

# 2018 Eligibility Procedures and Accreditation Standards for Accounting Accreditation

Engagement ♦ Innovation ♦ Impact



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## **INTRODUCTION TO AACSB INTERNATIONAL ACCOUNTING ACCREDITATION**

AACSB International's vision is to transform business education for global prosperity. Business and business schools are a force for good, contributing to the world's economy and to society, and AACSB plays a significant role in making that benefit better known to all stakeholders – serving business schools, students, business and society.

AACSB's mission is to foster engagement, accelerate innovation, and amplify impact in business education. This mission is aligned with AACSB accreditation standards for business schools and accounting academic units. AACSB strives to continuously improve engagement among business, faculty, institutions, and students, so that business education is aligned with business practice. To fulfill this goal, AACSB will encourage and accelerate innovation to continuously improve business education. As a result, business education will have a positive impact on business and society – and AACSB will amplify that impact. In achieving its mission and vision, AACSB will emphasize and model the following values: Quality, Diversity and Inclusion, a Global Mindset, Ethics, Social Responsibility, and Community.

AACSB was founded in 1916 and established its first standards for degree programs in business administration in 1919. AACSB adopted additional standards for undergraduate and graduate degree programs in accountancy in 1980 to address the special needs of the accounting profession. The accreditation standards and processes are updated annually by the Accounting Accreditation Policy Committee (AAPC) and the AACSB Board of Directors.

An accounting academic unit, which is part of a business school that holds or is seeking AACSB accreditation, may apply for AACSB accounting accreditation. The accounting academic unit is defined as the collection of degree programs in accounting irrespective of administrative structure. During the initial accreditation process, the accounting academic unit is evaluated on how well it achieves and aligns with AACSB's accounting accreditation standards, through a process of self-evaluation and peer review. After earning AACSB accounting accreditation, the accounting academic unit undergoes periodic peer reviews of its strategic improvement to continue its accreditation.

AACSB is a non-profit association of business schools, accounting programs, corporations, and other organizations devoted to the promotion and improvement of higher education in business and accounting.

- AACSB supports and upholds the *Code of Good Practice for Accrediting Bodies* of the Association of Specialized and Professional Accreditors (ASPA), [www.aspa-usa.org](http://www.aspa-usa.org)

Copies of this publication are available at [www.aacsb.edu/accreditation](http://www.aacsb.edu/accreditation).

## PREAMBLE: ENGAGEMENT, INNOVATION, AND IMPACT

The business environment is undergoing profound changes, spurred by powerful demographic shifts, global economic forces, and emerging technologies. At the same time, society is increasingly demanding that companies, organizations, not-for-profit and governmental institutions become more accountable for their actions, exhibit a greater sense of social responsibility, and embrace more sustainable practices. These trends send a strong signal that what business needs today is much different from what it needed yesterday or will need tomorrow.

Not surprisingly, the same factors impacting business also are changing higher education. In today's increasingly dynamic environment, business schools and accounting academic units<sup>1</sup> must respond to the business world's changing needs by providing relevant knowledge, research and skills to the communities they serve. They must innovate and invest in intellectual capital; they must develop new programs, curricula, courses and other educational offerings. Moreover, declining public support for higher education has placed business schools and accounting programs under additional economic pressure, which has shifted the mix of teaching and learning models they employ and affected the future deployment of faculty and staff.

In this context of significant change, standards and processes for business and accounting accreditation must be designed not only to validate quality accounting and business education and impactful research, but also to provide leadership, encouragement, and support for change in business schools and accounting academic units. The standards also provide a platform for business schools and accounting academic units to work together to advance quality business and accounting education worldwide through AACSB.

The fundamental purpose of AACSB accreditation is to encourage leading business schools and accounting academic units that voluntarily hold themselves accountable for improving business and accounting practice through scholarly education, engagement, innovation and impactful intellectual contributions. AACSB achieves this purpose by defining a set of criteria and standards, coordinating peer review and consultation, and recognizing high-quality business schools and accounting academic units that align with the standards and participate in the process.

