



ORIGINAL ARTICLE

An Application of the Boyer Model in Developing Business Faculty in Accreditation Council for Business Schools and Programs (ACBSP) Accreditation in Vietnamese Membership Institutes

Hieu Minh Vo¹,
Anh Bao The Luu^{2,+},
Nhưng Hồng Nguyễn³

¹University of Social Sciences and Humanities, Vietnam National University,
Ho Chi Minh City, Vietnam;

²Ho Chi Minh City University of Technology (HUTECH), Vietnam;

³Van Lang University, Ho Chi Minh City, Vietnam

⁺Corresponding author • Email: ltb.anh@hutech.edu.vn

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ABSTRACT

The Council for Business Schools and Programs (ACBSP) is an accrediting body that assesses the quality and integrity of business-related training programs at educational institutions. As ACBSP applied the Boyer model in evaluating, categorising the business faculty, forcing the faculties to develop the quality of their human resources indirectly, improved education quality. This paper was written to reflect how the Boyer model was applied in business faculties in Vietnamese member institutes and how the institutes are changing to fulfill the standards. The methodology that would be used to analyze the secondary data is descriptive analysis. The data is collected under the acceptance of those institutes. The primary data could be deep interviews with faculty managers, faculty members, board of management of the institutes. In order to be more convincing, the research would also pick some ACBSP members as empirical studies. The findings of the research are the trends of the faculties and the lesson withdrawn from their changing experience.

1. INTRODUCTION

University X (located in District 1, Ho Chi Minh City, Vietnam) known as one of the first and only one Vietnamese faculty that successfully accredited by ACBSP in 2017. The brand-name ACBSP has been widely more recognized by the educators, students, parents and other stakeholder groups. There are newly joined faculties members from other famous local institutes such as University Y (located in District 12, Ho Chi Minh City, Vietnam), University X (located in District 9, Ho Chi Minh City, Vietnam), University S (located in District 12, Ho Chi Minh City, Vietnam), University N (located in Thanh Xuan District, Hanoi City, Vietnam) and University Z (located in Binh Thanh District, Ho Chi Minh City, Vietnam).

ACBSP standards require accredited schools to develop and implement processes that will promote excellent faculty development well matched to program objectives. No specific percentages of “academically qualified faculty” are specified in ACBSP standards. An example from their website suggests that as few as 40 percent of undergraduate credit hours in business need to be taught by faculty having a Ph.D. in their teaching field (ACBSP, 2011). In addition, the ACBSP acknowledges the value of faculty having practical, real-world experience and believes the practical experience of professors can enhance the relevance of classroom instruction (applied Boyer Model). At that time of its founding, many of the nation’s smaller institutions desired an alternative to Association to Advance Collegiate Schools of Business accreditation which for them was too costly in terms of its stringent faculty sufficiency standards related to a number of Ph.D.’s in the teaching field and faculty research productivity. Many of these smaller institutions sought an accrediting process that would emphasize effective teaching rather than faculty credentials (ACBSP, 2011).

After many years of working as a member of the ACBSP Task-force project in and Uni Y, there are many insights which the author had experienced and thought. In spite of the determined effort, there are two business faculties, UNI Y and UNI X, have been successful in accreditation. The author realized that there are many hesitated, unclear visions and actions which led to the delay and discouragement to improve the education service quality. One of the obstacles which are restricting the institute is the faculty quality. This part of the standard is the difficult part because ACBSP applies Boyer Models in categorizing each faculty member. This paper was written to reflect how the Boyer model was applied in business faculties in Vietnamese member institutes and how the institutes are changing to fulfill the standards.

2. LITERATURE REVIEW

“Business faculty” was understood as a group of faculty members including professors, lecturers, instructors (Dommeyer et al. 2002, Granitz et al. 2009). Moreover, the term “faculty member” is frequently used to mention a group of teaching personals who are also doing research. In this paper, the term “business faculty” or “faculty members” or “faculty” would mean those who are teaching, researching people in educational organizations. “Business Schools” is a university-level institution that specializes in teaching courses and programs related to business and/or management (Kaplan, 2018).

“Business Program” refers to the programs available in colleges; specifically, programs that teach the basic principles and practices of a business (Trieschmann, 2000). This program includes business operations, finance, marketing, human resources, and accounting. According to Trieschmann (2000), business programs provide people with the skills they need to manage a business, for example, the program will provide the suitable knowledge for the positions as CEO, CFO, or General Manager (CEO stands for Chief Executive Officer, CFO stands for Chief Financial Officer).

