

Goal Searching or Soul Searching: Linking B-Schools' Mission Statements to Assurance of Learning Initiatives

Kathaleena Edward Monds

Chiou-Pirng Wang

Cynthia F. Bennett

Albany State University
USA

Abstract

B-school accrediting bodies are placing more and more emphasis on Assurance of Learning (AoL). AoL assessment measures may either be direct or indirect. In spite of such assessment types, business schools are working to frame Mission statements that provide students with learning opportunities that allow them to demonstrate either knowledge, skills or behaviors. AoL, as defined by the Association to Advance Collegiate Schools of Business (AACSB), should encompass "a broad range of knowledge and skills as a basis for careers in business." AACSB proposes that "students achieve knowledge and skills for successful performance in a complex environment requiring intellectual ability to organize work, make and communicate sound decisions, and react successfully to unanticipated events." (AACSB, 2010). This research study attempts to assess B-School Mission statements in order to identify the presence of AoL initiatives--then categorize the findings by either what students will know, what students can do, or how students will act as a result of the school's teaching and learning initiatives. Presumably, AoL activities are directly tied to the Mission of the B-school.

Introduction and Background

How often do we think of Heinz when we think of ketchup? When we think of awesome theme parks, we often think of Walt Disney. Heinz and Disney did something right—they developed a wholesome, but practical mission statement. According to Barbara Farfan, a Disney Cast Member, "the mission of The Walt Disney Company is to be one of the world's leading producers and providers of entertainment and information." The mission of Heinz is to be "the world's premier food company, offering nutritious, superior tasting foods to people everywhere." [<http://www.heinz.com>] For Disney and Heinz, they may not be the biggest conglomerates, but their mission is to be the best. Basically, the mission defines who they are—the best in terms of customer service and consumer value. Clearly, these two mission statements convey the nature of the businesses and what they are trying to accomplish. Steven R. Covey, author of *The 7 Habits of Highly Effective People*, based his personal mission statement on habit 2 of the 7 habits. He noted that one way to develop a good mission statement is to develop one that "focuses what you want to be in terms of character and what you want to do in reference to contribution of achievements."

According to Kotler [2009], a mission statement is a statement of the organization's sole purpose of existence.—it's akin to a "North Star" or a "fixed point which gives you perspective." A mission statement tells what an organization will become and how it will get there.[Rigby 2000] It has been used as a popular management tool by 85 percent of North American companies.[Rigby 2001] Mission statements define customers, critical processes, and the institutions' desired level of performance. Many academic studies show that mission statements are as important as the strategies for organizations and can produce benefits and contribute to overall performance of organizations. [Morris 1996] [Bart 1998] Business schools, consulting firms, and business mass-media publications are the primary sources in disseminating and promoting the concept of mission statements to be at the first line of management progress. [Abrahamson, 1996]

Institutions in the higher education, large or small, public or private, religious, liberal arts, or HBCU--all has its unique purpose, vision, and values. Various literature reviews have studied the key components contained in mission statements of AACSB-accredited business schools. Orwig (2007) analyzed 299 mission statements of AACSB-accredited schools and used content and statistical analysis to describe the components of mission statements for the same. In his study, Orwig was able to conclude what an average mission statement for AACSB looks like.

Billington and Wakefield (2006) reviewed 587 on-line mission statements of AACSB-accredited and non-accredited business schools. Their review revealed that mission statements of AACSB-accredited schools were easier to find than those of non-accredited schools. Based on a recent study by Pineno (2010), “The strategic goal of accreditation by AACSB international remains continuous improvement...and the framework starts with the mission statement.” Pineno further asserts that “a school develops and publishes a mission statement or its equivalent that provides direction for making decisions.” Schaniel (2000) noted that “the new AACSB standards freed the undergraduate and graduate curriculums from being governed by quantitative constraints to being driven by the college mission.” Cole (2002) paraphrased the AACSB view. He indicated that the mission statement is the binder for the school’s activities and the delivery of instruction—which all should have a clearly linked relationship to the mission statement.

The units within institutions inherit their institution’s purpose, vision, and value. Such inheritance leads to individual unit missions for guiding the actions to serve their valuable customers--students, community constituents, and other stakeholders. For example, Albany State University (ASU), an HBCU in southwest Georgia, was founded to educate African-American students primarily from South Georgia. The College of Business (COB) is a unit within ASU and has its mission linked to ASU’s mission for guiding its actions in serving its valuable customers.

