



Iranian-Islamic Indices of Accreditation in the Management Discipline

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Abstract

Purpose: This study aims to identify the Iranian-Islamic indices of accreditation in the management discipline. While accreditation models are widely used as effective evaluation frameworks in academic contexts, their development must reflect cultural differences across countries and the specific characteristics of each discipline. This research seeks to determine the accreditation indices appropriate for management programs in Iran based on existing accreditation models and the Iranian-Islamic perspective.

Design/Methodology/Approach: Conducted within the interpretivist paradigm, the study uses a multiple qualitative methodology. The research setting is library-based. In the first stage, thematic analysis was applied to 15 accreditation models in the management discipline in order to extract accreditation indices relevant to the field. In the second stage, Imam Khomeini's collected works (Sahifeh-ye Imam) were thematically analyzed to identify university evaluation indicators from his viewpoint. The findings of the two analyses were then subjected to comparative analysis to integrate and align them within a unified Iranian-Islamic accreditation framework.

Findings: From the examination of the 15 management accreditation models, the study identified 7 factors, 182 criteria, and 424 indicators. The thematic analysis of the Sahifeh-ye Imam produced 859 initial codes and 80 basic themes related to university evaluation. Following comparative analysis and integration of the results from the two sources, the final Iranian-Islamic model of accreditation for the management discipline was formulated, consisting of 7 factors, 195 criteria, and 496 indicators. These integrated indices reflect both international accreditation requirements and the Iranian-Islamic value system.

Practical Implications: Using these Iranian-Islamic accreditation indices in management program evaluation provides a culturally grounded and value-based framework for ensuring academic quality. It can guide universities in designing, implementing, and improving management programs that cultivate competencies aligned with Iranian-Islamic principles.

Originality/Value: This study is the first to synthesize existing management accreditation models with indicators derived from Imam Khomeini's educational thought to produce an integrated Iranian-Islamic accreditation framework. By presenting a comprehensive set of discipline-specific indices, the research contributes to localized accreditation studies and supports the development of culturally relevant, value-based management education in Iran.

Keywords

Accreditation, Program Accreditation, Evaluation, Management Discipline, Iranian Islamic Indices.

Introduction

Globalization is a phenomenon that has been rapidly advancing in recent decades, revealing both positive and negative impacts on human systems. This phenomenon has also influenced higher education, leading to the emergence and spread of international university evaluation models. The positive effect of globalization in higher education has been the improvement of university quality through the adoption of international evaluation systems (Abbasi, Farasatkah, & Moazzami, 2022). However, its negative effect has been the formation of a unified hierarchical system of universities worldwide, headed by a vast array of American evaluation and accreditation systems (Ramírez, 2015). The long-standing history and extensive experience of the United States in university evaluation and accreditation have led to the recognition of universities in various countries and regions, such as Latin America, being conducted directly by American accreditation bodies (Rosano, Bonilla, & Ortiz, 2017).

The dominance of American universities in global research output and their consistent placement at the top of world rankings (Marginson, 2016), along with the establishment of English as the primary language of scientific research, have further reinforced the central role of the United States in global higher education (Mitic, 2015). Some scholars even regard this centrality as a form of American neocolonialism over other countries—particularly in Africa—arguing that the imposition of U.S. and European standards cannot help address the unique challenges faced by these nations (Darley & Luethge, 2019). Given that the Islamic Republic of Iran possesses its own unique cultural characteristics (Abbaspoor, Mojtazadeh, Maleki, & Farasatkah, 2015) and that there are fundamental differences between the value system of the Islamic Revolution and the underlying values of Western indicators (Boostani, Baneshi, & Shakeri, 2017), the development of a native evaluation model is essential. One evaluation model whose positive impact on improving university quality has been demonstrated in multiple studies is accreditation (Ulker & Bakioglu, 2019). By nature, accreditation evaluates each discipline according to its own specific indices (Oudshoorn, Raj, Thomas, & Parrish, 2018), and fundamentally, different disciplines—due to their distinct nature—require their own tailored evaluation models (Rezaei, 2017). In light of the above, the present study seeks to identify the Iranian-Islamic indices of accreditation in the field of management.

1. Background Review

Numerous definitions have been proposed for the concept of accreditation, particularly in the databases of accreditation bodies; however, providing a

definitive definition of this concept remains challenging (Collins, 2015). Accreditation is a quality evaluation model carried out by an external body, based on specific criteria and standards, to assess institutions and curricula (Kayode & Hashim, 2014). It is considered one of the most developed institutionalized forms of the accountability concept in higher education (Lubinescu, Ratcliff, & Gaffney, 2001) and also one of the most effective educational evaluation models. Accreditation emphasizes both the attainment of minimum quality standards and the preservation and assurance of quality (Abbaspoor, Mojtazadeh, Maleki, & Farasatkah, 2015). The evaluation process in accreditation is formative in nature, its audience consists primarily of the academic community, and its reports are technical and detailed; as a result, an institution's license may be renewed or revoked (Rajaei, Yamani, Khorasani, & Rezaeizadeh, 2022).

From the perspective of the evaluation scope, accreditation is classified into two types. The first is institutional accreditation, which evaluates higher education institutions as a whole (Hou, 2011), such as the Association of African Business Schools. The second is program accreditation, which focuses solely on evaluating the curricula of a specific academic field (Makhoul, 2019), such as the European Association for Public Administration Accreditation. Another classification of accreditation systems is based on the geographical scope of evaluation, comprising three levels: national—such as the National Business Education Accreditation Council in Pakistan; regional—such as the Asia-Pacific Society for Public Affairs; and international—such as the Association for Behavioral Analysis International (Sanyal & Martin, 2007). A further type of accreditation is faith-related accreditation, which focuses on evaluating institutions affiliated with or related to a particular religion (Bañuelos, 2021), such as the Association of Christian Schools International.

Several elements are typically present in all accreditation models, including: (1) the accreditation process—comprising application for evaluation, self-assessment, site visit, and the decision to approve or deny accreditation (Omara & Oyarekhua, 2022); (2) eligibility criteria—preconditions for entering the accreditation process; (3) evaluation indices—such as factors, criteria, and indicators for program evaluation (Bazargan & Farasatkah, 2017); and (4) scope of accreditation—such as the academic disciplines, degree levels, and types of accreditation covered. The present study focuses exclusively on evaluation Indices.

