



# **“The Role of Accreditation in the Development of Asia Pacific Business Schools”**

## **An AAPBS Panel Discussion**

Dr. Edwin J. Andrews, Moderator  
October 28, 2010

# Agenda

**Moderator – Dr. Edwin J. Andrews, Director of Academic and Educational Programs & Services, Project Management Institute**

**Panelist - Dr. Eileen Peacock, VP Asia, AACSB**

**Panelist – Professor Eric Cornuel, Director General, EFMD**

**Panelist - Dr. Edilberto C. de Jesús, President, Asian Institute of Management**

**Panelist - Professor Sang Yong Park, Dean, School of Business Yonsei University**

**Panelist - Professor Hirokazu Kono, Dean, Keio Business School**



# Global Accreditation Center for Project Management Education Programmes (GAC)

- Member:
  - Association of Specialized and Professional Accreditors (ASPA)
  - Association to Advance Collegiate Schools of Business (AACSB International)
  - Association of Collegiate Business Schools and Programs (ACBSP)
  - European Foundation for Management Development (EFMD)
  - CHEA Eligible
- As of 1 October: 70 degree programmes at 29 institutions are GAC Accredited + 14 institutions in the process of accreditation
- China Ministry of Education Agreement

# PMI in One Minute

- Global Non-Profit Professional Association
  - 320,000+ members in 185 countries
  - 253 geographic chapters + 37 virtual communities of practice
  - 10-20% annual growth for 40 years
- Global Standards
  - 12 global standards (including Program and Portfolio Management)
  - The premier standard is *The Project Management Body of Knowledge (PMBOK® Guide)*, with over 2M copies in circulation
- Globally Recognized Credentials
  - 5 major credentials recognized by business, government, and NGOs worldwide; 400,000+ credential holders globally
- Global Organization
  - Regional offices and service centers in China (2), Belgium, Japan, India (2), Singapore, Australia, and the United States (2)

# Context

Infrastructural Growth ↔ Economic stability

- Job creation
- Industrial growth
- Self sufficiency
- Improved efficiency
- Decreased dependency

From an Academic Perspective Who Understands?

# China Understands

**TABLE 24. Projectized Industries Contribution to GDP, Selected Countries, 2006 and 2016 (Billions of 2006 U.S. Dollars)**

	<i>Memo: 2006 GDP</i>	2006	2016	Increase, 2006-2016
China	\$2,645	\$710	\$2,004	\$1,293

**China Ministry of Education has created 104 Master of Engineering in Project Management degree programs**

*Source: Anderson Economic Group, LLC; International Monetary Fund, World Economic Outlook Database, April 2008.*

# India Understands

**TABLE 24. Projectized Industries Contribution to GDP, Selected Countries, 2006 and 2016 (Billions of 2006 U.S. Dollars)**

	<i>Memo: 2006 GDP</i>	2006	2016	Increase, 2006-2016
China	\$2,645	\$710	\$2,004	\$1,293
India	\$877	\$164	\$383	\$220

**India graduates over 100,000 engineers and business managers annually and is rapidly embracing project management as necessary for business success**

*Source: Anderson Economic Group, LLC; International Monetary Fund, World Economic Outlook Database, April 2008.*

# Brazil Understands

**TABLE 24. Projectized Industries Contribution to GDP, Selected Countries, 2006 and 2016 (Billions of 2006 U.S. Dollars)**

	<i>Memo: 2006 GDP</i>	2006	2016	Increase, 2006-2016
China	\$2,645	\$710	\$2,004	\$1,293
India	\$877	\$164	\$383	\$220
Brazil	\$1,072	\$270	\$507	\$237

**Project Management has long been established in  
Brazilian Universities at the Masters and Doctoral levels**

*Source: Anderson Economic Group, LLC; International Monetary Fund, World Economic Outlook Database, April 2008.*



# Japan Understands

**TABLE 24. Projectized Industries Contribution to GDP, Selected Countries, 2006 and 2016 (Billions of 2006 U.S. Dollars)**

	<i>Memo: 2006 GDP</i>	2006	2016	Increase, 2006-2016
China	\$2,645	\$710	\$2,004	\$1,293
India	\$877	\$164	\$383	\$220
Brazil	\$1,072	\$270	\$507	\$237
Japan	\$4,377	\$1,020	\$1,486	\$466

