

## Criteria Examples

### Eligibility Application for Business Accreditation

The purpose of this document is to assist in the development of the eligibility criteria portion of the eligibility application for business accreditation.

The eligibility criteria are outlined in AACSB's Eligibility Procedures and Accreditation Standards for Business Accreditation, and are located at <https://www.aacsb.edu/accreditation/standards>.

There are two categories of eligibility criteria: Core Values and Guiding Principles, and General Criteria. The Core Values and Guiding Principles includes Criterion A (Ethical Behavior), Criterion B (Collegiate Environment), and Criterion C (Commitment to Corporate and Social Responsibilities). The General Criteria includes Criterion D (Accreditation Scope and AACSB Membership), Criterion E (Oversight, Sustainability, and Continuous Improvement), and Criterion F (Policy on Continued Adherence to Standards and Integrity of Submissions to AACSB).

The eligibility criteria examples provided are from various regions around the world and only focus on Criteria A-C and E as those require greater detail and explanation. There are two examples for each criterion (A-C and E), for a total of eight examples. *Click on the criterion below to quickly access examples.*

- Criterion A
- Criterion B
- Criterion C
- Criterion E

Examples are not provided for Criteria D and F. Criterion D focuses on scope of accreditation, which includes determining the entity applying for accreditation along with listing the school's degree programs and determining if any programs are eligible for exclusion. More in-depth information regarding Criterion D and scope of accreditation can be found at

<https://www.aacsb.edu/accreditation/resources/journey/business/eligibility-and-application>. The focus of Criterion F is the school's acknowledgement and understanding of the accreditation standards and processes.

**Please note: These examples are provided as guidance only and are not intended to be used as templates.** For questions or assistance with the AACSB Eligibility Application, please email accreditation staff at [accreditation@aacsb.edu](mailto:accreditation@aacsb.edu).

## Eligibility Criterion A - EXAMPLE 1

### **Criterion A - ETHICAL BEHAVIOR**

**The school must encourage and support ethical behavior by students, faculty, administrators, and professional staff.**

### **Response**

***Provide published policies and procedures to support legal and ethical behaviors.***

As the governing body of the College, the Board of Trustees takes an active role in the review and approval of many of the major policies and procedures that govern the behavior of our community. This includes oversight of any and all legal requirements specified by the College's Charter in the granting of academic degrees.

The Board of Trustees is governed by and complies with the College Bylaws. All members of the Board and President's Council annually sign the Conflict of Interest Statement, Code of Ethics, and Confidentiality Agreement.

The College's policies, practices and procedures relating to legal and ethical behaviors are detailed in six key documents: the Faculty Policy Manual, the Adjunct Faculty Handbook, the Employee Handbook, the College Catalog, the Graduate and Professional Studies Catalog, and the Student Code of Conduct. The Faculty Policy Manual and the Adjunct Faculty Handbook provide guidance to faculty on rights and responsibilities relative to academic freedom, outlines standards of appropriate behavior, provides for the fair resolution of workplace grievances, and outlines clear processes for assessment of faculty performance and any necessary interventions. Section 5.4 of the Faculty Policy Manual states "Faculty may be terminated for reasons such as moral delinquency, conviction of a felony, failure to meet responsibilities as outlined in Sections 3.1 and 3.4 and failure to comply with College policies as stated in the Faculty Policy Manual and Employee Handbook." This applies to non-tenure track as well as tenure-track and tenured faculty members.

The Employee Handbook is the College's vehicle to educate faculty and staff on the policy of Ethical Standards. Pages 13 and 14 in the handbook describes this policy as it relates to truthfulness, honesty, and integrity in all activities. Employees are advised to contact Human Resources with any questions relating to whether a situation meets the Colleges ethical standards.

The College Catalog serves as the primary document that ensures academic integrity in all academic programs, and it specifically details all academic policies, academic program requirements, the College's compliance with the Federal Educational Rights and Privacy Act, and current course descriptions for the undergraduate program: *website link was provided here*. The Graduate and Professional Studies Catalog outlines similar elements for graduate students: *website link was provided here*.

The Student Code of Conduct applies to all day and evening students - *website link was provided here*. It includes policies and guidelines to ensure appropriate student behavior inside and outside the classroom and highlights students' rights and responsibilities as members of the College community. Many of the policies contained in the Student Code of Conduct are the result of Federal, state, or local laws, but are augmented by the College's specific policies that are designed to ensure a civil, safe, and mutually respectful learning and living community. The Student Code of Conduct details a "Student Bill of Rights" on pages 8-9 and the range of violations – from academic dishonesty, to alcohol and drugs, to integrity – on pages 9-21.

The Academic Honesty Policy defines academic dishonesty and details the penalties for violations. All students are required to sign the following statement "I understand and hereby subscribe to the University College Academic Honesty Policy... as a condition for my continuing enrollment at the College."

***The systems, policies, and procedures must provide appropriate mechanisms for addressing breaches of ethical behavior.***

The "Obligation to Report Unlawful or Inappropriate Behavior" policy applies to all employees and students. The policy states in part that faculty, staff and students have an obligation to report if they have reasonable grounds to believe that an individual has committed, or will commit:

- Any unlawful/criminal acts, i.e. State, Local & Federal Laws;
- Any acts that pose a threat to the safety, security and welfare of students, staff, faculty, visitors to the College (particularly minors) or the public;
- Any violations of College rules, regulations, policies and procedures.

As far as reports of unethical behavior by a faculty or staff member, a faculty member is designated Whistleblower by the Board Audit Committee. This position has been held by the same faculty member for ten years, and during his tenure there have been no claims of unethical behavior. If a breach of ethics was to be reported, an investigation would be launched. In the event of a legal process, the College's legal counsel would be engaged as necessary to oversee the process. Violations of the Academic Honesty Policy are categorized by level of severity as either minor or significant violations. With respect to minor violations, a faculty member can exercise her or his own judgment in determining whether a formal sanction is needed. Significant violations can result in penalties ranging from a failing grade in the course to expulsion from the College, depending on if the student has prior offenses.

Students are referred to the Office of Community standards for alleged Student Code of Conduct policy violations. Depending on the severity of the incident and accompanying violations, the College reserves the right to utilize specific conduct case resolutions, ranging from a conduct conference to a conduct hearing to the use of a Conduct Board for major violations.

***Describe systems for detecting and addressing breaches of ethical behaviors, such as honor codes and disciplinary systems to manage inappropriate behavior.***

Faculty members have the responsibility to determine that a student has violated the Academic Honesty Policy. All syllabi for undergraduate courses must include a link or reference to the Plagiarism and Honesty Policy. The faculty member is expected to document and report the incident, and to impose the penalty for this violation. If the Office for Academic Affairs' records indicate that this is not the student's first offense, the associate deans, and ultimately, the Provost may take further action. Students have the right to appeal both minor and significant violation penalties.

Members of Public Safety and Housing and Residential Life staffs are charged with maintaining environments conducive to living and learning. Staff members may take immediate action in response to a given situation. In the event that College Officials have reason to suspect that a violation of the Student Code of Conduct is occurring, the College reserves the right to investigate and confiscate any pertinent items. Officials also reserve the right to enter all campus premises on a regular basis in order to address and ensure the health and safety of students. Violations of the Student Code of Conduct may result in sanctions that range from a written warning, to probation, to suspension, or expulsion. The severity of the sanctions is proportionate to the severity of the violation and based upon the cumulative conduct history of the student. All sanctions are effective immediately upon notification or upon the completion of the appeal process. Students may request an appeal of the outcome of conduct decisions by filing a Request to Appeal Form with the Office of Community Standards within twenty-four business hours of being notified of the results of the conduct hearing or conduct board.

The Employee Handbook states "College encourages employees to report unethical or questionable accounting, auditing or internal control matters." Employees are encouraged to report possible issues to the President's Council member for their area, and if the problem concerns a member of President's Council, employees are encouraged to report the issues directly to the President. The Handbook also states "If either of these avenues proves to be unsatisfactory, you should contact the College Whistleblower, who will pursue resolution of the issue through the College's Audit Committee." With regard to addressing breaches of ethical behavior among faculty and staff, the College generally engages

in progressive discipline when employees display behavior that could be considered inappropriate or substandard job performance. This process allows employees to receive penalties for each disciplinary action in an effort to give the employee an opportunity to correct the behavior and improve performance. This policy is described on pages 15, 16, and 17 in the Employee Handbook.

-----End of Example-----

## Eligibility Criterion A - EXAMPLE 2

### **Criterion A - ETHICAL BEHAVIOR**

**The school must encourage and support ethical behavior by students, faculty, administrators, and professional staff.**

#### **Response**

The school has appropriate systems, policies, and procedures that reflect the school's support for and importance of ethical behavior for students, faculty, administrators, and professional staff in their professional and personal actions.