Education quality is not easy to qualify for. At a time when discussing education quality for all learners, it is important to take time to understand this concept. According to the Education For All: Global Monitoring Report 2005 - The Quality Imperative (EFA: GMR), two principles characterize most attempts to define quality in education: the first identifies learners’ cognitive development as the major explicit objective of all education systems. The second emphasizes education’s role in promoting values and attitudes of responsible citizenship and in nurturing creative and emotional development. Following Glasser (1990), education quality is the teaching and learning process that brings the curriculum to life, which determines what happens in the classroom and subsequently the quality of the learning outcomes.

Quality determines how much and how well children learn and the extent to which their education translates into a range of personal, social and developmental benefits. Families and students who live in difficult circumstances will not spend financial and time resources on an education that they do not consider to be of quality. The importance of good education quality was resolutely reaffirmed as a priority for UNESCO at a Ministerial Round Table on Quality of Education, held in Paris in 2003. Ministry of Children and Family Development (MCFD - USA) defines accreditation as “one way to examine the extent to which an organization that agrees to provide services on behalf of the government is providing them according to the contract, specifically whether service delivery meets specified standards of practice”.

As explained by Giraud (2001), accreditation was born in the U.S. as a voluntary and professionally initiated process. Today, many programs link public funding to accreditation; most accreditation programs focus on quality improvement as well as on quality assurance; and many accreditation initiatives are government initiated. MCFD policy is an example of a government-initiated accreditation program that links public funding to accreditation and has a focus on quality improvement. In the education section, accreditation may be of programmes or institutions. Accreditation is the establishment or re-statement of the status, legitimacy or appropriateness of an institution, programme (i.e.composite of modules) or module of study (Campbell et al., 2000). Accreditation has been described as a public statement that a certain threshold of quality has been achieved or surpassed (Campbell et al., 2000; Kristoffersen, Sursock & Westerheijden, 1998). However, one might argue that accreditation is more about minimum standards (be they academic, competence, service or organizational (Harvey, 1999) than about the quality of the process. Nonetheless, accreditation decisions are, or at least should be, based on transparent agreed, predefined standards or criteria (El-Khawas, 1998; Sursock, 2000).

However, not all accreditation criteria are as transparent as they might be, as some of the comments below suggest. Accreditation is a binary state, either a programme or an institution is accredited, or it is not (Haakstad, 2001). However, the absolute value of this binary state is blurred or softened by a ‘holding’ decision that permits, in effect, progression to accreditation. This ranges from accreditation subject to further action, through probationary accreditation to permission to reapply for accreditation.

Recently, the assurance of education quality at university is a must. Through quality accreditation, universities aim to improve and improve the quality of teaching and learning in order to contribute more value to education. ACBSP (Accreditation Council for Business Schools and Programs) is a Council for Accreditation of Schools and Business Training Programs (United States). This set of standards has 6 standards attached to 27 criteria for level 1 and 61 criteria for level 2. From leadership to strategic planning, the main direction is for students. Accordingly, 6 standards include (1) Standard 1 on leadership; (2) Standard 2 on Strategic Planning, associated with 2 criteria: Strategic planning process; Implement the strategy; (3) Standard 3 on Students and stakeholders; (4) Standard 4 on Measurement and Analysis of student output standards and competencies; (5) Standard 5 on officers and lecturers; (6) Standard 6 on training organization.

The Vietnamese Higher Education Quality Accreditation System was formally established when the General Department of Education Testing and Accreditation - GDETA was established in 2003. The system has been put into practice since its inception. Decision No. 65/2007/QĐ-BGDĐT (2007) "Regulations on evaluation standards of higher education" includes 10 standards and 61 criteria.

According to the Ministry of Education and Training's statistics, in the school year 2018-2019, there are 237 universities, 1,707,025 undergraduate students and 320,578 university graduates every year. The standards in higher education are gradually improving. Graduates must have the capacity to meet the employer's requirements.

Since 2003, the Ministry of Education and Training has established a Department of Educational Testing and Quality Assurance, now the Vietnam Education Quality Management Agency - VQA. In this phase, a draft of university accreditation standards was proposed based on the consultation of Dr. Lenn Majori Peace, a US quality expert.

