Initial Self-Evaluation Report (Business) Outline and Guidelines

Philosophy and Expectations
The best initial Self-Evaluation Report (iSER) is a strategic management plan that is also attentive to satisfaction of accreditation standards. The process of creating the iSER should naturally flow from, and be part of, the ongoing strategic management process.

A long-standing problem with many iSERs is that they focus solely on closing gaps between current conditions and the conditions necessary to satisfy accreditation standards. An internally generated iSER that is built on the school's particular circumstances is most likely to yield sustained continuous improvement. The goal of the accreditation process regarding strategic management is a differentiated mission based on strategic thinking, and a plan for implementing the mission while closing existing gaps between conditions at the institution and the accreditation standards.

There is a 100-page limit for the iSER excluding tables and appendices.

Objectives and Content
The iSER is an action plan showing how the school will address its areas for improvement during the period of initial accreditation and how the school will maintain continuous improvements in its program. The iSER outlines what gaps need to be closed to meet expectations of AACSB standards and how current activities meet the expectations of the standards, which ones, and how. The school will continually update the iSER during the initial accreditation process until alignment can be demonstrated. The iSER is an evolving document and ultimately transfers into the final SER used as the basis for the on-site peer review team visit.

The iSER should:

- Lead to a performance level that satisfies AACSB International accreditation standards.
- Demonstrate that the resources necessary to satisfy the standards will be available.
- Show how these resources will be managed to reach that performance level.

The report should reflect two levels of analysis. The first level should identify areas of strength and areas for improvement in each standard. The second level should formulate an action plan for addressing weaknesses during the period of initial accreditation and for maintaining continuous improvement of strengths. The action plan must identify specific improvement activities and establish a timetable for the completion of each of these activities. The iSER should also address the resources, the individual(s) responsible for each activity, and an anticipated completion date.

Executive Summary
Along with the iSER, the school needs to prepare and submit a three to five-page executive summary, which should include:

1. A one paragraph to one page statement and written description of your mission and objectives;
2. Written descriptions of the processes that support achievement, the outcomes and measurements associated with those processes, and how the processes and objectives may have changed as a result of your efforts;
3. Describe the most significant strategies and outcomes related to engagement, innovation, and impact. Examples should include the outcomes linked to the mission and strategic plan. (For additional information, please refer to Appendix I in the eligibility criteria and accreditation standards for business accreditation at https://www.aacsb.edu/accreditation/standards/business.
4. A written summary of self-assessed strengths and weaknesses as they relate to AACSB International's standards and the achievement of specific objectives;

5. How your strategic plan relates to your mission development activities; and,
6. A written section listing up to five effective practices, which are unique or inherent to the success of your operations.

Provide the executive summary as an attachment.

Applicant Profile Sheet
In addition to the iSER, the school needs to prepare and submit an applicant profile sheet. The IAC uses the applicant profile sheet as a brief overview and reference document in their review.

The template for the applicant profile sheet is located on our website.

Provide the applicant profile sheet as an attachment.

Documents that must be submitted as appendices with the iSER:

- Executive summary
- Applicant profile sheet
- School's current strategic plan
- Tables 2-1, 2-2, 15-1, and 15-2

Report and appendices submission guidelines:

- The iSER and accompanying documentation are to be submitted via email to iac@aacsb.edu by the designated due date.
- There is a page limit of 100 pages (not including tables and required documentation).
- Email attachments totaling at least 20MB will not be received due to server limitations.
- A confirmation of receipt will be emailed within 2 business days.
- Note: A separate report for accounting programs is required when applying for supplemental accounting accreditation.

Background Information

Please provide the Location of the Institution, including all non-main campus programs offered by the School.

Institution Name	Location	Program(s)

Add rows as needed.

Please provide the Institution's Mission.

Response:	
Document URL:	

Provide information of the process(es) utilized for mission development and the process(es) that will be utilized for ongoing review and refinement of the mission. Opportunities for stakeholder involvement in these processes should be noted.

Please describe the structure of the school.

Please describe the special activities of the school.

Please provide scope of accreditation.

Name of Degree Program	Level	Location	Date Established

Enrollment (number of students currently enrolled in your degree programs). Number of Students:

Degree Programs	Institution			Business School		
	Full-Time	Part-Time	TOTAL	Full-Time	Part-Time	TOTAL
Undergraduate						
Masters						
Doctoral						
Exec Ed Degree Granting						
Exec Ed Non-Degree Granting						
Other						
Total						

Standards for Business Accreditation:

Business Standard 1 - MISSION, IMPACT, AND INNOVATION

Standard 1: The school articulates a clear and distinctive mission, the expected outcomes this mission implies, and strategies outlining how these outcomes will be achieved. The school has a history of achievement and improvement and specifies future actions for continuous improvement and innovation consistent with this mission, expected outcomes, and strategies. [MISSION, IMPACT, AND INNOVATION]

Definitions

- Mission is a single statement or set of statements serving as a guide for the school and its stakeholders. These statements capture the school's core purposes, express its aspirations, and describe its distinguishing features. The mission is not usually described entirely by the mission statement. It is more completely encapsulated in a set of statements that describe the school, including the mission statement, vision statement, and statements of values.
- The term distinctive refers to goals, characteristics, priorities, focus areas, or approaches of the school that are special or notable. These should be revealed by the mission of the school and evident in the expected outcomes and strategies. Distinctiveness does not imply that the school is unique or different from all others.
- Expected outcomes are conveyed as broad or high-level statements describing impacts the school expects to achieve in the business and academic communities it serves as it pursues its mission through educational activities, scholarship, and other endeavors. Expected outcomes translate the mission into overarching goals against which the school evaluates its success.
- Strategies describe, in general, how the school intends to achieve its mission and expected outcomes, including how it finances activities to achieve its mission. Strategies are general, or overarching statements of direction derived from the strategic management processes of the school.

Basis for Judgment

- The mission guides decision making and identifies distinguishing characteristics, attributes, focus areas, priorities, etc., that indicate how the school positions itself among the international community of business schools. Distinctiveness does not imply that the business school must somehow be different from all other AACSB-accredited business schools. Rather, through the mission, expected outcomes, and strategies, the school clearly articulates those attributes that describe the school to its various constituencies and across the global community of business schools.
- The business school's mission, expected outcomes, and strategies are mutually consistent and reflect a realistic assessment of the diverse and changing environment of business schools. The alignment of a school's mission and strategies with its expected outcomes signal that it is highly likely that the school can achieve those outcomes. In the dynamic environment of higher education and business schools, innovation and change are the norm rather than the exception.
- The school's mission, expected outcomes, and strategies clearly define the school's focus on educational activities, including the range of degree and non-degree programs offered and the diverse students, organizations, and communities those programs are intended to serve. The unit aligns its teaching/learning models with its mission, expected outcomes, and strategies.
- The school's mission, expected outcomes, and strategies clearly define the school's focus on quality intellectual contributions that advance the theory, practice, and teaching/pedagogy of business.
- The school's mission, expected outcomes, and strategies clearly define the school's focus on other applicable activities (e.g., civic engagement) and on the diverse people, organizations, and/or communities they intend to serve.
- The mission, expected outcomes, and strategies are appropriate to a collegiate school of business and consonant with the mission of any institution of which the school is a part. Accordingly, the mission, expected outcomes, and strategies address the level of education the school is targeting; the positive and significant impact the school intends to make on business and society; the stakeholders to whom the school is accountable; and the ways in which the school intends to advance the business education industry.

- The school periodically reviews and revises the mission, expected outcomes, and strategies as appropriate and engages key stakeholders in the process.
- The school's mission and expected outcomes are transparent to all stakeholders.
- The school systematically evaluates and documents its progress toward mission fulfillment. Past examples of continuous improvement and innovation are consistent with the mission, expected outcomes, and supporting strategies intended to support future mission fulfillment.
- The school's future actions for continuous improvement, its rationale for such actions, and its identification of potential areas of innovation are consistent with and demonstrate support for its mission, expected outcomes, and strategies.
- The school has clearly defined its future strategies to maintain its resource needs, assign responsibilities to appropriate parties, and set time frames for the implementation of actions that support the mission. The school also has clearly defined how these actions promise to impact expected outcomes.

Guidance for Documentation

- Provide the strategic plan of the business unit which encompasses the strategies and expected outcomes to be pursued by the school, consistent with the school's mission. The strategic plan should include a description of the mission, expected outcomes, and supporting strategies, including how the mission is encapsulated in supporting statements such as vision and values statements. Appendix II, A Collective Vision for Business Education: Utilizing the Framework within the Context of Strategic Planning & Accreditation Reviews may be useful in the strategic planning process.
- Describe how the mission influences decision making in the school, connects the actions of participants, and provides a common basis for achieving the mission and expected outcomes.
- Describe the appropriateness of the mission for the school's constituencies, including students, employers, and other stakeholders; and discuss how the mission positively contributes to society, business education, the diversity of people and ideas, and the success of graduates.
- Describe the mission of the school in relation to the mission of any larger organization of which it is a part.
- Describe how the mission, expected outcomes, and strategies clearly articulate the school's areas of focus in regards to educational activities, intellectual contributions, and other activities.
- Describe how teaching/learning models in degree programs are aligned and consistent with the mission, expected outcomes, and strategy of the school.
- Describe processes for creating and revising the mission, determining expected outcomes, developing strategies, and establishing how these strategies relate to each other.
- Summarize and document key continuous improvement successes, innovations, and achievements since the last AACSB accreditation review or for at least the past five years.
- Describe how past achievements are aligned with the mission, expected outcomes, and supporting strategies.
- Identify future plans for continuous improvement and potential opportunities for innovation; indicate how they are linked to mission, expected outcomes, and strategies; and outline the resources, responsible parties, and time frame needed to implement the action.