Accreditation has been associated with numerous effects. It is generally a process that determines the quality status of institutions and assures stakeholders that they are engaged with an institution that meets desirable

quality standards and is committed to continuous improvement (Conrad, 2020). Moreover, accreditation can guarantee the quality of education globally, address quality concerns arising from internationalization (Zammuto, 2008), regulate and control university behavior (Al Shobaki, Abu-Naser, Salama, AlFerjany, & Amuna, 2018), and hold administrators accountable for their performance (Choiriyah & Kartowagiran, 2018).

Regarding accreditation in the higher education systems of I.R. Iran and other countries, numerous studies have been conducted. Abbaspoor and Mojtazadeh (2022) designed an accreditation model for Iran's higher education system using a mixed-method approach with an exploratory tool-development design. Abbasi, Farasatkah, and Moazzami (2022), using grounded theory and in-depth interviews with academic experts, proposed a university accreditation model aimed at internationalizing Iran's higher education system. Abili, Mostafavi, Narenji-thani, and Shah-Hosseini (2021) developed accreditation components for e-learning in higher education institutions through a systematic review of research indexed in academic databases.

Vasudevan & Muthu (2020) examined accreditation models in India and sought to extract their common components. Amin-Bidokhti, Mohammadi, and Rahimi (2018) designed a model for accrediting entrepreneurial universities in Iran's academic system, using interviews with national entrepreneurship experts and qualitative content analysis. Zafaripoor, Mohammadi, and Khodaei (2017) conducted a comparative study of evaluation, accreditation, and quality assurance systems in traditional and modern higher education, identifying their similarities and differences through qualitative document analysis and comparative methods.

Nguyen, Evers & Marshall (2017) studied the higher education system in Vietnam and extracted its accreditation model. Kelchen (2017) sought to identify the core standards of accreditation through a review of various accreditation models. Shams and Ma'arefvand (2015) developed an accreditation model for master's programs in educational management using a mixed-method approach. Sywelem & Witte (2009), in their study of Egypt's higher education, attempted to identify the elements and components of that country's accreditation model.

2. Materials & Methods

Based on Saunders' research onion (2019), the research philosophy is situated within the interpretivist paradigm. The methodological choice involves multiple qualitative methods, and the research strategy involves thematic analysis and comparative analysis. In the first step, to draw upon global

experiences in the accreditation of management discipline, 15 program accreditation models in the field of management were identified, and their evaluation indices were subjected to thematic analysis. From the analysis of the identified indicators by using Attride-Stirling's thematic network model (2001), 589 initial codes were extracted. Subsequently, the relationships among these initial codes were examined, and after categorization, 424 basic themes were generated. In the next stage, by clustering related basic themes, 182 organizing themes were derived, which were then grouped into 7 overarching themes. In line with the terminology used in accreditation models, the overarching themes were defined as factors, the organizing themes as criteria, and the basic themes as indicators.

In the second step, with the intention of identifying Iranian-Islamic values regarding the appropriate indices for evaluating an ideal university, the 21-volume collection of *Sahifeh-ye Imam*—comprising speeches, letters, and messages of Imam Khomeini from 1933 to 1989—was also thematically analyzed, and the indices for evaluating universities based on Imam Khomeini's thought were extracted. For this purpose, all volumes were thoroughly reviewed, and phrases related to the concept of the university were extracted. These phrases were then transformed into initial codes, resulting in 859 codes. By clustering the related codes, 80 basic themes were ultimately identified, organized under 7 organizing themes, which corresponded to the factors identified in the previous step.

In the final step, the findings from the two preceding steps were compared using Brady's four-step model for conducting comparative studies (1969). In the first step (Description), a detailed account of the indices from each section was provided. In the second step (Interpretation), the gathered and described information was interpreted. The third step (Juxtaposition) involved identifying comparable elements, and finally, in the fourth step (Comparison), the similarities and differences between the two sections were determined, leading to the integration of the two models. By integrating the two models, a desired framework encompassing Iranian-Islamic indices for the accreditation of management discipline was developed.

3. Research Findings

First, accreditation models in the field of management were identified, and their evaluation components were examined and analyzed. In total, 15 accreditation models related to management were identified, namely:

- 1) Association to Advance Collegiate Schools of Business (AACSB, 2024)

- 2) International Accreditation Council for Business Education (IACBE, 2024)
- 3) Accreditation Council for Business Schools and Programs (ACBSP, 2024)
- 4) Association of MBAs (AMBA, 2024)
- 5) Association for Behavior Analysis International (ABAI, 2024)
- 6) Association of Technology, Management, and Applied Engineering (ATMAE, 2024)
- 7) European Association for Public Administration Accreditation (EAPAA, 2024)
- 8) International Commission on Accreditation of Public Administration and Curricula (ICAPA, 2024)
- 9) Foundation for International Business Administration Accreditation (FIBAA, 2024)
- 10) Network of Schools of Public Policy, Affairs, and Administration (NASPAA)
- 11) European Foundation for Management Development (EFMD, 2024)
- 12) Canadian Association of Programs in Public Administration (CAPPA, 2024)
- 13) National Business Education Accreditation Council (NBEAC, 2024)
- 14) Asia-Pacific Society for Public Affairs (APSPA, 2024)
- 15) European Council for Business Education (ECBE, 2024)

In the next stage, the indicators of each of the above accreditation models were extracted and selected as basic themes. These indicators were grouped into criteria (organizing themes), and in turn, the criteria were grouped into factors (global themes). The seven extracted factors were: curriculum content, curriculum management, faculty members, students, alumni, services and support, and research & scientific and practical interactions.

In the following step, from the 21-volume *Sahifeh-ye Imam* collection, 187 speeches, letters, or messages were identified as relevant. From these, 859 initial codes and 80 basic themes were extracted. The categorization of themes was carried out using the seven factors identified from the thematic analysis of management program accreditation models; in this sense, the seven factors served as the organizing themes, and the global theme was determined as “university evaluation”.

