



# The Future of Business Education:

## A Force for Good in Society

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# The AACSB Landscape









TAMPA | SINGAPORE | AMSTERDAM

**CANADA**

**28  
accredited  
schools**



# 2022 State of Accreditation Report

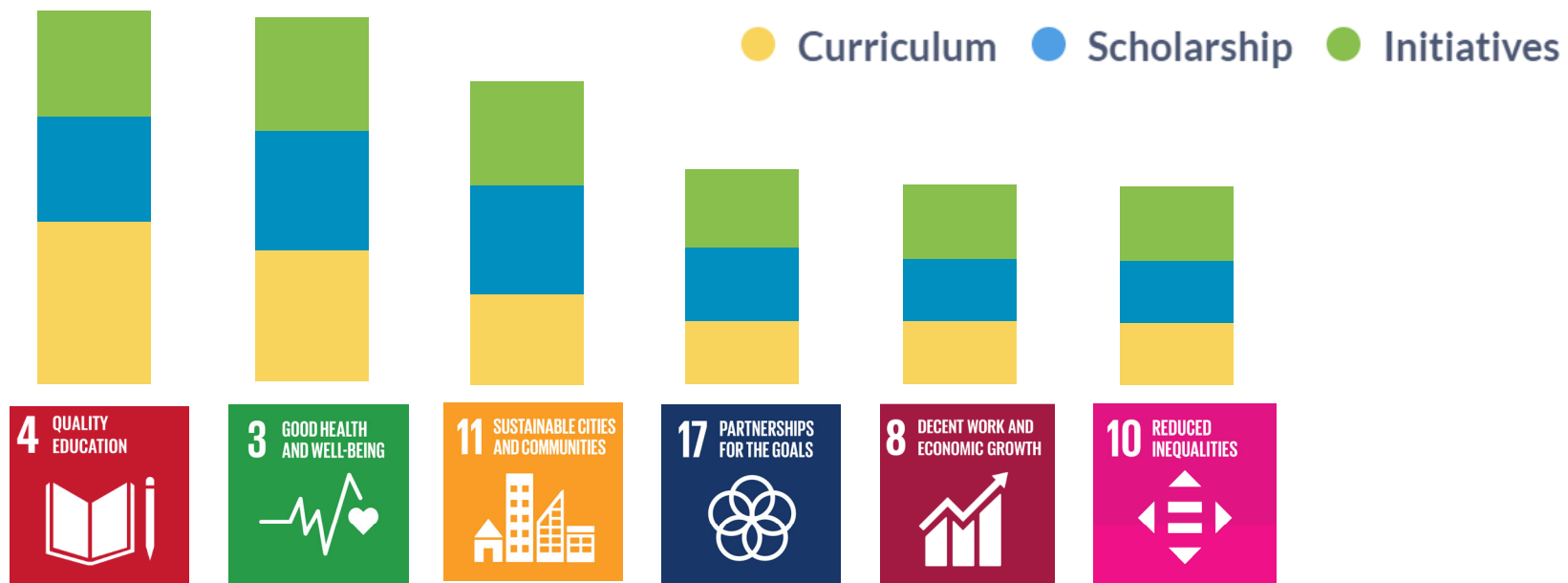
	2021–22 Accreditation Outcomes and Insights →
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	Looking Forward →

[aacsb.edu/societal-impact](https://aacsb.edu/societal-impact)



## Societal Impact

### Societal Impact Dashboard: Goals by Outcomes





## Example 1 School in Peru Mission

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The Business School is an academic community with a vocation for excellence, specializing in careers and programs related **to economics, law, and organization management**, both in the private and public sectors.

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It trains **entrepreneurial leaders** with a **vocation for service** and committed to building a more **equitable society**. It promotes academic excellence based on continuous innovation, scientific research and operational efficiency, offering its human capital well-being and development.

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It contributes to the **sustainable development** and **social welfare of Peru** in a global, dynamic, complex and increasingly interconnected world, promoting the generation of cooperation models and alliances.

# Part 1: Peruvian School Curriculum

- Social Projection Course: The course seeks to bring the student closer to the reality of micro and small businesses, widespread among Peruvians.
- Internships in the Provinces of Peru: the Business School promotes the Internship in Provinces program, in order for students to have contact with the reality of the country, through field work.