#### ***Policies and procedures to support legal and ethical behaviors***

The Code of Conduct encompasses the entire Institute community including the students, staff and faculty. It includes academic freedom while being accountable for one's own actions, protecting information and records, conflict of interest, working together as a part of the larger community and complying with the law of the land. The Program Guidelines are handed to incoming students during orientation. It includes information about the PGPM & EPGPM program, institute, courses, grading policy (code of student conduct). It addresses issues like attendance, academic discipline, computer facilities and its proper usage, general conduct, finance, examination rules and regulations. Hostel rules such as prohibition of intoxicants and prohibition of arms are also included.

The Institute also has policies in accordance with guidelines laid down by the Government of India in the following areas:

1. Prevention and Addressing of Sexual Harassment at the Workplace – In keeping with the Sexual Harassment at the Workplace (Prevention, Prohibition and Addressing) Act 2013 passed by the Government of India, the institute has constituted an Internal Complaints Committee. The law also requires educational institutes in India to hold sensitization workshops for all stakeholders. In September, 2016, the Institute conducted its first sensitivity workshop on Prevention and Addressing of Sexual Harassment at the Workplace for faculty, staff and students.

The Institute aims:

- To provide bias-free culture for all women working or studying in the Institute.
- To provide a harassment-free environment to all women working or studying in the Institute along the guidelines of the Government XXX.
- To ensure that the policies and processes in the Institute do not discriminate against women and recommend changes where necessary.
- To make this campus safe for women living, working, studying, and/or visiting the campus.
- To prevent sexual harassment through gender sensitivity of men and women employees and students.
- To address complaints of sexual harassment in a time bound manner, providing support to the complainant.

2. Anti-Ragging Policy: This policy encourages socialization of students to the academic environment of the Institute, simultaneously discouraging and preventing any negative acts on parts of senior students, which goes against the basic purpose of Socio academic integration. The 'anti-ragging policy' adopted by the Institute is aimed at:

- Creation, development and nurturing a conducive, socio-academic environment within the student population.
- Generating and maintaining a high level of confidence within new entrants and their parents/guardians to perceive that fresh entrants to the Institute are welcome and provided support,

- rather than being harassed and intimidated.
- Keeping in place an integrated system to discourage and prevent any negative acts like ‘ragging’ by the seniors, which disrupts socio-academic integration of new entrants.
- Prescribing deterrent measures for any violation of the “Anti-Ragging Policy” by way of disciplinary measures.

3. Whistle-blower Policy: Feedback by employees/students is increasingly becoming popular to ensure better governance standards and transparency in the running of the organization.

This Policy provides for establishment of a mechanism to receive protected disclosure relating to any allegation of corruption or willful misuse of power or willful misuse of discretion against any employee of the Institute and to inquire or cause an inquiry into such disclosure and to provide adequate safeguards against victimization of the employee who avail of the mechanism and also provide for direct access to the Chairman BoG / any other BoG member nominated by the Board in exceptional cases.

4. Grievance Committee: The Institute has a Grievance Committee which deals with all grievances from faculty, staff and students.

***Describe programs to educate participants about ethical policies and procedures.***

- All incoming students have a formal briefing of the code of conduct by the Program Officer during the induction program.
- A second briefing session is done in small groups by the PGP Chair and Program Officer.
- A copy of the manual is provided to all students

***Describe systems for detecting and addressing breaches of ethical behaviors, such as honor codes and disciplinary systems to manage inappropriate behavior.***

**Related to Examination**

- To be reported by the invigilator (Penalty is listed in the excerpts from the participant manual listed below)

**Related to Assignment**

- Use of anti-plagiarism software for assignment submission available.

All faculty have access to Turnitin. Faculty can ask students to submit assignment on Turnitin directly. The policy on penalty is listed in the excerpts from the participant manual listed below.

**Related to Inappropriate behaviour**

A disciplinary committee is constituted to investigate the issue after a complaint is received. The committee follows a standard procedure to deal with inappropriate behaviour. The committee consists of Program Chair, Student Affairs Chair, Dean Academics and two faculty members. The student is asked to submit a formal written response to the reasons for violation of a policy. The student has to plead his case before the disciplinary committee. After hearing from the students the committee recommends to the Director an appropriate penalty.

**Excerpts from the Participant Manual (regarding Code of Conduct)**

1. The Institute attaches utmost importance to strict integrity and honesty in academic work by the students. Students must maintain strict discipline in classrooms, examinations, tests, quizzes, take-home assignments, and all other segments of academic work. Resorting to copying or helping to copy in any form in examinations or quizzes or home assignments or other elements of evaluation, reproducing passages from written work of others without necessary acknowledgement, and/or passing on or receiving papers in connection with any academic work to be evaluated, and/or canvassing for grades is strictly prohibited.

2. Unless otherwise specified by the concerned faculty, the students must not collaborate in any way insofar as their writing effort is concerned in connection to home assignments. In other words, the answers as presented to the concerned faculty should be independent work of each student. They are advised that they should not, in their own interest, communicate their written analysis or answers of home assignments to any other student.

3. Notwithstanding anything contained in these rules no discussion of any sort will be permitted in the examination halls. Faculty member(s) may disallow or restrict discussion or consultation about the take home assignments and take home examinations or may adopt any other measure to prevent the use of unfair means in any segment of the evaluation.

4. The Faculty Council/PGP Committee may expel a student from the programme at any time if his/her conduct is detrimental to the educational process of the Institute.

13.5. A student who is expelled from or is required to leave the Institute on any ground may file an appeal to the Director (Chairperson, Faculty Council), who in consultation with the Council may re-consider his/her case and take a decision accordingly. The decision of the Director on such an appeal will be final.

**Excerpts from the Participant Manual (Regarding Penalties)**

| Misconduct   | Incidence                            | Action / Penalty  |
|--|--------------------------------------|---|
| Copying in Quizzes, Take-home Assignments, Class Projects                  | First time                           | Zero marks in that evaluation component (entire component, not in individual quiz/ assignment). |
|  | Second time                          | Zero marks (F grade ) in the course   |
|  | Third time                           | Termination from the Programme  |
| Copying in mid-term and end-term examination                               | First time                           | Zero marks (F grade ) in the course   |
|  | Second time                          | Termination from the Programme  |
| Plagiarism in CIS / Project Dissertation                                   | Minor                                | Zero marks (F grade ) in the course   |
|  | Major                                | Termination from the Programme  |
| Tampering with attendance, recording false attendance                      | First time                           | Two Grade-cuts in respective course   |
|  | Second time                          | Zero marks (F grade ) in the course   |
|  | Third time                           | Termination from the Programme  |
| Using cell phones/ internet in the class without permission of the faculty | First time (in a particular course)  | No attendance for that particular class.  |
|  | Second time (in a particular course) | One grade cut in the course   |
|  | Third time (in a particular course)  | F grade in the course   |
|  | First time                           | Fine up to Rs 10, 000/-   |

-----End of Example-----

## Eligibility Criterion B – EXAMPLE 1

### ***Criterion B - COLLEGIATE ENVIRONMENT***

**The school maintains a collegiate environment in which students, faculty, administrators, professional staff, and practitioners interact and collaborate in support of learning, scholarship, and community engagement.**

### **Response**

#### **Overview of programs**

XYZ's Business School offers a range of Undergraduate and Postgraduate Taught (Masters) program in Business and Management, as well as supporting a thriving community of PhD students.

The on-campus undergraduate portfolio, which was revised ahead of the 2013 cohort, is primarily based around one single honors program, a BSc in Business & Management, through which students may opt to take one of seven specialist pathways that offer the opportunity to focus more closely on the sub-disciplines of: Accounting, Entrepreneurship, International Business, Information Systems, Human Resource Management, Marketing or Sustainability. The School also, from September 2015, offers a single honors BSc in Accounting and Finance. Each of these programs is offered as both a three-year honors degree and a four-year mode that incorporates the opportunity to spend a year in a business placement.

The Business and Management program and a selection of pathways are also, in conjunction with the Higher Education Institute, delivered in XXX employing a flying faculty model alongside locally-employed seminar tutors.

In addition to these single honors programs, the Business School contributes 50% of the program content to joint honors degrees with the School of Modern Languages (BA Modern Language & Management with pathways in French, Spanish, Italian and German) and the Department of Economics (BSc Accounting, Finance & Economics and BSc Economics & Management).

Students studying other academic disciplines, notably in the Departments of Computer Science and Mathematics, have the opportunity to study Management as a minor subject. Business content on these programs will not exceed 25% of the total program and are thus not included in the scope of accreditation. Exceptionally, individuals from these two departments may opt to enroll on a joint honors degree, but this occurs on a very small scale with these programs collectively generating fewer than five graduates per year on average.