From comparative analysis of the management program accreditation indices and the university evaluation indicators from Imam Khomeini's perspective revealed three cases:

a) **Similarity** between eight evaluation components from Imam Khomeini's perspective and the indicators of management program accreditation—in this case, the similar items were merged.

b) **Thematic relation** between 36 evaluation components from Imam Khomeini's perspective and the criteria of management program accreditation—in this case, 36 new indicators were defined for the existing criteria.

c) **No similarity or thematic relation** between Imam Khomeini's evaluation components and the existing criteria and indicators—in this case, 13 new criteria and 36 new indicators were added to the list of indices. The following table presents the number of indices.

Table 1. Number of Criteria and Indicators in Each Model

Factors	Criteria			Indicators		
	Integrated Management Model	Imam Khomeini's Perspective	Desired Model	Integrated Management Model	Imam Khomeini's Perspective	Desired Model
Curriculum Content and Educational Program	44	3	47	113	12	125
Services and Support	22	4	26	54	10	64
Research and Scientific & Practical Interactions	24	0	24	53	8	61
Alumni	11	1	12	22	7	29
Students	22	2	24	48	13	61
Curriculum Management	39	1	40	86	13	99
Faculty Members	20	2	22	48	9	57
Total	182	13	195	424	72	496

As a result of the conducted comparative analysis, the desired model comprised a total of 7 factors, 195 criteria, and 496 indicators. In the following section, the criteria and indicators of each factor will be presented in separate

tables. The criteria and indicators highlighted in a different color are those derived from the perspective of Imam Khomeini (RA).

Table 2. Criteria and Indicators of “Student” Factor

Criteria	Indicators
Student Performance Evaluation	<ul style="list-style-type: none"> - Evaluation of students’ academic progress - Process for identifying key student performance indicators - Overall evaluation of student performance - Providing evaluation results to students
Student Feedback and Satisfaction with Curriculum	<ul style="list-style-type: none"> - Collecting student feedback to improve the curriculum - Student satisfaction with teaching quality - Student satisfaction with curriculum content
Utilization of Trained Recruitment Staff	<ul style="list-style-type: none"> - Use of trained personnel in the student recruitment office
Encouragement and Motivation of Students	<ul style="list-style-type: none"> - Use of incentives to encourage greater student learning - Awarding prizes for student achievements - Identifying and supporting students with future potential - Level of students’ interest in learning
Student Sense of Belonging	<ul style="list-style-type: none"> - Student attachment and commitment to the program’s mission - Faith in the internal capacities of the country
Alignment of Student Admission System with Program Mission	<ul style="list-style-type: none"> - Matching admission goals with program mission - Aligning admission policies with program mission - Aligning admission processes with program mission
Geographical Diversity of Students	<ul style="list-style-type: none"> - International composition of students - Ratio of local to non-local students
Demographic Diversity (Gender and Other Criteria)	<ul style="list-style-type: none"> - Efforts to ensure demographic diversity in student recruitment - Gender balance in student recruitment based on equality principles
Consideration of Practical Experience in Admission	<ul style="list-style-type: none"> - Admission of students active in practical fields - Considering professional experience for graduate admissions
Student Success in Life	<ul style="list-style-type: none"> - Acquiring necessary knowledge for lifelong success - Acquiring necessary skills for lifelong success

Criteria	Indicators
Academic Guidance and Counseling	- Availability of academic advising and counseling
Handling Student Complaints	- Proper procedures for handling student complaints
Comprehensive Student Development	- Gaining practical experience alongside theoretical education - Developing policies and procedures for academic progress - Attention to personal development and holistic student growth - Integration of knowledge acquisition and ethical self-cultivation
Student Satisfaction with Institution Staff	- Student satisfaction with faculty members - Student satisfaction with support services
Student Organizations	- Quantity and quality of student activities in organizations - Implementation of Islamic principles in student organizations - Strengthening student Basij
Student Admission and Selection Criteria	- Considering foreign language proficiency in selection - Selecting students with appropriate academic qualifications - Selecting students with adequate skills - Preventing admission of students affiliated with foreign (East/West) influences
Student Registration Criteria	- Effectiveness of the student registration process - Considering classroom capacity during registration - Transparency of the registration process
Academic Success or Failure of Students	- Timely completion of academic programs - Student dropout and retention rates - Student success rates in completing courses - Avoiding distractions and neglecting important matters - Sincerity in acquiring knowledge
Student Role in Program Improvement	- Student participation in collecting and analyzing program data
Student Retention or Transfer	- Effectiveness of student retention processes - Preparation of guidelines for student transfers
Characteristics of Student Recruitment and Admission	- Effectiveness of the recruitment process - Transparency and accuracy of recruitment and

Criteria	Indicators
Process	<ul style="list-style-type: none"> - admission processes - Fairness of the admission process
Characteristics of Admission Criteria	<ul style="list-style-type: none"> - Effectiveness and accuracy of admission criteria
Students' Knowledge of Islam and Adherence to Its Rules	<ul style="list-style-type: none"> - Following Islamic rules and awareness of God and the unseen world - Knowledge of the fundamental principles of true Islam
Students' Activism in Achieving National Ideals	<ul style="list-style-type: none"> - Efforts to defend Islam and the country - Efforts to establish justice - Exposure of fabricated and deviant Islam - Fighting against deviations and causes of national backwardness

Table 3. Criteria and Indicators of “Curriculum Content and Educational Program” Factor

Criteria	Indicators
Balanced integration of theory and practice	<ul style="list-style-type: none"> - Integration of theory and practice in curriculum design - Coherence and balance between skill and knowledge in the curriculum - Balance of theory and practice in mission formulation
Use of modern technologies in teaching	<ul style="list-style-type: none"> - Innovation and use of modern technologies in teaching
Curriculum design requirements	<ul style="list-style-type: none"> - Attention to educational goals and philosophy in curriculum design - Attention to prerequisites and requirements - Considering the curriculum's place in the educational environment - Observing the minimum number of core courses - Compliance with external guidelines in curriculum design - Respecting freedom and intellectual independence in curriculum design
Modeling after successful national and global businesses	<ul style="list-style-type: none"> - Focus on the global business environment in curriculum design - Considering professional standards of the job market in curriculum design
Selection of teaching and	<ul style="list-style-type: none"> - Use of scientific methods and approaches in