Based on their mission statements, B-schools lay out their strategies, plans, and measurable objectives on how to accomplish their goals. To ensure their products (students) receive a high quality of service (learning). Also, B-schools develop assessment plans for students’ learning by aligning their curriculums with their learning objectives, developing assessment methods and standards of measuring assessment, administering assessment, collecting assessment data, and analyzing the data to yield the results. B-schools can then use these results to see the level of accomplishments of their missions and areas in which they can improve--for benefiting the students they serve.

As one other benefit to students and colleges, and a sure way to increase competitive ability, some institutions of higher learning are in pursuit of accreditation by the Association to Advance Collegiate Schools of Business (AACSB). In 2003, AACSB began implementing a new standard that requires all its accredited schools to have a mission statement and to actually implement said statement. This standard challenges institutions to form a tight linkage between the school’s mission and its teaching and learning initiatives. Conversely, learning goals must be directly linked to the mission, and learning objectives have to be measurable and specific on what the students will do for each learning goal. Students’ learning outcomes, which indicate the effectiveness of the degree to which learning goals/objectives have been achieved, is an important indicator for the success of business education. Therefore, the streamline of mission statements, learning goals, learning objectives, and the assurance of learning (AoL) will lead to the success of accreditation of AACSB standards and produce accomplished students to their careers. [Martell 2007]

Purpose of the Study

This study was predicated on our belief that a mission statement is tantamount to the success of AACSB accreditation. Therefore, we aspire to know how our regional competitors, HBCUs, and/or other AACSB-accredited institutions are linking their mission statements to AoL initiatives (based on AACSB accreditation standards). Additionally, we surmise that respective mission statements will vary widely--due to the respective universities’ location, population, and levels of support. The purpose of the study is to review various mission statements—relative to five stated dimensions--and assess their linkage to AoL initiatives.

Significance of the Study

B-schools which seek AACSB accreditation must realize, as their first priority, a well-defined mission statement that aligns with their unique purpose, mission, and values. This well-defined mission will then become an executable blueprint for the operations of the respective school and will produce meaningful outcomes--which would be tightly linked to the mission statement. Such a well-defined mission statement should include goal accomplishment, the overall image that the B-school wants to protect and support, and that which distinguishes one’s products and/or services from others. Purpose, vision, and values, are the three major components in a general mission statement. Longitudinally and horizontally, the mission of a Business school has to align with the university’s mission and provide a broad view of knowledge and skills to its constituents.

Such mission (and skills) should lay a solid foundation for preparing students to enter and sustain their professional careers in the business world and to contribute positively in the larger society. Students achieve knowledge and skills for successful performance in a complex environment requiring intellectual ability to organize work, make and communicate sound decisions, and react successfully to unanticipated events. The assurance of learning has changed from indirect “outcome measures” in the 90’s to measurement of direct educational achievements in the beginning of 21st century. Therefore, at the core of its activities, B-schools are challenged to place more emphasis on the evaluation of how well the B-school accomplishes its educational aims. Do students achieve learning appropriate to the programs in which they participate? Do they have the **knowledge** and **skills** appropriate to their earned degrees? What Business schools expect their students to be and what to learn usually reveals on the high level of their mission statements. Without the direct measurement of assurance of learning, the students’ learning process is separate from the **demonstration** that students achieve learning goals. Learning goals are determined based on the mission. Where and how learning goals are addressed in the curriculum and direct measures to assess learning goals are then specified.

As a result, learning goals are reviewed and used to improve the education in B-schools. Because of differences in mission statements, student population, employer population, and other circumstances, respective program **learning goals** will differ from school to school. Many benefits can be gained by **measuring students’** learning outcomes. For example, the school can evaluate its students’ success at achieving **learning goals**, can use direct measures to plan **improvement** processes, and can provide feedback and guidance for individual students. Generally, mission statements describe the expectation of how our students will behave, act, and conduct themselves. Similarly, this study focused on five dimensions fundamental to most mission statements: behavior, knowledge, skill, supportive learning environment, and a commitment to long-term self learning.