Up to now, the normative documents on guaranteeing and accrediting the quality of higher education in Vietnam have been relatively complete. The process of developing the testing system has been over for more than 15 years. The Ministry of Education and Training (MOET) has established 5 organizations for education quality accreditation, and the system for education quality accreditation in Vietnam has been established and put into operation (Tran & Vu, 2019).

According to public data on the website of the Ministry of Education and Training (MOET, 2021), at the end of January 2021, there were 172 educational institutions in the country that had completed the self-assessment report (including 162 higher education departments and 10 pedagogical colleges). There are 223 training programs (training programs) completed self-assessment, of which 147 external assessment training programs are accredited according to the educational quality standards. In addition, there are a number of schools and training programs that have been assessed and recognized for quality by some international accrediting organizations such as HCERES, AUN-QA, CTI, ABET, ACBSP, FIBAA...

Currently, the legal framework for education quality accreditation in Vietnam has been set up, creating conditions and mechanisms for educational quality accreditation activities; education quality accreditation processes and procedures have a legal basis for implementation. Policies on Education Quality Accreditation are gradually institutionalized. Initially, there were sanctions for assurance and accreditation of education quality. Many great and important results in the operational practices of accreditation have been confirmed. However, the system of education quality accreditation in Vietnam still has some shortcomings and has been mentioned by many teachers and scientists in conferences, seminars, or in the media (Pham & Nguyen, 2019).

The National Assembly of Vietnam (2018) promulgated Law No. 34/2018/QH14 amending and supplementing a number of articles of the Law on Higher Education. Accordingly, Article 52 of the Law on Higher Education has been amended and supplemented with the content "The organization of education quality accreditation has the legal person status, independent of organization with state management agencies and educational institutions. university, accountable and responsible before the law for accreditation activities and the results of accreditation of tertiary education".

This is the most important legal corridor for the development of the QA system and Vietnam's Higher Education Quality Accreditation, and international integration in parallel with the Vietnamese education system in general, especially the higher education system in particular. To implement the Law No. 34/2018/QH14 with the content of Article 52: "Educational quality accreditation organizations have the legal person status, organizational independence and state management agencies and higher education institutions", building a new organizational model for education quality accreditation system is very necessary and urgent.

Boyer's model of scholarship is a scholarly show to change the research mission of universities by presenting the thought that scholarship required to be re-imagined into four sorts of grant (Boyer, 1996). Following Boyer,

traditional inquire about, or the scholarship of disclosure had been the centre of scholastic life and significant to an institution's progression but it required to be broadened and made more adaptable to include not as it were the unused social and natural challenges past the campus but to the reality of modern life.

Boyer extended show of scholarship includes these four distinctive categories: Scholarship of revelation - counting unique or essential research; Scholarship of integration - including the union of data over disciplines and callings, over themes inside a teach, or overtime; Scholarship of application - including the meticulousness and application of disciplinary ability exterior the foundation (for case in community engagement) with comes about that can be shared with and/or evaluated by peers, and; Scholarship of instructing and learning (SOTL) - the precise think about of educating and learning forms. It contrasts with academic instruction in that it requires an organization that will permit open sharing and the opportunity for application and assessment by others.

According to Boyer (1996), research is used to discover new knowledge which produces changes in processes, outcome results. Moreover, discovering knowledge includes heeding the advice of research mentors and role models: Mentors have advised understudies conducting inquiries about what to see at their home. tune in to others' questions. collaborate with other analysts. and communicate successfully. It amid the disclosure preparation frequently demonstrates the importance in future inquiries about endeavours. For illustration, understudies who collaborate on a pilot extend make different individual associations planning for the real inquiry about exertion. Together they too regularly recognize and type in other investigate recommendations based on their unique work together.

Integration associates with an investigation into realities and clarifying the meaning of results. Through investigation associations are shaped between disciplines. These associations bring more noteworthy understanding to revelations. For illustration, researchers must frequently work with other departments to gather data. Researchers would have to work with the confirmation staff to get the required data. Connections shaped and data gained may evoke questions or reveal other issues that require investigation.