## Part 2: Peruvian School: Research Related to SDGs

N.	Research Area	Related SDGs
1	Macroeconomics and Economic Policies	SDG 1, 8 y 10
2	Social Policies, Development and Society	SDG 1, 2, 3, 4, 5, 8, 10 y 16
3	Regulation, Infrastructure and Competition	SDG 7, 8, 9 y 11
4	Natural Resources and Environment	SDG 6, 7, 11, 12, 13, 14, 15
5	Economy, Business and International Relations	SDG 8, 9 y 12
6	Business Management and Social Responsibility	SDG 8, 9 y 12
7	Humanities	SDG 3, 4, 16
8	Information and Innovation Technologies	SDG 8 y 9
9	Optimization and Mathematical Analysis	SDG 8 y 9
10	Law	SDG 5, 8, 10 y 16
11	Entrepreneurship and Innovation	SDG 8 y 9



## Part 3: Peruvian School Centers

- Center for Ethics and Social Responsibility
- Entrepreneurship and Innovation
- Leadership Program for Executive Women
- Since 2018 and in alliance with the Chamber of Commerce of Spain, this program was designed and launched in order to raise awareness in companies about the need to reduce the gender gap in the workplace. This program is aimed at companies, where direct managers identify women who have the potential to occupy leadership positions in the c-suite levels and prepare them for 8 months in the development of leadership competencies. To date, more than 100 women executives have gone through this program.

## Example 2 School in Denmark Mission

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We are **curious, critical and innovative** in our **approach** to major opportunities and **dilemmas facing business and society**

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We are committed to **disciplinary and interdisciplinary** excellence in our research and educational programmes

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We leverage our **Nordic heritage to take responsibility for societal challenges** – in collaboration with business, governments and civil society

# Part 1: Curriculum

## Nordic Nine

**lifelong learning and the exploration of major societal challenges, including the green transition.**

*You have deep business knowledge placed in a broad context*

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*You are analytical with data and curious about ambiguity*

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*You recognise humanity's challenges and have the entrepreneurial knowledge to help resolve them*

*You are competitive in business and compassionate in society*

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*You understand ethical dilemmas and have the leadership values to overcome them*

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*You are critical when thinking and constructive when collaborating*

*You produce prosperity and protect the prosperity of next generations*

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*You grow by relearning and by teaching others to do the same*

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*You create value from global connections for local communities*

## Part 2: Research

- We believe we have an obligation to address critical **societal challenges in our research**, and since complex challenges call for joint action, we must work closely with the surrounding society and other academic fields to live up to our responsibility.
- **The Green Transition initiative**, launched in 2020, brings together the strong disciplinary and interdisciplinary **research environments** across the School that are relevant for the green transition – such as finance, economics, marketing, management, innovation and strategy – with external key players.

## Nordic Nine: Internal Activities

- The School aims to become CO2 neutral by 2025 and has launched an organisation-wide Sustainability Policy in 2018 followed by Campus Sustainability Profile & Goals 2020–2025 with specific plans to make campus sustainable – socially, environmentally and economically.

## Nordic Nine: External Activities

- Student associations: Students can join more than 100 student associations that the School supports financially and administratively, many of which are focused on engagement and societal impact. One of these, Oikos Copenhagen, is the Copenhagen chapter of Oikos, an international student-driven association that promotes sustainable economics and management education.

# Sample: Sustainable Development Goal #1

United Nations' Sustainable Development Goal (SDG)	Societal Impact Strategy (Standard 1)	Outcomes Related to Curriculum (Standard 4)	Outcomes Related to Scholarship (Standard 8)	Outcomes Related to Internal and External Initiatives and/or Activities (Standard 9)
1 - No Poverty	The school has chosen reduction of poverty for its area of societal impact. See strategic plan for details.	300 students in past three years have completed a service learning course in entrepreneurship and microfinance. Many of these students go on to participate in the KEY Challenge.	Faculty published a monograph on sustainable models, inclusion, and well-being. Also, Dr. Liu published a widely disseminated book that applies business methods to mitigate poverty in developing countries.	During the annual 5-day KEY Challenge, professors, students, and alumni stayed in a local village and helped people brand, commercialize, and sell their coffee beans, increasing average income by over a quarter.

## Final Key Take-aways

- AACSB's White Paper on Societal Impact will be available soon.
- Societal Impact Community on the Exchange is now available. Allows you to interact with other schools on the subject of societal impact.
- United Nations Sustainable Development Goals (SDGs) are **not required** to be used by schools to demonstrate societal impact.
- You are **empowered** to create a vision and decide how you will measure success.
- Societal Impact may be local, regional, national, global. Depends on the context in which you operate.



**Thank You!**

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