The School also delivers a suite of eight one-year, full-time postgraduate taught Masters programs. These comprise an MSc International Management, aimed at applicants who have achieved first degrees in subjects other than business, as well as a range of specialist Masters programs which build on faculty research strengths, a one-year MBA program recently re-accredited by the Association of MBAs (AMBA), and a thriving PhD program.

The quality of XYZ's programs is maintained through a combination of internal and external oversight. As a Higher Education institution in receipt of governmental income, XYZ as a whole is subject to a periodic inspection by the Quality Assurance Agency for Higher Education (name of agency), the independent national body entrusted with monitoring and advising on standards and quality in (country) higher education. The last such visit, in May 2011, concluded that confidence can reasonably be placed in the soundness of both "the institution's present and likely future management of the academic standards of its awards" and "the institution's present and likely future management of the quality of the learning opportunities available to students".

Perhaps the most significant contributor to our internal QA process is the internal "Periodic Departmental Review", whereby a panel comprising senior subject specialists from peer institutions and senior



academic figures from other departments within XYZ convenes to review every academic unit. This review runs on at least a 5-year cycle, assessing the quality of teaching, learning and assessment, program and supervision provision for undergraduate, taught postgraduate and research students. The most recent of these reviews of the Business School took place in 2012 and, following scrutiny of the School's documentation and panel meetings with faculty and students, concluded:

- that the learning outcomes of the programs in the Business School are in line with the appropriate standards as set out in The Framework for Higher Education Qualifications in England, Wales and Northern Ireland;
- that, where appropriate and relevant, the learning outcomes meet the expectations of the relevant subject benchmark statements;
- that students are well supported in achieving the required standards;
- that the content of the courses and programs is current and that measures are in place to ensure that they remain up to date in the light of developments in the discipline(s) and reflect contemporary good practice in learning, teaching and assessment.

Key quality assurance processes employed on an annual basis at XYZ include the use of independent External Examiners from peer institutions (including a number of AACSB-accredited institutions) at all undergraduate and postgraduate Examination Boards, including PhD vivas. External reviewers from peer institutions are also required when new programs are being developed, to confirm that subject content, learning outcomes and assessment methods are appropriate.

The quality of the research which underpins the School's teaching is assessed via a cyclical nation-wide review which takes place every 6-7 years, most recently the Research Excellence Framework exercise in 2014. The School was particularly pleased to be ranked xxth in the XX (out of 101 business and management submissions) for the quality of its research outputs, with 74% of its research profile judged by an independent panel of XX scholars and practitioners as "world leading" or "internationally excellent" [[website link](#)].

### **Environment**

As a campus-based institution serving about nine thousand on-campus students, XYZ as a whole has a reputation for being a close-knit community, and continuing to build this sense of community is embedded within XYZ's Strategic Plan. The Business School is a microcosm of this wider community, placing a collective sense of responsibility and care for each other and our stakeholders at the heart of its culture and values.

Interaction between faculty members takes place on a formal basis at regular departmental, program, subject group and research theme meetings, held a minimum of once per term. The School Board, the ultimate decision-making body within the School, meets at least twice per term and has a membership that comprises all faculty and professional services staff. These interactions are supported by regular all-staff away-day events such as a recent (November 2015) all-day visit to an external conference venue to discuss the approach the School will take to the forthcoming nationwide Teaching Excellence Framework exercise. At the away-day all faculty and administrative colleagues were invited to share good practice and to identify strategic-level changes that might further improve student support.

Faculty members are assigned to one of five subject groups (Marketing / Organizational Studies & HRM / Strategy, International Business & Entrepreneurship / Technology & Information Management / Accounting, Finance & Economics) to facilitate close collaboration between colleagues in cognate disciplines, while five interdisciplinary research theme groupings – overseen by the Director of Research and Research Committee - were established in 2013 to encourage the sharing of different disciplinary perspectives around cross-cutting management-related issues. The latter have been particularly successful in attracting academic colleagues and practitioners from outside XYZ to visit and share their experiences with our staff and PhD students.

In terms of formal teaching events, most of the School's delivery takes place in traditional lectures and seminars, offering students the opportunity to interact with both their peers and faculty members. However, the School is increasingly incorporating the use of Moodle, XYZ's Virtual Learning Environment,

both to deliver additional teaching material and encourage discussion both among students and with staff through online course fora. All students undertaking a substantial piece of research work (e.g. PGT Dissertation or final year UG research projects) are given timetabled sessions with a named supervisor to support their work, while PhD candidates are assigned a supervisory team of at least two faculty members.

Outside the classroom, our students play a vital role in creating a supportive environment. Our Student Ambassador volunteers assist faculty at Open Days and other recruitment events by providing potential applicants with a genuine student perspective. All new students receive a formal induction on arrival at XYZ, to meet their peers and key School personnel, both administrative and faculty, in a less formal setting. Here, our Student Ambassadors assist new undergraduate arrivals as part of a bespoke induction program, offering a “buddy” system whereby an experienced (typically third year) Student Ambassador will mentor and support new arrivals in their first few weeks at the School.

All UG students are assigned a personal tutor to offer pastoral care and act as a sounding board for concerns or enquiries. Where staff are unable to make themselves immediately available in person to a student, the School requires all staff members to respond to any student email correspondence within three working days.

Interaction with practitioners comes through a variety of methods. The “Year in Business” mode was set up to support those wishing to spend an extended period in business as part of their program, while the School also arranges events to support students considering undertaking shorter-term placements within businesses. Current business practice is brought into the classroom through widespread use of guest speakers and business case studies. As an example, both the MBA and MSc International Management programs incorporate a business consultancy project, addressing real-life challenges being faced by local companies and organizations, with presentations to students by their executives. Management-focused student societies (e.g. Enactus XYZ, XYZ Management Society, XYZ Entrepreneurs, XYZ Marketing), which are supported by the School and, in some cases also the Student’s Union, provide another outlet for both student cohort-building and student-led practitioner engagement through events such as employer-led skills workshops.

Feedback from the student body with regard to both course-related matters and wider engagement with the School is routinely collected via mid- and end of-term course evaluation surveys, as well as twice-termly Staff: Student committee meetings [[website link](#)]. The latter sees key faculty and administrative staff members meet with representatives elected by the students from among their peers, to collect qualitative feedback from students on their experiences of the School as a whole. Issues requiring wider attention can be addressed at Faculty Board (Chaired by the Dean of Faculty), which also includes Student Representatives as full voting members.

### **Governance**

The School’s governance structure comprises three principal bodies: the School Board, the School Executive, and the Advisory Board.

#### School Board:

The School Board (comprising all academic and administrative staff) meets six times per academic year. The primary roles of the School Board are to make strategic decisions (usually by discussing proposals and/or recommendations from the School Executive), to hold the School Executive and its membership to account, and to consider proposals for action arising from the School’s Teaching & Learning and Research Committees. The School Board ensures widespread collegiate academic and administrative input into strategic decisions, and therefore ownership of, the key issues and challenges that the School faces.

#### The School Executive:

The School Executive, a management team covering the School’s main areas of activity and chaired by the School’s Head, has seventeen members. Sixteen members are ex officio:

Head of School, Deputy Head of School for Academic Affairs, Deputy Head of School for Administrative Affairs, Director of Research, Director of Research Impact, Director of Teaching and Learning, Director of Undergraduate Studies, Director of Postgraduate Taught Studies, PhD Director, External Programs Representation, Undergraduate Admissions Tutor, Subject Group Convenor Representative, Director of Internationalisation, Communications Manager, Accreditations Academic Lead, Accreditations Administrative Lead.

In addition, a seventeenth member is elected annually by all academic and administrative staff. The Executive Committee meets at least ten times per academic year.

Advisory Board:

The School's Advisory Board [[website link](#)] comprises a broad cross section of members of the international business and management community. It is diverse in terms of gender, age, sectors and public/private ownership, to help us garner a variety of skills and a breadth of knowledge. A significant proportion of the Advisory Board's members are also XYZ alumni.

Members offer independent strategic advice to the School via the Head of the School. Members also provide access to key experts outside the day-to-day functioning of the School who can challenge and question the way things are done in the School.

-----End of Example-----

## Eligibility Criterion B – EXAMPLE 2

### ***Criterion B - COLLEGIATE ENVIRONMENT***

**The school maintains a collegiate environment in which students, faculty, administrators, professional staff, and practitioners interact and collaborate in support of learning, scholarship, and community engagement.**

### **Response**

The University's strategic plan (2014-19) notes that "*University* is a collegial community where all are encouraged to achieve their potential within a liberal, inclusive learning environment, and to take on leadership roles in an increasingly globalised society" (p.9). This section provides evidence of how XYZ maintains a consonant collegiate environment.