Researchers must decide the convenience of discoveries to hone circumstances, comes about to benefit and serve the calling and individuals for which they are expecting. Issues or needs ought to characterize insightful investigations-research ought to not be performed as it was to advantage the analyst. Investigation oughts to reply to an address to progress understanding care since it may be a portion of the grant of the application when achievements are more than the fulfilment of one's work necessities. Performing assignments and taking part in committees isn't sufficient. The thought is to go past necessities. Counting taking the activity to find needs and being genuine almost serving others. Benefit cases would be composing departmental reports not included in one's work portrayal or distributing articles in journals.

Scholarly teaching requires knowledge and articulation in the subject taught as well as a commitment to continued learning. Educating others requires creativity to invent methods to convey and communicate knowledge. Teachers also influence other scholarly endeavours their students have. Therefore, scholarship in teaching includes becoming an intellectual role model and mentor. Professors may teach either in the classroom or in other roles. When new employees or staff members teach new processes and new products, they experience scholarly teaching. Boyer's scholarship model was chosen as a template for professional development because of its applicability to excellence in nursing and nursing education. It can serve any organization and person striving for excellence. Boyer's model of scholarship was developed more in 1990 to reflect his ideas at that time.

Within the final decade, numerous teaching and certifying organizations have endeavoured to address concerns of outside partners by executing changes based on Boyer's demonstration. Russell (2000) classified changes propelled by Boyer's work by compiling information from over 50 colleges and measurements from the American Affiliation for Higher Education's Unused Gathering on Staff Parts and Rewards. Edgerton distinguished three essential ranges of action: setting unused desires for faculty parts, overhauling the method of assessing execution and re-examining the way the workforce are recognized and compensated. He watched essential changes in campus climates, counting broad-based dialogues approximately the part of instructing and fortification by staff rewards frameworks. Subsidizing offices, such as the National Science Establishment and the National Blessing for the Expressions and Humanities, have started to take after a suit by growing programs that unequivocally progress instructor arrangement, educational modules advancement, and learning framework.

Massy, Wilger, and Colbeck (2000) also identified commonalities among departments who maintain a supportive culture for all forms of scholarship. They conducted more than 300 interviews of faculty from varied types of institutions (research universities, doctoral-granting institutions, and liberal arts colleges) and from a cross-section of disciplines.

Table 1. Types of Scholarship by Boyer Models (Garnett & Ecclesfield, 2011)

Type of Scholarship	Purpose	Measures of Performance
Discovery	Build new knowledge through traditional research	Publishing in peer-reviewed forums Producing and/or performing creative work within an established field Creating infrastructure for future studies
Integration	Interpret the use of knowledge across disciplines	Preparing a comprehensive literature review Writing a textbook for use in multiple disciplines Collaborating with colleagues to design and deliver a core course
Application	Aid society and professions in addressing problems	Serving industry or government as an external consultant Assuming leadership roles in professional organizations Advising student leaders, thereby fostering their professional growth

3. MATERIALS AND METHODS

The empirical study was used to determine how specific cases applied, performed in practice, then, we can generalize the knowledge if the condition is not so different. Cidral et al. (2018) used this method in education studies about how learners used e-learning systems in Brazil and wished to anticipate the learner behaviour in common. In this research, the Seattle University faculty development was selected because this university is contributing strongly to the development and application of this model.

We also remark that the UNI Y, UNI X, UNI S were the population, not chosen sample. Therefore, the research results can be used as a proper conclusion for the whole Vietnamese market. However, this strength could be the limitation as well because the population size is not fit, there are maybe new prospective entrants who could not be applicable for using the research findings.

Moreover, the researcher collects the secondary data which is available online on the institute's website as well as the ACBSP website. Due to the changing of data, the research findings could not be correct at the moment the paper was published but the reader could be used to see the trends and anticipate the effects of accreditation in any similar institute.

Primary data was collected from personal interviews with faculty managers, faculty members, board of management of the institutes. The interview was conducted with financial incentives for cooperation and providing appropriate information. The venue was set in their ordinal working place with the interviewee's preferred time and date. This action was helping to make interviewees comfortable.

The data collector tried to collect the faculty profile and especially the list of researching and teaching data of each faculty. By those documents, the author categorises the research into Integration or Application or Discovery. There are some assumptions: (1) The value of work is equally among domestic and international one; (2) The value for high index (SCOPUS, ISI and other) is double the one with low index; (3) The work must be in the business topic; (4) The work must be recorded for the institutes as the first author only. Due to confidential requests by the interviewees, we only can provide approximated figures, not the exact data.

