

Research on Teaching Reform of “Enterprise Resource Planning System” based on Assurance of Learning System of AACSB Accreditation

Peng Du¹, Yuna Yang², Xinyu Li¹, Yutao Zhou³, Chaoying Huan¹

¹ School of Management, Tianjin University of Technology, Tianjin 300380, P.R. China

² College of Science, Tianjin University of Technology, Tianjin 300380, P.R. China

³ Tangshan Port Group Co.,Ltd., Tangshan 063099, Hebei, P.R. China

Abstract: In recent years, the demand for accreditation and quality assurance in the global higher education sector has become increasingly urgent. As one of the most authoritative international accreditations for business schools, AACSB Accreditation provides an effective pathway to enhance the quality of business education and its international competitiveness. Among its core components, the Assurance of Learning (AoL) System is central to the AACSB accreditation process. Against this backdrop, this paper takes the Enterprise Resource Planning (ERP) system as a case study to explore the improvement of teaching philosophies and models based on AACSB Accreditation. From the perspective of a specific course, it focuses on analyzing the construction and application of the AoL System, and proposes targeted teaching reform strategies suitable for the ERP course.

Keywords: Assurance of Learning System, AACSB Accreditation, Enterprise Resource Planning System.

1. Introduction

Entering the 21st century, with the accelerated development of globalization, higher education faces unprecedented challenges. Driven by the democratization of higher education, the internationalization of talent demand, and economic globalization, the global demand for advanced research and professional talents has continued to grow, leading higher education into a stage of differentiated development. This has also sparked a global upsurge in quality development for application-oriented higher education. In this context, the deepening of economic globalization has rapidly increased society's demand for international talents who understand international rules and can participate in international affairs and competition. Therefore, cultivating international business talents who meet the needs of China's economic and social opening-up, possess a global perspective, master international rules, and are capable of engaging in international affairs and competition has become a new mission and responsibility of China's higher education.

To achieve this goal, universities need to establish a scientific and systematic talent quality assurance system. The AoL System under AACSB International Accreditation provides an effective reference for universities to build such systems. AACSB is one of the world's most authoritative accreditation bodies for business schools, and its AoL System represents the highest industry standards for quality assurance. By drawing on AACSB's AoL System, universities can better ensure the quality of business talent cultivation and make greater contributions to China's higher education.

The educational mission of business schools is to cultivate management talents with high professional ethics and moral integrity, who will take on the responsibility of promoting enterprise innovation and development, and maintaining social prosperity and stability. Therefore, students' learning outcomes have become a key indicator to evaluate whether business education meets social needs.

The Association to Advance Collegiate Schools of Business is a renowned international accreditation organization for business education evaluation. Its assessment criteria have become the main reference for evaluating learning effectiveness in business courses in many countries. AACSB's assessment emphasizes business schools' performance in Engagement, Innovation, and Impact—that is, through the assessment process, it aims to improve the quality of business education, strengthen interactions among schools, faculty, students, and industries, promote innovation in education, academia, and professionalism, and thereby enable schools to contribute to society.

The Assurance of Learning System is a core component of AACSB Accreditation. Through the implementation of the AoL System, business schools can more effectively design teaching activities, focus on student learning outcomes, improve teaching quality, and develop students' comprehensive competencies. This system not only focuses on students' academic performance but also values their all-round development, including the improvement of critical thinking, teamwork, leadership, communication, and other competencies.

Enterprise Resource Planning is an integrated management information system that integrates internal and external enterprise resources and business processes to achieve effective management and efficient utilization of enterprise resources. Among various management courses, the ERP system course is highly application-oriented and practical. It not only requires students to master professional theories and methods and have a clear understanding of professional ethical norms but also demands that students possess the ability to skillfully apply their knowledge to analyze and solve practical problems. Therefore, establishing an AoL-based course teaching design for the ERP system and integrating it into the AoL curriculum map can effectively enhance the cultivation and assessment of learning goals.

This study aims to conduct research on the teaching reform of the ERP system based on the AACSB Accreditation AoL System to improve teaching quality and effectiveness. The

research not only helps optimize the ERP teaching model in universities to meet enterprise needs but also cultivates high-quality talents more adaptable to enterprise management requirements. The findings of this study hold significant practical implications for promoting the integration of university education with enterprise needs and facilitating the joint development of schools and enterprises.