Criteria	Indicators
learning methods based on global scientific models	teaching - Teaching based on international standards
Planning for out-of-class learning	- Balancing the volume of learning inside and outside class - Considering extracurricular and tutorial activities
Alignment of curriculum with the institution's mission	- Curriculum alignment with institutional mission
Curriculum development and revision	- Defining procedures for curriculum development and revision
Training role-players in the public sector	- Training potential international managers - Focusing on training competent government employees
Quality assurance of practical work	- Setting standards for practical work
Quality assurance of teaching content	- Improving quality of instructional content - Preparing learning and teaching regulations
Matching learning outcomes with standards	- Matching outcomes with characteristics of international degree-oriented programs
Defining learning outcomes	- Precisely defining intended learning outcomes - Linking learning outcomes to current needs
Appropriateness of content to the academic level	- Curriculum suitability to academic level
Appropriateness of content to the discipline	- Compatibility of content with the theoretical foundations of the discipline
Diversity in curriculum delivery	- Offering non-degree programs - Offering degree programs - Offering short-term learning courses
Attention to ethical principles in curriculum design	- Commitment to ethical principles and values in curriculum design - Attention to general values - Degree of ethical principles reflection in the program mission
Attention to disciplinary characteristics	- Attention to the essence and substantial features of the discipline in curriculum design - Attention to the scope of discipline in curriculum design
Attention to the practical	- Offering non-degree practical courses

Criteria	Indicators
field in curriculum design	- Identifying the curriculum impact point in practice
Producing applicable content in regional and international contexts	- Adapting course content to current regional issues - Considering international demand in curriculum design
Producing applicable content in the national context	- Providing content appropriate to the national context - Responsiveness of content to company needs - Adjusting curriculum according to societal needs
Operating at the frontiers of knowledge	- Designing curriculum aligned with science and technology advances - Monitoring scientific developments for curriculum updates
Reputation and acceptance of the curriculum	- Curriculum recognition internationally - Curriculum recognition nationally - Offering degrees with equivalency
Curriculum structure and framework design	- Precise structuring and sequencing of courses - Modular curriculum structure - Designing optimal curriculum structure
Making content practical	- Creating opportunities for student engagement with real-world problems - Considering curriculum applicability - Considering student needs in curriculum design
Application of the lifelong learning approach	- Using a lifelong learning perspective in mission determination - Considering lifelong learning in curriculum design
Quality of curriculum content	- Forward-looking curriculum - Updated curriculum content - Desirable quality of the designed curriculum
Enhancing the quality of the final assessment	- Modeling standard exams - Monitoring exam processes and ensuring grading quality - Diversifying assessment methods
Quality of teaching content and delivery	- Teaching appropriate multidisciplinary competencies and skills - Teaching global competencies of the curriculum - Teaching required competencies based on the program mission - Teaching soft skills such as critical thinking and analytical ability - Familiarity with the country's history and current

Criteria	Indicators
	capacities
Stakeholder participation in curriculum revision and development	<ul style="list-style-type: none"> - Designing revision and development processes with stakeholder participation - Revising and developing curriculum with active stakeholder roles
Stakeholder participation in curriculum formulation and mission setting	<ul style="list-style-type: none"> - Using stakeholder opinions in curriculum design - Considering stakeholder needs in setting the curriculum mission
Curriculum alignment with mission	<ul style="list-style-type: none"> - Matching program duration with goals and mission - Curriculum alignment with program mission - Designing curriculum based on strategic plan - Content and volume compatibility with mission and course objectives
Role of learning outcomes in curriculum design	<ul style="list-style-type: none"> - Basing curriculum on intended learning outcomes
International perspective in course content delivery	<ul style="list-style-type: none"> - Delivering course content in a foreign language - Modeling after international course content
International perspective in curriculum design	<ul style="list-style-type: none"> - Considering international and intercultural aspects in curriculum design - Defining the curriculum's international standing
Interdisciplinary and multidisciplinary approach	<ul style="list-style-type: none"> - Designing curriculum with interdisciplinary thinking - Designing curriculum with a multidisciplinary approach - Designing multidisciplinary study programs
Characteristics of curriculum structure and format	<ul style="list-style-type: none"> - Offering a time-bound and specific curriculum - Structural coherence of curriculum - Clear and defined curriculum components
Characteristics of teaching and learning methods	<ul style="list-style-type: none"> - Student-centered and engaging teaching methods - Up-to-date teaching methods
Content quality of teaching and learning	<ul style="list-style-type: none"> - Content coherence in teaching - Preparing rich content for instruction
Curriculum alignment with the institution	<ul style="list-style-type: none"> - Alignment of curriculum mission with institution's mission - Curriculum suitability with institutional activities - Alignment of learning outcomes with institutional mission
Teaching skills necessary for public sector entry	<ul style="list-style-type: none"> - Tools and techniques for stakeholder engagement in policy processes

Criteria	Indicators
	<ul style="list-style-type: none"> - Flexibility - Tolerance of uncertainties and ambiguities - Analytical and critical thinking regarding public sector challenges - Ability to lead and manage public institutions to protect public interest - Effective communication skills considering cultural diversity - Ability to advance public service perspectives - Ability to analyze public sector challenges - Problem-solving and evidence-based decision-making skills - Scientific participation and innovation in policymaking - Appropriate political role-playing
Teaching the essential characteristics of the public sector	<ul style="list-style-type: none"> - Internationalization and globalization - Balance between centralization and decentralization - Participatory governance and effects of multinational organizations and agreements
Teaching public sector norms	<ul style="list-style-type: none"> - Social and cultural diversity - Sustainable development - Democracy and popular sovereignty - Transparency - Accountability
Conceptual integration of curriculum	<ul style="list-style-type: none"> - Comprehensiveness and conceptual integration of the curriculum - Coverage of related main disciplines - Complete coverage of course goals and mission
Creating and strengthening a revolutionary and transformative spirit	<ul style="list-style-type: none"> - Recognizing divine and national duties and avoiding deviation - Avoiding submission to oppression and colonial culture - Recognizing and striving to achieve revolutionary goals - Creating and maintaining a transformative spirit
Attention to educational aspects in curriculum design	<ul style="list-style-type: none"> - Necessity of simultaneous acquisition of knowledge and ethics - Strengthening faith and spiritual aspects
Teaching Islamic thought and knowledge	<ul style="list-style-type: none"> - Teaching Islamic knowledge based on Quranic logic