4. RESULTS AND DISCUSSION

4.1. Results

4.1.1. UNI X Business Faculty

Five programs of UNI X including Marketing, Business Administration, Human Resource Management, Accounting, Finance-Banking are accredited by the Accreditation Council of Schools and Business Training Programs. ACBSP (Accreditation Council for Business Schools and Programs) of the United States recognizes the quality standards of education.

Since becoming the first university in Vietnam to be accredited by ACBSP in 2015, this is the second time, ACBSP Accreditation Council continues to recognize 5 training programs under the UNI X School of Economics and Management.

According to this recognition, the Faculty of Economics and Administration will continue to continuously improve the quality of training with the evaluation of stakeholders: alumni, business community... at the same time increase the quality and quantity of human resources. Next, the Faculty of Economics and Administration will send reports on September 15, 2021 and September 15, 2023, to continue to be recognized by the ACBSP until 2025. Through these reports, the process of improvement continues to improve teaching and learning quality for 5 accrediting programs of the Faculty of Economics and Administration.

Becoming a member and getting the recognition of ACBSP is an opportunity to help the training programs of the Faculty of Economics-Administration in particular and X University in general constantly improving towards the standard of training created by prestigious universities around the world. The qualifications of ACBSP accredited training programs help improve job opportunities for students, build confidence with employers, and enable students to pursue higher-level programs at schools, prestigious universities in the world.

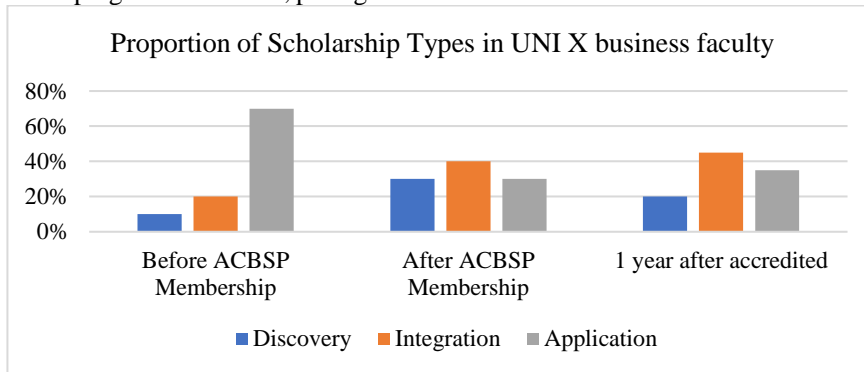


Figure 1. UNI X Changes in Proportion of Scholarship Types

In UNI X, the drop of Application significantly. The understanding would be they increase the amount of work for scholarship type of Integration and discovery more.

4.1.2. UNI Y Business Faculty

With the goal of promoting the quality of education, in 2016, Uni Y officially became a member of ACBSP. In 2019, the University completed a self-assessment report for Business Administration and was approved by the ACBSP Council. On October 14, 2019, the ACBSP expert team came to evaluate in Hanoi. As a result, the Accreditation Council of ACBSP’s business schools and training programs officially recognized the training quality of Business Administration in Uni Y up to international standards.

To achieve the quality accreditation certification, Uni Y will need to ensure to achieve 6 standards, 27 criteria for level 1 and 61 criteria for level 2 of ACBSP in terms of Leadership, Strategic Planning, and Student Affairs. staff and stakeholders, Measurement and analysis of student outcomes and competencies, Staff and faculty, Training institutions.

Accreditation of ACBSP not only brings practical benefits to the school, its staff but also to Uni Y students. Because the ACBSP accreditation is not only a piece of objective evidence that shows the quality of training Uni Y offers to its students, but also gives its students the opportunity to be assessed on par with international students; at the same time students have the opportunity to study graduate programs at prestigious business training schools around the world.

Participating in the accreditation of ACBSP, Uni Y will need to ensure to meet 6 standards, 27 criteria of level 1 and 61 criteria of level 2 of ACBSP on Leadership, Strategic Planning, Students and other parties that are relevant to measurement and analysis of student outcomes and competencies, Staff and faculty, Training institutions. It is known that recently Uni Y is one of the first 5 Vietnamese universities to achieve quality accreditation standards under the new standards of the Ministry of Education and Training.