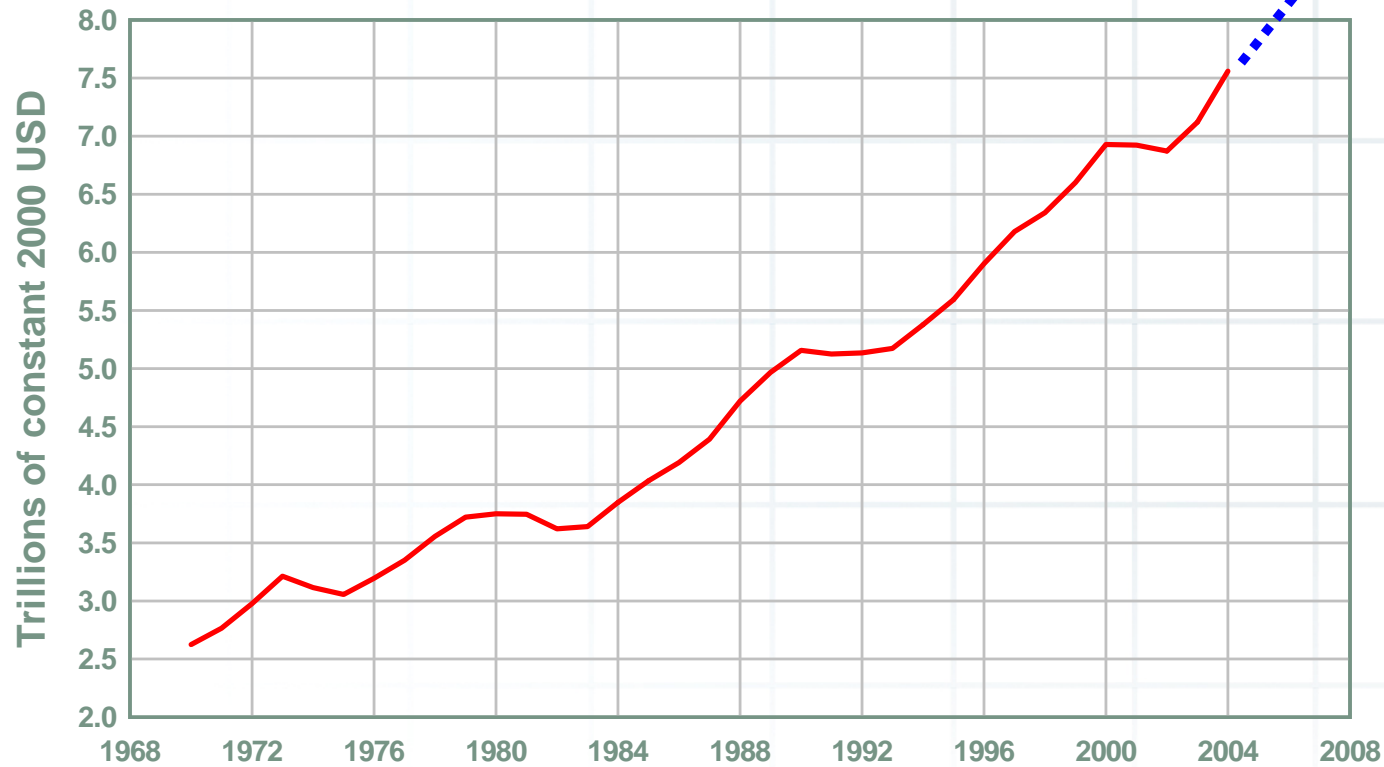
**Japan's ENAA has endorsed PMI's GAC Accreditation for PM Degree Programs**

*Source: Anderson Economic Group, LLC; International Monetary Fund, World Economic Outlook Database, April 2008.*

