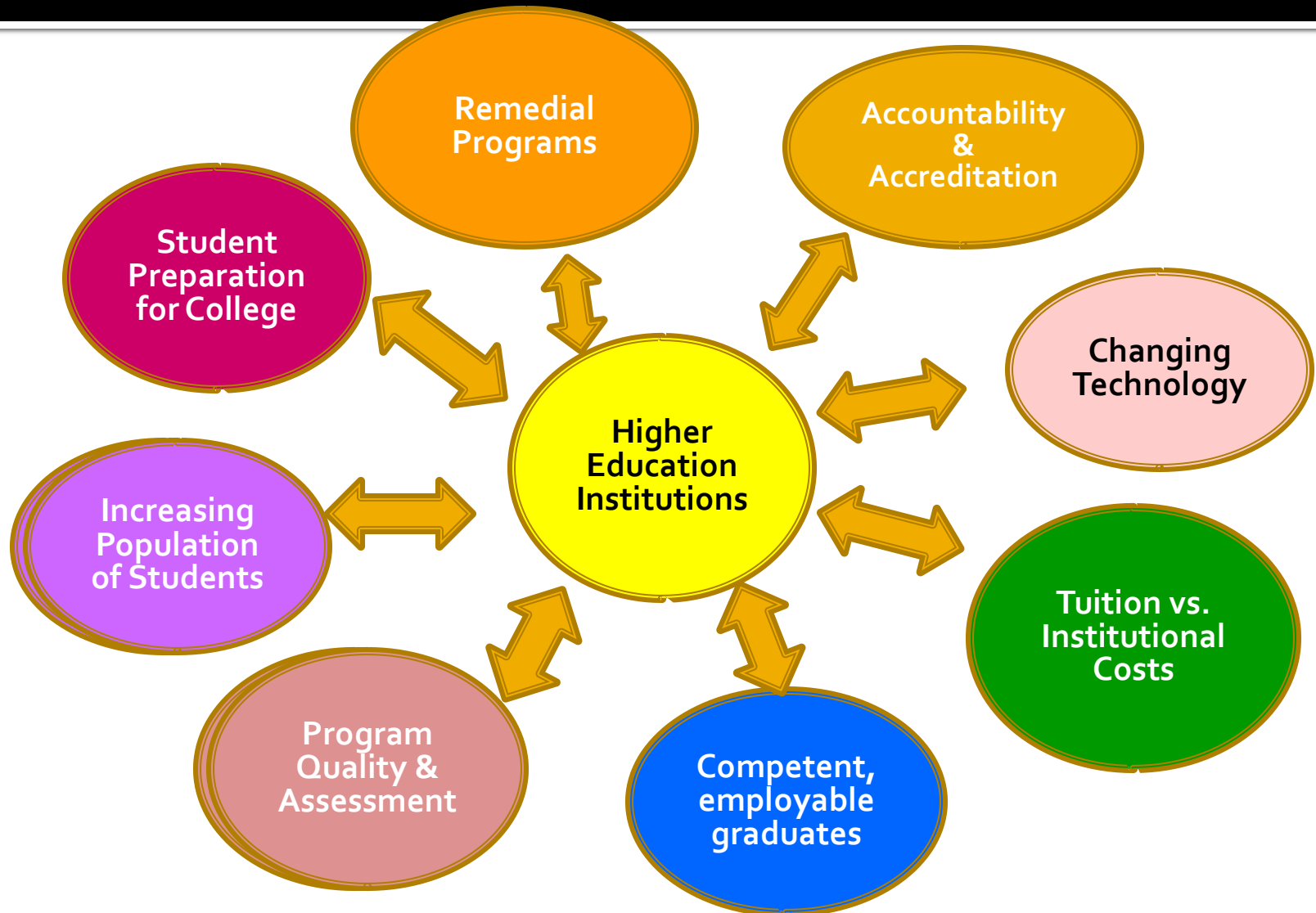
# A Higher Education Example: University of the Incarnate Word

- Accreditation
  - Regional – Southern Association of Colleges & Schools
  - Program – All schools, 80% of programs
- Annual Budget more than \$140,000,000
- Revenue is 100% tuition based
  - Undergraduate Tuition  $\approx$  \$14,000 (including board)
  - Graduate Tuition  $\approx$  \$600-\$700 per credit hour