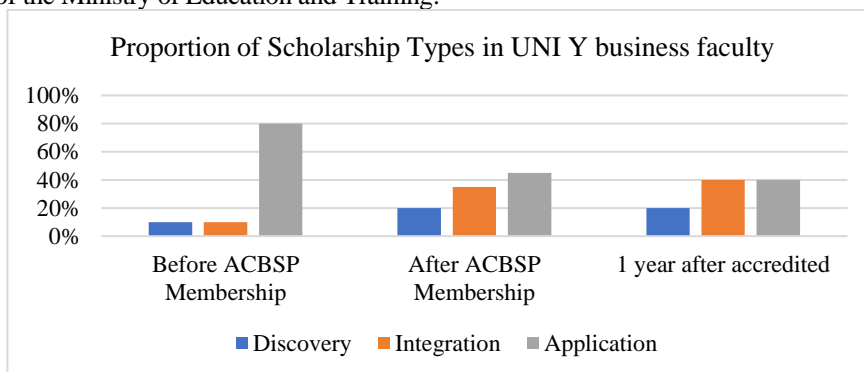


Figure 2. UNI Y Changes in Proportion of Scholarship Types

In UNI Y, it is understandable that they will increase the amount of work for scholarship type of Integration and discovery more.

4.1.3. UNI Z Business Faculty

A solid basis for the new journey of the Uni Z Commercial Business Department is that in April 2020, the Faculty of Commercial Business was officially accredited to become a member of ACBSP. Schools and Programs - The Accreditation Council for Business Schools and Programs, USA), which marks a turning point in the US accreditation curriculum. For business training programs, ACBSP is the testing standard adopted by the world's leading universities, considered the gold standard of world business management programs. Joining ACBSP is an important step for Uni Z Commercial Business Department to develop international-oriented training programs and train students according to the world's business training standards.

Proportion of Scholar Types in UNI Z business faculty

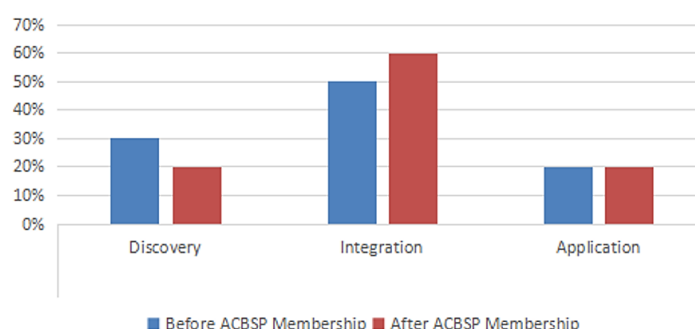


Figure 3. Changes in Proportion of Scholarship Types

The proportion is quite adequately because the school is sooner following the accreditation of ACBSP.

4.1.4. UNI N Business Faculty

Along with the development and integration process of the Vietnamese economy in general and the University N - a leading university in the country - in particular, the Faculty of Economics was established by Decision No. 3261/QĐ-BGDDT-TCCB 22 July 2002 by the Minister of Education and training to teach Economics for all levels of students at the university, including Undergraduate, Master and Doctoral levels.

From Intake 48 in 2006, the Faculty of Economics started to train bachelors specialized in Economics with the goal is to train bachelors with political qualities, good health and moral, and had mastered the basic economic and social knowledge, as well as the in-depth study on the subject of economics, processed the skills to analyze the activities of the economy, evaluate the impact of economic policies, participate in economic forecasting and contributing in policymaking. After graduation, the students showed a good capacity for scientific research as well as working in businesses. Many students achieved the top prize at the School, the Ministry level for scientific research. Many employed in important positions in government agencies, research institutes and enterprises.

Aside from the training objective regarding scientific research, the lecturer from the Faculty of Economics has chaired and participated in many scientific research projects at all level including State, Ministry and University level. These projects had made a useful contribution in the field of Macro and Microeconomics. Supporting the development of economic policies by the government during each stage of the development process.