2. Literature Review

Numerous scholars have conducted multi-dimensional research on AACSB accreditation and its core AoL system, covering areas such as the quality and value of accreditation, practical tools for the AoL system, teaching and curriculum reform, and resource collaboration. These studies provide diverse perspectives for improving the quality of business education under the AACSB framework.

Foreign scholars have carried out systematic and contextual research on the quality effectiveness of AACSB accreditation itself: MacKenzie Jr et al. (2020) conducted a systematic review of 91 relevant studies from 2003 to 2017[1]. They found that most existing research uses survey methods targeting students and faculty, and while accreditation is associated with stakeholder value, empirical evidence for its role in enhancing educational quality remains relatively limited. Bieker (2014) analyzed resource-constrained business schools with teaching-centric missions and pointed out that due to the lack of quality evaluation metrics adapted to teaching-focused institutions, there is no empirical data proving that AACSB accreditation can improve learning outcomes or institutional quality for such schools[2]. Mohamed et al. (2021) took Taiwan province of China as an Asian case, framing AACSB accreditation as a "balanced scorecard roadmap" to explore its role in promoting institutional quality and competitiveness[3]. They also noted the challenge of aligning Western accreditation norms with local educational priorities.

Regarding the implementation of the AoL system, foreign research focuses on method supplementation and technology integration: Kehal (2020) pointed out that web-based technologies (e.g., stakeholder survey tools, classroom assessment platforms) have become core carriers for AoL data collection and knowledge sharing[4]. These digital tools not only meet accreditation reporting requirements but also support continuous curriculum improvement. Xu (2026) addressed the gap that AACSB does not provide an official guide for AoL curriculum mapping[5]. Taking an AACSB-accredited management program as a case study, he proposed a step-by-step mapping method from course-level outcomes to program goals, filling a key operational gap in the AoL system. Vander Weerd (2023) linked Open Educational Resources (OER) to the 2020 AACSB Standards, finding that collaborative OER projects in public institutions can both advance core AoL goals (e.g., "learner success" and "societal impact") and support accreditation compliance[6].

In the dimensions of teaching and curriculum, foreign research focuses on the variation in standard implementation and stakeholder engagement: Siddiqui & Lento (2022) examined how AACSB-accredited business schools in Canada and the U.S. implement "Teaching Effectiveness (Standard 7)" and "Impact of Scholarship (Standard 8)"[7]. They found that there is a lack of consensus across institutions on the definition and measurement of "teaching effectiveness." Their subsequent study (2024) on the "Scholarship of Teaching and Learning (SoTL)" further noted

that while SoTL is highly relevant to teaching quality goals, such research is not fully reflected in institutional intellectual contribution portfolios[8]. Youssef et al.(2024) compared accounting curriculum reform in AACSB-accredited institutions in the UAE and the UK. Using structural equation modeling, they found that change management has a positive impact on faculty commitment (with a stronger effect in UAE institutions), while the impacts of transformational leadership and organizational culture are constrained by cultural dimension[9].This highlights the need for culturally sensitive strategies in cross-national AACSB curriculum reform.

Resource collaboration is a complementary research perspective abroad: Hall et al. (2025) focused on cost-sharing and collaborative collection development between AACSB-accredited business schools and academic libraries in the U.S. Surveys showed that only 13% of the surveyed institutions have such collaborations, and most lack formal agreements[10]. This reveals that the potential of cross-departmental resource collaboration to support AACSB quality goals has not been fully exploited.

Existing achievements cover dimensions such as the quality and value of AACSB accreditation, AoL operational tools, and teaching-curriculum practices. However, compared with domestic research (which focuses on AoL system construction for individual courses), common gaps remain in two aspects: first, there is insufficient research on AoL-adapted teaching design for technology-integrated management courses (e.g., ERP systems); second, in-depth research in non-Western educational contexts is still limited; third, the role of cross-departmental resource collaboration in institutional AACSB quality assurance has not been fully explored. These gaps provide directions for subsequent research.