AACSB remains deeply committed to diversity in collegiate business and accounting education, recognizing that a wide variety of missions and strategies can lead to quality. One of the guiding principles of AACSB accreditation is the acceptance, and even encouragement, of diverse paths to achieving high quality in management and accounting education. Accreditation decisions are derived through a process that relies on the professional judgment of peers who conduct reviews that are guided by the mission of the business school or accounting academic unit. It also is vitally important that AACSB accreditation demands evidence of continuous quality improvement in three vital areas: engagement, innovation, and impact.

**Engagement:** AACSB acknowledges the diversity among its membership, but it also recognizes that all of its accredited members share a common purpose—the preparation of students for meaningful professional, societal, and personal lives. Effective business and accounting education and research can be achieved with different balances of academic and professional engagement.

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<sup>1</sup> The terms business school or accounting academic unit is used to describe the entity that offers programs and is not meant to imply any particular organizational structure. Accounting academic unit is used to describe the entity that offers degree programs in accounting and is not meant to imply any particular organizational structure.

However, quality business and accounting education cannot be achieved when either academic or professional engagement is absent, or when they do not intersect in meaningful ways. Accreditation encourages an appropriate intersection of academic and professional engagement that is consistent with quality in the context of the missions of the school and accounting academic unit. Accounting accreditation also supports professional interactions between accounting faculty, accounting students, and accounting practitioners. Such interactions, designed to enhance the practice and theory of accounting and business, must be an important attribute of high-quality accounting academic units. In support of engagement, practitioners will serve as members of every Peer Review Team and participate in the governance of accounting accreditation.

**Innovation:** Accreditation standards focus on the quality of education and supporting functions. The standards must set demanding but realistic thresholds, challenge business schools and accounting academic units to innovate, and they must inspire educators to pursue continuous improvement in educational programs and other mission-based activities of the business school and the accounting academic unit. Accreditation standards and associated processes foster quality and consistency, but not at the expense of the creativity and experimentation necessary for innovation. Also, accreditation standards and processes should not impede experimentation or entrepreneurial pursuits; the standards must recognize that innovation involves both the potential for success and the risk of failure. Therefore, when assessing any success or failure, it is key to recognize the importance of experimentation and place a priority on strategic innovation. If innovations are well-developed, rational, and well-planned, negative outcomes should not inhibit a positive accreditation review. Negative outcomes are of concern only when they seriously and negatively affect the ability of the accounting academic unit to continue to fulfill its mission.

**Impact:** In an environment of increasing accountability, it is important that AACSB accreditation focus on appropriate high-quality inputs (human, financial, physical, etc.) and the resulting outcomes produced by the efficient and effective deployment of those inputs within the context of the business school's and the accounting academic unit's mission and supporting strategies. That is, in the accreditation process, business schools and accounting academic units document how they are making a difference and document impact. This means that AACSB will continue to emphasize that business schools and accounting academic units integrate assurance of learning into their curriculum management processes and produce intellectual contributions that make a positive impact on the theory, teaching, and practice of accounting and business. Impact also has a broader meaning in that the business school and the accounting academic unit, through the articulation and execution of their missions, should make a difference in business and society as well as in the global community of accounting academic units and business schools. Examples of how accounting academic units can assess and demonstrate impact are provided in the Appendix.

The primary relationship in the accreditation process is among AACSB, an institution, business school, and the accounting academic unit under review. Although many individuals and groups have a stake in the AACSB-accreditation process, the association implements that process through a series of peer reviews of the business school and accounting academic unit. This approach provides a common reference point for quality and performance in business and accounting education for all AACSB members.

Having achieved AACSB accreditation, an institution, business school, and accounting academic unit commit to a process of continuous improvement review to demonstrate alignment with the spirit and intent of these accreditation standards. That process also includes a commitment to complete the following:

- Annual completion of the Accounting Programs Questionnaire; and

- A periodic five-year review of strategic progress.

In choosing to participate in the AACSB accreditation process, business school deans and directors, accounting academic unit leaders, and other school and institutional administrators, are expected to submit data in a timely manner and to assure that all data and information provided in the accreditation review process are accurate to the best of their knowledge.