**1. Overview of the degree programs offered and evidence that the quality of these programs is at a level consistent with higher education in management:**

- The degrees offered by XYZ are listed in Appendix A.
- All degrees are awarded and conferred by the University, which has authority to award its own degrees (see Appendix C 'University's authorisation to grant degrees').
- The University's degrees map to the National Framework of Qualifications** (website), which maps to the European Qualifications Framework (EQF). In the (country name) framework, Level 8 includes Honours Bachelor Degrees and Higher Diplomas, Level 9 includes Masters Degrees and Post-Graduate Diplomas, while Level 10 includes Doctoral Degrees and Higher Doctorates.
  - i) XYZ's undergraduate degrees are equivalent to Level 8 awards, XYZ's postgraduate M.Sc. degrees and the Postgraduate Diploma are equivalent to Level 9 awards, while XYZ's Doctoral degrees are equivalent to Level 10 awards.
- Students who have taken postgraduate level accountancy or finance courses at XYZ are eligible for **exemptions from professional accounting examinations** from the following national and international accounting bodies:
  - i. Institute of Chartered Accountants (country)
  - ii. Chartered Institute of Management Accountants (CIMA)
  - iii. Association of Chartered Certified Accountants (ACCA)
- External Examiners Process for all programmes:** The programme handbooks, module outlines, draft examination papers, and the outline solutions for examinations for undergraduate Sophister students, and for all postgraduate programmes are reviewed by external examiners. Grades awarded to students are subject to review and moderation by external examiners, and are therefore provisional until the results are confirmed by the programme's Court of Examiners, on which the external examiners sit.
- School reviews:** As part of the University's quality assurance framework, a cycle of reviews of Schools (approximately every 5 years) is in place. These reviews facilitate a critical self-assessment of the School by the Head of the School, School staff and students, and the Faculty Dean. The self-assessments are then reviewed by external reviewers who are experts in their field at a senior academic level. The last review of XYZ Business School was conducted in 2011, with external reviewers (professors) from XXX Business School, The XXX University, XXXX School of Economics. The reviewers' comments included:

- “we are impressed by what the School of Business at (College) has been able to do and achieve over the past decade. We find a number of dimensions to be particularly remarkable and would like to underscore this from the outset:
  - The collegial atmosphere that reigns in the school is certainly something of high value that needs to be preserved and fostered.
  - We found that there is an unmistakable spirit of excellence that is broadly shared within the School of Business. This spirit of excellence leads each individual and group to give all they can, within existing constraints, to achieve excellence in their different activities (research, teaching, service and outreach).”
- **Programme level reviews** have recently been introduced in the University (the undergraduate BESS course was reviewed in December 2015).
- XYZ’s MBA was **re-accredited by AMBA** (for 5 years, without conditions) in September 2015.

**2. The environment in which students, faculty, administrators, professional staff and practitioners interact, with examples of activities that demonstrate the ways they interact; and showing how the school supports such interactions:**

XYZ’s undergraduate students interact with one another, and with faculty, at lectures, tutorials, and during group-based projects. As most of XYZ’s undergraduate programmes involve other disciplines/schools, XYZ students regularly interact with students from other schools. Undergraduate students may also meet faculty and professional staff one-to-one in their offices in XYZ. All undergraduate students in (College) have a personal College Tutor (an academic member of staff from any of XYZ’s Schools) whom they may meet one-to-one as required.

All postgraduate students take their classes in XYZ, interacting with one another, faculty and practitioners in lectures, tutorials, group work sessions, research seminars, and in one-to-one meetings with faculty in faculty offices.

All undergraduate and postgraduate students may interact with students from all parts of the University during Freshman Week, via the University’s 168 student sports clubs and societies (including the XYZ Entrepreneurial Society, ABC Business Group, Business & Economics Society, and Investors’ Society), in the University’s XXXI Room, and during the many social events organised by the Students’ Union and Graduate Students’ Union.

XYZ’s faculty and professional staff interact through their daily activities, and also at the annual XYZ Colloquium and at regular all-staff meetings, while sub-sets of staff also meet regularly at the Undergraduate Committee, Postgraduate Committee, Research Committee, Ethics Committee, School Management Board, School Executive, and Managers’ meetings. The School’s Dean, and relevant personnel, regularly meet with XYZ Advisory Board members. The School’s professional staff also meet once per month.

All XYZ staff interact with visiting alumni at the (College) XXXX Business Forum, while some faculty interact with alumni at (College) Business Alumni and class reunions, alumni meetings, the annual (College) MBA Reception, the annual (College) MBA and (College) Business Alumni (TBA) speaker event, the University’s annual Alumni Weekend and annual Alumni Careers Event, as well as online via LinkedIn groups.

**3. The governance process, indicating how faculty are engaged or how faculty otherwise inform decisions:**

(College) Business School is a primary academic unit within the University. Responsibility for the management of XYZ rests with the Dean of School, who is elected by XYZ's faculty, approved by the Provost, and accountable to the College's Board. The term of office for the Dean is a three to five year period, with the possibility of renewal for a total period of no more than eight years. The Dean is responsible for the effective general management of XYZ, for ensuring the provision of academic leadership and strategic vision, and for the quality of the student experience. The Dean is also the budget holder for XYZ. The Dean exercises his/her authority in consultation with the School Executive and staff (see organisation chart in diagram 4 below) as well as the School's Advisory Board.

The School Executive is the primary decision making body. The School's Management Board is responsible for the School's operations. Faculty recruitment: all staff are invited to attend presentations by short-listed candidates and to share their observations with the Selection Committee.

The following committees are led by their respective directors: Undergraduate Teaching & Learning Committee, Postgraduate Teaching & Learning Committee, MBA Committee, Research Committee and the new Accreditation Steering Committee. There are also committees for all undergraduate and postgraduate courses (which feed into the Undergraduate Teaching & Learning Committee and Postgraduate Teaching & Learning Committee respectively) and an Ethics Committee. Each of the undergraduate and postgraduate courses are led by a Course Director.

**Diagram 4: XYZ School structure and reporting lines (inserted here)**

Academic authority for programmes is shared as follows:

- Undergraduate Business, Economic & Social Studies (BESS) programme: This is a common entry programme which includes Business, Economics, Political science, and Sociology. Academic authority is shared with the Faculty of Arts, Humanities and Social Sciences, and the School of Social Sciences and Philosophy.
- Undergraduate Business & a language programme: Students study Business and French/German/Polish/Russian or Spanish. Academic authority is shared with the School of Languages, Literatures and Cultural Studies.
- Undergraduate Law and Business programme: Academic authority is shared with the School of Law.
- Undergraduate Computer Science and Business programme: Academic authority is shared with the School of Computer Science and Statistics.
- Postgraduate courses: The Dean of Graduate Studies is responsible for approving new postgraduate courses, and for the admission, progression and examination of all postgraduate students.

Students are also involved in decision making and in providing feedback to XYZ:

- Students elect representatives for each programme in XYZ. One undergraduate student representative and one postgraduate student representative are (full) members of the School Executive Committee (see diagram 4 above). This membership provides them with the opportunity to contribute to decision making in XYZ, and to act as communication channels between XYZ and its students.
- Formal module evaluations provide all students with the opportunity to provide feedback to XYZ. Students may also provide feedback to individual lecturers through meetings in staff members' offices.

## External Governance:

The University is governed by a Board and University Council, both chaired by the Provost. The Board is the governing body and manages all the greater affairs of the University concerning education, scholarship, finance and discipline and governs the relationships between the College and other bodies. The academic business of the University is superintended and regulated by the University Council which reports to the Board (see diagram 1, above).

At present there are 24 academic schools grouped into a three-Faculty structure, each Faculty with an elected Dean. The three Faculty structure was introduced in 2007 to facilitate devolution of budgets and decision-making to Schools.

Consistent with the development of the (College) Business School and associated financial autonomy, the current governance structure and relations with the University have changed. While (College) Business School resides within the Faculty of Arts, Humanities and Social Sciences, XYZ now has its own Dean, who reports directly to the University's Vice Provost/CAO, rather than the Faculty Dean (see diagram 3, above).

XYZ receives external advice from the School's Advisory Board. The Board is comprised of 11 business executives and entrepreneurs and four academic/university members. 40% of the board have nationalities other than Irish or have dual nationality, while 20% of the board members are female. Note that a process of change to the composition of the School's Advisory Board's is underway.