3. Introduction to AACSB Accreditation and AoL System

3.1. Evaluation Criteria of AACSB Accreditation

AACSB Accreditation, administered by the Association to Advance Collegiate Schools of Business, is the most rigorous and authoritative quality accreditation for business education worldwide. Its standards have become an important benchmark for undergraduate teaching in management-related majors. AACSB Accreditation conducts rigorous external reviews of an institution's mission, faculty qualifications, curriculum, and ability to deliver high-quality courses. The core value of this accreditation lies in promoting continuous improvement of teaching standards, enhancing student learning outcomes, and strengthening faculty capacity through deep engagement in the accreditation process. Accredited institutions must have a clear vision and mission, engage a broad range of stakeholders, establish a comprehensive teaching support mechanism centered on students, and foster high-quality teaching through interactive faculty-student teaching practices.

AACSB's evaluation criteria comprehensively assess business schools in four key areas: teaching quality, academic research, student services, and academic engagement.

Teaching Quality: Business schools must ensure that faculty possess high teaching standards and professional knowledge to provide high-quality teaching services. They must also design a scientific curriculum that aligns with the latest developments in the business field and fosters students'

comprehensive competencies and innovative thinking.

Academic Research: Business schools must encourage faculty to conduct high-level academic research and publish influential findings in peer-reviewed journals. They must also provide a supportive research environment and resources to facilitate academic activities among faculty and students.

Student Services: Business schools must offer comprehensive student support, including academic advising, career guidance, and internship opportunities, to promote students' all-round development and employability. They must also establish effective student feedback mechanisms to understand student needs and make timely improvements.

Academic Engagement: Business schools must actively participate in academic exchanges (e.g., conferences, seminars) to promote academic collaboration and knowledge sharing. They must also build strong partnerships with enterprises, governments, and other social organizations to facilitate the application and transformation of research outcomes.

The current AACSB Accreditation standards consist of two core components: Eligibility Standards (which include core values, guiding principles, and general criteria) and Accreditation Standards (which define program-specific indicators based on the characteristics of management majors). Through an analysis of the visions and missions of AACSB-accredited institutions worldwide, AACSB International (2021) summarized a general trend: most business schools prioritize cultivating innovative talents and pursuing excellence as their development goals. AACSB emphasizes three fundamental standards: a clear and well-articulated mission (to guide institutional strategic decision-making), alignment between the mission and development strategy, and a commitment to continuous improvement. Thus, the AACSB accreditation process itself can be seen as an advanced model for enhancing talent cultivation quality based on an institution's unique strengths.

3.2. Impact of AACSB Accreditation on Teaching Quality

AACSB International Accreditation is one of the most authoritative and influential accreditation systems for business schools globally. Its purpose is to evaluate a school's teaching quality, scientific research level, and academic influence. Business schools with AACSB Accreditation have a high level of teaching quality assurance, and this accreditation has a positive impact on the teaching reform of the Enterprise Resource Planning (ERP) system.

First, AACSB Accreditation requires business schools to have a high-quality faculty. Faculty members must not only have strong academic backgrounds and teaching experience but also actively engage in scientific research and academic exchanges. As a result, AACSB-accredited schools are better able to attract outstanding faculty, thereby enhancing teaching quality.

Second, AACSB Accreditation emphasizes innovation in teaching methods and resources—an aspect particularly critical for ERP teaching reform. By introducing the latest ERP software and technologies (e.g., cloud-based ERP platforms), business schools can provide students with more practical, enterprise-aligned teaching content. This not only increases student motivation and interest but also enhances their ability to apply ERP systems in real-world work settings.

Third, AACSB Accreditation requires business schools to establish close partnerships with enterprises. Such

collaborations provide real-world cases and data support for ERP teaching, helping students better understand and apply ERP systems. Additionally, schools can organize field visits and internships through enterprise partnerships, allowing students to experience corporate environments and hands-on operations, thereby improving their comprehensive competencies and employability.

Finally, AACSB Accreditation mandates continuous quality assessment and improvement. This assessment mechanism helps business schools identify and address teaching issues in a timely manner, leading to sustained improvement in teaching quality. In ERP teaching reform, schools can use student evaluations, external expert reviews, and employer feedback to assess teaching effectiveness, and adjust teaching content and methods to better meet student and enterprise needs.

In summary, AACSB Accreditation has a positive impact on ERP system teaching reform. By enhancing faculty quality, innovating teaching methods and resources, building enterprise partnerships, and implementing continuous quality assessment, business schools can improve the quality of ERP teaching and cultivate talents more aligned with enterprise needs. Thus, AACSB Accreditation plays a crucial role in driving ERP system teaching reform.