Lead by faculty, B-schools create learning goals, a finite list of skills, and knowledge or behaviors that students should obtain/exhibit during their matriculation in the B-school. Learning Goals must be directly linked to the *Mission*. Learning objectives are then created for describing what students will do for each corresponding *Learning Goal*. Once the curriculum aligns to learning objectives, an assessment plan is created and a standard rubric may be used for administering and grading the assessment. Thereafter, results of the assessment are collected, analyzed, and put into a report, and plans for Improvement/Future Actions are considered.

This preliminary study aims to understand the linkage between B-schools’ mission statement and their assurance of learning goals. Such information would be helpful to AACSB-accredited schools as well as B-schools which are seeking accreditation. By identifying and comparing the common dimensions in the mission statements, we aim to provide guidance relative to the continuous improvement process in B-schools.

Limitations of the Study

The study has the following limitations:

- 1) The study is limited to only those schools selected for this particular study.
- 2) The study is limited to only those schools whose mission statements were accessible via the Internet.
- 3) The study is limited to only those B-schools in the state of GA (with the exception of some HBCUs which are located in the southeastern region of the U.S.)

When AACSB’s standards on students’ learning outcomes assessment changed from 1991’s indirect assessment measures to 2003’s direct assessment measures, accredited or to be accredited institutions were made accountable for the products (graduates) they produce. Herein lies the question: *Do respective graduates achieve learning expectations that are set by the business schools through the academic programs?* In order to directly measure students’ learning outcomes, the business schools should have students’ learning expectations linked to their mission statements and use the same as top-level guidance.

Based on the mission statement, the business schools will be able to lay out their strategic plan, goals/objectives of academic programs, learning goal/objectives of courses, and the assessment plan to assure a quality product. The findings from the results of assessments can be fed back to a continuous refinement process to revise students’ learning goals/objectives for improvement in academic programs. This study targeted ASU’s major competitors in regions of Georgia and/or those institutions which have similar unique historical backgrounds as ASU--to serve higher education for minorities (HBCUs) in the Southeastern United States. In this study, the researchers focused on students’ learning.

We considered knowledge, skill, behavior, competitive advantage of graduates' career, and support to students' learning environments as the five dimensions of students' learning. We then examined mission statements related to the five dimensions. The results of the study could be useful to business schools in their endeavor to develop direct assessment measures of students' learning by linking to their respective mission statements.

Research Design

We chose 46 institutions limited to specific regions in Georgia and/or are HBCUs in the southeastern region. Specifically, 32 institutions are located in Georgia, 26 of which are State-funded and 6 are private. The Medical College of Georgia and Armstrong Atlantic State University do not have academic business units—which resulted in a total of 44 institutions, 20 of which are HBCUs. The 2009-10 students' population in these 44 academic business units ranged from 172 to 4087. We located the mission statements of the academic business units through the respective institutions' web site. After exhaustive search of the each unit's web site, we discovered that 14 mission statements were not posted.

The primary focus of this study was the dimensions in the mission statements which are related to students' learning. Table 1 depicts the following 5 dimensions:

Table 1: Mission Dimensions

| Mission Dimension | Coding Definition | Example |
|--|---|--|
| Knowledge | describes what knowledge, concept, or wisdom our students need to know | 1. Who have knowledge of business 2. Who have domestic and global perspective (Albany State University) |
| Skill | describes what our students will be able to do, demonstrate, or carry-out | 1. Who can communicate 2. Who can solve problems 3. Who can utilize technology (Albany State University) |
| Behavior | describes how our students will behave, act, conduct themselves | 1. Who are team players 2. Who are ethical (Albany State University) |
| Supportive Learning Environment | describes what support can be provided for facilitating students' learning | 1. Use technology to enhance learning experience (Clayton State university) |
| Commitment to Long-Term Self Learning | describes the concerns about students' competitiveness in their future careers. | 1. Competitive in regional and global environment (North Georgia State University) |

Based on the 5 dimensions of students' learning, the following hypotheses were developed:

H1: The mission statement contains specific wording relative to expectations of students' Knowledge.

H2: The mission statement contains specific wording relative to expectations of students' Skill.

H3: The mission statement contains specific wording relative to the expectations of students' Behavior.

