

The role and impact of International education management associations on the sustainable development of Business Schools.

**Attaining sustainability for new or
emerging business schools through
international accreditation**

The QUT Case

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QUT Context



- Established as University in 1989
- Predecessors primarily teaching based
- Compete against established Go8
- Business one of 7 Faculties
- Locally strong reputation for Business education
- Close links to local business community

- 2001 - How to shift to an international profile and reputation, particularly given Brisbane location?
- Accreditation

Australian Context



- International Market
 - Education third largest export industry in Australia
 - \$18bn 2009
 - 630,000 international students (3% Aust. Population)
 - Grown 94% since 2004
 - HE 32% students, 57% revenue. Business biggest proportion
 - All Australian universities highly dependent
- Domestic highly regulated until now
 - Almost total dependence on local market
 - QUT Strong

Challenges

- International market
 - Increased competition
 - Aussie Dollar
 - Internal political decisions
 - Unfortunate reporting
- Domestic Market
 - Govt. funding
 - Deregulation



How Accreditation Helped



- Mission – who did we want to be

An International Business School

- To allow us achieve sustainability with:
 - Increased number, higher qualified, more diverse international student body
 - Research active staff with international reputations
 - Better academic partners to bring new opportunities
 - Corporate partners with greater reach and potential
 - Improved operations for the long term
- All of which leads to an ultimate goal of financial sustainability

Necessary Decisions



- Faculty
 - Change hiring strategy and workload allocation policy
 - Emphasis on research and qualifications
 - Previously strongly teaching oriented and PQ oriented
 - Letting faculty go
- Programs
 - Significant review, renewal and rationalisation
 - Greater Internationalisation of curriculum
- Student support
 - Up-scaling and centralisation.
 - Emphasis on student mobility
- Operations
 - Big changes in admin and structure

Cost

- Significant
- Monetarily well over \$1m
- Faculty – much unrest over decisions on research push, qualifications and course changes. Significant turnover



Post Accreditation



- Greater recognition by peers
 - Partnerships
 - Exchanges
 - Double degrees
- Students
 - Weathering the storm - QUT FOB ↑16% International 2010 despite national downturn
 - Asian students particularly brand / recognition conscious
- Faculty
 - Continue to grow AQ proportion
 - Significant offshore recruitment (10 from 12 2009)
 - New recruits reporting to us they are attracted by triple crown

Post Accreditation cont.



- Corporate Education
 - Shell Project Academy
 - Complex Project Management
- Research
 - Increased international research income attraction
 - Airports / Infrastructure
 - Last 3 years 200+ international refereed research outcomes with 148 different international institutions

Considerations



- Are we more sustainable?
 - Definitely
 - Financially
 - Students
 - ERA
 - Partners
- Could we have done it without accreditation?
- Maybe
 - Accreditation provided a template
 - More importantly it provided a tangible goal