Proportion of Scholar Types in UNI N business faculty

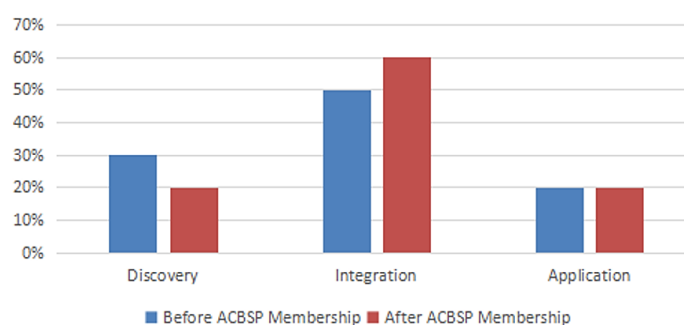


Figure 4. UNI N Changes in Proportion of Scholarship Types

In UNI N, the proportion is quite adequately because the school is sooner following the accreditation
 4.1.5. *UNI S Business Faculty*

Uni S's Business Administration Faculty was established in 2006 to provide students with the latest update theory base and practical skills, so they can easily adapt to a various working environment, both domestic and international enterprises.

Business Administration students will be well-trained with business knowledge and communication and management skills to work in human resources, marketing, accounting, finance and international business. In addition, the faculty also focuses on training essential soft skills for students such as leadership, public speaking, critical thinking. Hence, students have good preparation before stepping into a constantly changing world.

Besides teaching experience, Uni S teachers also bring valuable practical business experience into the classroom. These experiences help a student to be well-prepared to work in the Having environment and to start their career promptly. The BA instructors are required to meet these fictions: Have master's degree or above and having at least three years of working experience in positions related to subjects.

Proportion of Scholar Types in UNI S business faculty

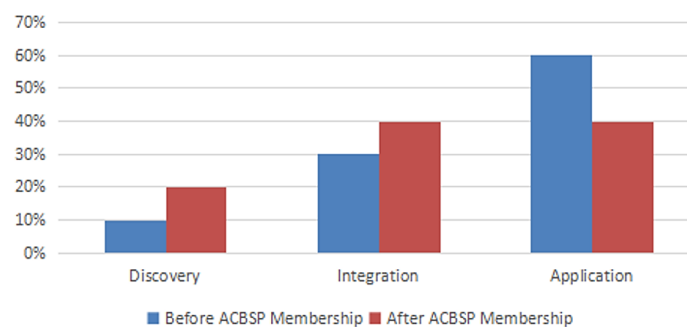


Figure 5. *UNI S Changes in Proportion of Scholarship Types*

In UNI S, the trend is very clear that the Faculty reduces the application amount to switch more to Integration. The research of discovery shows a good improvement.

4.2. Discussion

Applying for the ACBSP standard is the choice to improve the business faculty of any university member continuously. By the empirical study from a USA University, it is the need to categorise the faculty and improve it toward the ACBSP standard by using Boyer Model. There are some important findings that the paper should be worth reading:

First, the trends of switching the faculty toward Integration are clearly seen. Therefore, the deduction of Integration and Application is easily explained. Second, the application-oriented universities such as UNI Y, UNI X, UNI S would see the bigger switching meanwhile, the academic-oriented ones such as N would see the smaller change. This one would explain that ACBSP would orient the university toward integration, academic rather than just application and business.

Moreover, the research also points out that the state-own university or state-own initiative university is more advantaged in applying Boyer Model. To illustrate, UNI N, a 100% state-own and UNI Z, an 80% state-own initiative approach the ACBSP by the asymmetric proportion between integration and application. This can be explained that they are strictly following the MOET standard early.

Meanwhile, the rests were not balanced among the integration, application proportions. It is a fact that under the pressure of the labour market, especially, employers, the faculties were established to educate their students to work rather than doing too much philosophy. Consequently, the faculty components have not been balanced until they adopt the ACBSP standards. It is clear that the faculty mission is more than just employment matters.

5. CONCLUSION

The ACBSP standards require accredited schools to develop and implement processes that will foster outstanding faculty development consistent with program goals. There is no specific percentage of "academically qualified faculty" are specified in the ACBSP standards. So far, there has been no research that analyses how faculty are affected by applying or following an ACBSP in Vietnam. By this research, ACBSP Accredited/ Managers/ Assessors can understand the basic background, the insight into the reasons why those faculties are running the faculty like that. Then,

they can know how to assist the applicants to move faster to get accredited. In addition, by this research, the ACBSP task force officer understands the gaps/ hurdles to prepare for the organisations since they agree to join ACBSP.

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