# A Higher Education Example: University of the Incarnate Word

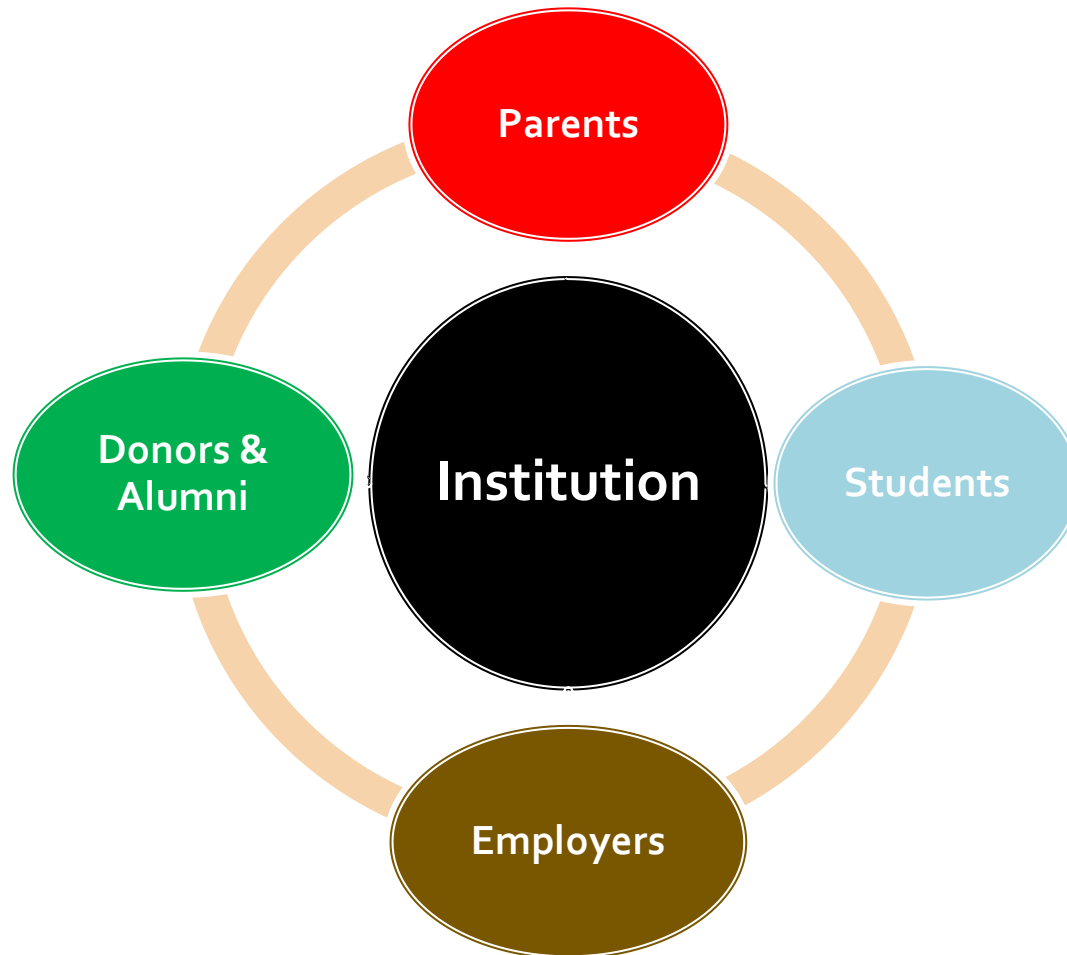
- Competition within 50-mile radius
  - 2 private Catholic Universities, 1 private Protestant University
  - 2 public State Universities
  - Multiple for-profit institutions
    - DeVry, University of Phoenix, Career Technical, Capella University, Northcentral University, etc.

# Internal & External Pressures





# Accountability



# A Balancing Act....

## Students

- College Readiness
- Assessment of success
- Demand for 'best' of everything at 'low' price