# Why the Growth in PM?

## World Gross Fixed Capital Formation

Source: World Bank *World Development Indicators Online Database*



# A Projectized World

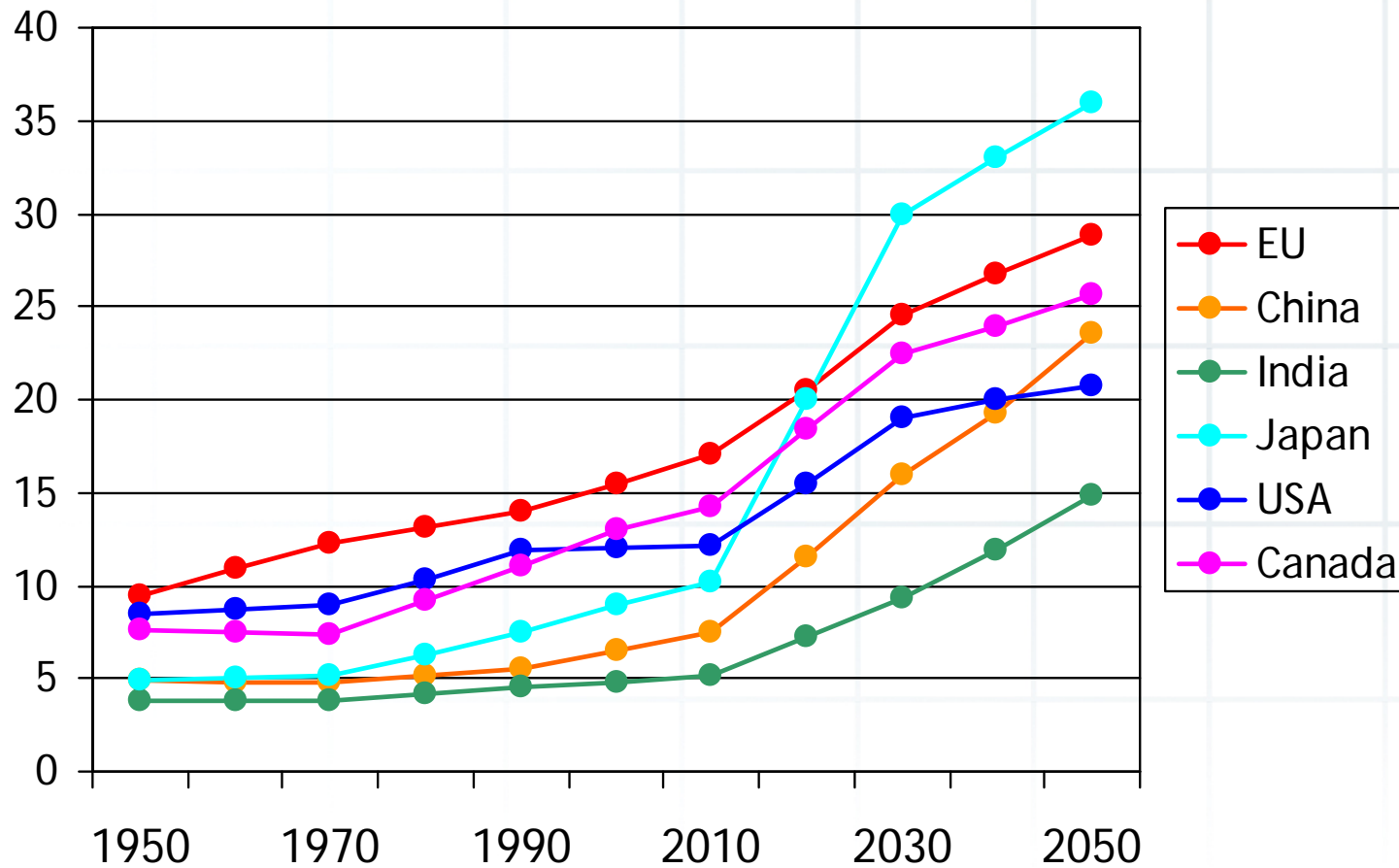
- 20% of gross global product -- \$12 trillion per year – spent on fixed capital projects worldwide
- Trillions more in projects for IT, new product and service development, entertainment/IP, NGOs
- Project, program, and portfolio management

\* Source: *Managing Capital Projects for Competitive Advantage*, McKinsey Quarterly, June 2008