3.3. Introduction to the Assurance of Learning (AoL) System

The Assurance of Learning (AoL) System is the cornerstone of the AACSB accreditation process. It is demand-driven and outcome-oriented, using quantitative evaluation to measure whether teaching effectiveness meets expected goals through data analysis. Based on these insights, it enables the development of targeted course improvement plans.

The AoL System focuses on two core objectives: performance evaluation and continuous improvement. First, it uses empirical data to assess student learning outcomes, determining whether predefined program goals have been achieved. This assessment goes beyond knowledge mastery to include students' competencies, qualities, and personal development. Through this evaluation, faculty can gain a comprehensive understanding of student learning status and needs, adjust teaching strategies in a timely manner, and improve teaching effectiveness. Second, the AoL System analyzes all aspects of the teaching process (e.g., curriculum design, teaching methods) to develop continuous improvement plans. Faculty review course structure, content, resources, and assessment methods to identify gaps, propose improvements, and optimize teaching strategies based on student feedback—ensuring teaching remains aligned with student needs and expectations.

The establishment and operation mechanism of the AoL System includes the following key steps:

- 1) Define program-level Learning Goals (LG) and course-level Learning Objectives (LO) based on the institution's mission.
- 2) Develop a Curriculum Map that aligns courses with LGs and LOs.
- 3) Identify key courses for assessment based on their relevance to program goals, and design assessment rubrics for these courses.
- 4) Conduct assessments, collect data, analyze results, and generate course assessment reports.
- 5) Compare assessment results with predefined LGs/LOs

to identify gaps, adjust teaching plans and rubrics, and return to Step 1-forming a closed loop for continuous improvement.

The operation mechanism of the AOL learning quality assurance system is shown in Figure 1 below.

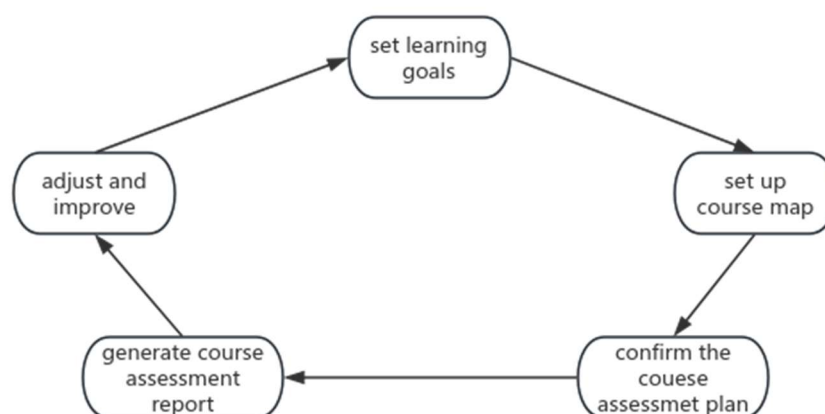


Figure 1. AOL Operation Mechanism of the AoL System

4. AACSB Accreditation of School of Management at Tianjin University of Technology

AACSB Accreditation is the oldest, most globally recognized, and comprehensive accreditation for business schools, representing the highest achievement in business education worldwide. It promotes continuous improvement of student cultivation standards, faculty quality, and institutional management in accredited schools. Through the AACSB Accreditation network, business schools can achieve credit recognition with world-class business schools, conduct in-depth collaborations, and enhance graduates' employability. This accreditation is of great significance for advancing the university's integrated strategy of education, science and technology, and talent development, improving its international reputation in business education, and contributing Chinese solutions to global business education governance. As of July 31, 2023, less than 6% of business schools worldwide have obtained AACSB Accreditation, and 48 business schools in mainland China (mostly from "985 Project" universities) have received this accreditation.

In 2015, School of Management at Tianjin University of Technology became an official member of AACSB, marking its entry into the global alliance of top business schools. This membership enabled the school to access AACSB's educational resources, achieve course credit recognition within the alliance, build an international business cooperation platform, enhance its brand reputation, and internationalize its teaching and research management processes. It also demonstrated the school's commitment to developing a mission-driven, international, and standardized business education system through the AACSB platform.

