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SBMITB 
School of Business & Management



AACSB JOURNEY TO SUPPORT CONTINUOUS IMPROVEMENT

School of Business and Management
Institut Teknologi Bandung



Our **reason for existence** is ...

“To educate students to be **innovative leaders** with an **entrepreneurial mindset** and to develop and disseminate knowledge of business and management for the **betterment of business, government, and society.**”

In **the future**, we want ..

“To be a **world class institution** that inspires and develops leaders with an entrepreneurial spirits.”

We believe that **our values** are ...

“**Integrity, Strive for Excellence, Trust, Innovation, and Harmony**”

AACSB Accreditation Standard

STRATEGIC MANAGEMENT AND INNOVATION

Standard 1: Strategic Planning	1
Standard 2: Physical, Virtual and Financial Resources	2
Standard 3: Faculty and Professional Staff Resources	3

LEARNER SUCCESS

Standard 4: Curriculum	4
Standard 5: Assurance of Learning	5
Standard 6: Learner Progression	6
Standard 7: Teaching Effectiveness and Impact	7

THOUGHT LEADERSHIP, ENGAGEMENT, AND SOCIETAL IMPACT

Standard 8: Impact of Scholarship	8
Standard 9: Engagement and Societal Impact	9

CONCERNS & ACTIONS

Faculty Standards



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Eligibility	iSER	iSER 1 st Update	iSER 2 nd Update	iSER 3 rd Update
Concern				
<ul style="list-style-type: none"> Limited number of faculty Limited percentage of Faculty with PhD Substantial percentage of part-time faculty 	<ul style="list-style-type: none"> Deployment of SA faculty at the undergraduate program Criteria for SA faculty qualification should be strengthened while clarifying the point system 	<ul style="list-style-type: none"> Improve the criteria for SA faculty (benchmarking) Undergraduate program and two expertise group still have below standard percentage of SA Need clarification on Participating Faculty Criteria. 	<ul style="list-style-type: none"> Increase the PRJ requirement for SA as the benchmark suggested Improve the Participating Faculty Criteria for ITB faculty (non-business school faculty) 	<ul style="list-style-type: none"> Improve the quality parameters in each Faculty Qualification Criteria Assess the depth and breadth of activities for Participating Faculty Criteria
Actions				
<ul style="list-style-type: none"> Should not report based on PDPT Explain that in Indonesia, Faculty with Master Degree is appropriate to teach undergraduate student 	<ul style="list-style-type: none"> Make sure that SA faculty are also deployed at the undergraduate program Clarify the point system being used to determine faculty qualification 	<ul style="list-style-type: none"> Add 1 PRJ as criteria for SA (benchmark to UGM and UUM) Make sure all programs and expertise group to have at least 40% of SA Re-explain the school's Faculty Sufficiency Criteria 	<ul style="list-style-type: none"> Add one more PRJ as criteria for SA (total of two) Non-business school full-time faculty of ITB does not automatically categorize as a participating faculty. 	<ul style="list-style-type: none"> Propose a different scores for PRJ based on its quality (to be classified as SA, more than two PRJs might be needed) Improve the Participating Faculty Criteria by including variety of activities and time duration of assessment.

OUR JOURNEY

7 Years of Improvements



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Improvements – Faculty Sufficiency