Alignment with Standard (Y/N):	
Response:	
Actions to be implemented:	
Person(s) responsible:	
Financial resources:	
Timeline:	

Business Standard 2 - INTELLECTUAL CONTRIBUTIONS, IMPACT, AND ALIGNMENT WITH MISSION

Standard 2: The school produces high-quality intellectual contributions that are consistent with its mission, expected outcomes, and strategies and that impact the theory, practice, and teaching of business and management. [INTELLECTUAL CONTRIBUTIONS, IMPACT, AND ALIGNMENT WITH MISSION]

Definitions

- <u>Intellectual contributions</u> are original works intended to advance the theory, practice, and/or teaching of business and management. They are scholarly in the sense that they are based on generally accepted research principles, are validated by peers and disseminated to appropriate audiences. Intellectual contributions are a foundation for innovation. Validation of the quality of intellectual contributions includes the traditional academic or professional pre-publication peer review, but may encompass other forms of validation, such as online post-publication peer reviews, ratings, surveys of users, etc. Intellectual contributions may fall into any of the following categories:
    - <u>Basic or discovery scholarship</u> (often referred to as discipline-based scholarship) that generates and communicates new knowledge and understanding and/or development of new methods. Intellectual contributions in this category are normally intended to impact the theory or knowledge of business.
    - <u>Applied or Integration/application scholarship</u> that synthesizes new understandings or interpretations of knowledge or technology; develops new technologies, processes, tools, or uses; and/or refines, develops, or advances new methods based on existing knowledge. Intellectual contributions in this category are normally intended to contribute to and impact the practice of business.
    - <u>Teaching and learning scholarship</u> that develops and advances new understandings, insights, and teaching content and methods that impact learning behavior. Intellectual contributions in this category are normally intended to impact the teaching and/or pedagogy of business.
- <u>Impact of intellectual contributions</u> is the advancement of theory, practice, and/or teaching of business through intellectual contributions. Impact is concerned with the difference made or innovations fostered by intellectual contributions—e.g., what has been changed, accomplished, or improved.

Basis for Judgment

- The school has produced intellectual contributions that have had an impact on the theory, practice, and/or teaching of business consistent with the mission, expected outcomes, and strategies of the school.
- The school expresses expectations regarding the impact of intellectual contributions in the mission in ways that clearly articulate the contributions to society and are transparent to the public.
- The school applies relevant metrics to assess the extent to which expected impacts from intellectual contributions have been achieved and are aligned with mission.
- The school maintains a current portfolio of high quality intellectual contributions that could impact theory, practice, and/or teaching in the future. The portfolio of intellectual contributions includes contributions from a substantial cross-section of the faculty in each discipline. Normally, a significant level of the contributions in the portfolio must be in the form of peer-reviewed journal articles or the equivalent. The portfolio of intellectual contributions reflects the research priorities of the school reflected in the mission, expected outcomes, and strategies.
- The school supports the depth and breadth of faculty participation in scholarship leading to high-quality intellectual contributions that could impact theory, practice, and/or teaching in the future. If outcomes rely heavily on the intellectual contributions of faculty members who have primary faculty appointments with other institutions, the school must provide documentation regarding how its relationship with the individual faculty members and other institutions supports the success, mission, and intellectual contributions of the school.

  The school documents intellectual contributions that demonstrate high quality and impact, as well as alignment with mission, expected outcomes, and strategies. In documenting quality, the school produces evidence of high-quality intellectual contributions within the most recent five-year AACSB accreditation review period. In documenting impact, however, the school may produce evidence from intellectual contributions produced prior to the most recent five-year AACSB accreditation review period. The review process recognizes that impact often occurs over time.

Guidance for Documentation

- Provide a portfolio of evidence including qualitative and quantitative measures that summarize the portfolio of intellectual contributions over the most recent five-year review period, ending with the most recently completed, normal academic year. Normally, the intellectual contributions underlying this table are for the same faculty reported in Table 15-1. Disclose in a footnote to the table, any changes in faculty subsequent to the most recent academic year that would materially impact the results reported herein.
- This evidence can be enhanced by including validating evidence of the accomplishments of such work. At a minimum, the portfolio of evidence should include: (1) A listing of the outlets (journals, research monographs, published cases, funded and competitive research grants, scholarly presentations, invited presentations, published textbooks, other teaching materials, etc.); (2) an analysis of the breadth of faculty engagement and production of intellectual contributions within each discipline; (3) awards, recognition, editorships, and other forms of validation of the accomplishments of faculty through their intellectual contributions; and (4) the ways in which the school's intellectual contributions impact external stakeholders, and the broader society.
- Table 2-1 is divided into four parts. Part A provides a five-year aggregate summary of intellectual contributions. Part B provides a qualitative description of how the portfolio of intellectual contributions aligns with mission, expected outcomes, and strategy. Part C provides evidence demonstrating the quality of the portfolio of intellectual contributions. Part D provides evidence that the school's intellectual contributions have had an impact on the theory, practice, and/or teaching of business and management. Table 2-1 allows schools flexibility to develop their own indicators of quality for the portfolio of intellectual contributions.
- The validation of the accomplishments/impact of intellectual contribution outcomes may be reflected in:
    - Peer recognition of the originality, scope, and/or significance of intellectual contributions.
    - Editorial board recognition of the originality, scope, and/or significance of the work.
    - The applicability and benefits of the new knowledge to the theory, practice, and/or teaching of business.
    - Evidence of the influence of the intellectual contribution on professional practice, professional standards, legislative processes, and outcomes or public policy.
    - The usefulness and/or originality of new or different understandings, applications, and insights resulting from the creative work.
    - The breadth, value, and persistence of the use and impact of the creative work.
    - The originality and significance of the creative work to learning, including the depth and duration of usefulness.
    - Research awards and recognition (e.g., selection as a fellow of an academic society).
    - Adoptions and citations of the creative work, including its impact on the creative and intellectual work of others.
    - Evidence in the work of leadership and team-based contributions to the advancement of knowledge.
    - Alignment of the work with mission, expected outcomes, and strategies.

  The above is not an exhaustive list of how a school can present or measure the possible impacts of its intellectual contribution portfolio. As a school documents its portfolio of intellectual contribution outcomes, the key is to provide the peer review team with the means to make an initial assessment of the portfolio's alignment with mission and draw broader conclusions about its impact on teaching and practice (refer to Appendix I). The validation documentation is an important part of the process because it serves to illustrate the depth and breadth of faculty participation in the production of intellectual contributions (i.e., to show a substantial cross-section of activity in each disciplinary context and the level of peer review journal outcomes). Finally, the spirit and intent of this standard applies to both intellectual contributions grounded solely in a single disciplinary area and interdisciplinary contributions. Interdisciplinary intellectual contributions will be judged in the same context as contributions in a single disciplinary area and are in no way discounted in the context of this standard; however, interdisciplinary outcomes should be aligned with mission, expected outcomes, and strategies of the business school.

- Provide a summary of impact indicators resulting from the intellectual contributions produced by the faculty of the school. See Appendix I for a non-exhaustive list of possible impact indicators, including publications in highly recognized peer-review journals, citation counts, editorship and associate editorships, elections to leadership positions in academic and/or professional associations, external recognitions for research quality and impact, evidence of impact of intellectual contributions on business practice and society, invitations to participate in research conferences, use of academic work in doctoral seminars, awards of competitive grants from major national or international agencies, patent awards, appointments as visiting professors or scholars at other institutions, case studies of research that leads to the adoption of new teaching/learning practices, textbooks that are widely adopted, research-based learning projects with companies, and/or non-profit organizations, and widely used instructional software.
- Provide an analysis of how the portfolio includes intellectual contributions from a substantial cross-section of faculty in each discipline, as well as a significant amount of peer-reviewed journal work or the equivalent.
- The school adopts and shows evidence of appropriate policies to guide faculty members in the production of intellectual contributions that align with the mission, expected outcomes, and strategies. Such policies should guide faculty as to how the school prioritizes different types of scholarship, determines quality, and validates or assesses outcomes as positive contributions to the advancement of business theory, practice, and learning. Interdisciplinary outcomes may be presented in a separate category, but the disciplines involved should be identified.
- The number of publications must reflect an unduplicated count for co-authored publications.
- Faculty vitae supporting Table 2-1 should be available upon request by the peer review team.
- Table 2-1 does not require a breakdown by level of faculty (e.g., assistant professor, associate professor, etc.).

Documents regarding Table 2-1 and Table 2-2 can be downloaded at the link provided below.

Required Documentation
Provide Table 2-1 and Table 2-2 as attachments. The templates for Table 2-1 and Table 2-2 can be found here.