AACSB's initial accreditation process includes a review of the institution's business school or accounting academic unit's self-evaluation report and a visit by a peer review team. Because an institution's mission is integral to the accreditation process, peer review teams must exercise judgment regarding the reasonableness of deviations from applicable standards. Peer review teams provide consultative feedback which may or may not be related to the accounting accreditation standards.

AACSB recognizes that high-quality business and accounting education is achieved around the world in different ways, which requires the association to adapt its approaches to different cultural situations. Accordingly, the association has developed and implemented these standards as guidelines that may be interpreted and applied in different ways in different countries or regions of the world. AACSB implements these adaptive strategies to support high-quality business and accounting education and scholarship wherever it occurs, but business schools and accounting academic units still must demonstrate that their programs align with the standards. Evaluations must be based on the quality of the learning experience, educational and scholarly outcomes, not rigid interpretations of standards.

## **ADVANCING THE PRACTICE OF ACCOUNTING AS A LEARNED PROFESSION<sup>2</sup>**

Across the globe, a common characteristic of economies that flourish is the presence of reliable accounting information. A necessary condition for the ready availability of reliable accounting information is a vibrant and robust accounting profession, broadly defined. The term profession is anchored in the notion of a commitment to provide a broad common benefit to society at large. A profession operates under the terms of a social contract whereby the profession is granted a degree of latitude in the management of its affairs in exchange for a commitment to serve this broad public interest. The accounting profession's social contract encompasses a set of promises and commitments centering on the preparation and dissemination of reliable accounting information.

With an expectation of integrity and expertise in all matters relating to accounting information, accountants provide a wide range of accounting-related services to a broad array of organizations across the private, public, and not-for-profit sectors. Accountants hold a variety of positions of trust within organizations; they serve as trusted advisors to businesses, to government at all levels, and to society at large; and they attest to the reliability of accounting information across all sectors of domestic and global economies. Absent a healthy, vigorous accounting profession, the ready availability of reliable accounting information would be something less than an expectation, much less an assumption, of market participants.

Accounting professionals play an increasingly critical role in the collection, analysis, recording, reporting, interpretation, and verification of financial and non-financial information. Their work supports a broad array of global economic activity and supplies global capital markets with reliable

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<sup>2</sup> Adapted from The Pathways Commission: Charting a National Strategy for the Next Generation of Accountants, July 2012.

and timely information. As the industry evolves, AACSB recognizes that the quality of accounting education has never been more important. Colleges must prepare accounting graduates to assume critical responsibilities, serve the public interest, support efficient capital markets, and promote effective managerial decision making. The association views its role in identifying and recognizing high-quality accounting education as an essential way to support and enhance accountancy's status as one of the "learned professions."<sup>3</sup>

Although accountancy offers graduates many career paths from which to choose, the profession as a whole shares common attributes with other learned professions such as law and medicine. These attributes include advanced, specialized higher education requirements for new accountants; a code of professional conduct and personal integrity; the expectation of continuing education to ensure accountants keep their skills relevant and current; the need for ever stronger partnerships between accounting professionals and the academic community to support education, research, and collaboration; certification and licensure regulations, laws, and policies; and the expectation that educational programs in accounting maintain ongoing quality assurance and accreditation processes.

Though the accounting profession does not have universal mandatory academic requirements that accounting graduates must meet, AACSB accredited accounting academic units aspire to develop in their graduates' strong foundational skills, thorough and relevant knowledge, and a sense of integrity in the practice of accounting. It is in this spirit that AACSB's accounting accreditation process has evolved. The goal of AACSB accounting accreditation is to advance the practice of accounting as a learned profession, by recognizing outstanding accounting academic units that produce excellent graduates, impactful and relevant scholarship, and sustained mutually dependent engagement between academia and professional practice.