H4: The mission statement contains specific wording relative to the commitment to long-term self learning.

H5: The mission statement contains specific wording relative to the supportive learning environment.

Analysis and Results

Among 44 academic business schools' web sites, 14 (31.8%), did not post their mission statements on the Internet. Consequently, an analysis of 30 mission statements retrieved from the Internet revealed that 24 of them were AACSB-accredited and 6 were non-AACSB accredited business schools (Figure 1.1). Fifteen were HBCUs, and 15 non-HBCUs (Figure 1.2). However, by considering the differences in the number of schools in each category, the AACSB-accredited schools have a higher percentage of posting mission statements on the Internet—which is consistent with Billington and Wakefield's 2006 study. Additionally, the HBCU schools have a higher percentage of mission statements posted online (75% vs. non-HBCU at 62.5%). This 12.5% difference between HBCU and non-HBCU is statistically significant. Presumably, such significance could be attributable to HBCU schools' limited resources and the fact that web posting is an effective, low-cost means of disseminating their mission statements to constituents.

Figure 1.1: AACSB Accredited vs. Non-AACSB Accredited Mission Statements Posted Online

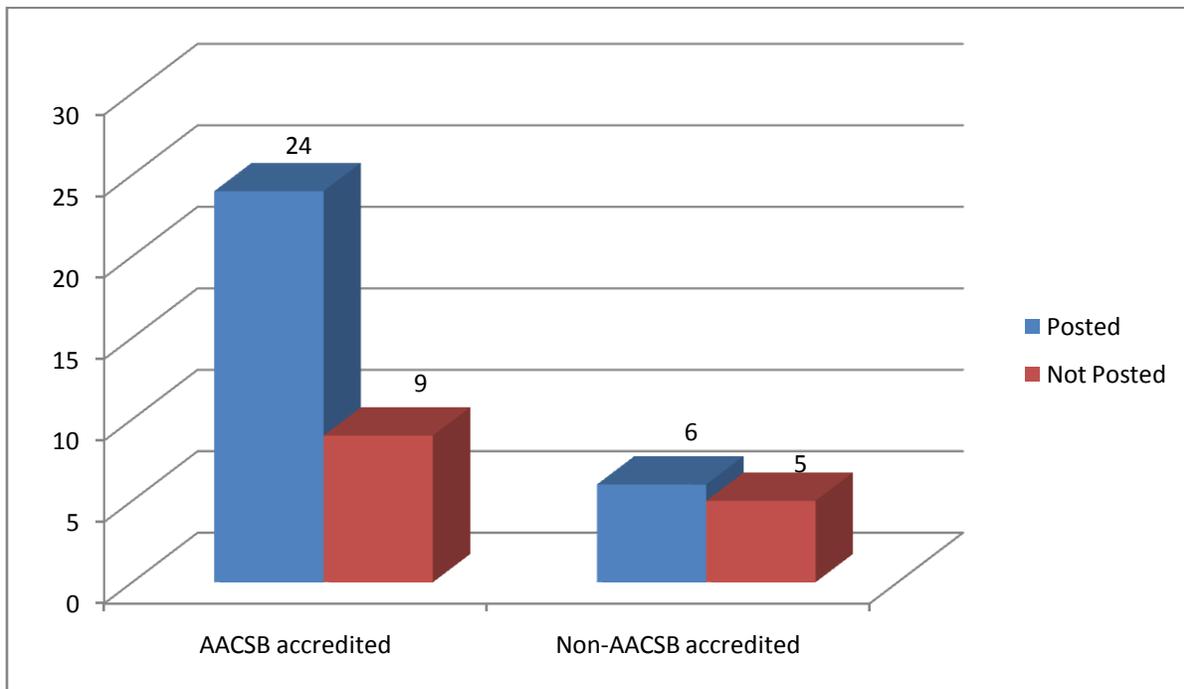
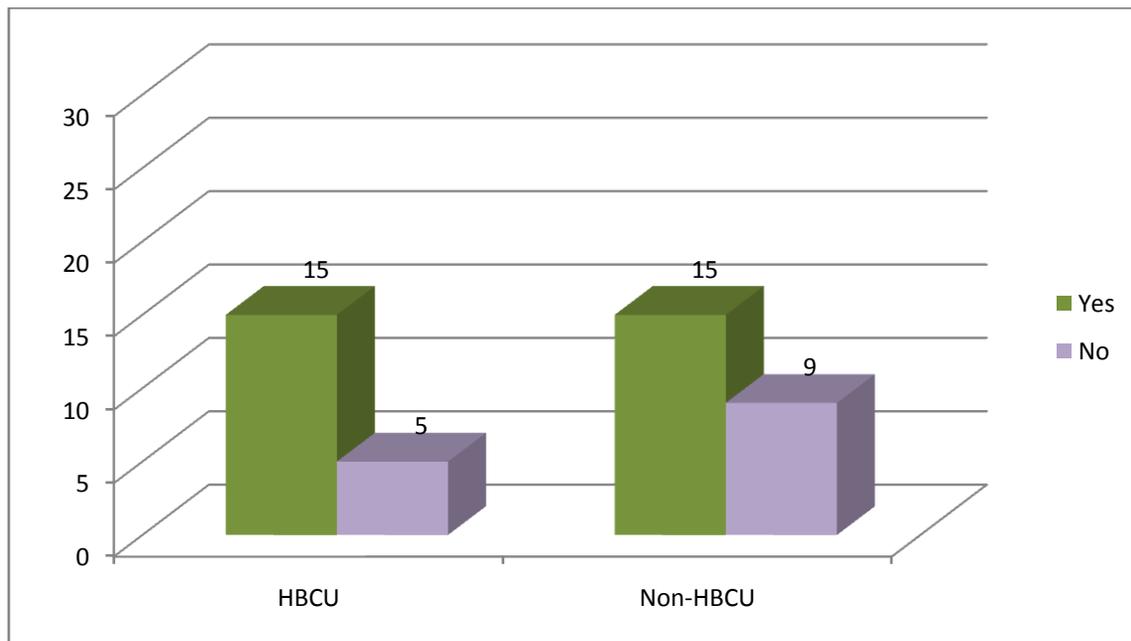