Criteria	Indicators
	<ul style="list-style-type: none"> - Training missionaries to introduce Islam to human societies - Learning the thought of Shahid Motahari - Utilizing the Quran in curriculum content

Table 4. Criteria and Indicators of “Services and Support” Factor

Criteria	Indicators
Providing services to faculty members	<ul style="list-style-type: none"> - Administrative support for faculty affairs - Providing non-financial incentives for faculty - Providing financial incentives for faculty
Providing career counseling services	<ul style="list-style-type: none"> - Offering job placement services - Creating internship opportunities - Establishing an industrial advisory committee
Supporting the curriculum	<ul style="list-style-type: none"> - Administrative support for the curriculum - Systematic operational support for education - Support for developmental activities
Supporting students	<ul style="list-style-type: none"> - Administrative support for student affairs - Systematic support for students' academic progress
Adequate financial provision for the curriculum	<ul style="list-style-type: none"> - Providing sufficient financial resources aligned with the program mission - Diversity of financial resources
Preparing necessary library resources	<ul style="list-style-type: none"> - Establishing an up-to-date library - Creating a well-equipped and diverse library - Accessibility to library and informational resources
Efforts to increase capital	<ul style="list-style-type: none"> - Developing clear policies for capital increase - Securing financial support from investors
Alignment of resources and facilities with missions	<ul style="list-style-type: none"> - Alignment of administrative resources with program mission - Alignment of resources and facilities with curriculum requirements - Alignment of resources and facilities with the institution's mission
Attention to different areas of student guidance	<ul style="list-style-type: none"> - Guidance in students' livelihood matters - Guidance on psychological issues - Guidance on social issues
Characteristics of academic counseling services	<ul style="list-style-type: none"> - Providing sufficient academic counseling services to students - Accessibility of academic counseling services
Provision of non-	<ul style="list-style-type: none"> - Suitable spaces and infrastructure for

Criteria	Indicators
educational spaces and infrastructure	extracurricular activities - Adequacy of accommodation services
Observance of budgeting considerations	- Establishment of a performance-based budgeting system - Preparation of curriculum budget based on program objectives - Adequacy of R&D budget
Features of spaces related to the curriculum	- Creating calm and secure spaces for program delivery - Accessibility of student spaces
Quality competence of human capital	- Commitment and dedication to the mission among staff - Attention to staff personal development - Professional qualifications of administrative staff - Scientific qualifications of administrative staff
Providing media and IT equipment	- Sufficient quantity of media and IT equipment - Appropriate quality of media and IT equipment
Adequacy of human capital (quantitative)	- Sufficient number of full-time employees - Sufficient administrative support staff - Adequate number of professional staff - Adequate human resources to fulfill the program's mission
Adequacy of educational spaces and infrastructure	- Sufficient number of classrooms with appropriate equipment - Suitable infrastructure for holding various exams - Adequate educational infrastructure to fulfill the mission
Adequacy of educational resources	- Sufficient and appropriate educational resources to fulfill the mission
Adequacy of financial resources	- Adequate financial resources to fulfill the program mission
Adequacy of physical resources and equipment	- Adequate physical equipment and facilities required by the program
Providing necessary digital and electronic resources	- Preparing necessary electronic infrastructure - Accessibility of suitable computer equipment - Adequate digital resources to fulfill program strategy
Suitable financial status of the institution	- Adequate resources available to the institution to achieve its goals - Financial sustainability and endurance of the

Criteria	Indicators
	institution
Supporting societal values	<ul style="list-style-type: none"> - Strengthening Islamic culture in the university - Enhancing resilience and perseverance against adversaries - Promoting a culture of sacrifice and martyrdom
Supporting the deprived and oppressed and claiming their rights	<ul style="list-style-type: none"> - Supporting the rightful demands of the deprived - Supporting the oppressed and oppressed people
Supporting national capability and production	<ul style="list-style-type: none"> - Supporting national production - Utilizing internal capabilities, even if weak
Combating corruption inside the university	<ul style="list-style-type: none"> - Preventing freedom for corrupt pens - Identifying corruption factors within the university - Cleansing the university environment of corrupt elements

Table 5. Criteria and Indicators of “Research and Scientific & Practical Interactions” Factor

Criteria	Indicators
Communication with Employer for External Evaluation	<ul style="list-style-type: none"> - External evaluation of the curriculum by employers
Public Disclosure of Curriculum Details	<ul style="list-style-type: none"> - Public notification of curriculum updates - Public release of information about program activities and components - Public access to information about the mission
Public Disclosure of Learning Outcomes	<ul style="list-style-type: none"> - Providing information about outcome evaluation criteria - Public announcement of student achievements and outcomes
Public Disclosure of Financial Affairs	<ul style="list-style-type: none"> - Proper disclosure of financial commitments - Accessibility of institutional financial performance information
Public Disclosure of Student Admission Regulations	<ul style="list-style-type: none"> - Providing information on student admission criteria - Public release of student admission standards
Public Disclosure of Program Evaluation Results	<ul style="list-style-type: none"> - Making qualitative curriculum evaluation results publicly available
Requirements for	<ul style="list-style-type: none"> - Aligning communication and interaction policies