Alignment with Standard (Y/N):	
Response:	
Actions to be implemented:	
Person(s) responsible:	
Financial resources:	
Timeline:	

Business Standard 3 - FINANCIAL STRATEGIES AND ALLOCATION OF RESOURCES

Standard 3: The school has financial strategies to provide resources appropriate to, and sufficient for, achieving its mission and action items. [FINANCIAL STRATEGIES AND ALLOCATION OF RESOURCES]

Basis for Judgment

- The school has realistic financial strategies to provide, sustain, and improve quality business education. The financial model must support high-quality degree programs for all teaching and learning delivery modes.
- The school has adequate financial resources to provide infrastructure to fit its activities (e.g., campus-based learning, distance learning, research, and executive education). Classrooms, offices, laboratories, communications and information technology equipment and services, and other basic facilities are adequate for high-quality operations.
- The school has adequate financial resources to provide support services for students, including academic advising and career development, and for faculty, including instructional support and professional development.
- The school has adequate financial resources to provide technology support for students and faculty appropriate to its programs (e.g., online learning and classroom simulations) and intellectual contribution expectations (e.g., databases and data analysis software).
- The school has adequate financial resources to support high-quality faculty intellectual contributions and their impact in accordance with its mission, expected outcomes, and strategies.
- The school identifies realistic sources of financial resources for current and planned activities. The school has analyzed carefully the costs and potential resources for initiatives associated with its mission and action items.

Guidance for Documentation

- Describe the business school's financial resources and strategies for sustaining those resources, demonstrating they are capable of supporting, sustaining, and improving quality consistent with the mission of the school. Provide an analysis of trend in resources over the past five-years, especially in light of different cost structures depending on the teaching and learning models employed.
- Describe the contingency planning process that the school would use, should a reduction in resources occur. The school should be prepared to discuss the specifics of this planning process and expected outcomes with the peer review team.
- Describe the financial support for all major strategic activities (e.g., degree programs, intellectual contributions, and other mission components).
- Describe the school's financial support for student advising and placement, student and faculty technology, and faculty intellectual contributions and professional development.
- Describe how the resources or financial model have changed in the past five years and any substantial changes anticipated for the next five years.
- In alignment with the school's financial resources, show the sources of funding for the three to four most significant major initiatives using a table similar to the one on the next page.

The table outlines the school's major initiatives, the implementation timetable, and funding sources. The initiatives identified must be clearly linked to the school's mission, expected outcomes, and supporting strategies and reflect substantive actions that support mission success, impact, and innovation. This information allows a peer review team to understand what planning the school has done and how this planning fits with the school's mission, financial resources, and strategies. The school should append to the table narrative explanations of how these action items will enhance mission fulfillment and whether they could necessitate revisions to the mission.

Alignment with Standard (Y/N):	

Response:	
Actions to be implemented:	
Person(s) responsible:	
Financial resources:	
Timeline:	

Business Standard 4 - STUDENT ADMISSIONS, PROGRESSION, AND CAREER DEVELOPMENT

Standard 4: Policies and procedures for student admissions, as well as those that ensure academic progression toward degree completion, and supporting career development, are clear, effective, consistently applied, and aligned with the school's mission, expected outcomes, and strategies. [STUDENT ADMISSIONS, PROGRESSION, AND CAREER DEVELOPMENT]

Basis for Judgment

- Policies and procedures related to student admissions to degree programs are clear, effective, and transparent to all participants in the process, and are consistent with the mission, expected outcomes, and supporting strategies of the school.
- Normally, graduate business degree program admission criteria should include, among other requirements, the expectation that applicants have or will earn a bachelor's degree prior to admission to the graduate program. The school should be prepared to document how exceptions support quality in the graduate business degree program.
- The school prepares and supports students to ensure academic progression towards degree completion, including clear and effective academic performance standards and processes, consistent with degree program learning goals. The school has clearly articulated policies and processes to:
    - Prepare students to learn to employ the modalities and pedagogies of degree programs.
    - Evaluate student progress.
    - Provide early identification of retention and progression issues.
    - Intervene with support, where appropriate.
    - Separate students from programs, if necessary.
- The school provides effective career development support for students and graduates consistent with degree program expectations and the school's mission, expected outcomes, and strategies.
- In addition to public disclosure information required by national or regional accreditors, schools provide reliable information to the public on their performance including student achievement information as determined by the school. Examples of such information include: attrition and retention rates; graduation rates; job placement outcomes; certification or licensure exam results; and employment advancement. This information should be available on the school's website as well as by other means determined by the school.

Guidance for Documentation

- Describe admissions policies and processes, demonstrate that they are consistent with program expectations and the mission of the school, and show that they are transparent to all participants.
- Document and explain how the characteristics of the current student body for each degree program are the result of the application of admission policies and processes that are consistent with the school's mission and expected outcomes. If exceptions are made, provide justification and basis for quality.
- Describe efforts to achieve diversity in the current student body.
- Describe and provide evidence that the school's policies and procedures successfully prepare admitted students to make use of the teaching and learning model(s) employed.

- Document and demonstrate the effectiveness of current policies and procedures to ensure academic progression toward degree completion, including standards for academic performance, as well as to ensure integrity of student participation and appraisal in degree programs. Examples of evidence may include data on the completion rates in degree programs relative to the normal expected time-to-degree expectations, the number of students identified with retention issues, the interventions undertaken, and the number of students separated over the last academic year.
- Document processes and demonstrate the effectiveness of career development support that is consistent with degree program expectations and the mission of the school. Examples of evidence may include job acceptance rates for graduates over the most recent five-year period as well as case examples of successful graduates.
- Document school performance and student achievement information on an annual basis, and document how this information is made available to the public via web sites and other means on an annual basis.

Alignment with Standard (Y/N):	
Response:	
Actions to be implemented:	
Person(s) responsible:	
Financial resources:	
Timeline:	

Business Standard 5 - FACULTY SUFFICIENCY AND DEPLOYMENT

Standard 5: The school maintains and deploys a faculty sufficient to ensure quality outcomes across the range of degree programs it offers and to achieve other components of its mission. Students in all programs, disciplines, locations, and delivery modes have the opportunity to receive instruction from appropriately qualified faculty. [FACULTY SUFFICIENCY AND DEPLOYMENT]

Definitions

- A <u>participating faculty member</u> actively and deeply engages in the activities of the school in matters beyond direct teaching responsibilities. Such matters might include policy decisions, advising, research, and service commitments. The faculty member may participate in the governance of the school and be eligible to serve as a member on appropriate committees responsible for academic policymaking and/or other decisions. The individual may participate in a variety of non-class activities, such as directing an extracurricular activity, providing academic and career advising, and representing the school on institutional committees. Normally, the school considers participating faculty members to be long-term members of the faculty, regardless of whether or not their appointments are of a full-time or part-time nature, whether or not their position with the school is considered the faculty member's principal employment, and whether or not the school has tenure policies. The individual may be eligible for, and participate in, faculty development activities and have non-teaching assignments, such as advising, as appropriate to the faculty role the school has defined, taking into consideration the depth and breadth of the non-teaching assignment.
- A <u>supporting faculty member</u> does not, as a rule, participate in the intellectual or operational life of the school beyond the direct performance of teaching responsibilities. Usually, a supporting faculty member does not have deliberative or involvement rights on faculty issues, membership on faculty committees, or assigned responsibilities beyond direct teaching functions (e.g., classroom and office hours). Normally, a supporting faculty member's appointment is on an ad hoc basis—for one term or

one academic year without the expectation of continuation—and is exclusively for teaching responsibilities.

Basis for Judgment

- A school adopts and applies criteria for documenting faculty members as "participating" or "supporting" that are consistent with its mission. The interpretive material in the standard provides guidance only. Each school should adapt this guidance to its particular situation and mission by developing and implementing criteria that indicate how the school is meeting the spirit and intent of the standard. The criteria should address:
    - The activities that are required to attain participating status.
    - The priority and value of different activity outcomes reflecting the mission and strategic management processes.
    - Quality standards required of each activity and how quality is assured.
    - The depth and breadth of activities expected within a typical AACSB accreditation review cycle to maintain participating status.

  The criteria should be periodically reviewed and reflect a focus on continuous improvement.
- Depending on the teaching and learning models and associated division of labor across faculty and professional staff, the faculty is sufficient in numbers and presence to perform or oversee the following functions related to degree programs:
    - Curriculum development: A process exists to engage multidisciplinary expertise in the creation, monitoring, evaluation, and revision of curricula.
    - Course development: A process exists to engage content specialists in choosing and creating the learning goals, learning experiences, media, instructional materials, and learning assessments for each course, module, or session.
    - Course delivery: A process exists for ensuring access to instruction from appropriately qualified faculty and staff at the course level.
    - Assessment and assurance of learning: The obligations specified in the assurance of learning processes for the school are met.
    - Other activities that support the instructional goals of the school's mission.
- Faculty also should be sufficient to ensure achievement of all other mission activities. This includes high-quality and impactful intellectual contributions and, when applicable, executive education, community service, institutional service, service in academic organizations, service that supports economic development, organizational consulting, and other expectations the school holds for faculty members.
- Normally, participating faculty members will deliver at least 75 percent of the school's teaching (whether measured by credit hours, contact hours, or another metric appropriate to the school).
- Normally, participating faculty members will deliver at least 60 percent of the teaching in each discipline, academic program, location, and delivery mode.
- Participating faculty are distributed across programs, disciplines, locations, and delivery modes consistent with the school's mission.
- If the school adopts a faculty model that relies on different levels of support or different means of deployment of faculty and professional staff for classroom instruction (e.g., senior faculty teaching large classes supported by a cadre of teaching assistants) the school must document how the model supports high-quality academic programs and meets the student-faculty interaction standard.
- In cases where a substantial proportion of a business school's faculty resources hold primary faculty appointments with other institutions, the school must provide documentation of how this faculty model supports mission achievement, overall high quality, and continuous improvement and how this model is consistent with the spirit and intent of this standard. In particular, the school must show that the faculty model is consistent with achieving the research expectations of the school.