Figure 1.2: HBCU vs. non-HBCU Mission Statements Posted Online



The following analysis of 5 mission dimensions relative to students’ learning is listed in Table 2.

HBCU schools have a higher percentage of having all five dimensions included in their mission statements than compared with non-HBCU schools, 20% vs. 13.3%.

Data revealed that five Business schools’ mission statement included all 5 dimensions. Of those five, schools outside of Georgia had a 13.9% higher rate compared to schools in Georgia; no differences existed between AACSB-accredited and non-AACSB accredited schools (16.7%).

Non-HBCU schools, on average, did not emphasize *Commitment to Long-Term Self Learning* compared with HBCU schools (33.3% vs. 53.3%)

Non-HBCU schools stressed the *Behavior* dimension slightly more than HBCU schools (60% vs. 53.3%)
HBCU schools stressed both *Knowledge* and *Skill* dimensions more than non-HBCU schools.

Both HBCU and non-HBCU equally emphasized *Support of a Learning Environment*

AACSB schools significantly emphasized *Knowledge* and *Skill* dimensions compared to non-AACSB schools.

AACSB schools were far less likely to mention *Commitment to long-term self-learning* than compared with non-AACSB schools (41.7% to 83.3%)

AACSB schools are more likely to emphasize *Behavior* dimension than compared with non-AACSB schools.