Criteria	Indicators
External Interactions	<ul style="list-style-type: none"> with the program's mission - Faculty interaction with the field of practice - Avoiding conflicts with intellectual opponents and fostering dialogue - Political role based on values - Disassociation from non-Islamic regimes - Loyalty to the Islamic justice government
Research Activity Requirements	<ul style="list-style-type: none"> - Conducting research aligned with the program mission - Sufficient production of research outputs
Social Responsibility	<ul style="list-style-type: none"> - Providing social services based on the program's mission - Pursuing social values and responsibilities - Developing policies for collective services and social responsibility - Efforts to achieve social impact
Feedback from Stakeholders	<ul style="list-style-type: none"> - Establishing mechanisms for feedback from external stakeholders - Measuring stakeholder satisfaction with institutional performance
Communication with Social Institutions	<ul style="list-style-type: none"> - Establishing institutional relations with social institutions - Faculty participation in social institutions - Global mobilization against oppression
Stakeholder Interaction to Advance Program	<ul style="list-style-type: none"> - Engaging external stakeholders in program governance - Gaining positive feedback from stakeholders about strategic plans
Interaction with Businesses and Companies	<ul style="list-style-type: none"> - Establishing job placement offices and experiential learning platforms - Contracting cooperation with related businesses and companies
Scientific Interaction with Academic Institutions	<ul style="list-style-type: none"> - Observing ethical principles in scientific and research interactions - Collaboration with educational institutions and university networks - Unity and proper relations between religious seminaries and universities
External and National Interactions	<ul style="list-style-type: none"> - Consulting with target communities to address their needs - Signing cooperation agreements with national

Criteria	Indicators
	institutions - Creating capacity for constructive interaction with diverse citizens
Internal Institutional Interactions	- Shared research concerns between faculty and staff - Proper communication among students - Appropriate faculty-student interactions - Interaction among curriculum-related faculty members - Organizing communication systems among those involved in the program - Maintaining unity and avoiding division - Collective practice of Islamic instructions and religious promotion
Strengthening Public Information Platforms	- Effective use of the official curriculum website
Research Outputs and Achievements of Faculty	- Faculty research achievements - Influential intellectual contributions of faculty - Articles produced by official faculty members
Receiving National or International Research Awards	- Receiving international awards by students or professors - Receiving national awards by students or professors
Promoting Research and Development	- Developing research and development policies for knowledge production and dissemination - Research and development contribution to course content
Facilitating Scientific Innovation	- Improving scientific quality and innovation - Creating infrastructure for scientific innovation - Promoting scientific innovation
Quality of Research Outputs and Achievements	- Efforts to produce high-quality research outputs - Scientific articles indexed in citation databases
International Educational Collaborations	- Agreements with international universities for faculty and student exchange
International Research Collaborations	- Contracting cooperation with renowned international institutions - Interaction with foreign professional associations

Table 6. Criteria and Indicators of “Alumni” Factor

Criteria	Indicators
Evaluation and Improvement of Graduate Quality	<ul style="list-style-type: none"> - Evaluation of graduate quality and efforts to improve it - Clear definition of desirable graduate characteristics
Direct Role of Graduates	<ul style="list-style-type: none"> - Facilitating graduates’ activities in the institution - Graduates’ participation in supporting the curriculum
Readiness for Employment	<ul style="list-style-type: none"> - Learning employability skills - Graduates’ sufficient ability to work in the executive field - Strengthening individual skills as the country’s human resources - Preparedness to take on managerial responsibilities
Graduates’ Feedback on the Program	<ul style="list-style-type: none"> - Graduates’ satisfaction with the curriculum
Career Development and Differentiation of Graduates	<ul style="list-style-type: none"> - Creating differentiation for graduates in the job market - Supporting graduates’ career development - Encouraging initiative-taking
Graduates’ Achievements and Success	<ul style="list-style-type: none"> - Necessary academic qualifications for graduates’ success - Graduates’ achievements and success - Alignment of graduates’ achievements with learning outcomes - Obtaining qualifications needed for nation-building
Employer Satisfaction with Graduates	<ul style="list-style-type: none"> - Employers’ satisfaction with graduates’ quality
Graduate Networking	<ul style="list-style-type: none"> - Establishing and supporting alumni associations - Recording graduates’ information and activities - Creating communication networks among graduates - No connection with graduates trained in Eastern and Western schools
Graduate Employment Placement	<ul style="list-style-type: none"> - Establishing a job placement office for graduates - Marketing graduates’ abilities
Graduates’ Participation in Program Evaluation and Improvement	<ul style="list-style-type: none"> - Graduates’ contribution to curriculum improvement - Graduates’ participation in curriculum evaluation
Characteristics of Career Counseling Services	<ul style="list-style-type: none"> - Availability of career counseling services - Adequacy of career counseling services
Acquired Characteristics of Graduates	<ul style="list-style-type: none"> - Maintaining expertise and commitment to the revolution - Independent personality, not dependent on foreigners

Table 7. Criteria and Indicators of “Curriculum Management” Factor

Criteria	Indicators
Effectiveness of Curriculum Evaluation	<ul style="list-style-type: none"> - Reviewing the effectiveness of curriculum evaluation procedures
Evaluation of Learning Outcomes	<ul style="list-style-type: none"> - Proper implementation of student learning outcomes evaluation - Creating a systematic evaluation process for learning outcomes
Performance Evaluation of Individuals	<ul style="list-style-type: none"> - Establishing a performance evaluation system for faculty members - Preparing evaluation guidelines for staff, professors, and students
Evaluation of Curriculum Quality and Success	<ul style="list-style-type: none"> - Evaluating the effectiveness and quality of the curriculum - Regular monitoring of achieving curriculum goals
Evaluation of Content Delivery	<ul style="list-style-type: none"> - Evaluating the effectiveness of instructional content delivery - Evaluating the method of curriculum delivery
Use of Distinguished Professors	<ul style="list-style-type: none"> - Inviting prominent international professors - Inviting prominent national professors
Establishment of Internal Quality Assurance System	<ul style="list-style-type: none"> - Validation and quality assurance of curricula - Availability of an internal quality assurance system
Curriculum Independence	<ul style="list-style-type: none"> - Maintaining administrative independence of the curriculum - Maintaining academic independence - Maintaining financial independence of the curriculum
Curriculum Credibility and Legitimacy	<ul style="list-style-type: none"> - Recognition of academic credentials obtained domestically and internationally - Approval of curriculum by national regulatory bodies - Approval by university legal bodies
Requirements for Performance Evaluation of Individuals	<ul style="list-style-type: none"> - Establishing a performance measurement system based on program goals - Effective implementation of the management and performance evaluation system
Curriculum Governance Requirements	<ul style="list-style-type: none"> - Using the contingency management model in curriculum administration - Establishing a strategic outlook in curriculum governance