# Demographics

## Retirement-Age Populations in Major Countries (%)

UN Population Division, *World Population Prospects: 2004*



## So, all is not well !

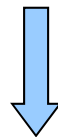
Increased growth of projects

+

Increased retirements of PMs

+

Too few academic programs in PM



**A significant and growing gap  
in the supply- demand of project managers  
Especially in JAPAN !**

# Opportunities for Asia Pacific Schools

- Student Growth
  - Enrollment up 30-40% each year. Northeastern University (US)
  - “*Student enrollment has doubled every year*”. Boston University (US)
  - Students are up by 70-80% per year. University of Technology Sydney (AU)
- Faculty Growth
  - Now up to 10 instructors + 10 adjuncts assisting standing faculty. University of Wisconsin (US)
  - Started with an adjunct and now have 7 full time faculty all funded from the program. Boston University (US)
  - Started with 2 fulltime faculty; now have 4 full time and 20 adjuncts to support the program. Stevens Institute of Technology (US)
- International Recognition and Collaboration
- Closer Alliances with Industry and Government
- Additional Research Funding Sources

# Opportunities for Asia Pacific growth

- Increase the number of certified project managers
- Increase the number of PM teaching programs (undergraduate and graduate)
- Increase the number of PM trainers
- Increase the number of PM academies internal to companies or government agencies
- Increase and stabilize the economy with project management
  - Efficiency of operations
  - Strategic alignment of goals
  - Innovation and development
  - Competitive global advantage



# "The Role of Accreditation in the Development of Asia Pacific Business Schools"

**Eileen Peacock**

**Senior VP & Chief Officer Asia**

**AACSB International**





## Accreditation provides....

- For the Institution
  - A development model for change
  - An outside perspective
  - Focus of faculty and learning
- For the Stakeholder
  - Evidence of accountability demonstrated by mission achievement, continuous improvement and high quality
  - Stakeholders can rely on the contract they have with you



## Framework of Accreditation

- **Expectations:** Stability, strategic mindset, collegiality
- **Derive from:** Good processes, leadership, organization, and institutional support/(resources)
- **Essential elements:** Quality teaching, evidence of learning, relevant curriculum, research, engagement with the business community



## AACSB Network: Global Reach and Recognition

- Cause and effect – be part of 600 “best business schools in the world” and alliances will occur..... OSMOSIS!!
- Bench marking data
- Our membership – one in four has international partners
- Affinity groups
- Ease of partner communication - Common language
- Ease of student/faculty exchange
- Bestbizschools.com
- AACSB Exchange