Table 2: Analysis of Mission Dimensions

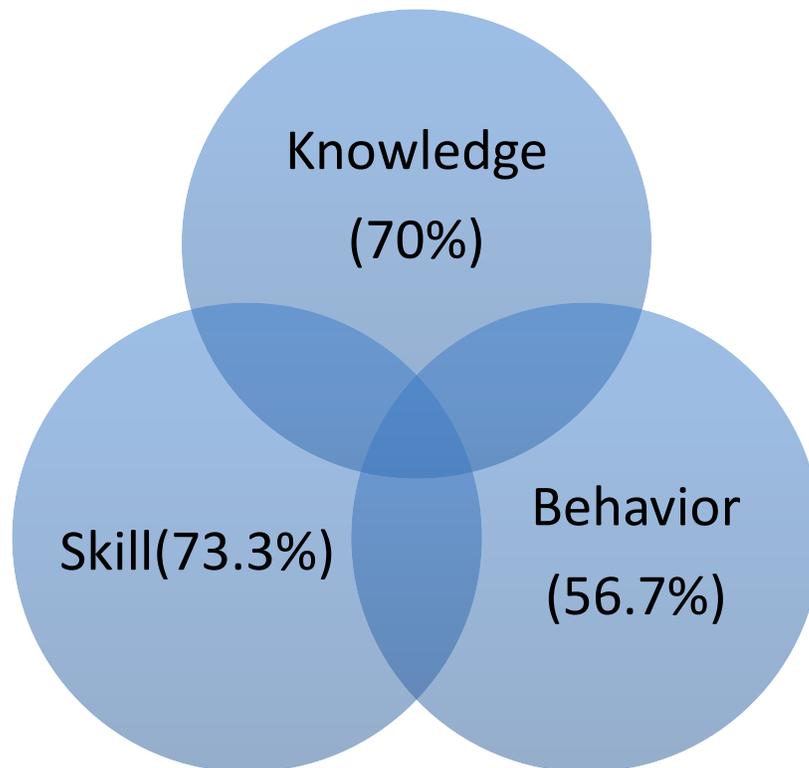
| | 15 HBCU | 15 non-HBCU | 18 in GA | 12 outside GA(all are HBCU) | 24 AACSB accredited | 6 not AACSB accredited |
|---|-----------|-------------|-----------|-----------------------------|---------------------|------------------------|
| Knowledge Dimension | 12(80%) | 9(60%) | 11(61.1%) | 10(83.3%) | 18(75%) | 3(50%) |
| Skill Dimension | 13(86.7%) | 9(60%) | 11(61.1%) | 11(91.7%) | 18(75%) | 4(66.7%) |
| Behavior Dimension | 8(53.3%) | 9(60%) | 11(61.1%) | 6(50%) | 15(62.5%) | 3(50%) |
| Supporting Learning Environment | 12(80%) | 12(80%) | 15(83.3%) | 9(75%) | 19(79.2%) | 5(83.3%) |
| Commitment for long-term self-learning (career) | 8(53.3%) | 5(33.3%) | 6(33.3%) | 7(58.3%) | 10(41.7%) | 5(83.3%) |
| Having all 5-Ds | 3(20%) | 2(13.3%) | 2(11.1%) | 3(25%) | 4(16.7%) | 1(16.7%) |

Discussion

H1-H3: The mission statements contain the specific wording relative to the expectations of students' Knowledge, Skill, and Behavior.

Does the mission statement contain the specific wording relative to *knowledge*, *skill*, and *behavior* of students' learning? Most academic programs in higher education have expectations about what knowledge and skills students need to obtain and how the students will behave. These expectations are generally based on the respective institution's objective to impart values onto their students. If successful, students will most likely sustain their careers and contribute positively to society. Additionally, basic knowledge, skill, and behavior can help to build a strong foundation of business education. Seventy percent (70%) of the 30 mission statements studied address knowledge, 73.3% contain skills, and 56.7% contain wording relative to behavior (Figure 2). Among mission statements studied, the behavior dimension was used less frequently than knowledge and skills dimensions. Among the 43.3% mission statements that lacked the behavior dimension, 69.2% of them were AACSB accredited and 53.8% HBCU. Value (which is directly linked to behavior) is a major factor in the effectiveness of B-Schools. Dave Francis and Mike Woodcock (*Unblocking Organizational Values*), known for their research on organizational behavior, stress that "A value is a belief in action." Many studies indicate that the collapse of ethical behavior across the financial industry is the root cause of the financial crisis that began in August of 2007. [Greycourt, 2008] [Grant, 2008] [Dash and Fabrikant, 2008] [Lucchetti, 2007]

To measure the effectiveness of B-school education requires the assessment of assurance of learning (AoL) and the level of achievement on the school's goals which are embedded in the mission statement. The strong linkage between AoL initiatives *Knowledge*, *Skills*, and *Behavior* and the B-School mission is a key indicator for the quality of education and maintenance of accreditation status. Therefore, this study accepts Hypotheses 1 through 3.

Figure 2: Learning Dimensions Used in 30 Different Mission Statements

H4: The mission statement contains specific wording relative to the commitment to long-term self learning.