#### 4. Documents that characterize the culture and environment of the school, including statement of values, faculty and student handbooks, etc.:

XYZ has a commitment to learning which is based on expertise emanating from research and industry practice.

XYZ is driven by a desire to deliver five key objectives which are based on our passion for being part of a business school of consequence. These objectives are encapsulated in the (College) DNA (see diagram 2 above), and are listed in the mission statement above, and at [www.tcd.ie/business/about](http://www.tcd.ie/business/about).

**(College) Tutors:** All undergraduate students in XYZ (and in the University) have an assigned tutor who is appointed to look after the general welfare and development of the students in his/her care. Tutors are a first point of contact and a source of support, both on students' arrival in College and at any time during their time in College. They provide confidential help and advice on personal as well as academic issues or on anything that has an impact on students' lives. They will also, if necessary, support and defend students' points of view in their relations with the College.

**Student handbooks** include a statement of XYZ's values. They are produced for the following programmes:

- Business, Economic and Social Studies (BESS)
- Bachelor in Business Studies (BBS)
- Business Studies and a Language
- Computer Science and Business
- Law and Business
- MBA Handbook
- MSc Handbook

A handbook for the PhD programme will be available in September 2017.

In addition XYZ produces:

- Welcome guides for Masters level programmes and the (College) MBA.
- MBA Yearbooks

Faculty guidelines include:

- MBA Faculty Guidelines

- MSc Faculty Guidelines
- A marking scale for examinations

5. **Describe how the school supports a collegiate environment that is characterized by scholarship, scholarly approaches to business and management, and a focus on advanced learning.**

Within XYZ, collegiality is supported directly in a number of ways:

- Faculty recruitment:* all staff are invited to attend presentations by short-listed candidates and to share their observations with the Selection Committee.
- Staff development:* newly appointed faculty are mentored and provided with a reduced teaching and administrative load in order to facilitate integration and research development.
- Research seminars:* research seminars provide opportunities for faculty to present on their early-stage and developed research and to receive constructive feedback ahead of conference presentation or submission for publication.
- Research proposal preparation:* faculty are encouraged to engage with colleagues in the School, the University and more widely in the preparation and submission of proposals for funded research projects. A variety of supports are provided by the University.
- Conference support and research funding:* All faculty may apply for support towards conference participation. In addition, funds are available within the School to enable research- related travel.
- Journal article writing support:* The School's Senior Research Fellow is available to advise new faculty as to how to publish research in high-ranked journals.
- Teaching excellence:* The School and the University recognise and value teaching excellence. Two faculty members of the School are recipients of The Provost's Teaching Awards. At School level, teaching excellence is recognised and recipients receive the Dean's Teaching Award.
- Research-based teaching:* Faculty are encouraged to consider the relevance and impact of their research for different audiences, constituencies or stakeholders that the School is serving, as well as its contribution to teaching quality. Faculty assign as reading and facilitate discussion in class of published articles arising from their own research. Faculty write teaching case studies in collaboration with practitioners and invite these practitioners into class when the case is taught. In addition, practitioners collaborate in hosting student project teams focused on issues and challenges facing their organisations.
- Events and Activities:* The School held the inaugural (College) Global Business Forum in May 2016. The event attracted over 200 business leaders, alumni, students and faculty to debate Ireland's future in the global arena.

-----End of Example-----



## Eligibility Criterion C – EXAMPLE 1

### ***Criterion C - COMMITMENT TO CORPORATE AND SOCIAL RESPONSIBILITY***

The school must demonstrate a commitment to address, engage, and respond to current and emerging corporate social responsibility issues (e.g., diversity, sustainable development, environmental sustainability, and globalization of economic activity across cultures) through its policies, procedures, curricula, research, and/or outreach activities.

### **Response**

Diversity within The School of Business is guided by the University's key value of 'Diversity and Inclusivity' (as stated in the University's Strategic Plan (2014-19). The University's Diversity Statement addresses this point, and includes that "Diversity and Inclusivity are core values of The University College, expressed in our College Strategy 2014-2019 in the following terms: "We reach out to a wide cultural, social and educational spectrum with the aim of creating a community based on a collegiality in which all are encouraged to use their talents to achieve their potential." The University College does not regard Diversity as an end in itself, but as a fact of what we are, as a core value, and as shaping force of what we do. Diversity is not an 'initiative' or a 'project'; it is an ongoing core process."

The University's commitments in this regard include:

- The appointment of a Director of Diversity and Inclusion.
- "Creating an inclusive, diverse and pluralist college community and a positive environment in which all can participate, and all are recognized fully for their contributions.
- On all equality grounds to protecting staff and students from discrimination.
- To ensuring that diversity is promoted and celebrated."

To further these diversity commitments, the University's Director of Diversity and Inclusion has prepared a 'Strategy for Diversity and Inclusion' (June 2016), which has been approved by the University's Executive Officers. In addition, the University has a dedicated Diversity & Inclusion website: **Website was provided here**

The University's vision for Diversity and Inclusion across the College community, students, staff, and the College generally, are provided with services from across a broad range of centres, offices and functions, including:

- Equality Office, Disability Office, Centre for Women in Science & Engineering Research, The University Access Programmes, Global Relations Office (for international students), Global Room (a meeting and events space for international (and Home country) students), Home country Language Residency Scheme, Mature Students Office, Day Nursery, and College Chaplains.
- Student societies which facilitate diversity, including: Afro-Caribbean, Germanic, Italian, Jewish, Russian, South East Asian, Arabesque, Chinese, French, Indian, Country, Korean, Muslim Student Association, Gender Equality.
- The University College was awarded an institutional Athena SWAN Bronze award (related to positive gender practice in Higher Education) in 2015.

For further detail see: **Website was provided here.**

The University's strategy makes specific mention of:

1. "Continuing to enroll high-performing students from diverse backgrounds who can benefit from the distinctive education that The University provides".
2. "Increasing the percentage of underrepresented groups enrolled on undergraduate courses to 25% in 2019".

3. "Achieving a broader representation of students from throughout the home country and a greater demographic spread from other European Union (EU) countries".
4. "Building a global community by increasing the number of students enrolled from outside the EU from 7.8% in 2012 to 18% in 2019".
5. "Continuing to recruit talented staff from around the world, thereby enhancing the diversity of our institution".

At a School level:

1. Undergraduate programmes offered by The School of Business included in the scope of the University's aims.
2. The School of Business currently has 32 faculty members, of whom 44% are female and 31% have a nationality other than the home country (nationalities: American, British, Chinese, French, German, Indian, Italian, Norwegian, Serbian, and Sri Lankan).
3. International proportion of students in business courses: The University Fulltime MBA 2015-16: 20 of the 29 students (69%) were from outside the country.

Populations served:

- In country students (by nationality) account for 85% of the School of Business undergraduate students, 9% are from other EU countries, and 6% are from non-EU countries.
- Home country students (by nationality) account for 28% of the School of Business' MSc. students, other EU students account for a further 27%, while non-EU students account for the final 45%
- Most of the School of Business full-time MBA students in 2015-16 have nationalities other than Home country (69%), while 21% of the Executive (two year part-time) MBA students in 2015-16 have nationalities other than the home country.
- Doctoral students: There were 37 (full-time and part-time) students in 2015-16, of which 17 (46%) are Home country, 8 (22%) are from other EU countries, and 12 (32%) are from Non-EU countries.

(Other ways to present diversity include but are not limited to: student gender, national or ethnic background, working adult populations, students with special needs, and students from economically challenged areas).

The School of Business shares the University's targets to:

- Build a global community by increasing the number of students enrolled from outside the EU
- Increase the percentage of underrepresented groups enrolled on undergraduate courses
- The School of Business staff have accompanied the University's Global Relations staff at a number of student recruitment events abroad.
- The School of Business Staff also engages in its own programme of promoting its courses at fairs abroad.
- The School of Business Staff appointed an Academic Exchange Coordinator in July 2015 to coordinate and support THE SCHOOL OF BUSINESS's academic exchange programme at the undergraduate level.
- Approximately 30% of the School of Business undergraduate students participate in foreign exchanges in their 3<sup>rd</sup> year, to institutions in Europe, North America and Asia.
- The School of Business has quite a diverse faculty body (important to present the

diversity of your school's faculty body) and advertisements for new faculty will continue to be placed both nationally and internationally.

Current and emerging corporate social responsibility

- **Teaching:** The School of Business offers modules at undergraduate and postgraduate levels which address ethical business practice and stakeholder management (see section 1.3 above). During the summer of 2016, The School of Business appointed a new lecturer in Corporate Social Responsibility, who will enable the School to increase its range of teaching and research in this discipline.
- **The University Global Business Forum:** Sessions at this forum included 'Ethical Leadership' (see section 1.3 above) and 'Have we done enough to prevent another financial crisis?'