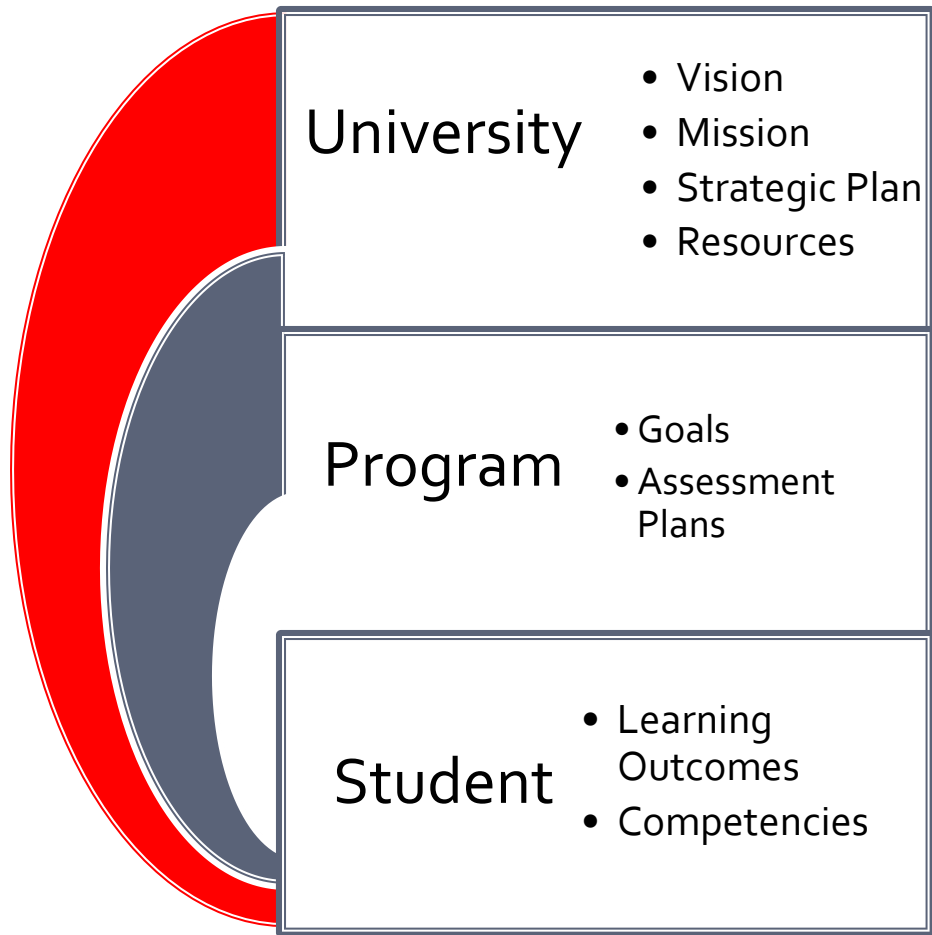
## Institution

- Accreditation & Accountability
- Remediation / Preparatory Resources
- Shrinking Funding / Endowments

## Technology

- Instructional delivery
- Marketing & communication
- Advising
- Access

# Program Quality & Assessment



# Accreditation

Council for Higher  
Education  
Accreditation

- Council for Higher Education Accreditation

Regional  
Accreditation

- 6 Regional Associations

Program Level  
Accreditation

- ACBSP
- AACSB
- IACBE (not yet recognized by CHEA)

# CHEA ... engaging in dialogue

- **SIXTH NATIONAL ACCREDITATION FORUM:  
BUILDING AN ACTION AGENDA**
- November 19, 2010, Washington, DC
  - Advocacy for accreditation.
  - Accreditation's relationship with the federal government.
  - Accreditation and accountability.
  - Accreditation's relationship with state governments.
  - The relationship between institutions and accrediting organizations.
  - The relationships among accreditors.
  - International activity of accrediting organizations.
  - Accreditation and the for-profit higher education sector.



# Benefits of Accreditation

## Benefits of Accreditation

### ❑ Students

- ❑ Competitive advantage
- ❑ Transfer of Credits ❑ Tuition Reimbursement

### ❑ Institution

- ❑ Support of Other Accreditation Processes ❑ Student Recruitment

### ❑ Academic Program

- ❑ Donor Support ❑ Credibility to Businesses ❑ Self-Study Process

### ❑ Faculty

- ❑ Professional Development ❑ Source of Pride

# Goals of Accreditation

- *Educational Performance Excellence*
- *Continuous Improvement*
- *Evidence of Learning Outcomes*
  - *Institutional assessment*
  - *Program assessment*
  - *Student Assessment*
- *Quality Assurance*

# Regional Accreditation

- Southern Association of Colleges & Schools
  - Texas
  - Louisiana
  - Mississippi
  - Alabama
  - Georgia
  - Florida
  - Tennessee
  - North Carolina
  - South Carolina
  - Virginia
  - Kentucky

# SACS Standards & Criteria

- <http://sacscoc.org/pdf/2010principlesofaccreditation.pdf>
- Comprehensive Standards
  - 3.1 Institutional Mission
  - 3.2 Governance and Administration
  - 3.3 Institutional Effectiveness
  - 3.4 All Educational Programs
  - 3.5 Undergraduate Programs
  - 3.6 Graduate and Post-Baccalaureate Professional Programs
  - 3.7 Faculty
  - 3.8 Library and Other Learning Resources
  - 3.9 Student Affairs and Services
  - 3.10 Financial Resources
  - 3.11 Physical Resources
  - 3.12 Substantive Change Procedures and Policy
  - 3.13 Compliance with Other Commission Policies
  - 3.14 Representation of Accreditation Status

# ACBSP Standards and Criteria for Demonstrating Excellence in Business Programs

- Leadership
- Strategic Planning
- Student, Stakeholder, and Market Focus
- Measurement, Analysis, and Knowledge Management
- Faculty and Staff Focus
- Process Management