# ***The Role of Accreditation in the Development of Asia Pacific Business Schools***



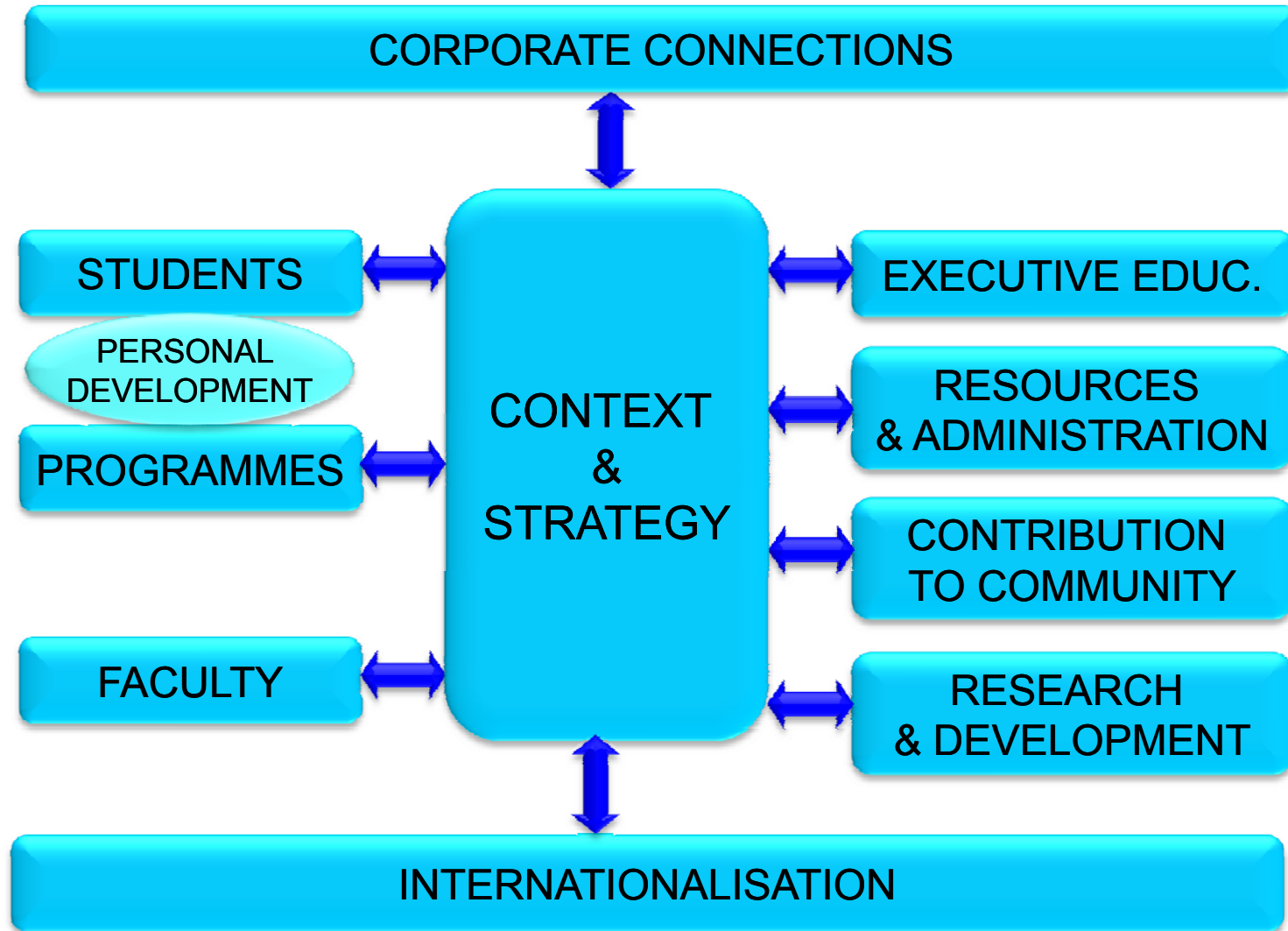
**Prof. Eric Cornuel**

**Director General, EFMD**

AAPBS Annual Meeting, Keio, 28 October 2010

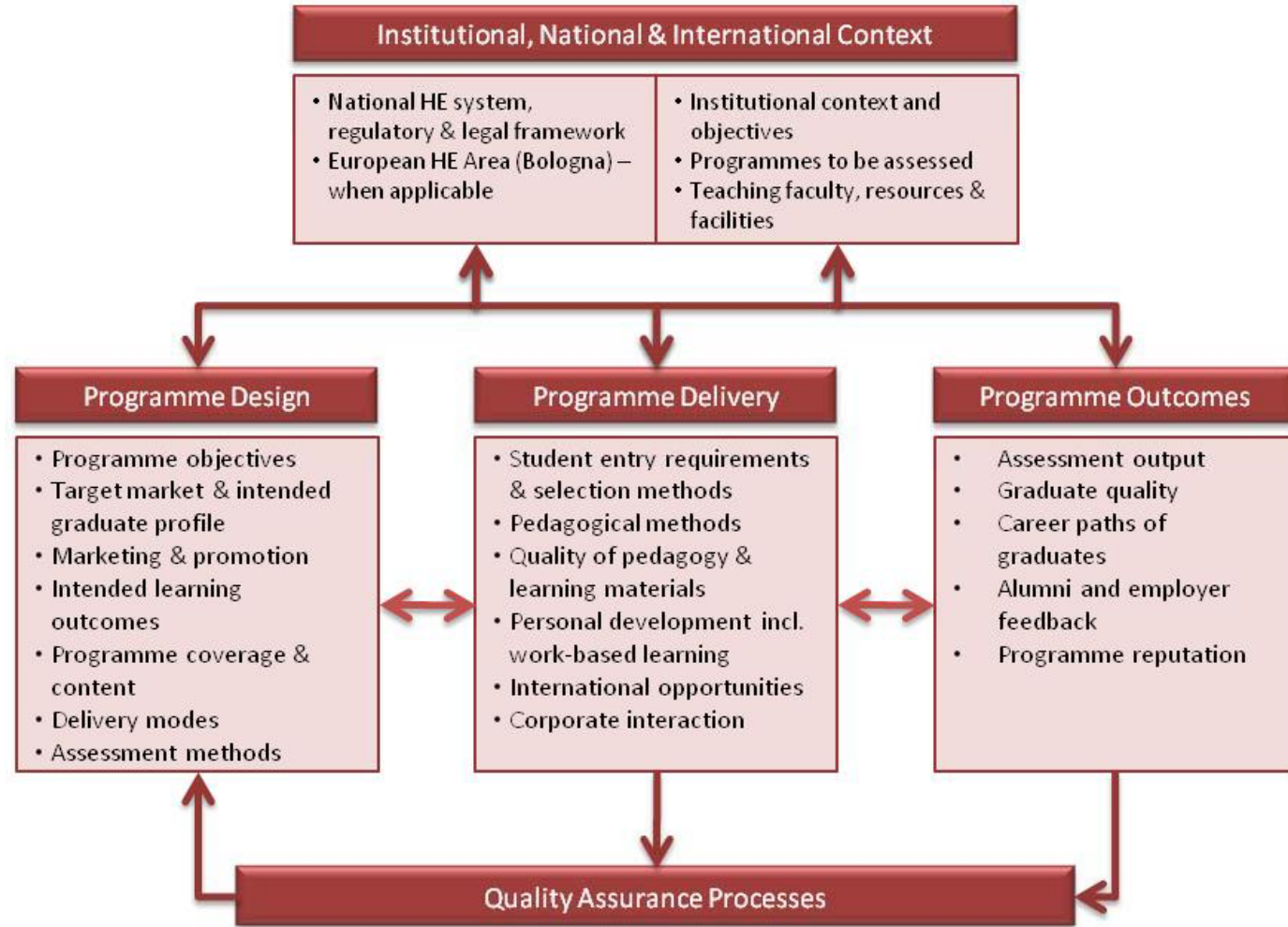


# EQUIS Framework





# EPAS - Accreditation Criteria



**Programme Value Chain Model**



# Benefits of EFMD Accreditations

## (Our historical claim)

- Information to the market on the basis of substance
- International recognition of excellence: international development
- Mechanism for international benchmarking with the best
- Sharing of good practice and mutual learning
- Agenda for quality improvement and future development
- Acceleration of quality improvement in international management education





# 2010 EFMD Survey

(The school's claim)

## Mention the main contributions of EQUIS:

- Systematic approach to QA
- Higher international visibility, prestige, reputation
- Strategic focus/orientation/management
- Improved research output
- Recognition of interface with business community
- Improved governance

**171 respondents**





## BUT BEAR IN MIND...

- **Accreditation is not an end in itself!**
- **Avoid the « Frog Syndrom»!**
- **Asia Pacific Business Schools will make accreditations evolve!**
- **Don't hesitate to challenge our approach (Research, Silos, Global Responsibility, Faculty profile, ...)**





# *Thank you!*

[equis@efmd.org](mailto:equis@efmd.org)

[epas@efmd.org](mailto:epas@efmd.org)

[eric.cornuel@efmd.org](mailto:eric.cornuel@efmd.org)

[www.efmd.org](http://www.efmd.org)



[www.efmd.org](http://www.efmd.org)

# **"The Role of Accreditation in the Development of Asia Pacific Business Schools"**

**Dr. Edilberto C. de Jesús, President, Asian Institute  
of Management**

# Philippine Accreditation System: Federation of Accreditation Agencies of the Philippines (FAAP)

Established in 1977 by the Commission on Higher Education (CHED) as the umbrella organization of three national accrediting agencies namely:



**PACU - COA**

(Philippine Association  
of Colleges and  
Universities -  
Commission on  
Accreditation)



**PAASCU**

(Philippine Accrediting  
Association of Schools,  
Colleges and Universities)

**ACSC - AAI**

**ACSC - AAI**

(Association of Christian  
Schools and Colleges –  
Accrediting Agency, Inc.)