In 2016, the school passed AACSB's eligibility review, officially initiating the accreditation application process. Over eight years of dedicated efforts (2015–2023), School of Management continuously aligned its practices with AACSB standards, achieving overall improvements in teaching, research, and talent cultivation. In June 2023, the school underwent an on-site visit and successfully obtained initial AACSB Accreditation.

Obtaining AACSB Accreditation in 2023 represents School of Management's proactive integration into the international

mainstream of education, reflecting its confidence and determination to pursue reform. This accreditation holds three key significances for the school:

1) Enhanced International Influence: AACSB Accreditation elevates the school's international reputation, increasing global recognition of Chinese business education. This helps attract international students and faculty, promote international academic exchanges, and strengthen China's influence in global business education.

2) Improved Business Education Quality: AACSB sets high standards for education quality, faculty capacity, and curriculum design. The school will increase investment in teaching and research, enhance faculty training, innovate teaching methods, and optimize the AoL-aligned curriculum system-ultimately cultivating more internationally competitive management talents and driving teaching reform. These innovative practices can be promoted across China's business education system to advance national-level teaching improvement.

3) Strengthened Industry-University-Research Collaboration: The latest AACSB standards emphasize institutional social service and impact. The school will further deepen partnerships with enterprises to integrate industry, university, and research resources. This collaboration not only improves students' practical abilities but also accelerates the transformation of research outcomes, driving regional economic development.

In conclusion, AACSB Accreditation is not merely an honor but a driving force for educational reform, quality improvement, and international collaboration. By obtaining this accreditation, School of Management has become a leader among local business schools in North China. Its successful practices and advanced concepts will serve as a model for other universities, promoting the overall improvement of business education in China.

With a vision to become an outstanding school of management in China with balanced development of engineering and management, and equal emphasis on teaching and research, the School of Management's mission is to contribute new knowledge in management and economics, cultivate industry professionals, support regional development, and fulfill social responsibilities. To achieve this vision and mission, the school has vigorously promoted AoL construction across all degree programs. Its AoL System

is demand-driven and outcome-oriented, using quantitative evaluation to measure teaching effectiveness and develop course improvement plans. In line with this trend, the ERP system course has established a corresponding AoL-aligned quality assurance system.

5. AoL-Based Teaching Reform Design and Implementation for the Course of ERP System

With the deepening of global economic integration, the ERP system—an essential management information system—has become a core tool for enterprise management. However, traditional teaching models for ERP courses face challenges such as over-emphasis on theory and disconnection from practical application. Thus, teaching reform is critical to improving student learning outcomes and cultivating practical application abilities.

ERP teaching must balance theoretical education with practical training. The course requires students to master professional knowledge, uphold ethical and social responsibilities, and develop innovative problem-solving skills. The course-specific Learning Objectives (LOs) for the ERP system are: (1) students must have a clear understanding of professional ethical norms; (2) students must possess innovative thinking and master innovative methods to solve practical problems. These objectives lay the foundation for students' future professional careers.

The core of the AoL System is well-defined learning goals. By establishing clear goals, faculty can design challenging and relevant learning tasks that prepare students for real-world work environments. These goals must align with the program's core competencies and knowledge, aiming to cultivate students' professional literacy and practical skills.

The learning objectives and assessment methods of the Enterprise Resource Planning system are shown in Table 1.

Table 1. Learning Goals, Learning Objectives, and Assessment Methods for the Course of ERP System

Learning Goal (LG)	Learning Objective (LO)	Assessment Method
LG2: Uphold ethical and social responsibilities	LO2.1: Students have a clear understanding of professional ethical norms	Essay questions (assessing knowledge of ERP professional ethics, e.g., data privacy and system security)
LG4: Develop innovative problem-solving abilities	LO4.1: Students possess innovative thinking and master innovative methods to solve practical problems	Case study (assessing ability to design ERP solutions for enterprise pain points, e.g., inventory optimization)

In the AoL System, assessment and feedback mechanisms are critical for promoting student learning and growth. Faculty must design effective assessment methods that measure academic performance while providing timely feedback and guidance. Assessments may include exams, assignments, and project-based evaluations to comprehensively measure students' knowledge mastery and competency development. Additionally, faculty must provide timely feedback on student performance, encourage students to identify problems and improve learning methods, and offer

personalized guidance.