Interest Group/ Program/ Location	Participating Faculty					
	iSER	iSER 1 st Update	iSER 2 nd Update	iSER 3 rd Update	SER ¹	SER Update ¹
By Interest Group						
BSM	77.45%	90.98%	93.21%	91.49%	75.88%	84.75%
ETM	77.92%	85.95%	92.21%	97.92%	86.82%	83.06%
BRF	90.80%	92.12%	91.31%	93.21%	78.20%	85.32%
DMSN	67.20%	61.23%	74.29%	73.49%	71.67%	73.08%
OPM	85.22%	92.95%	91.21%	96.00%	89.92%	91.81%
PKM	71.66%	75.34%	82.73%	87.20%	78.05%	83.40%
Total	78.37%	83.55%	87.84%	89.90%	79.60%	83.29%
By Program						
BM	71.47%	80.14%	86.65%	83.25%	76.00%	78.78%
BE	50.80%	66.67%	78.35%	93.15%	83.70%	81.33%
Undergraduate	69.01%	76.85%	84.99%	85.11%	77.48%	79.31%
MBA	89.37%	91.58%	90.81%	95.89%	80.64%	86.80%
MSM	99.28%	96.24%	98.60%	98.15%	95.41%	96.91%
DSM	100.00%	97.76%	100.00%	100.00%	98.46%	100.00%
Graduate	91.65%	92.53%	92.12%	96.28%	82.65%	88.09%
Total	78.37%	83.55%	87.84%	89.90%	79.60%	83.29%
By Location						
Bandung	78.43%	84.19%	88.05%	88.07%	78.74%	83.88%
Jakarta	89.30%	90.78%	90.71%	98.18%	77.29%	78.67%
Jatinangor	58.06%	71.60%	82.94%	95.20%	90.79%	84.94%
Total	78.37%	83.55%	87.84%	89.90%	79.60%	83.29%

¹ Reported using SBM ITB's most recent Faculty Sufficiency Criteria (effective from end of 2018)

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Improvements – Faculty Qualification



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Criteria	iSER	iSER 1 st Update	iSER 2 nd Update	iSER 3 rd Update	SER	SER Update
SA	46.70%	48.11%	53.15%	60.30%	60.50%	62.49%
SA + PA + SP	79.16%	85.16%	91.25%	94.15%	94.81%	91.98%
SA + PA + SP + IP	90.50%	96.14%	96.29%	98.21%	97.37%	95.87%

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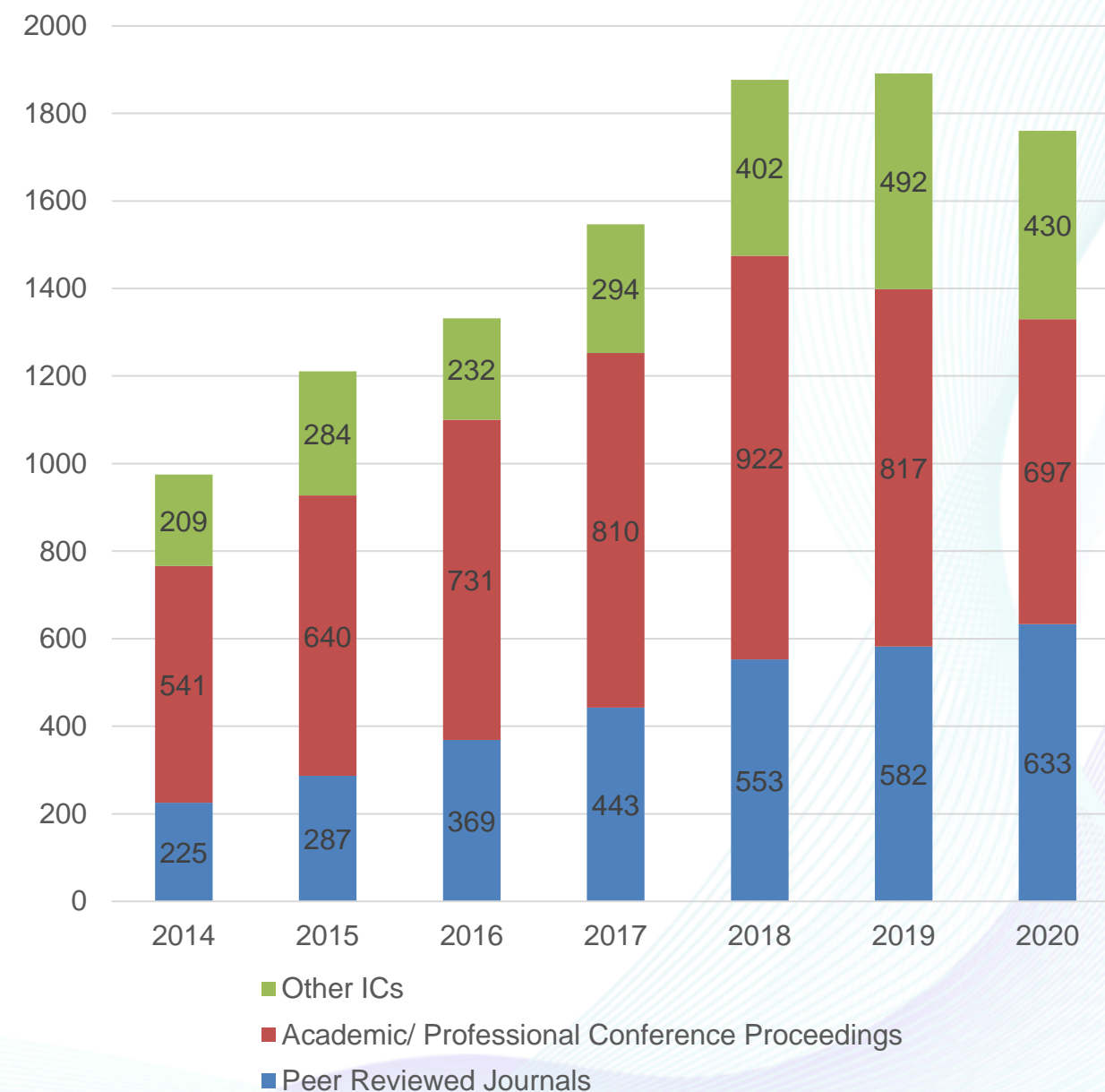