# Other Accrediting Philippine Educational Organizations

- AACCCUP – Accrediting Agency of Chartered Colleges and Universities of the Philippines
- ALCUCOA – Association of Local Colleges and Universities Commission on Accreditation, Inc.
- PASUC – Philippine Association of State Universities and Colleges

# **The Role of Accreditation in the Development of Asia Pacific Business Schools**

October 28, 2010

**Sang Yong Park**

Yonsei University

# Benefits of Accreditation

## ➤ Enhances international reputation

=> Accreditation is a 'must' to globalize B-Schools!

## ➤ Provides valuable opportunities to:

- Self-assess academic programs and practices
- Re-align the faculty behavior with the School's goal and interest
- Streamline the programs and the practices needing changes

# Potential Benefits of Accreditation

## ➤ Improves the B-School governance

- Many asian B-Schools belong to universities with centralized administrative structure and suffer from a lack of autonomy.
- Deans often spend enormous amount of time 'begging' central administrators (May be a faculty member from Humanities with only six months in the position!) to understand the competitive dynamics of B-Schools.
- **Accreditation bodies could be of great help by focusing more on 'governance' in their research and accreditations.**



**Panelist - Professor Hirokazu  
Kono, Dean, Keio Business  
School**



Keio Business School

慶應義塾大学大学院経営管理研究科

# Accreditation of Business School —For Further Growth—

October 28, 2010

Hirokazu Kono

Dean and Professor

Keio Business School



# 1. Value of Accreditation

---

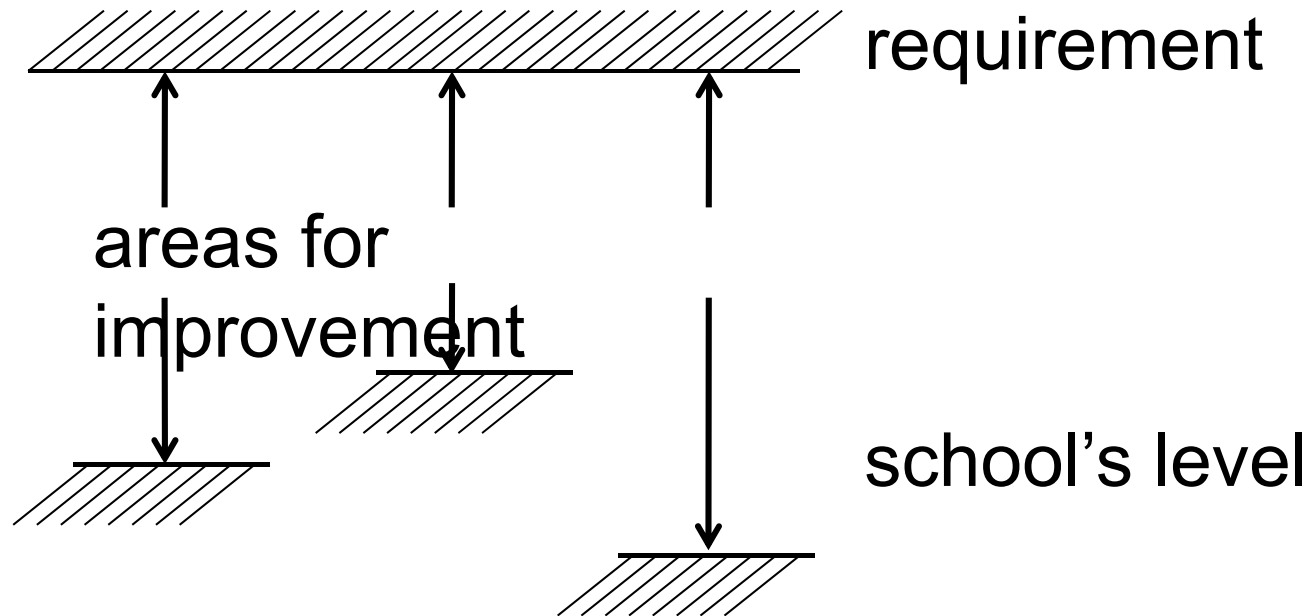
- an opportunity for
  - reviewing internal consistency
    - (mission ↔ strategy ↔ outcomes)
  - recognizing areas to be strengthened
  - understanding further growth opportunities
  - increasing sense of unity
  - ⋮