Criteria	Indicators
	<ul style="list-style-type: none"> - Preparing implementation guidelines for the curriculum - Organizing curriculum processes
Creating Competitive Advantage Compared to Competitors	<ul style="list-style-type: none"> - Creating distinguishing features compared to competing programs - Benchmarking the curriculum with related programs
Curriculum Marketing	<ul style="list-style-type: none"> - Marketing and promoting the curriculum internationally - Marketing and promoting the curriculum nationally
Reviewing and Enhancing the Strategic Plan	<ul style="list-style-type: none"> - Establishing a systematic process for strategic plan development - Defining a method to review the curriculum mission
Strategic Planning of Curriculum	<ul style="list-style-type: none"> - Balancing theory and practice in strategic planning - Strategic planning process adapted to the curriculum
Facilitating Equal Learning Opportunities	<ul style="list-style-type: none"> - Creating equal learning opportunities for all - Providing equal opportunities for diverse students
Commitment to Public Values	<ul style="list-style-type: none"> - Efforts to realize public values such as transparency - Observing ethical and value norms in various curriculum aspects - Adherence to Iranian-Islamic culture - Efforts to realize national freedom and independence - Efforts to achieve the objectives of martyrs
Realization of Strategic Plan	<ul style="list-style-type: none"> - Accountability for achieving curriculum goals - Continuous monitoring and supervision of strategic plan implementation - Efforts to fulfill the curriculum mission
Defining Curriculum Mission	<ul style="list-style-type: none"> - Precise and relevant mission formulation - Defining stakeholder participation in mission formulation
Defining Curriculum Goals	<ul style="list-style-type: none"> - Defining long-term goals - Defining short-term goals
Defining Organizational Rules	<ul style="list-style-type: none"> - Establishing a fair, unbiased, effective, and efficient legal system - Selecting program leaders based on organizational rules - Forgiving youth mistakes and allowing for

Criteria	Indicators
	<ul style="list-style-type: none"> correction - Encouraging promotion of virtue and prevention of vice
Diversity and Suitability in Evaluation Strategy	<ul style="list-style-type: none"> - Using diverse evaluation strategies - Choosing evaluation strategies appropriate to the program level and type
Emphasis on Continuous Improvement	<ul style="list-style-type: none"> - Systematic continuous improvement process for the curriculum - Promoting performance excellence and continuous improvement - Strengthening universities scientifically to reduce reliance on foreigners
Attention to National and Global Role	<ul style="list-style-type: none"> - Considering the global role in defining the program mission - Considering the national role in defining the program mission
Maintaining and Improving Quality	<ul style="list-style-type: none"> - Establishing a quality improvement unit - Institutional commitment to quality - Monitoring educational quality - Each person fulfilling their duties
Quality Assurance Policies	<ul style="list-style-type: none"> - Effective formulation of quality assurance policies - Developing and implementing quality assurance policies with internal stakeholders - Developing quality assurance policies with external stakeholders
Learning from Past Evaluations	<ul style="list-style-type: none"> - Providing evidence of necessary reforms based on accreditation recommendations - Using previous evaluation results to prepare a corrective actions list
Academic Leadership	<ul style="list-style-type: none"> - Establishing academic and professional leadership specific to the program - Leader's authority to realize program objectives
Measuring Curriculum Impact	<ul style="list-style-type: none"> - Measuring program impact on the target community - Measuring program impact on students
Characteristics of Learning Outcome Evaluation	<ul style="list-style-type: none"> - Reasonableness of the learning outcome evaluation process - Fairness of the learning outcome evaluation process
Characteristics of Mission Formulation	<ul style="list-style-type: none"> - Considering public values in mission formulation - Considering available capacities in mission

Criteria	Indicators
	<ul style="list-style-type: none"> formulation - Achievability of curriculum mission - Efforts to establish an Islamic just governance
Participation in External Accreditation	<ul style="list-style-type: none"> - Conducting periodic external evaluations - Involving organizational units in external quality assurance processes
Information Collection and Monitoring	<ul style="list-style-type: none"> - Establishing an information collection and monitoring system for the curriculum
Technology-Driven Curriculum Management	<ul style="list-style-type: none"> - Using modern information technologies in curriculum management
Documentation of Curriculum Activities and Processes	<ul style="list-style-type: none"> - Documenting curriculum processes - Documenting ongoing activities each academic year - Documenting and describing curriculum components
Documentation of Student Admission System	<ul style="list-style-type: none"> - Documenting student admission processes and procedures
Desirability of Curriculum Governance	<ul style="list-style-type: none"> - Proper management and governance of the curriculum based on the mission - Efforts to enhance governance effectiveness in curriculum development
Combating Individual and Research Unethical Behavior	<ul style="list-style-type: none"> - Providing disciplinary procedures - Observing ethical principles, research ethics, and other scientific norms - Fighting unethical scientific activities - Avoiding blind imitation of East and West and preventing intellectual dependency
Feedback and Expectation System	<ul style="list-style-type: none"> - Creating feedback mechanisms for students - Creating feedback mechanisms for faculty - Establishing feedback and satisfaction measurement systems - Systematic process for identifying student expectations - Openness to students' expression of ideas - Encouraging criticism and consequent university improvement
Identification and Counteraction of Enemy Conspiracies	<ul style="list-style-type: none"> - Preventing colonial efforts to alienate countries from themselves - Identifying and neutralizing enemy conspiracies and preventing their infiltration