**Environmental sustainability:**

The University's Green Campus initiative demonstrates its actions regarding environmental sustainability.

**University level:**

The University has a Green Campus Committee which has responsibility for enhancing sustainability on campus, and the University was awarded a 'Green Flag' in 2013 by 'Green-Campus Country') in recognition of its commitment to enhancing sustainability. The Committee's work addresses nine key areas - shown in diagram 5 below. The University is committed to environmental sustainability, and its mission states that it will "...engage in actions that advance the cause of a pluralistic, just, and sustainable society."

-----End of Example-----

## Eligibility Criterion C – EXAMPLE 2

### ***Criterion C - COMMITMENT TO CORPORATE AND SOCIAL RESPONSIBILITY***

**The school must demonstrate a commitment to address, engage, and respond to current and emerging corporate social responsibility issues (e.g., diversity, sustainable development, environmental sustainability, and globalization of economic activity across cultures) through its policies, procedures, curricula, research, and/or outreach activities.**

### **Response**

#### 1. Diversity

Internationalization – The College of Business put internationalization as priority in our efforts to embrace diversity in education and research. As such, we incorporate internationalization as an integral part of our strategic plan, and make conscious efforts to execute the plan in fulfilling our goals.

Gender – The College of Business also recognizes the importance of gender diversity and we use student admission and faculty hiring to address and to cope with the challenge

Faculty – Out of 30 plus core faculty members (i.e. tenured full and associate professors, tenure-tracked and other non-tenured assistance professors, and full-time lecturers, excluding adjunct faculty members), more than 25% are of non-Country nationals and 20% are female making our faculty one of internationally diverse and gender-diversified faculties among Country universities. Of those, faculty of nationals, roughly 20% of them have earned degrees from University abroad and lived in countries other than Country, allowing them to introduce more diverse perspectives in both research and education. Furthermore, we have launched the visiting faculty program to regularly invite prominent scholars from our partner universities abroad including XXX University in Canada, XXX School (Denmark), XXX (Spain), XXX (UK), and XXX University, XXX University and University of XXX among others. They come to undertake teaching and research activities over an extended period, usually one quarter (seven weeks) or longer, adding breadth and depth to the COB's faculty diversity. Together, our academic staff is significantly diversified culturally to address the challenges of the global dimension of our strategic initiatives.

Students – The College of Business uses the merit system to admit students and as a result, roughly half of the incoming class are female students. We are committed to this merit-based admission that leads to nondiscrimination based on gender. As for internationalization, we operate and manage one of the most active undergraduate business school exchange programs in Country as well as other various opportunities to study abroad. Each year, we send students of the Department of Global Business to four partner universities in the U.S., Canada and Australia for a month-long summer program, exposing themselves to cross-cultural learning opportunities. We also host 50 plus students from our partner universities to learn on our campus for a two-month period. This student exchange arrangement allows for the COB students to gain an advanced global perspective but allows those students from our partner universities to gain insight into our country's economy and culture. In addition, the presence of these students contribute to classroom diversity and the learning that occurs in a diverse student class.

#### 2. Role in fostering opportunity for underserved populations

The University maintains a support office for students with disabilities which offers a wide range of services in the support of students with physical and learning disabilities. The office provides the following services:

- Arranging user friendly classrooms according to the need(s) of the student.
- Support with transportation between classes and to the University
- Translating materials into Braille

- Accommodations for learning disabilities such as providing longer test taking time, quiet test taking rooms and peer based tutoring

The University also provides scholarships for students with disabilities, illnesses or family need.

### 3. Corporate Social Responsibilities

Serving the community is a foundation of COB's Mission and faculty members have been active in exploring a range of options for providing the community with various kinds of learning opportunities and integrating community input into COB's curriculum. Community engagement is centered on education and the COB presents learning opportunities to help those who need guidance for managing finances, leadership training for high school students, case competitions surrounding the theme of sustainability.

COB has been active in holding open lectures, providing assistance on various learning programs to promote the value of business education. The COB also publishing local and regional economic growth studies to assist in city and town planning. As engagement with secondary level schools, faculty members frequently visit high schools in the capital city and other nearby communities where they: Give demonstration lessons based on new teaching methods and ideas in ethics, leadership and global business; observe lessons and give advice to the teachers from professional viewpoints to help further improve the quality of teaching; and, Assist high school host debate tournaments.

COB students are also engaged in environmental activities such as tree planting days, recycling programs and Earth Day workshop.

\*\*\*School may want to display the diversity of their students and faculty using a table format\*\*\*

-----End of Example-----

## Eligibility Criterion E - EXAMPLE 1

### ***Criterion E - OVERSIGHT, SUSTAINABILITY, AND CONTINUOUS IMPROVEMENT***

**The school must be structured to ensure proper oversight, accountability, and responsibility for the school's operations; must be supported by continuing resources (human, financial, infrastructure, and physical); and must have policies and processes for continuous improvement.**

### **Response**

#### **E.1 Organizational structure and policy and processes overview**

Included in the Appendices are organizational charts for the Mission College of Business and Economics (CBA) and for XXX University. The XXX University Academic Affairs organizational chart shows that the Dean of the Mission CBA reports directly to the Provost, as do the Deans of the other academic Colleges. The Provost, in turn, reports directly to the President of the university, as shown on the XXX University organizational chart. The CBA follows a traditional organizational structure, as shown on the CBA organizational chart in the Appendices, with four academic departments: (1) Accounting/Information Systems, (2) Management/Entrepreneurship/International Business/Supply Chain Management, (3) Economics/Finance and (4) Marketing/Hospitality Management/Retail Management. The Associate Dean also serves as academic Chair of the MBA program. Undergraduate academic degree programs are managed by the Chair of each department, with participation of the faculty, through College-level committees and Faculty Senate and/or Institutional committees in areas such as Curriculum; Promotion and Tenure; Academic Review; Academic Standards and Graduation; Academic Advising, Support and Retention; CBA Advisory Council; Academic Technology; and Assessment. Graduate programs are managed by the department chairs, the MBA chair, and other program administrators, with participation of the CBA faculty who teach in the MBA program. The MBA program is represented on the Graduate Council, which is chaired by a faculty member (currently, a CBA faculty member) and administrated by the Director of the Graduate School. The College also includes professional and administrative staff and the Director of the XXX for Entrepreneurial Studies. Advising for undergraduate students is done via the Academic Tutor Center for first-year freshmen students; CBA faculty advise all upperclassmen. MBA students are advised by MBA staff housed within the College.

At the University level, regional accreditation by the XXXX Commission ensures that all programs within XXX University, including the CBA, operate with a focus of continuous improvement in support of the University's mission. This is particularly evident in previous reviews which requires the institution to demonstrate "responsibility for the quality of its educational programs, learning environments, and support services" and to evaluate "effectiveness for student learning through processes designed to promote continuous improvement".

Operations at the University and College levels are directed by a variety of documents and publications, including, but not limited to, the *Faculty Rules and Regulations (R&R)*, the *Administrative Employee Handbook*, and the *Academic Affairs Standard Operating Procedures (SOP)*, which are available to all faculty and staff via the internal website *MyXXX Portal*. The Faculty R&R is maintained and periodically updated by the Faculty Senate, a representative governing body of the XXX University faculty, with the review and approval of the Board of Trustees of the University. The SOP is maintained and updated by the Provost's office.

The Faculty R&R encompass a wide range of issues, including twenty-one Articles and Appendices covering topics such as Responsibilities of the Members of the Faculty, Instructional Faculty Assignment, Appointments to the Faculty, Contracts and Evaluations of Instructional Faculty, Promotion and Tenure, Dismissals, Leave of Absence Policy, Statement on Academic Freedom and Tenure, Professional Ethics, Faculty Welfare and Benefits, and undergraduate and graduate Academic Integrity policies. The SOP contains twenty-six sections including Hiring Procedures, Faculty Loads/Schedules, Evaluations, Faculty Academic Recognitions, College Operations, Faculty/Administrator Contracts,

Course/Class Operations, Student Issues, Business Office Procedures, Information Technology Services, Records and Registration, and Procedures for Students with Disabilities.

The Mission College of Business and Economics has an administrative team, the Dean's Council, which is led by the Dean and includes among its members the Associate Dean, the Executive Director of the MBA program, the four department chairs, the Director of the XXX Center, and other administrative staff as appropriate. Typically, the staff from undergraduate admissions and the centralized undergraduate advising group (The Center for Academic Support) are included in the weekly meetings. The CBA Dean's Council meets weekly to advise and assist the Dean in the oversight of CBA activities and direction of daily operations. The department chairs are responsible for communicating pertinent information back to the faculty in their departments through regular department meetings as well as in personal interactions or email communications as appropriate. The Dean also convenes a College-wide meeting of faculty and staff on a monthly basis during the school year, to disseminate information and obtain direct feedback.