# Leadership

- The leader of the business unit is to be accountable for the ***development, execution and continuous improvement of the programs and processes in the business unit,*** and for their compliance with the ACBSP Standards and Criteria
- Social Responsibility

# Strategic Planning

- The business unit must have a formal process by which its strategic direction is determined, its action plans are formulated and deployed, and innovation and creativity are encouraged.
- Strategy Deployment

# Student & Stakeholder Focus

- determine (or target) the student segments its educational programs will address.
- identified its major stakeholders, and found methods to listen and to learn from its stakeholders in order to determine both student and stakeholder requirements and expectations.
- periodically review listening and learning methods to keep them current with educational service needs and directions.
- have a process to use the information obtained from students and stakeholders for purposes of planning educational programs, offerings, and services; marketing; process improvements; and the development of other services.
- have processes to attract and retain students, and to build relationships with desired stakeholders
- have a process to seek information, pursue common purposes, and receive complaints from students and stakeholders.
- have a system to determine student and key stakeholder satisfaction and dissatisfaction
- present graphs or tables of assessment results pertinent to this standard.

# Measurement and Analysis of Student Learning and Performance

- Learning Outcomes Assessment Program
- Reporting Results and Trends
- Selection and Use of Comparative Information Data
- Continuous Process Improvement

# Faculty and Staff Focus

- Human Resource Planning
- Employment Practices
- Faculty Qualifications, Work Load, and Coverage
- Faculty Deployment
- Faculty Size and Load
- Faculty Evaluation
- Faculty Operational Procedures, Policies, Practices and Development
- Scholarly and Professional Activities

# Educational and Business Process Management

- Education Design and Delivery
- Management of Educational Support Service Processes and Business Operation Processes
- Enrollment Management

# Faculty Credentials

- **To be considered doctorally qualified (AQ) a faculty member may:**
  - **1. Hold a doctorate in business**
    - with graduate level major, minor, or concentration in the area of teaching responsibility.
    - with professional certification in the area of teaching responsibility.
    - five or more years of professional and management experience directly related to the area of teaching responsibility.
  - **2. Hold a Juris Doctor (JD)**
    - and teach business law, legal environment of business or other area with predominantly legal content.
    - and hold a business related master's degree with a specialization in the area of teaching responsibility.
    - and hold professional certification and teach in the area of the certification.
    - and have five or more years of professional and management experience directly related to the area of teaching responsibility.

# Faculty Credentials

- **8. Hold an out of field doctorate, combined with**
  - Sufficient graduate hours of course work in teaching field
  - Demonstrated teaching effectiveness
  - Scholarly productivity in the teaching field
  - Sufficient years of professional practice
  - Professional certification
  - Post-doctoral work in teaching field



# Faculty Credentials

- **8. To be considered Professionally qualified (PQ) a faculty member may:**
  - Hold an MBA plus 3 years relevant work and / or teaching experience to be qualified to teach principle or introductory level business courses only.
  - Be ABD with a major, minor or concentration in the area of assigned teaching responsibilities.
  - Hold a Master's degree in a business-related field and professional certification (e.g., CPA, CDP, CFM, CMA, PHR., etc.) appropriate to his or her assigned teaching responsibilities.
  - Hold a Master's degree and have extensive and substantial documented successful teaching experience in the area of assigned teaching responsibilities, and demonstrate involvement in meaningful research and/or programs for the enhancement of pedagogical skills.
  - Hold a Master's degree and have five or more years of professional and management experience in work directly related to his or her assigned teaching responsibilities.
  - Hold a Master's degree and have completed a special post-graduate training program (ACBSP approved) especially designed to improve the faculty member's knowledge and teaching skills in the area of the assigned teaching responsibilities.

# Global Business Education

- Business schools increasing at incredible rate; tripled since 1980s
- Risk decline in confidence in business education
- Need for global leadership
- Rate of growth in business schools far exceeds growth in accreditation

# In closing....

- *Institutions are juggling an ever-decreasing supply of “college ready” students who need preparatory/remedial course work*
- *Institutions are trying to keep pace with evolving technology*

# In closing....

- *Students are not always ready to understand or appreciate that "learning" is work and requires a dedication of time, repetition, and critical thinking and writing skills to accomplish fully*
- *Technology is not only changing how we teach, but our reach to students as well*

# In closing....

- *Quality is something that can be managed and is assessed by examination of the competencies of its product (students)*
- *Program quality is a function of all of the inputs and outputs and internal and external pressures*
- *Accreditation is the mechanism for implementing quality assurance models*

*Thank you for being here*

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Questions and Discussion