Table 8. Criteria and Indicators of “Faculty Member” Factor

Criteria	Indicators
Evaluation of Faculty Performance	<ul style="list-style-type: none"> - Monitoring faculty performance in social services - Monitoring faculty teaching performance - Monitoring faculty research performance - Monitoring overall faculty performance
Faculty Engagement in Personal Growth	<ul style="list-style-type: none"> - Establishment of a faculty personal development system - Faculty engagement in their professional development
Procedural Requirements for Faculty Hiring	<ul style="list-style-type: none"> - Alignment of faculty hiring processes with the program mission - Preparation of hiring and development guidelines for faculty
Faculty Organizational Commitment	<ul style="list-style-type: none"> - Faculty commitment and attachment to the mission - Faculty adherence to ethical principles - Efforts to maintain and minimize faculty turnover - Commitment to Islamic values alongside expertise
Faculty-to-Student Ratio	<ul style="list-style-type: none"> - Ratio of faculty members to students
Suitability of Faculty Practical and Experiential Competencies to the Curriculum	<ul style="list-style-type: none"> - Alignment of faculty skills with the curriculum - Possession of sufficient and relevant professional or scientific experience
Suitability of Faculty Academic and Research Qualifications to the Curriculum	<ul style="list-style-type: none"> - Matching faculty research qualifications with the program level - Appropriateness of faculty academic degrees with program objectives
Suitability of Faculty Personal Characteristics to the Curriculum	<ul style="list-style-type: none"> - Compatibility of faculty personal traits with the program - Avoidance of despair and hopelessness
Faculty Counseling Ability	<ul style="list-style-type: none"> - Faculty having sufficient expertise in counseling
Attention to the Diversity Principle in Faculty Hiring	<ul style="list-style-type: none"> - Efforts for personality diversity in faculty recruitment - International diversity among faculty - Diversity in ethnicity and race of faculty - Gender balance among faculty members
Facilitating Faculty Scientific Growth	<ul style="list-style-type: none"> - Promotion and scientific development of faculty - Enhancing faculty teaching quality
Essential Faculty Competencies	<ul style="list-style-type: none"> - Identification of essential faculty competencies aligned with the program

Criteria	Indicators
Faculty Experiential Competencies	<ul style="list-style-type: none"> - Adequacy of faculty practical and experiential competencies
Necessary Academic and Research Qualifications for Faculty	<ul style="list-style-type: none"> - Sufficient research expertise of faculty - Holding a PhD or equivalent degree - Adequate teaching skills among faculty - Adequate scientific qualifications of faculty
Adequacy of Faculty Quantity	<ul style="list-style-type: none"> - Sufficient number of faculty managing the program - Adequate number of full-time core faculty - Sufficient faculty number based on program mission
Management of Faculty Activities	<ul style="list-style-type: none"> - Planning faculty activities based on academic rank - Aligning faculty activities with program mission - Managing faculty workload
Faculty Participation in Curriculum Improvement	<ul style="list-style-type: none"> - Curriculum evaluation by faculty - Faculty feedback on curriculum improvement - Faculty participation in service activities related to the program - Faculty role in decision-making
Faculty Hiring Criteria	<ul style="list-style-type: none"> - Competency-based faculty hiring - Faculty up-to-date expertise - Balance of faculty specialties and skills - Faculty possessing diverse educational perspectives - Commitment to national laws and avoidance of non-compliance
Faculty Educational Role	<ul style="list-style-type: none"> - Faculty guidance of students - Faculty participation in teaching - Faculty involvement in research - Faculty participation in national and international projects
Faculty Educational and Ethical Role	<ul style="list-style-type: none"> - Raising awareness of deceived individuals and exposing enemy distortions - Efforts to inspire hope - Preventing student deviation and clarifying the truth
Faculty Political Role	<ul style="list-style-type: none"> - Criticizing faculty and officials for deviating from national and religious goals - Clarifying faculty and officials' deviations from national and religious objectives - Exposing oppressors' crimes

5. Discussion & Conclusion

Among university evaluation models, accreditation is considered one of the most effective and reliable approaches to quality assurance, which assesses each academic discipline using specific and distinct criteria reflecting its unique characteristics. Since the evaluation criteria are value-based, it is essential to develop Iranian-Islamic evaluation components tailored for accrediting various academic disciplines.

This study aimed to extract Iranian-Islamic accreditation indices for the field of Management, one of the most critical university fields responsible for training current and future managers of the country. To achieve this, international accreditation frameworks in the field of Management were collected and integrated, and subsequently, Iranian-Islamic values for university evaluation were derived based on the perspectives of Imam Khomeini (RA). Ultimately, by merging these two phases, a comprehensive and indigenous model was developed.

The Iranian-Islamic accreditation indices for the Management discipline comprise 7 factors, 195 criteria, and 496 indicators. The seven accreditation factors of the desired framework are as follows: curriculum content, curriculum management, faculty members, students, alumni, services and support, and research & scientific and practical interactions. Among the 15 recognized accreditation models for Management, only the International Assembly for Collegiate Business Education (IACBE, 2024) addresses 4 out of these 7 factors, whereas the other 14 models consider all 7 factors. As a result, there is a convergence between the accreditation factors identified in this study and those employed by international accreditation bodies in the field of management.

Furthermore, Abbaspoor and Mojtazadeh (2022) in their research, present 25 factors for the accreditation of national higher education and have adopted a more detailed approach in selecting the factors compared to the present study but cover all of them. Similarly, Zafarpoor, Mohammadi & Khodaei (2017) and Hatami & Mohammadi (2013), each in their respective article, have identified 9 factors for Iran's higher education accreditation, which encompass all 7 factors presented. The eight factors proposed by Abili, Mostafavi, Narenji-thani, and Shah-Hosseini (2021) for accrediting higher education institutions in e-learning environments, the nine factors identified by Amin-Bidokhti, Mohammadi, and Rahimi (2018) for accrediting entrepreneurial universities, as well as the nine factors introduced by Shams and Maarefvand (2015) for accrediting educational management programs, all encompass the seven factors identified in the present study. This indicates

significant convergence between the existing literature and the findings of this study.

The implementation of this model in the accreditation process of management programs in Iranian universities by the Ministry of Science, Research, and Technology or other relevant institutions can lead to improved educational quality, the training of skilled graduates committed to national and Islamic values, and the enhanced performance of current and future managers.

Given its comprehensive nature, the proposed framework can also be applied to various disciplines and subfields of management. In this regard, experts in each domain may review the list of proposed indices and select those most appropriate for their specific field.

The method of developing an accreditation framework based on Iranian-Islamic values, as employed in this study, can also be applied to other fields of knowledge. This recommendation can be pursued both by higher education policymakers and by researchers in this domain.

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