Continuous review in academic programs is supported through the University-wide Academic Review process, involving an annual summary report by each department chair in response to a "department snapshot" compiled by the Executive Director of Institutional Effectiveness. The snapshot contains key performance indicators over a three-year period, including credit hours generated by major, enrollment by major, faculty to adjunct/supplemental ratios, revenue and expense data, and a university-defined Economic Productivity Index.

The previous Mission CBA Strategic Plan was developed during 2011-2012, and extended through the 2015-2016 academic year. The current CBA Strategic Plan provided in the Appendices, was developed in 2016-2017 in response to a new XXX University Strategic Plan, *XXX Arising 2020*, which was developed by a strategic planning committee led by the President of XXX University during 2015-2016. *XXX Rising 2020* includes five foundational Pillars of Knowledge, with multiple strategic goals for each pillar. A copy of the strategic goals for the XXX University strategic plan is provided in the Appendices; the CBA Strategic Plan references relevant goals within the XXX University plan. This strategic plan was completed with Board of Trustees approval on January 28, 2016. The new CBA Dean arrived in June 2016 and developed a set of strategic goals for the College to support the University strategic plan. The Dean and the CBA Dean's Council (the College leadership team) began to implement action steps during 2016-2017 as well as to further develop the CBA strategic plan. Goals and objectives within the CBA strategic plan reference specific linkages to goals within *XXX Arising 2020*.

## **E.2 Budget, Financial Performance, and Trends in Resources**

The budget for the past three years of financial data for both XXX University and the Mission College of Business and Economics (fiscal years 2014, 2015 and 2016) is attached. **(Note to Schools: the budget can also be included in the body of the Eligibility Application).**

For the most recent fiscal year (FY) that official figures are available (FY2016, covering the 2015-2016 academic year), the revenue for Mission CBA was \$XXXXXX (actual MBA revenue of \$XXXXXX and estimated undergraduate CBA revenue of \$XXXXXX) and actual expenses were \$. Thus, the CBA expenses were approximately XX% of the revenue generated.

At the University level, the FY 2016 data were included total revenue of \$XXXXXX and financial aid (primarily undergraduate) of \$XXXXXX for a total net revenue of \$XXXXXX. Thus, the CBA portion of the total net revenue of the University is approximately XX%. The total University expenses in FY 2016 were \$XXXXXX, with the CBA portion comprising approximately X%.

A review of the trends in resources available to the Mission CBA reveals the following:

- Over the three-year period covering FY2014 through FY2016, the revenue generated by the MBA program increased by XX%.

- Over the three-year period covering FY2014 through FY2016, the estimated revenue generated by the undergraduate programs in Mission CBA increased by XX%.
- The Mission CBA is fortunate to occupy a state-of-the-art building, completed in 2004. The Mission building has been continually updated to employ current classroom technology, and specific renovations have been made to create a retail merchandising classroom and to enhance the entrepreneurship center.

These resource trends indicate that both the Mission CBA and the University have endured significant budget cuts over the past three years. However, the budget situation has improved, enabling a 2% raise to be provided to faculty and staff this year. Further, the University has made a positive commitment to provide additional resources to Mission CBA, including recognizing the need to add faculty resources to meet the demand from growing enrollment in both the undergraduate and MBA programs and to support AACSB accreditation.

**E.3 Faculty resources for the school, including the number of faculty members on staff, the highest degree level (doctoral, master’s, and bachelor’s) of each faculty member, and the disciplinary area of each faculty member.**

The following table gives the aggregate number of faculty members in each category. The disciplines listed reflect the organizational structure of the school.

| Disciplines  | Faculty   |         |          |           |         |          |       |
|--------------|-----------|---------|----------|-----------|---------|----------|-------|
|              | Full-Time |         |          | Part-Time |         |          | Total |
|              | Doctoral  | Masters | Bachelor | Doctoral  | Masters | Bachelor |       |
| Accounting   |           |         |          |           |         |          |       |
| Business Law |           |         |          |           |         |          |       |
| Economics    |           |         |          |           |         |          |       |
| Finance      |           |         |          |           |         |          |       |
| Management   |           |         |          |           |         |          |       |
| Marketing    |           |         |          |           |         |          |       |
| <b>Total</b> | 17        | 11      | 0        | 11        | 26      | 0        | 65    |

The table above shows the full-time and part-time faculty resources employed by CBA between summer 2016 and spring 2017. The data for part-time faculty includes administrators who teach (Dean and Associate Dean) as well as adjunct faculty who were utilized during 2016. An overview of the demographic characteristics of the Mission CBA faculty indicates that it is more diverse than the overall University, with X out of X (XX%) faculty classified as Asian and XX% classified as white. The gender composition is relatively even, with XX% male and XX% female.

**E.4 Teaching/learning models and division of labor across faculty and professional staff, and participant interactions supported.**

The predominant teaching/learning model in the Mission College of Business and Economics is face-to-face in a traditional classroom setting, although we are seeing growth in online (asynchronous delivery of content) and hybrid (a mix of classroom and online) formats, especially at the MBA level. All classes, including those delivered via face-to-face instruction, utilize the Blackboard LMS to provide students with access to their gradebook as well as to enable efficient distribution of classroom materials and links to relevant content. The Blackboard LMS also provides the option for online testing and electronic submission and grading of assignments. Further, in 2016-2017 the University implemented a campus-wide adoption of the LiveText assessment system, which is integrated with Blackboard via a single sign on, enabling LiveText assessments to be easily embedded within a Blackboard class shell. An increasing number of classroom and hybrid MBA classes now offer a “virtual classroom” (synchronous



online) option using Blackboard enabling students to attend live class sessions remotely. Classrooms in the Mission building as well as at our MBA program centers in Springdale and Glen River are equipped with smartboard technology and integrated cameras and microphones as needed to support a virtual classroom. The hybrid, virtual and online options enable our students to more easily integrate their coursework into their busy work and home schedules.

The Mission CBA offers all undergraduate programs at the main campus in XXX, and has recently begun to offer the BA in Business Administration program in a fully online format. All MBA programs are available at the main campus as well as at regional program centers in City and County, and we will begin to offer the 1-Year International MBA program at a Springdale program center in August 2017. All remote centers are approximately a one-hour drive from the main campus. The MBA program also is available in a fully online format with asynchronous delivery of classes via the Blackboard LMS. MBA students may take courses from any combination of delivery modes, and the majority of students take at least some hybrid and online classes.

Online classes and development of Blackboard course shells is provided by an internal group that includes instructional design staff as well as technical staff to assist with course design, content creation via recorded lectures, “live classroom” virtual classes, and related content. Faculty complete instruction on Blackboard via online classes and then work with an instructional designer to ensure that online courses are developed and delivered with a consistent look and feel across each program. Online classes are developed according to “best practices” principles such as Quality Matters™, helping ensure consistent and accessible online courses.

Mission CBA faculty include full-time (including tenured, tenure-track, and professional instructors) and part-time (XXX University administrators and staff, retired faculty, and practicing business professionals with at least master’s degrees). Both full-time and part-time faculty are systematically deployed across all locations and teaching modalities to ensure that students are instructed by qualified faculty who can present content from both conceptual and applied perspectives. Department chairs assign faculty to courses based on their academic and professional qualifications and experiences. Course content is carefully managed to ensure consistency among locations and delivery modalities, and students at all locations are able to obtain support from faculty and professional staff.

#### **E.5 College of Business and Economics resources that are committed to other mission-related activities beyond business degree programs and intellectual contributions**

The great majority of Mission CBA resources, both financial and personnel, are focused on teaching at the undergraduate and master’s levels and participating in service and scholarship-related activities. However, the College does participate in supporting several programs and activities that are mission-related and complement the College’s academic programs. These include:

- **Education for the Incarcerated:** XXX University offers the longest continuously operating post- secondary correctional institution educational program in the U.S. Mission CBA faculty assist in developing and teaching business and economics courses within local correctional institutions as well as via an “online” program that uses technology that does not require Internet access. Department chairs participate in reviewing courses and evaluating adjunct instructors.
- **Economics for School Age Students:** are programs for K-12 students as well as with other professional development for businesses.