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Improvements – Intellectual Contributions

SBM ITB experienced **10.34% CAGR** of 5-Years IC Production from 2014 to 2020.



Portfolio and Types of Intellectual Contributions	2010-2014 iSER	2011-2015 iSER 1 st Update	2012-2016 iSER 2 nd Update	2013-2017 iSER 3 rd Update	2014-2018 SER	2015-2019	2016-2020 SER Update
Portfolio of Intellectual Contributions							
Basic or Discovery Scholarship	130	172	167	177	217	239	230
Applied or Integration/Application Scholarship	739	915	1,099	1,298	1,577	1,559	1,456
Teaching and Learning Scholarship	106	124	66	72	83	93	74
Total	975	1,211	1,332	1,547	1,877	1,891	1,760
Types of Intellectual Contributions							
Peer Reviewed Journals	225	287	369	443	553	582	633
Peer Reviewed Academic/Professional Meeting Proceedings	541	640	731	810	922	817	697
Peer Reviewed Academic/Professional Meeting Presentations	-	-	1	4	10	12	13
Competitive Research Awards Received	47	104	92	156	301	387	351
Textbooks	13	12	10	9	8	9	6
Cases	48	51	10	6	5	7	5
Other Teaching Materials	10	9	5	5	6	10	8
Professional and Practice Standards, or Public Policy	11	11	3	24	40	28	20
Other IC Type Selected by the School	80	97	20	90	32	39	27
Total	975	1,211	1,332	1,547	1,877	1,891	1,760

NEVER ENDING STORY

PRT Concern



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1. The school should formulate a strategy for improving **gender balance**, particularly at the senior academic levels, consistent with best practices in diversity and inclusion.
2. The school should formulate targets, informed by the mission, for the **composition of its intellectual contributions portfolio**, including desirable proportions of basic and discovery scholarship and applied scholarship and the mechanisms whereby the targets might be achieved. In addition, the school is recommended to **continue to improve quality of journals** in the tier systems, going beyond basic government thresholds.
3. The assessment approach should use more targeted courses for measurement, thereby **reducing faculty workload on assurance of learning (AoL) assessment**. The school is recommended to also include **indirect measures** in its AoL system consistent with the requirements under the 2020 standards.
4. The criteria for faculty qualifications should be improved. The points systems should be reviewed with a greater **emphasis on quality peer-reviewed journals** consistent with its mission. Scholarly Practitioner and Instructional Practitioner **initial qualification requirements should be improved** to more closely align with the intent of these categories with respect to the academic qualification and initial professional experience.



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