Guidance for Documentation

- Provide the school's criteria for documenting faculty members as "participating" or "supporting" and demonstrate that it is applied consistently in ways that align with its mission.

- Describe the division of labor across faculty and professional staff for each of the teaching and learning models employed. The division of labor should address the design, delivery/facilitation, assessment, and improvement of degree programs.
- Describe the faculty complement available to fulfill the school's mission and all instructional programs they staff in the most recently completed academic year.
- Demonstrate that the faculty is sufficient to fulfill the functions of curriculum development, course development, course delivery, and assurance of learning for degree programs in the context of the teaching and learning models employed and division of labor across faculty and professional staff.
- Describe alternative instructional models, such as lead teachers supported by teaching assistants, tutors, instructors, or other support staff. Provide evidence that describes how such models result in high quality outcomes.
- If the school offers a joint and/or dual degree with another institution, the faculty from the partner institution teaching courses in the curriculum for the home institution's degree must be included in Tables 15-1 and 15-2.
- Demonstrate that the faculty complement is also sufficient to ensure achievement of all other mission activities. This includes high-quality and impactful intellectual contributions and, when applicable, executive education, community service, institutional service, service in academic organizations, service that supports economic development, organizational consulting, and other expectations the school holds for faculty members. It also could include academic assistance, academic advising, career advising, and other related activities if applicable to the school.
- Demonstrate that students have access and exposure to diverse perspectives from faculty.
- Table 15-1 should be completed to document the deployment of participating and supporting faculty for the most recently completed, normal academic year. Peer review teams may request documentation for additional years; for individual terms; or by program, location, disciplines, and/or delivery modes.

Document regarding Table 15-1 can be downloaded at the link provided below.

Required Documentation
Provide Table 15-1 as an attachment. The template for Table 15-1 can be found here.

Alignment with Standard (Y/N):	
Response:	
Actions to be implemented:	
Person(s) responsible:	
Financial resources:	
Timeline:	

Business Standard 6 - FACULTY MANAGEMENT AND SUPPORT

Standard 6: The school has well-documented and well-communicated processes to manage and support faculty members over the progression of their careers that are consistent with the school's mission, expected outcomes, and strategies. [FACULTY MANAGEMENT AND SUPPORT]

Basis for Judgment

- Faculty management processes systematically assign faculty responsibilities to individuals. These processes fulfill the school's mission while setting realistic expectations for individual faculty members.
- The school communicates performance expectations to faculty members clearly and in a manner that allows timely performance.
- Faculty assignments may reflect differences in expectations for different faculty members. However, workloads from all activities are reasonably distributed across all faculty members.
- Faculty evaluation, promotion, and reward processes are systematic and support the school's mission.
- The school has effective processes for providing orientation, guidance, mentoring, and inclusive practices for faculty.
- In an alternative delivery model, describe how teaching assistants, tutors, or other staff are managed and supported.
- The school has an overall faculty resource plan that reflects its mission and that projects faculty resource requirements and anticipated resource actions.
- Policies guiding faculty scholarship should be clear and consistent with the mission and with expected outcomes from intellectual contributions.
- Faculty evaluation and performance systems recognize and include intellectual contributions outcomes in the assessment of faculty performance.

Guidance for Documentation

- Describe processes for assigning faculty responsibilities to individuals.
- Describe processes for determining performance expectations for faculty.
- Describe evaluation, promotion, and reward processes, as well as ways that faculty are engaged in these processes.
- Describe processes for orientation, guidance, and mentoring of faculty, including for individuals who support alternative delivery models.
- Describe processes and practices that advance diversity and inclusion among faculty.
- Describe the overall faculty resource plan.
- Document that intellectual contributions are incorporated into the assessment of faculty performance.

Alignment with Standard (Y/N):	
Response:	
Actions to be implemented:	
Person(s) responsible:	
Financial resources:	
Timeline:	

Standard 7: The school maintains and deploys professional staff and/or services sufficient to ensure quality outcomes across the range of degree programs it offers and to achieve other components of its mission. [PROFESSIONAL STAFF SUFFICIENCY AND DEPLOYMENT]

Definitions

- Professional staff and/or services provide direct support for learning, instructional development, the deployment and use of informational technology, the production and impact of intellectual contributions, the strategic management and advancement of the school, and other key mission components, but they do not have faculty appointments. It is not required that professional staff be permanent staff of the school or the institution.

Basis for Judgment

- Depending on the teaching and learning models employed and the associated division of labor across faculty and professional staff, professional staff and services are sufficient to support student learning, instructional development, and information technology for degree programs.
- Professional staff must also be sufficient to provide for intellectual contributions and their impact, student academic assistance and advising, career advising and placement, alumni relations, public relations, fundraising, student admissions, and executive education, as well as other mission related activities.
- Processes for managing and developing professional staff and services are well-defined and effective.
- The organizational structure of the business school is consistent with mission, expected outcomes, and strategies and supports mission achievement.
- Student support services are sufficient and available, but may be provided by staff, faculty members, or a combination, and may be located within or outside the school.

Guidance for Documentation

- Describe the overall resource plan related to professional staff and services, including the organization and deployment of professional staff across mission-related activities.
- Demonstrate that professional staff and services are sufficient to support student learning, instructional development, and information technology for degree programs.
- Show that professional staff and services are sufficient to provide for intellectual contributions and their impact, student academic assistance and advising, career advising and placement, alumni relations, public relations, fundraising, student admissions, and executive education, as well as other mission related activities, depending on the organization.
- Document management processes—including hiring practices, development, and evaluation systems for professional staff—that support diversity of people and perspectives, and ensure high-quality outcomes relative to mission and strategies.

Alignment with Standard (Y/N):	
Response:	
Actions to be implemented:	
Person(s) responsible:	
Financial resources:	
Timeline:	

Standard 8: The school uses well-documented, systematic processes for determining and revising degree program learning goals; designing, delivering, and improving degree program curricula to achieve learning goals; and demonstrating that degree program learning goals have been met. [CURRICULA MANAGEMENT AND ASSURANCE OF LEARNING]

Definitions

- Learning goals state the educational expectations for each degree program. They specify the intellectual and behavioral competencies a program is intended to instill. In defining these goals, the faculty members clarify how they intend for graduates to be competent and effective as a result of completing the program.
- A curriculum maps out how the school facilitates achievement of program learning goals. It is defined by content (theories, concepts, skills, etc.), pedagogies (teaching methods, delivery modes), and structures (how the content is organized and sequenced to create a systematic, integrated program of teaching and learning). A curriculum is also influenced by the mission, values, and culture of the school.
- Assurance of learning refers to processes for demonstrating that students achieve learning expectations for the programs in which they participate. Schools use assurance of learning to demonstrate accountability and assure external constituents, such as potential students, trustees, public officials, supporters, and accrediting organizations, that the school meets its goals. Assurance of learning also assists the school and faculty members to improve programs and courses. By measuring learning, the school can evaluate its students' success at achieving learning goals, use the measures to plan improvement efforts, and (depending on the type of measures) provide feedback and guidance for individual students. For assurance of learning purposes, AACSB accreditation is concerned with broad, program-level focused learning goals for each degree program, rather than detailed learning goals by course or topic, which must be the responsibility of individual faculty members.
- Curricula management refers to the school's processes and organization for development, design, and implementation of each degree program's structure, organization, content, assessment of outcomes, pedagogy, etc. Curricula management captures input from key business school stakeholders and is influenced by assurance of learning results, new developments in business practices and issues, revision of mission and strategy that relate to new areas of instruction, etc.

Basis for Judgment

- Learning goals derive from and are consonant with the school's mission, expected outcomes, and strategies. Curricula management processes are guided by the school's mission, expected outcomes, and strategies. Curricula management processes align curricula for all programs with the school's mission, expected outcomes, and strategies.
- Learning goals and curricula reflect currency of knowledge. Appropriately qualified faculty members are involved in all aspects of curricula management, including the determination of learning goals and the design and ongoing revision of degree program content, pedagogies, and structure to achieve learning goals. The peer review team expects to see evidence of curricula improvement based on a systematic assurance of learning process.
- Depending on the teaching/learning models and the division of labor, curricula management facilitates faculty-faculty and faculty-staff interactions and engagement to support development and management of both curricula and the learning process.
- Learning goals and curricula reflect expectations of stakeholders. Schools incorporate perspectives from stakeholders, including organizations employing graduates, alumni, students, the university community, policy makers, etc., into curricula management processes.
- Learning goals are achieved. Systematic processes support assurance of learning and produce a portfolio of evidence demonstrating achievement of learning goals. These processes also produce a portfolio of documented improvements based on collected evidence. The school provides a portfolio of evidence for each business degree program to demonstrate that students meet the learning goals.