The ERP course uses a final assessment consisting of essay questions and case analyses. Essay questions evaluate students' mastery of basic ERP concepts, principles, and functions, as well as their understanding of ERP system applications. Case analyses focus on assessing practical and problem-solving abilities, requiring students to analyze specific ERP application scenarios and design solutions. The evaluation results are shown in Table 2.

Table 2. Final Assessment Results of the ERP System Course

Assessment Component	Exceeds Standard (85–100)		Meets Standard (60–84)		Below Standard (0–59)		Total Students Assessed
	Number	Percentage	Number	Percentage	Number	Percentage	Number
Assessment 1 (Essay Questions)	17	27.4%	41	66.1%	4	6.5%	62
Assessment 2 (Case Analysis)	8	12.9%	50	80.6%	4	6.5%	62

Analysis of the results reveals the following:

Essay Questions: Most students (93.5%) demonstrated mastery of the job responsibilities and required competencies of a master production scheduler, indicating that the LO2.1 (understanding of professional ethics) was effectively achieved.

Case Study: While 93.5% of students met the expected standard, only 12.9% achieved an “exceeds standard” rating. This indicates that LO4.1 (innovative problem-solving) was partially achieved, but additional efforts are needed to strengthen students' ability to apply innovative thinking and

methods to practical ERP problems—with the goal of increasing the proportion of students achieving excellence.

To better cultivate students' ERP competencies, the school has reformed its teaching methods, focusing on three key improvements:

1) Embedded Case Study: Using real ERP cases (e.g., ERP implementation failures in manufacturing enterprises), students participate in solving practical problems, enhancing their analytical and problem-solving abilities. Case-based teaching integrates theory with practice, increasing student engagement and motivation.

2) **Emphasis on Practical Teaching:** In addition to theoretical lectures, students engage in hands-on ERP system operations (e.g., using SAP S/4HANA or Oracle ERP). This practical experience helps students deepen their understanding of ERP system principles and develop technical proficiency.

3) **Promotion of Active Learning:** In the classroom, students are encouraged to ask questions, participate in discussions, and collaborate in groups. This approach stimulates learning interest and cultivates students' self-directed learning and teamwork skills-key competencies emphasized by AACSB.

Reforms to the assessment system and teaching methods are central to ERP system teaching reform. By introducing an AoL-aligned assessment system and adopting case-based teaching, practical training, and group discussions, the school can better cultivate students' ERP competencies, improve teaching quality, and enhance graduates' employability.

6. Conclusion

Through the implementation, analysis, and summary of research on ERP system teaching reform based on the AACSB Accreditation AoL System, this study has achieved several key outcomes. First, the introduction clarified the research background and objectives, proposing to improve ERP teaching quality and effectiveness through AoL-aligned reform. Second, the literature review analyzed international research on AoL, identifying a gap in ERP-specific AoL-based course design-this gap forms the core research focus of this paper.

In the section on AACSB Accreditation and AoL, the study elaborated on AACSB's evaluation criteria, its impact on teaching quality, and the operational mechanism of the AoL System-providing a theoretical foundation and guidance for subsequent ERP teaching reform. The section on the School of Management, Tianjin University of Technology, introduced the school's AACSB accreditation process and its significance, demonstrating the practical context for ERP course reform.

In the section on AoL-based ERP teaching design and implementation, the study explored and analyzed reforms to ERP teaching content, assessment systems, and teaching methods, proposing targeted reform plans. These findings are of great significance for further improving the ERP teaching quality assurance system and enhancing teaching effectiveness.

This study also has limitations. First, due to time and resource constraints, the assessment data only includes the final results of one student cohort-future research should expand the sample size to include multiple cohorts and longitudinal data. Second, the teaching reform process was affected by uncertainties (e.g., student learning attitudes and faculty adaptation to new methods). Future research could adopt mixed-methods (e.g., interviews and surveys) to explore the impact of these factors on reform outcomes, thereby enhancing the study's scientific rigor and reliability.

In conclusion, this study improves ERP teaching quality and effectiveness through AoL-aligned reform, providing valuable insights and directions for future teaching reform. The findings contribute to the improvement of the ERP

teaching quality assurance system and offer a reference for teaching reform in other technology-integrated management courses. It is hoped that these results will promote the broader application of the AoL System in business education and drive the continuous improvement of global business education quality.

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