Of mission statements studied 43.3% expressed their *Commitment to Long-Term Self Learning* (CLTSL) and 61.5% of them were from HBCUs. Consequently, one might conclude that HBCUs, on average, is more concerned about students' becoming long-term self learners. Students' ability to become long-term self learners is necessary to compete in an evolving global environment. B-schools expect their graduates to perform well in the careers that they choose, and as a result, must provide them with tools and information that will give them an edge in the business world. One of the tools is emphasizing self-learning--so that students will not just be able to perform well in existing environments, but will continue to do so over their entire lifetime. According to Ramnarayan and Hande (2005), "The main purpose of education must now be to develop the skills of inquiry (in students), and more importantly to motivate each one to go on acquiring new knowledge easily and skillfully the rest of his or her life."

The concept of self-learning was introduced as early 1926 and was described as "a process in which individuals take the initiative with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying resources for learning, choosing and implementing learning strategies and evaluating learning outcomes (Knowles, 1975)." Life-long learning (which is referred to as Long-Term learning in this study) has been supported by management guru Peter Drucker (1993), by scholar and activist Elise Boulding (1974), and by many other scholars before and after. The notion of creating (or graduating) life-long learners is most essential for today's graduates--because what is offered in the classroom today may be obsolete in 5 to 10 years (and even by the time some students graduate). Hence, one of the primary responsibilities of an AACSB-accredited B-school (as well as the respective institution) should be to help students develop competence as long-term self learners. The faculty, in this case, becomes a course facilitator, who helps the student to become interested in and accept individual responsibility for further learning. The same should also be evident in any mission statement and subsequently tied to AoL initiatives. Although fewer than 50% of mission statements studied had the CLTSL dimension, the researchers concluded that 43.3% was significant enough to accept Hypothesis 4.

H5: The mission statement contains specific wording relative to the supportive learning environment.

About 80% of mission statements studied mentioned a *Supportive Learning Environment*. One of the key assets for a B-school is to pursue the latest technology and up-to-date information for students. Having the latest industry tools allows for students to have knowledge of the real business world and provide them an extra edge in their transition from a school environment to a business one. Although the discussion for Hypothesis 4 emphasizes long-term self-learners, the researchers did not mean to imply that students would be on their own or would have to be alone in their efforts to become self-learners. Creating a supportive learning environment is essential to any AACSB-accredited B-school. A supportive learning environment is generally designed to help students adjust to college, get comfortable with their academic/campus surroundings, and to prepare them for a lifetime of learning. Of the five dimensions studied, a supportive learning environment ranked highest and was mentioned in almost all mission statements.

“Along with state education agencies across the United States, the Washington State Office of Superintendent of Public Instruction has identified supportive learning environments as one of the nine primary characteristics of successful schools.” [Fletcher, 2011]

Conclusion

A mission statement helps to define an organization's identity; it indicates an organization's purpose, values, and vision. In other words, it indicates what the organization represents, where it is in terms of progress, and where it is going futuristically. This study is designed to provide mission-statement and assurance of learning (AoL) particulars to any college or institution that is preparing for AACSB accreditation. In an attempt to assist with this accreditation objective, this study examined 46 institutions (limited to specific regions in Georgia and to HBCUs throughout the southeast). The examination included language used to communicate a respective institution's mission statement (or lack thereof), and the connection between the mission statement and AoL initiatives.

From its findings, the study concluded that in its endeavor to pursue AACSB accreditation, an institution must look carefully at its current mission statement. The mission statement should presumably be reflective of the five mission dimensions identified in this paper while also mirroring the mission of the respective institution. A mission statement with such dimensions will not only serve as an institutional blueprint, but will also aid in the final analysis of goal accomplishment and AoL success.

The study further concluded that not all mission statements have five dimensions (i.e., at least one college's mission had none of the five while at least two had more than five). While most colleges included in their mission statement *knowledge, skills and a supporting environment, behavior and a commitment to long-term self learning* were often lacking. Although *commitment to long-term self-learning* is mentioned more frequently at HBCUs, such a frequency does not imply that Dimension Number 5 should take precedence over any other dimension. Almost all mission statements used the term *student-centered* but did not identify the role that the student will play (in helping to accomplish the mission).