Or, if assessment demonstrates that students are not meeting the learning goals, the school has instituted efforts to eliminate the discrepancy.

- Evidence of recent curricula development, review, or revision demonstrates the effectiveness of curricula/program management.
- Results of regular assessment activities should be reflected in changes to program curriculum.

Guidance for Documentation

- Describe processes for determining and revising learning goals, curricula management, and assurance of learning. Discuss mission, faculty, and stakeholder involvement in these processes.
- Show how curricula management processes have produced new or revised curricula for degree programs, describing the source of information that supports the new or revised program development.
- Discuss and provide evidence of faculty-faculty and faculty-staff interaction in curricula management processes.
- List the learning goals for each business degree program—this list should include both conceptual and operational definitions. Also, provide curriculum maps and assessment schedule, demonstrating regular assessment of learning goals.
- Provide a portfolio of evidence, including direct assessment of student learning, showing that students meet all of the learning goals for each business degree program. Or, if assessment demonstrates that students are not meeting learning goals, describe efforts that the unit has instituted to eliminate the discrepancy. Indirect assessments (e.g., employer satisfaction or alumni surveys, etc.) may be used as part of the portfolio of evidence, to provide contextual information for direct assessment or information for continuous improvement.
- If the business school is subject to formalized regulations or quality assessment processes focused on the evaluation of student performance, and these processes are consistent with AACSB expectations and best practices, they may be applied to demonstrate assurance of learning. The burden of proof is on the school to document that these systems support effective continuous improvement in student performance and outcomes.

Alignment with Standard (Y/N):	
Response:	
Actions to be implemented:	
Person(s) responsible:	
Financial resources:	
Timeline:	

Business Standard 9 - CURRICULUM CONTENT

Standard 9: Curriculum content is appropriate to general expectations for the degree program type and learning goals. [CURRICULUM CONTENT]

Definitions

- Curriculum content refers to theories, ideas, concepts, skills, knowledge, etc., that make up a degree program. Content is not the same as learning goals. Learning goals describe the knowledge and skills students should develop in a program and set expectations for what students should do with the knowledge and skills after completing a program. Not all content areas need to be included as learning goals.

Basis for Judgment

- Contents of degree program curricula that result from effective curricula management processes normally include generally accepted sets of learning experiences to prepare graduates for business and management careers.
- Normally, curricula management processes result in curricula that address the broadly-defined skill and knowledge content areas described by the program types listed below. The lists are not intended to be exhaustive of all the areas that a curriculum should cover; in fact, the lists below are purposely general. It is up to schools to translate these general areas into expected competencies consistent with the degree program learning goals, students served, etc.

Bachelor's Degree Programs and Higher

All general management and specialist degree programs at the bachelor's, master's, and doctoral level would normally include learning experiences that address the following general skill areas and general business and management skill areas (higher level of mastery for master's and doctoral programs is expected):

General Skill Areas

- Written and oral communication (able to communicate effectively orally and in writing)
- Ethical understanding and reasoning (able to identify ethical issues and address the issues in a socially responsible manner)
- Analytical thinking (able to analyze and frame problems)
- Interpersonal relations and teamwork (able to work effectively with others and in team environments)
- Diverse and multicultural work environments (able to work effectively in diverse environments)
- Reflective thinking (able to understand oneself in the context of society)
- Application of knowledge (able to translate knowledge of business into practice)
- Integration of real-world business experiences

General Business Knowledge Areas

- Economic, political, regulatory, legal, technological, and social contexts of organizations in a global society
- Social responsibility, including sustainability, diversity and ethical behavior and approaches to management
- Financial theories, analysis, reporting, and markets
- Systems and processes in organizations, including planning and design, production/operations, supply chains, marketing, and distribution
- Group and individual behaviors in organizations and society
- Other specified areas of study related to concentrations, majors, or emphasis areas

Technology Agility

- Evidence-based decision making that integrates current and emerging technologies, including the application of statistical tools and techniques, data management, data analytics and information technology throughout the curriculum as appropriate
- Ethical use and dissemination of data, including privacy and security of data
- Understanding of the role of technology in society, including behavioral implications of technology in the workplace
- Demonstration of technology agility and a “learn to learn” mindset, including the ability to rapidly adapt to new technologies
- Demonstration of higher-order cognitive skills to analyze an unstructured problem, formulate and develop a solution using appropriate technology, and effectively communicate the results to stakeholders

General Business Master’s Degree Programs

In addition to the general skill and knowledge areas, general business master’s degree programs would normally include learning experiences in the following areas:

- Leading in organizational situations
- Managing in a diverse global context
- Thinking creatively
- Making sound decisions and exercising good judgment under uncertainty
- Integrating knowledge across fields

Specialized Business Master’s Degree Programs

In addition to the general skill areas, specialized business master’s degree programs would normally include learning experiences in the following areas:

- Understanding the specified discipline from multiple perspectives
- Framing problems and developing creative solutions in the specialized discipline
- Applying specialized knowledge in a diverse global context (for practice-oriented degrees) or
- Conducting high-quality research (for research-oriented degrees)

Doctorate Degree Programs

In addition to the general skill and knowledge areas and additional learning experiences for specialized master’s degrees, doctoral degree programs normally would include:

- Advanced research skills for the areas of specialization leading to an original substantive research project
- Understanding of managerial and organizational contexts for areas of specialization
- Preparation for faculty responsibilities in higher education, including but not limited to teaching

Doctoral degrees normally would also include learning experiences appropriate to the type of research emphasized, as follows:

Programs emphasizing advanced foundational discipline-based research in an area of specialization:

- Deep knowledge of scholarly literature in areas of specialization

Programs emphasizing rigorous research for application to practice in a specified discipline:

- Understanding the scholarly literature across a range of business and management disciplines
- Preparation for careers applying research to practice

Guidance for Documentation
- Describe learning experiences appropriate to the areas listed in the basis for judgment, including how the areas are defined and fit into the curriculum.
- If a curriculum does not include learning experiences normally expected for the degree program type, explain why.

Alignment with Standard (Y/N):	
Response:	
Actions to be implemented:	
Person(s) responsible:	
Financial resources:	
Timeline:	

Business Standard 10 - STUDENT-FACULTY INTERACTIONS

Standard 10: Curricula facilitate student-faculty and student-student interactions appropriate to the program type and achievement of learning goals. [STUDENT-FACULTY INTERACTIONS]

Basis for Judgment
- The level and quality of sustained, documented student-student and student-faculty interactions are consistent with the degree program type and achievement of learning goals. For any teaching/learning model employed, students have opportunities to work together on some learning tasks and learn from each other in an inclusive environment.
- Student-faculty interactions involve all types of faculty members, particularly those faculty members who have primary responsibilities for program development, course development, course delivery, and evaluation. For any teaching/learning model employed, students have access to content experts (for instruction, dialogue, and feedback) in curricula and extracurricular situations for instruction.
- Curricula design and documented activities support alignment with the spirit and intent of the standard.

Guidance for Documentation
- Describe how curricula include opportunities for student-student and student-faculty interaction to facilitate learning across program types and delivery modes. Required and voluntary opportunities for interaction may be measured by review of syllabi, classroom observation, or other appropriate means.
- Summarize how student-student and student-faculty interactions are supported, encouraged, and documented across program types and delivery modes. Describe how the associated division of labor across faculty and professional staff supports these interactions. Demonstrate that all students have access to relevant content and learning process expertise.
- Document how student-student and student-faculty interactions are assessed for impact and quality across program types and delivery modes.
- Provide analysis of how the interactions are aligned with mission and the degree program portfolio.

Alignment with Standard (Y/N):	
Response:	

Actions to be implemented:	
Person(s) responsible:	
Financial resources:	
Timeline:	

Business Standard 11 - DEGREE PROGRAM EDUCATIONAL LEVEL, STRUCTURE, AND EQUIVALENCE

Standard 11: Degree program structure and design, including the normal time-to-degree, are appropriate to the level of the degree program and ensure achievement of high-quality learning outcomes. Programs resulting in the same degree credential are structured and designed to ensure equivalence. [DEGREE PROGRAM EDUCATIONAL LEVEL, STRUCTURE, AND EQUIVALENCE]

Definitions

- Normal time-to-degree reflects the period of time (years, terms, etc.) that is customary to complete a full-time degree program. Local, provincial, or national norms, as well as the practice of other AACSB-accredited institutions, provide guidance to establish what constitutes normal time-to-degree.
- Teaching/learning models include traditional face-to-face classroom models, distance (online) models, blended models that employ face-to-face and distance (online) components, other forms of technologically enhanced instruction, or any other form of instructional methodology.