-----End of Example-----

## Eligibility Criterion E - EXAMPLE 2

### ***Criterion E - OVERSIGHT, SUSTAINABILITY, AND CONTINUOUS IMPROVEMENT***

**The school must be structured to ensure proper oversight, accountability, and responsibility for the school's operations; must be supported by continuing resources (human, financial, infrastructure, and physical); and must have policies and processes for continuous improvement.**

#### **Response**

##### **Overview:**

*Organizational Structure:* A copy of the organizational structure of the School of Commerce is attached as Appendix C. As can be seen from the organizational chart the School of Commerce is administered by the Dean and consists of six departments each headed by a Chair. The Dean's office is also supported by two assistant deans, a secretary, two part-time support staff, and a network administrator to handle information technology issues. In addition, the School of Business has one full-time and two part-time academic advisors reporting to the Dean with primary responsibility for advising students in the business majors.

*Resources:* A new School of Commerce building was opened in Spring 2015. The new School of Commerce building houses all business faculty offices, nine student lounges, smart and collaborative classrooms, and two conference rooms for meetings.

*Intellectual Contributions and Professional Development:* There has been a substantial increase in the nature and quantity of intellectual contributions of the faculty over the last four years. Faculty currently present papers in leading national academic conferences such as the Academy of Marketing, Academy of Management, and the Academy of International Business as well as regional conferences such as those held by the Northeast Business and Economics Association. All tenure-track faculty have been given substantial professional development funding ranging from xxxx – xxxx per year for each faculty member to attend academic research conference on the condition that they present at those conferences. In addition, faculty have applied for and received various internal grants, and summer research awards ranging from xxxx-xxxx per faculty member. It is expected that we will be able to continue supporting professional development in the coming years with funding from the revenue raised by the University in the High School program.

XXX Research Center has been established with office space and computers for faculty researchers and student research assistants. A behavioral analysis lab and testing facility is also expected to be available for behavioral research beginning Fall 2016. A participant pool system has also been developed in collaboration with the Department of Psychology to assist with behavioral research particularly in the areas of Management and Marketing.

Faculty are also engaged in research related to the scholarship of teaching and in particular as it relates to mentoring, the development of inter-cultural competence, and collaborative learning.

*Teaching Learning Model:* Almost ninety percent of our classes are held in traditional classrooms with about ten percent of our courses offered as online courses. Classes held in the new School of Commerce building cover a number of different pedagogical approaches from traditional lectures, to collaborative classrooms with active learning, flipped classrooms, and wide use of Smart classroom technologies. The business strategic plan also calls for more training and the wider use of technology in the classroom. At present, classes are offered at only one location in the campus of the University.

*Professional staff and support:* The professional staff support for students is an important part of the support services offered by the Business Management department. Academic advising is well staffed with one full-time academic advisor and two part-time academic advisors primarily dedicated to advising

students in the business programs. More than two thirds of the students in the business programs meet with the advisors who ensure that students stay on track.

The internship coordinator also plays a critical role in increasing the number of internships, reaching out to organizations to develop more internships, encouraging students to join the internship program and matching student interests and skills with organizational needs. The internship program is a selective program and requires that students have a minimum GPA of 3.0, at least sixty credits completed towards their degree, a recommendation from a faculty member, and a completed application with a resume. The department plans to continue expanding the internship program which has already grown from thirty students a year in 2012-2013 to over seventy students a year in 2015-2016, with the hope of reaching one hundred students per year by 2020.

The Department has also launched in 2015-2016 a Professional Development Workshop Series and a Business Forum Series. The professional development workshops focus on developing student skills in areas such as time management, resume writing, interviewing, and critical thinking. The business forum series consists of panels of speakers from industry. Panels that have been organized include among others panels on finance and accounting, marketing, entrepreneurship, fashion, and human resource management. The success of the professional development workshops and the business forum series have now resulted in the opening of these sessions to all students in the School of Commerce. The professional development workshops and the business forum series are jointly organized by the internship coordinator and one of the academic advisors in consultation with the chair of the Business Management department and the Dean. In the 2015-2016 academic year, seven business forums and five professional development workshops were organized. Each of the business forums included four to five panels of mid-level executives primarily from businesses in the region and local metro areas.

*Financial Resources:*

School of Commerce budget (2012-2015):

The budget for the School of Commerce and the Management department is not specifically tied to enrollment. Total enrollment for the college in Fall 2015 was \$X,XXX,XXX. Enrollment in the two business programs totaled XXX students, or approximately XX% of the student body. The salary budget for the Business Management department in 2013-2014 was X,XXX,XXX representing xxx percent of the total academic salaries budget of X,XXX,XXX.  
School of Business budget (2012-2015)

| <b>Salaries</b>     | <b>2012-2013</b> | <b>2013-2014</b> | <b>2014-2015</b> |
|---------------------|------------------|------------------|------------------|
| Faculty – full-time |                  |                  |                  |
| Staff – full-time   |                  |                  |                  |
| Adjunct faculty     |                  |                  |                  |
| Staff – part-time   |                  |                  |                  |
| Total Salaries      |                  |                  |                  |
|                     |                  |                  |                  |
| Operating funds     |                  |                  |                  |
| Total Budget        |                  |                  |                  |

Department of Commerce budget (2012-2015):

| <b>Salaries</b>                            | <b>2012-2013</b> | <b>2013-2014</b> | <b>2014-2015</b> |
|--|------------------|------------------|------------------|
| Faculty – full-time                        |                  |                  |                  |
| Staff – full-time                          |                  |                  |                  |
| Adjunct faculty                            |                  |                  |                  |
| Staff – part-time                          |                  |                  |                  |
| Total Salaries                             |                  |                  |                  |
|  |                  |                  |                  |
| Operating funds including external sources |                  |                  |                  |
| Total Budget                               |                  |                  |                  |

Campus Academic Affairs payroll budget;

| 2011-2012 | 2013-2014 |
|-----------|-----------|
|           |           |

The current level of budgetary support to business programs is adequate given the increase in number of lines that have been approved in the previous four years. The revenue from UHS programs enable the Business Management department to support faculty travel and professional development to the tune of XXXX – XXXX on average per faculty member per year. Financial support for Faculty travel to conferences is only provided for refereed conference presentations and proceedings.

#### Faculty Tables

Complete the following table, providing the aggregate number of faculty members in each category. The disciplines listed should reflect the organizational structure of the school.

| <b>Disciplines</b>            | <b>Faculty</b>   |           |           |                  |           |           |              |
|-------------------------------|------------------|-----------|-----------|------------------|-----------|-----------|--------------|
|                               | <b>Full-Time</b> |           |           | <b>Part-Time</b> |           |           | <b>Total</b> |
|                               | <b>PhD</b>       | <b>MA</b> | <b>BA</b> | <b>PhD</b>       | <b>MA</b> | <b>BA</b> |              |
| <b>Management (Fall 2016)</b> | 6                | 1         | 0         | 0                | 12        | 0         | 19           |
| <b>Marketing (Fall 2016)</b>  | 4                | 0         | 0         | 0                | 4         | 0         | 8            |
| <b>Finance (Fall 2016)</b>    | 0                | 2         | 0         | 0                | 4         | 0         | 6            |
| <b>Accounting (Fall 2016)</b> | 1                | 2         | 0         | 0                | 9         | 0         | 12           |
| <b>Law (Fall 2016)</b>        | 1                | 0         | 0         | 0                | 4         | 0         | 5            |
| <b>Total</b>                  | 12               | 5         | 0         | 0                | 33        | 0         | 50           |

**Timeline of Hiring:**

It is important to note the substantial changes that have taken place in the composition of the faculty of the Department of Management over the last four years. Since 2013 three of the long time faculty have resigned and eight new faculty have been hired. A brief timeline of the changes are provided below;

| Year      | New faculty joining | Retirements | Visiting Faculty | Full-time faculty including tenured, tenure-track, and one lecturer | Total number of faculty (tenure-track and visiting) |
|-----------|---------------------|-------------|------------------|---|---|
| Fall 2012 | 1                   | 0           | 4                | 6   | 10  |
| Fall 2013 | 2                   | 0           | 2                | 8   | 12  |
| Fall 2014 | 2                   | 1           | 2                | 10  | 12  |
| Fall 2015 | 3                   | 2           | 3                | 11  | 14  |
| Fall 2016 | 3                   | 0           | 3                | 14  | 17  |
| Fall 2017 | 5                   | 0           | 0                | 18  | 19(projected)                                       |
| Fall 2018 | 3                   | 0           | 0                | 21  | 21(projected)                                       |
| Fall 2019 | 3                   | 0           | 0                | 24  | 24(projected)                                       |

All tenure-track faculty hires since 2012 are doctoral qualified and will be SA under the AACSB 2013 guidelines. Since 2012, there have been major changes in the faculty profile of the Business School. Management area and the department will continue to grow in the number of faculty until 2019. Future faculty hires will include at least three faculty in the area of finance and accounting to ensure adequate faculty coverage across different business areas.

-----End of Example-----