This study is based on the researchers' premise that a well-defined mission statement is tantamount to the success of AACSB accreditation. Accordingly, the study proposes that for an institution to become eligible for AACSB accreditation, the institution must be able to identify AoL initiatives via its mission statement. Such a statement should emphasize knowledge, skills, a supporting environment, behavior, and a commitment to long-term self learning. In essence, an institution's mission statement should drive its assurance of learning activity.

References

- Abrahamson E. 1996. "Management Fashion." *Academy of management Review* 21(1): 254-285.
- Bart C, Baets, M. 1998a. The relationship between mission statements and firm performance: an exploratory study. *Journal of Management Studies* 35(6): 823-853.
- Billington, P.J. and Wakefield, M. W. (2006), " An Investigation of Business School's On-Line Mission Statement Accessibility", *The Business Review*, Cambridge; Dec 2006; 6, 1.
- Boulding, E. and Boulding, K. (1974). Introduction to the Global Society. Open Library: http://openlibrary.org/books/OL11506999M/Introduction_to_the_Global_Society
- Cole, George S. (August 2002). "Online Mission Statements: Briefly Stated," at <http://firstmonday.org/htbin/cgiwrap/bin/ojs/index.php/fm/article/view/979/900>.
- Dash, E. and Fabrikant, G. (2008) "A High-Ranking Woman Is Out at Citi," *New York Times*, September 23, 2008, p. C7.
- Drucker, P. F. (1993). *Post-capitalist society*. (pp. 62-193).
- Farfan, Barbara, (2011). "Walt Disney Mission Statement: Creativity + Innovation = Profits," at <http://retailindustry.about.com/od/retailbestpractices/ig/Company-Mission-Statements/Walt-Disney-Mission-Statement.htm>.
- Fletcher, A. (2011). *Help Us Help Ourselves: Creating Supportive Learning Environments With Students*. A publication of Soundout: Student Voice in Schools. <http://www.soundout.org/Article.100.html>
- Grant, J. (2008) "Why No Outrage?," *Wall Street Journal*, July 19-20, 2008, p. W1.
- Greycourt White Paper No. 24 – "A Modest Proposal: Let's End Conflicts of Interest in the Wealth Advisory Business," (February 2003).
- Heinz, H. J. "Mission Statement of Heinz," at <http://www.heinz.com/our-company/about-heinz/mission-and-values.aspx>
- Kotler, Phillip. (2009) *Developing Your Mission Statement: Guidelines, Examples, and Exercises for all Organizations*. E-book: <http://www.mystrategicplan.com>.
- Knowles, M. S. (1975) *Self-directed learning: A guide for learners and teachers*, Prentice Hall, Englewood Cliffs, New Jersey.
- Lucchetti, A. and Ng, S. "How Rating Firms' Calls Fueled Subprime Mess," *Wall Street Journal*, August 15, 2007, p. A1.
- Martell, K. 2007. "Assessing student Learning: Are Business Schools making the Grade?," *Journal of Education for Business*, March/April 2007, 189-195.
- Morris R. J. 1996. "Developing a mission for a diversified company." *Long Range Planning* 29(1): 103-115.
- Orwig, B. and Finney, R. Z. 2007. "Analysis of the Mission statements of AACSB-accredited schools", *Competitiveness Review*, 2007 17, 4, p. 261-273.
- Ramnarayan, K. and Hande, S. (2005). "*Thoughts on Self-Directed Learning in Medical Schools: Making Students More Responsible*." *New Horizons for Learning: A John Hopkins University School of Education publication*.
- Rigby, D. 2001. "Putting tools to the test: senior executives rate 25 top management tools." *Strategy & Leadership* 29(3):4-12
- Rigby, D. 2000. "Making the most of management tools and techniques: a survey from Brain and Company." *Strategy Change* 9(5):269-274
- Schaniel, William, (2000). "American Assembly of Collegiate Schools of Business Accreditation: A Case Study," at <http://www.westga.edu/~bquest/2000/aacsb.html>
- Timothy B. Palmer and Jeremy C Short. 2008. "Mission Statements in U.S. Colleges of Business: An Empirical Examination of Their Content With Linkages to Configurations and Performance", *Academy of Management Learning & Education*. Dec 2008. Vol. 7, Iss. 4; pg. 454