Basis for Judgment

- Degree programs are structured and designed to support the content coverage, rigor, interactions, and engagement that are normally expected at this level of study. Expectations may vary dependent on the educational practices and structures in different world regions and cultures.
- Expectations for student effort for the same degree credentials are equivalent in terms of depth and rigor, regardless of delivery mode or location. The school is responsible for establishing, supporting, and maintaining the quality of learning that students must demonstrate to satisfy degree requirements, regardless of delivery mode or location.
- Normally, the majority of learning in traditional business subjects counted toward degree fulfillment (as determined by credits, contact hours, or other metrics) is earned through the institution awarding the degree.
- The school defines and broadly disseminates its policies for evaluating, awarding, and accepting transfer credits/courses from other institutions. These policies are consistent with its mission, expected outcomes, strategies, and degree programs. These policies should ensure that the academic work accepted from other institutions is comparable to the academic work required for the school's own degree programs. Competency based education (CBE) allows students to progress at their own pace, based on their ability to demonstrate proficiency with a specific skill or competency. CBE is categorized into two types: course/credit-based and direct assessment. Direct assessment CBE allows a student to receive credit toward a degree if they can demonstrate mastery of a competency. If CBE credit is awarded, normally the equivalent quality, including credit for prior learning, is assured via direct assessment of students. CBE credit should reflect a small percentage of the total academic program.
- If the school awards a business degree as part of a joint/partnership degree program, the expectation that the majority of business subjects counted toward degree fulfillment is earned at the institution awarding the degree can be met through the agreements supporting the joint/partnership degree program. However, in such joint programmatic efforts, the school must demonstrate that appropriate quality control provisions are included in the cooperative agreements and that these agreements are functioning to ensure high quality and continuous improvement. Such agreements should address

and ensure that the joint/partnership programs: demonstrate mission alignment in the content they offer and the students they serve; have student admission criteria that are consistent for all students admitted by all partner institutions; deploy sufficient and qualified faculty at all partner institutions; and implement curricula management processes, including assurance of learning processes, which function for the entire program, including components delivered by partner or collaborating institutions. Furthermore, the school should demonstrate appropriate, ongoing oversight and engagement in managing such programs. If such joint degree programs involve partners that do not hold AACSB accreditation, quality and continuous improvement must be demonstrated.

Guidance for Documentation

- Show that degree program structure and design expectations are appropriate to the level of degree programs, regardless of delivery mode or location.
- Demonstrate that expectations across educational programs that result in the same degree credentials are equivalent, regardless of delivery mode, location, or time to completion. Schools should document this equivalence with direct assessment of student performance as part of the Assurance of Learning system, results and analysis.
- Schools will be expected to describe the amount of effort normally required to complete the degree. The descriptive characteristics will differ by the pedagogical and delivery characteristics of the degree. Traditional, campus-based education may be described by contact hours, credit hours, or course equivalencies. Distance learning programs may require other metrics and may depend more heavily on demonstration of achievement of learning outcomes. The school should assist accreditation reviewers by clarifying the delivery modes and the kinds and extent of student effort involved in degree programs and by demonstrating that the spirit and intent of these standards are met by such programs.

Alignment with Standard (Y/N):	
Response:	
Actions to be implemented:	
Person(s) responsible:	
Financial resources:	
Timeline:	

Business Standard 12 - TEACHING EFFECTIVENESS

Standard 12: The school has policies and processes to enhance the teaching effectiveness of faculty and professional staff involved with teaching across the range of its educational programs and delivery modes. [TEACHING EFFECTIVENESS]

Basis for Judgment

- The school has a systematic process for evaluating quality as an integral component of the faculty and professional staff performance review process. This process should extend beyond student evaluations of teaching and include expectations for continuous improvement.
- The school provides development activities focused on teaching enhancement to all faculty members, appropriate professional staff, and graduate students who have teaching responsibilities across all delivery modes.
- Faculty are adequately prepared to teach while employing the modalities and pedagogies of degree programs.
- Faculty are adequately prepared to teach diverse students and perspectives in an inclusive environment
- Faculty and professional staff substantially participate in teaching enhancement activities.

Guidance for Documentation

- Describe how faculty and professional staff teach while employing the modalities and pedagogies of degree programs, as well as provide evidence of the effectiveness of their delivery and preparation. Discuss how the school ensures that the faculty and professional staff engaged in different teaching/learning models have the competencies required for achieving quality.
- Describe how the school evaluates teaching performance across its various program delivery models and how this process affects faculty and related professional staff.
- Describe continuous improvement and development initiatives for faculty and professional staff that focus on teaching enhancement and student learning for a diverse student body. Document faculty and staff participation in these initiatives over the past five years.
- Summarize awards or other recognitions that faculty and professional staff have received for outstanding teaching and professional support of student learning.
- Document innovative and/or effective teaching practices that have had significant, positive impact on student learning.

Alignment with Standard (Y/N):	
Response:	
Actions to be implemented:	
Person(s) responsible:	
Financial resources:	
Timeline:	

Business Standard 13 - STUDENT ACADEMIC AND PROFESSIONAL ENGAGEMENT

Standard 13: Curricula facilitate student academic and professional engagement appropriate to the degree program type and learning goals. [STUDENT ACADEMIC AND PROFESSIONAL ENGAGEMENT]

Definitions

- Student academic and professional engagement occurs when students are actively involved in their educational experiences, in both academic and professional settings, and when they are able to connect these experiences in meaningful ways.

Basis for Judgment

- For any teaching and learning model employed, students give the appropriate attention and dedication to the learning materials and maintain their engagement with these materials even when challenged by difficult learning activities.
- For any teaching and learning model employed, degree program curricula include approaches that actively engage and include all students in learning. Many pedagogical approaches are suitable for challenging students in this way—problem-based learning, projects, simulations, etc.
- For any teaching and learning model employed, the school provides a portfolio of experiential learning opportunities for business students, through either formal coursework or extracurricular activities, which allow them to engage with faculty and active business leaders. These experiential learning activities provide exposure to business and management in both local and diverse global contexts.
- While all curricula should facilitate both academic and professional engagement, the amount and balance depend on a variety of factors, including degree program type, expected outcomes, and experience levels of incoming students.
- Students are able to connect their academic and professional experiences in meaningful ways consistent with the degree program type and learning goals.

Guidance for Documentation

- Document curricula approaches that actively engage and include students in academic learning across program types and teaching/learning models employed. The outcomes of the learning process in the form of projects, papers, presentations, examination performances, and other demonstrations of learning, should show clear evidence of significant active student engagement in learning.
- Document experiential learning activities that provide business students with knowledge of and experience in the local and global practice of business and management across program types and teaching/learning models employed. These experiential learning activities may include field trips, internships, consulting projects, field research, interdisciplinary projects, extracurricular activities, etc.
- Demonstrate that approaches to academic and professional engagement are sufficient for and consistent with the degree program type and learning goals.

Alignment with Standard (Y/N):	
Response:	
Actions to be implemented:	
Person(s) responsible:	
Financial resources:	
Timeline:	

Business Standard 14 - EXECUTIVE EDUCATION

Standard 14: If applicable, executive education (activities not leading to a degree) complements teaching and learning in degree programs and intellectual contributions. The school has appropriate processes to ensure high quality in meeting client expectations and continuous improvement in executive education programs. [EXECUTIVE EDUCATION]

Definitions

- Executive education involves educational activities that do not lead to a degree but have educational objectives at a level consistent with higher education in management. Examples include corporate training or professional development seminars.

Basis for Judgment

- This standard is applicable if executive education is an important part of the mission, strategy, and educational activities of the school. Although there is no pre-established minimum to be considered "significant" or "material," normally if five percent or more of total school annual resources are generated from executive education as defined above, this standard should be addressed. A school may request that executive education be included in the accreditation review if it is less than five percent or excluded from the accreditation review if it is more. A school should justify such a request.
- The school's involvement in executive education enhances the quality of student learning in degree programs and supports the generation of intellectual contributions from faculty. Similarly, executive education is enhanced by the degree program and scholarly activities.
- As a significant point of professional engagement, the school has effective processes to determine the extent to which client expectations are met and to identify and develop opportunities for improvement.

Guidance for Documentation

- Describe the portfolio of executive education programs, identifying who the intended audiences are, what levels of education the members of this audience possess, how the program portfolio is aligned with the school's mission and strategy, and how the executive education program makes a contribution to mission achievement.
- Discuss how the school's executive education programs, degree programs, and intellectual contributions complement each other, giving examples when appropriate.
- Where executive education participation leads to opportunities for degree program admission, document the process and provide evidence of the success of degree program graduates admitted through this process.
- Describe processes for ensuring that client expectations are met consistently, summarize feedback from these processes, and demonstrate the impact of these processes on enhancing executive education programs.

