

Academic and Professional Engagement of Students in Business Programs in India: Pedagogical and Practical Issues

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Abstract

AACSB International—The Association to Advance Collegiate Schools of Business—one of the widely known accreditation body, advocates, promotes, and supports quality management education worldwide through “accreditation, thought leadership, and value-added services” (AACSB, 2016 Report). AACSB has a set of accreditation standards, processes, and practices that reflect its mission and core values, work to advance the interests of global management education. These standards and protocols of AACSB are actively and proactively accommodate and incorporate the powerful and ever-changing cultural, demographic, and economic paradigm shifts, both domestically and globally. While these shifts pose challenges, even threats, they also provide opportunities to those business schools that are alert and proactive to explore and exploit them. In AACSB’s recent publication of their accreditation standards (January 2016), it has embraced three imperatives for business schools to plan, assess, and implement in order to continuously improve their programs not only to maintain their accreditation, but also to grow in a sustainable manner. These imperatives (Pillars of Accreditation) are: Engagement of Stakeholder, Innovation in Programs, and Impact of Business Programs and Related Activities.

The following definitions are from AACSB (2016 Report Update):

Engagement of Stakeholders: It is important that business schools encourage and develop programs and related activities that will prepare students for their personal, professional, and societal roles productively and meaningfully. This imperative requires that business schools interact and intersect with a variety of stakeholders in local, regional, national, or global contexts.

Innovation in Programs: This AACSB standard encourages creativity and experimentation necessary for innovation in business programs, but at the same time it fosters quality and consistency in business programs and other related initiatives.

Impact of Business Programs and Related Activities: This standard focuses on the meaningful and measurable outcomes of business programs and related activities. Such questions as “Are our students learning what they are supposed to learn (Assurance of Learning)”, “How do

research and related activities impact stakeholders”, and “what is the impact of services rendered by faculty members of business schools on stakeholders.”

The above AACSB imperatives require that business faculty members continuously improve in the areas of pedagogy, scholarly activities, and service. The missions of such business schools as Indiana University of Pennsylvania and Marshall University (both located in the United States) highlight the importance of these three pillars. It is the prime responsibility of business schools to support activities that will contribute to Engagement, Innovation, and Impact via pedagogy, research, and service.

The proposed work will focus on the pedagogical and practical issues concerning Engagement of Stakeholders involved in business programs business schools located in India. Specifically, the proposed work (presentation) will highlight various strategies and practices that will positively impact business curricula, teaching approaches, faculty development, research activities, and executive education related to business schools in India. In addition, the proposed work and its presentation will open up for discussion and discourse on the topics and issues of Engagement of Stakeholders. Such “open-book” discussions will provide opportunities for both faculty and administrators to share their thoughts and ideas at the conference that is well attended by over 150 faculty, administrators, and business leaders from India and several other nations.