International Accreditation at TUM

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Who we are

Technische Universität München

- 13 schools
- 151 programs
- 507 professors
- 36,000 students (20% international)
- 187 international partners
  - 474.1 Mio. Euro (State of Bavaria)
  - 29.5 Mio. Euro (tuition fees)
Who we are

TUM School of Management

- Business school
- 9 programs (1 BSc, 5 MSc, 3 MBA)
- 30 full professors
- 4,000 Students (13% international)
- 69 international partners (54 ERASMUS)
- Established in 2002
Accreditation at TUM

Technische Universität München

- OAQ (in process), institutional accreditation
  - Swiss Center of Accreditation and Quality Assurance in Higher Education
  - Start of process: 04/2012; Estimated end of process: 05/2014

TUM School of Management

- **EPAS** (successful 02/2014), program accreditation
  - EFMD Program Accreditation System (Belgium)

- **AACSB** (in process), institutional accreditation
  - Association to Advance Collegiate Schools of Business (US)

- **AMBA** (in process), program accreditation
  - The Association of MBAs (UK)
Reasons for international accreditation

Quality Assurance
- Development of programs along international standards
- Advice from international education experts
- Preparation for another accreditation (EPAS)
- International recruitment (teachers, researchers)

International Visibility
- International market recognition („Triple Crown“)
- International benchmarking and comparison
- International recruitment (students)
Reasons for OAQ

**Pragmatic Reasons**

- Bavarian Higher Education Law (Art. 10)
- Approved by the German Accreditation Council (2009)
- International focus reflects TUM’s international aspirations

**Quality Assurance**

- Compliance with ESG
- System-oriented accreditation
- External international perspective and assessment
EPAS

EPAS standards & criteria

- Criteria that are largely specific and / or quantitative in nature
  - Indicate quite clearly whether a program satisfies conditions or not
  - E.g. institutional status, faculty size and qualification, level of program, depth and rigor of program content, minimum size of annual intake

- Judgemental criteria
  - Standards vary according to program
  - E.g. international perspective, corporate perspective, ethics perspective
EPAS

Comments

• (1.1) Standards set on strategic issues

• (1.2) Adaptation of high quality international (strategic) standards

• (2) Room for interpretation
  – Interpretation is likely to be of one’s own knowledge and socialization in higher education
Example 1

Internationalization

• To be…
  – Internationalization at home
    • German faculty with international experience (+80%)
    • International exchange students
    • Courses in English (+30%)
    • Contemporary international business topics in class
    • Optional stay abroad (student support services)

• …or not to be
  – Internationalization *abroad*
    • International students for full program length (international recruitment)
    • English language track
    • Mandatory stay abroad
AACSB standards & criteria

• Criteria that are largely specific and / or quantitative in nature
  – Indicate quite clearly whether a program satisfies conditions or not
    • E.g. oversight, sustainability and continuous improvement, continued adherence to standards

• Core values and guiding principles
  – School must show ongoing commitment to pursue the spirit and intent …
    • E.g. ethical behaviour, collegiate environment, commitment to corporate and social responsibility
AACSB

Comments

• (1) Holistic approach

• (2) No standards that concern the school’s strategy

• (3) Little or no room for interpretation
EPAS & AACSB

We really liked

• (1) Transparency of process

• (2) Agency support
  – Main contact
  – Mentor

• (3) Exchange of ideas
  – Conferences, seminars
  – Online forums