Alignment with Standard (Y/N):	
Response:	
Actions to be implemented:	
Person(s) responsible:	
Financial resources:	
Timeline:	

Standard 15: The school maintains and strategically deploys participating and supporting faculty who collectively and individually demonstrate significant academic and professional engagement that sustains the intellectual capital necessary to support high-quality outcomes consistent with the school's mission and strategies. [FACULTY QUALIFICATIONS AND ENGAGEMENT]

Definitions

- Initial academic preparation is assessed by earned degrees and other academic credentials. Initial professional experience is assessed by the nature, level, and duration of leadership and management position(s) in the practice of business and/or other types of organizational work.
- Sustained academic and professional engagement is combined with initial academic preparation and initial professional experience to maintain and augment qualifications (i.e., currency and relevance in the field of teaching) of a faculty member over time.
    - Academic engagement reflects faculty scholarly development activities that support integration of relevant, current theory of business and management consistent with the school's mission, expected outcomes, and supporting strategies.
    - Professional engagement reflects faculty practice-oriented development activities that support integration of relevant, current practice of business and management consistent with the school's mission, expected outcomes, and supporting strategies.
- Qualified faculty status applies to faculty members who sustain intellectual capital in their fields of teaching, demonstrating currency and relevance of intellectual capital to support the school's mission, expected outcomes, and strategies, including teaching, scholarship, and other mission components. Categories for specifying qualified faculty status are based on the initial academic preparation, initial professional experience, and sustained academic and professional engagement as described below.

		Sustained engagement activities	
		Academic (Research/Scholarly)	Applied/Practice
Initial academic preparation and professional experience	Professional experience, substantial in duration and level of responsibility	Scholarly Practitioners (SP)	Instructional Practitioners (IP)
	Doctoral degree	Scholarly Academics (SA)	Practice Academics (PA)

- Scholarly Academics (SA) sustain currency and relevance through scholarship and related activities. Normally, SA status is granted to newly hired faculty members who earned their research doctorates within the last five years prior to the review dates. Subsequent to hiring, SA status is sustained as outlined below.
- Practice Academics (PA) sustain currency and relevance through professional engagement, interaction, and relevant activities. Normally, PA status applies to faculty members who augment their initial preparation as academic scholars with development and engagement activities that involve substantive linkages to practice, consulting, other forms of professional engagement, etc., based on the faculty members' earlier work as an SA faculty member. PA status is sustained as outlined below.
- Scholarly Practitioners (SP) sustain currency and relevance through continued professional experience, engagement, or interaction and scholarship related to their professional background and experience. Normally, SP status applies to practitioner faculty members who augment their experience with development and engagement activities involving substantive scholarly activities in their fields of teaching. SP status is sustained as outlined below.
- Instructional Practitioners (IP) sustain currency and relevance through continued professional experience and engagement related to their professional backgrounds and experience. Normally,

IP status is granted to newly hired faculty members who join the faculty with significant and substantive professional experience as outlined below. IP status is sustained as outlined below.

- Documenting faculty qualification status requires the school to demonstrate faculty members are either “Scholarly Academics,” “Practice Academics,” “Scholarly Practitioners” or “Instructional Practitioners”. Those individuals who do not meet the criteria for these categories will be classified as “Other.”
- Total faculty resources - The aggregate or total faculty resources (SA, PA, SP, IP, and other) is the sum of **all** full and partial (based on a measure of **percent-of-time devoted to the school’s mission**) assignments. For example, if a school has 12 faculty members who are 100 percent devoted to the mission and seven faculty members who are only 50 percent devoted to mission, total faculty resources equal 15.5.

Basis for Judgment

- The school must develop appropriate criteria consistent with its mission for the classification of faculty according to initial academic preparation, professional experience, ongoing scholarship, and ongoing professional engagement. The standard provides guidance only; each school should adapt this guidance to its particular situation and mission by developing and implementing criteria that indicate how the school is meeting the spirit and intent of the standard. The critical factor in determining whether faculty members bring current and relevant information is the alignment of their engagement activities with their primary teaching responsibilities and with the overall mission, expected outcomes and strategies of the school. Schools should develop specific policies to provide criteria by which qualifications status is granted and maintained. These criteria should address the following:
  - The combinations of academic preparation and professional experience required of faculty at the time of hiring, as well as the types of academic and professional development activities required of faculty after they have been hired in order for them to sustain their qualification status.
  - How it assigns priority and value to different continuing academic and professional engagement activities; how such assignments support its portfolio of SA, PA, SP, and IP faculty; and how this portfolio of faculty supports its mission, expected outcomes, and strategies.
  - The qualitative standards it requires for various, specified development activities and illustrates the ways that it assures the quality of these activities.
  - The depth, breadth, and sustainability of academic and professional engagement (linked to reasonable outcomes) that faculty members are expected to undertake within the typical five-year AACSB review cycle in order to maintain their qualification status.

  These criteria may apply to the faculty resources as a whole or to segments of the faculty (e.g., by level, nature of teaching responsibilities and/or students served). Criteria for granting and for maintaining various qualifications for participating faculty who also hold significant administrative appointments (e.g., deans, associate deans, department head/chairs, or center directors) in the business school may reflect these important administrative roles.
- Normally, a doctoral degree emphasizing advanced foundational discipline-based research is appropriate initial academic preparation for SA and PA status, and there must be ongoing, sustained, and substantive academic and/or professional engagement activities supporting SA and PA status. Individuals with a graduate degree in law will normally be considered SA or PA for teaching business law and legal environment of business, subject to ongoing, sustained, and substantive academic and/or professional engagement activities demonstrating currency and relevance related to the teaching field.
- Faculty who have earned a doctoral degree will normally be considered SA or PA (depending on the nature of the doctoral degree and the school’s criteria) for a maximum of 5 years from the date the degree is awarded. Doctoral students who have achieved ABD status will normally be considered SA or PA (depending on the nature of the doctoral degree and the school’s criteria) for a maximum of 3 years from the date that ABD status is achieved.
- Individuals with a graduate degree in taxation or an appropriate combination of graduate degrees in law and accounting will normally be considered SA or PA to teach taxation subject to continued, sustained academic and professional engagement that demonstrates relevance and currency in the field of teaching.

- For SA and PA status, the less related faculty members' doctoral degrees are to their fields of teaching, the more they must demonstrate higher levels of sustained, substantive academic and/or professional engagement to support their currency and relevance in their fields of teaching and their contributions to other mission components. In such cases, the burden of proof is on the school to make its case for SA or PA status.
- If individuals have doctoral degrees that are less foundational disciplined-based research-oriented or if their highest degrees are not doctorates, then they must demonstrate higher levels of sustained, substantive academic and/or professional engagement activities to support their currency and relevance in their fields of teaching and their contributions to other mission components. The burden of proof is on the school to make its case for SA or PA status in such cases. AACSB expects that there will be only a limited number (normally not to exceed 10%) of cases in which individuals without doctoral degrees also have SA or PA status.
- Academic and professional engagement activities must be substantive and sustained at levels that support currency and relevance for the school's mission, expected outcomes, and strategies. Engagement can result from the work of a single faculty member, collaborations between and among multiple faculty, or collaborations between faculty and other scholars and/or practitioners.
- Normally, faculty members may undertake a variety of academic engagement activities consistent with the school's mission-linked research of business and management to support maintenance of SA status. A non-exhaustive list of academic engagement activities may include the following:

    - Scholarly activities leading to the production of scholarship outcomes as documented in Standard 2
    - Relevant, active editorships with academic journals or other business publications
    - Service on editorial boards or committees
    - Validation of SA status through leadership positions, participation in recognized academic societies and associations, research awards, academic fellow status, invited presentations, etc.

- Normally, faculty may undertake a variety of professional engagement activities to interact with business and management practice to support maintenance of PA status. A non-exhaustive list of professional engagement activities may include the following:

    - Consulting activities that are material in terms of time and substance
    - Faculty internships
    - Development and presentation of executive education programs
    - Sustained professional work supporting qualified status
    - Significant participation in business professional associations, professional standard-setting bodies or policy-making bodies
    - Practice-oriented intellectual contributions detailed in Standard 2
    - Relevant, active service on boards of directors
    - Documented continuing professional education experiences
    - Participation in professional events that focus on the practice of business, management, and related issues
    - Participation in other activities that place faculty in direct contact with business or other organizational leaders

- Normally, at the time that a school hires an IP or SP faculty member, that faculty member's professional experience is current, substantial in terms of duration and level of responsibility, and clearly linked to the field in which the person is expected to teach.
- The less related the faculty member's initial professional experience is to the field of teaching or the longer the time since the relevant experience occurred, the higher the expectation is for that faculty member to demonstrate sustained academic and/or professional engagement related to the field of teaching in order to maintain professional qualifications.
- Normally, IP and SP faculty members also have master's degrees in disciplines related to their fields of teaching. In limited cases, IP or SP status may be appropriate for individuals without master's

degrees if the depth, duration, sophistication, and complexity of their professional experience at the time of hiring outweighs their lack of master's degree qualifications. In such cases, the burden of proof is on the school to make its case.