## 2. Attitude toward Accreditation Review (1)

---

- Static model (Examination model)

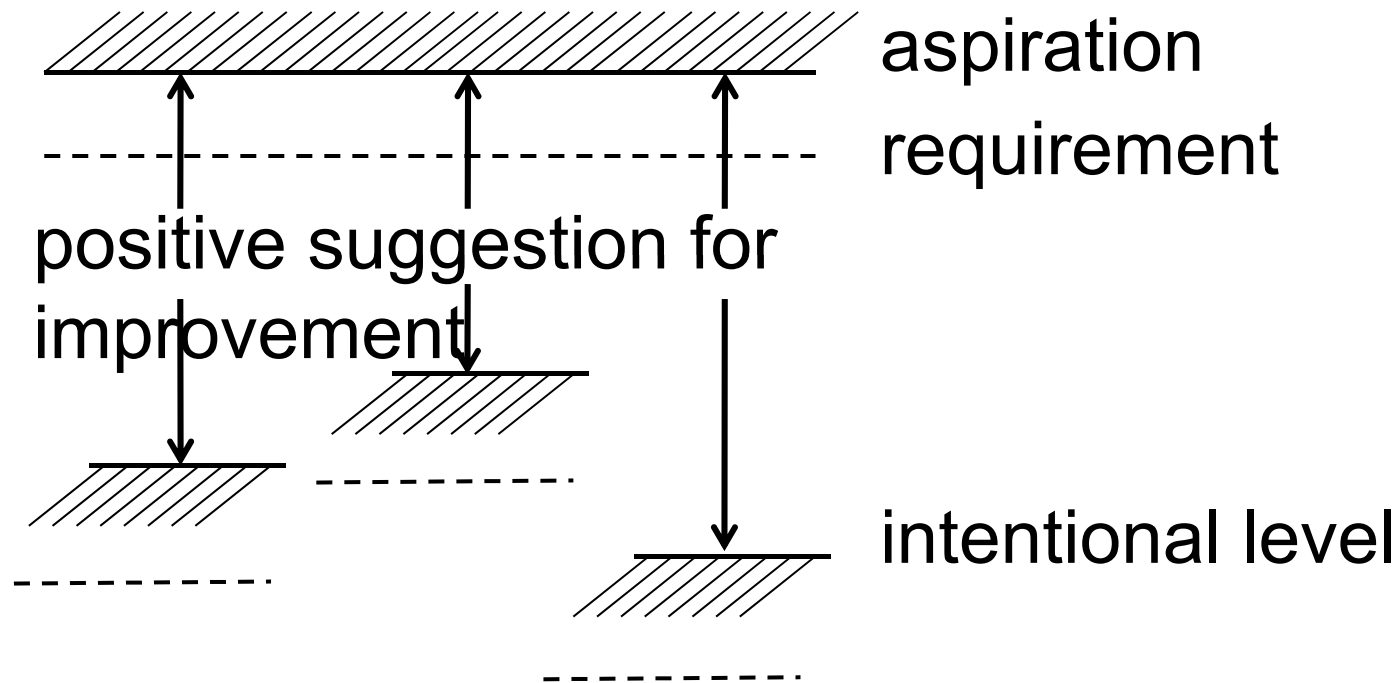




### 3. Attitude toward Accreditation Review (2)

---

- Growth model (Dynamic model)





## 4. Issues (1)

---

- standardization vs. customization
  - unique strength should be highly appreciated, while keeping the requirement level of accreditation
- diversity/difference among countries/areas
  - Japan: Ministry of Education
  - Korea: Governmental support
  - India: emerging number of business schools
  - ⋮



## 5. Issues (2)

---

- Asian taste
  - Asian way of management
  - Business environment in Asia
    - long term perspective
    - family business orientation
    - salary and promotion system
- Only driver's license?
  - minimum requirement
  - + each school's unique endeavor
  - value increase for management education in a global context
  - a step to investigate societal problems

# **“The Role of Accreditation in the Development of Asia Pacific Business Schools”**

## **Discussion**