- For sustained SP status, a non-exhaustive list of academic and professional engagement activities may include the following:

    - Relevant scholarship outcomes as documented in Standard 2
    - Relevant, active editorships with academic, professional, or other business/management publications
    - Service on editorial boards or committees
    - Validation of SP status through leadership positions in recognized academic societies, research awards, academic fellow status, invited presentations, etc.
    - Development and presentation of continuing professional education activities or executive education programs
        - Significant participation in academic associations, professional standard-setting bodies or policy-making bodies

- For sustained IP status, a non-exhaustive list of professional engagement activities and interactions may include the following:

- Consulting activities that are material in terms of time and substance
- Faculty internships
- Development and presentation of executive education programs
- Sustained professional work supporting IP status
    - Significant participation in business professional associations, professional standard-setting bodies or policy-making bodies
- Relevant, active service on boards of directors
- Documented continuing professional education experiences
- Documented professional certifications in the area of teaching
- Participation in professional events that focus on the practice of business, management, and related issues
- Participation in other activities that place faculty in direct contact with business and other organizational leaders

- The school's blend of SA, PA, SP, and IP faculty members in support of degree programs, locations, and disciplines and other mission components must result from a strategic choice and be consistent with the school's mission, expected outcomes, and strategies. Making reference to Tables 15-2 and 15-1, the school describes how deployment of faculty has changed during the past five-years and articulates a well-developed plan for future faculty recruitment and deployment of qualified faculty in alignment with standards 15 and 2, in light of the school's mission, strategies, expected outcomes and program mix.
- Normally, 90 percent of faculty resources are Scholarly Academics (SA), Practice Academics (PA), Scholarly Practitioners (SP), or Instructional Practitioners (IP).
- Normally, 40 percent of faculty resources are Scholarly Academics (SA). Normally, 60 percent of faculty resources are Scholarly Academics (SA), Practice Academics (PA), or Scholarly Practitioners (SP).
- In the aggregate, qualifications in the school's portfolio of participating and supporting faculty members are sufficient to support high-quality performance in all activities in support of the school's mission, expected outcomes, and strategies.
- The school ensures students in all programs, disciplines, locations, and delivery modes are supported by high-quality learning experiences delivered or directed by an appropriate blend of qualified faculty that is strategically deployed and supported by an effective learning infrastructure. For example, schools with research doctoral and research master's degree programs are expected to have higher percentages of SA and PA faculty, maintain a strong focus on SA faculty, and place high emphasis on faculty who possess research doctoral degrees and who undertake scholarly activities to maintain

SA status. Schools that emphasize practice-oriented degrees may have a more balanced approach to the distribution of SA, PA, SP, IP, and other faculty members, subject to the limitations in the stated guidance and criteria that place high emphasis on a balance of theory and practice.
- Qualified faculty are appropriately distributed across all programs, disciplines, locations, and delivery modes. The deployment of faculty resources is consistent with mission, expected outcomes, and strategies.

Guidance for Documentation

General Guidance
- The school should provide its policies related to faculty qualifications, summarize its approach to the deployment of faculty resources across the business school, and explain how this approach is consistent with its mission, strategies, and expected outcomes.
- In cases of non-alignment with this standard, provide justification and evidence of overall high-quality. For example, disciplines such as tax, cybersecurity, brand management or other emerging disciplines may necessitate a different faculty staffing model.
- The school must provide information on each faculty member. Included should be evidence to support the classification of each faculty member. This information may be provided in the form of academic vitae or equivalent documents, but must include sufficient detail as to actions, impacts, and timing to support an understanding of faculty engagement activities and their impact on the deployment of qualified faculty resources.
- If the school offers a joint and/or dual degree with another institution, the faculty from the partner institution teaching courses in the curriculum for the home institution's degree must be included in Tables 15-1 and 15-2.
- Deployment of qualified faculty is a strategic decision. In addition to Tables 15-2 and 15-1 that show faculty deployment during the year of record for an accreditation review, schools should provide, using a narrative, changes in the deployment of all classifications of faculty in the past five years and the strategies and plans for recruitment and deployment of qualified faculty in the next five years. Schools should articulate how the recruitment and deployment of faculty aligns with Standards 2 and 15.
- For interdisciplinary programs, faculty teaching non-business courses should not be included in Tables 15-1 or 15-2. Traditional business areas are described in Eligibility Criteria D.
- Describe the qualifications of teaching assistants, tutors, instructors, or other support staff involved in alternative delivery models. Provide evidence that describes how such models maintain high quality outcomes.

Completion of Table 15-1
- Table 15-1 must be completed to document the qualification status of participating and supporting faculty members, the percent of their time that is devoted to mission, and the ways their work aligns with the objective expectations detailed above. Table 15-1 must not include faculty members who left prior to the normal academic year reflected in the table. Table 15-1 must include faculty members who joined the business school during the normal academic year reflected in the table. Peer review teams may request documentation for additional years; for individual terms; or by program, location, delivery mode, and/or disciplines.
- This summary information is useful in assisting the peer review team in its initial assessment of alignment with Standards 5 and 15. The summary information allows the team to effectively focus its in-depth review of individual faculty vitae or other documents supporting the conclusions presented in the table. List <u>all</u> faculty contributing to the mission of the school, including participating and supporting faculty, graduate students who have formal teaching responsibilities, and administrators holding faculty rank. For faculty not engaged in teaching, leave columns 4 and 5 (Faculty Sufficiency) blank. Faculty who left during the time frame would ordinarily not be included. Faculty members who joined the school for any part of the time frame are to be included. The school must explain the "normal academic year" format/schedule. Peer review teams may request documentation for additional years; for individual terms; or by programs, location, delivery mode, and/or discipline.

- The measure of “teaching productivity” must reflect the operations of the business school, e.g., student credit hours (SCHs), European Credit Transfer Units (ECTUs), contact hours, individual courses, modules, or other designations that are appropriately indicative of the teaching contributions of each faculty member. Concurrence on all aspects of the metric must be reached with the peer review team early in the review process. If a faculty member has no teaching responsibilities, he or she must be listed and reflected in the qualifications section of the table. Online courses should use the same teaching metric being used for in-person courses and the manner in which this is calculated should be described.
- Indicate the normal professional responsibilities of each faculty member using the following guide: UT for undergraduate teaching; MT for master’s level teaching; DT for doctoral level teaching/mentoring; ADM for administration; RES for research; ED for executive education; SER for other service and outreach responsibilities. A faculty member may have more than one category assigned. Individuals who teach only in non-credit executive education programs should not be listed in this table.
- For faculty qualifications based on engagement activities, faculty members may be Scholarly Academic (SA), Practice Academic (PA), Scholarly Practitioner (SP), Instructional Practitioner (IP), or Other (O). Faculty members should be assigned one of these designations based on the school’s criteria for initial qualifications and continuing engagement activities that support currency and relevance in the teaching field and to support other mission components. Faculty may meet the school’s criteria for more than one category (e.g. SA and PA) but must be listed in only one category. Doctoral students who have obtained ABD status are normally considered SA or PA (depending on the nature of the doctoral degree) for 3 years. Faculty who have earned a doctoral degree will normally be considered SA or PA (depending on the nature of the doctoral degree) for 5 years from the date the degree is awarded. The “Other” category should be used for those individuals holding a faculty title but whose qualifications do not meet the criteria established by the school for SA, PA, SP, or IP status.
- The “percent of time devoted to mission” reflects each faculty member’s contributions to the school’s overall mission during the period of evaluation. Reasons for less than 100 percent might include part-time employment, shared appointment with another academic unit, or other assignments that make the faculty member partially unavailable to the school. A full-time faculty member’s percent of time devoted to mission is 100 percent. For doctoral students who have formal teaching duties, the percent of time devoted to mission should reflect their teaching duties only, and not any other activities associated with their roles as a student, e.g., work on a dissertation. For example, a doctoral student who teaches one class over the normal academic year, and a part-time faculty member whose responsibilities are limited to the same level of activity, should be assigned the same “percent of time devoted to mission.” A faculty member teaching in more than one discipline may be listed multiple times, but the percent of time devoted to mission should be reflected proportionally in each discipline and not be more than 100 percent. For part-time faculty, the expected percentage is less than 100 percent and should reflect the amount of time devoted to the mission. If a school used a full-time equivalent (FTE) human resources system, then the FTE may be a reasonable approximation for “percent of time devoted to mission.” In the absence of an FTE system, the school should have a rational manner of assigning the percentage to part-time faculty that is agreed to by the Peer Review Team well in advance of the submission of the report.

Completion of Table 15-2

- The school should provide an analysis of the deployment of SA, PA, SP, IP, and other faculty by degree program level (bachelor’s, master’s, doctoral). Bachelor’s degrees can be combined into one line; postgraduate degrees should be broken out by degree program. The school must complete Table 15-2 in the format provided in this document to demonstrate deployment of faculty resources across each degree program level. Deployment should be consistent with mission, expected outcomes, and strategies. Peer review teams may request more detail related to a discipline, program, delivery mode, and/or location.
- Provide information for the most recently completed normal academic year. Percentages should be provided for each individual degree program. Each cell represents the percent of total teaching (whether measured by credit hours, contact hours, courses taught or another metric appropriate to the school) for each degree program at each level, by faculty qualifications status. Peer review teams may also request faculty deployment by program location and/or delivery mode. The sum across

each row should total 100 percent. Provide a brief analysis that explains the deployment of faculty, as noted above, to mission, expected outcomes, and strategies.
- All cells should be formatted consistently and reflected as percentages (e.g. 40%).

Documents regarding Table 15-1 and Table 15-2 can be downloaded at the link provided below.

Required Documentation
Provide Table 15-1 and Table 15-2 as attachments. The templates for Table 15-1 and Table 15-2 can be found here.

Alignment with Standard (Y/N):	
Response:	
Actions to be implemented:	
Person(s) responsible:	
Financial resources:	
Timeline:	