## **SECTION 1 ELIGIBILITY CRITERIA FOR AACSB INTERNATIONAL ACCOUNTING ACCREDITATION**

Eligibility criteria serve three purposes. First, the eligibility criteria specify a series of core values and guiding principles that AACSB believes are important. Accounting academic units must demonstrate a commitment to these values and guiding principles in order to achieve and continue AACSB accounting accreditation. Second, they provide a foundation for peer review by defining the scope of review; establishing an agreement about the accounting accreditation entity to be reviewed; and determining that entity's organization and support in the context of accounting education, as well as its connections to business and management education. Third, eligibility criteria address certain basic characteristics that bear on the quality of accounting and business degree programs, research, and other activities. These characteristics must be present before an applicant can be reviewed for initial accounting accreditation or for the extension of accounting accreditation. Unless an applicant can describe itself transparently as an entity delivering accounting education and research and show that it has the structure and capacity to deliver and sustain high-quality accounting education and intellectual contributions, it is not ready to be evaluated against the standards.

For initial applicants, alignment with these eligibility criteria is viewed as the first step in the accreditation process. As such, the documentation an accounting academic unit provides in response to the criteria is a signal of its commitment to the underlying core values outlined in the

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<sup>3</sup> AACSB views the accounting profession broadly and does not limit its definition of the practice to designations such as a Certified Public Accountant, Chartered Accountant, etc.

criteria and its likelihood of achieving accreditation in a reasonable period. Eligibility criteria are thus the basis for the eligibility application.

Once an accounting academic unit achieves AACSB accounting accreditation, it will continue to be evaluated for adherence to the eligibility criteria to determine whether changes in its mission, strategies and expected outcomes remain aligned with the eligibility criteria.

## **Part 1: Core Values and Guiding Principles**

The following three criteria represent core values and guiding principles of AACSB. There is no uniform measure for deciding whether each criterion has been met. Rather, the accounting unit must demonstrate that it has an ongoing commitment to pursue the spirit and intent of each criterion in ways that are consistent with its mission and context. **If the accounting unit is part of an institution or business academic unit holding or seeking AACSB accreditation, and if there are no unique factors or conditions that apply to the accounting academic unit, the accounting academic unit may refer to the business academic unit's documentation for the eligibility criteria.**

**Criterion A: The accounting academic unit must encourage and support ethical behavior by students, faculty, administrators, and professional staff. [ETHICAL BEHAVIOR]]**

### **Basis for Judgment**

- The accounting academic unit must have appropriate systems, policies, and procedures that reflect the unit's support for and importance of ethical behavior for administrators, faculty, professional staff, and students in their professional and personal actions. The accounting academic unit may follow policies of the business school or the larger institution of which it is a part.
- The systems, policies, and procedures must provide appropriate mechanisms for addressing breaches of ethical behavior.
- This criterion relates to the general procedures of a unit. In no instance will AACSB become involved in the adjudication or review of individual cases of alleged misconduct, whether by administrators, faculty, professional staff, students, the accounting academic unit, or the school.

### **Guidance for Documentation**

- Provide published policies and procedures to support legal and ethical behaviors.
- Describe programs to educate participants about ethics policies and procedures.
- Document systems for detecting and addressing breaches of ethical behaviors, such as honor codes, codes of conduct, and disciplinary systems to address inappropriate behavior.

**Criterion B: The accounting academic unit maintains a collegiate environment in which students, faculty, administrators, professional staff, and practitioners interact and collaborate in support of learning, scholarship, and community engagement. [COLLEGIATE ENVIRONMENT]**

### **Basis for Judgment**

- Collegiate environments are characterized by scholarship, scholarly approaches to accounting education, and a focus on advanced learning. Accounting academic units provide scholarly education at a level consistent with higher education in accounting.
- In collegiate environments, students, faculty, administrators, professional staff, and practitioners interact and collaborate as a community. Regardless of the delivery mode for

degree programs, accounting academic units provide an environment supporting interaction and engagement among students, administrators, faculty, professional staff, and practitioners.

- Collegiate environments are characterized by the involvement of faculty and professional staff in governance and university service. Accounting academic units must show that governance processes include the input of and engagement with faculty and professional staff.

### **Guidance for Documentation**

- Provide an overview of the degree programs offered and evidence that the quality of these programs is at a level consistent with higher education in accounting.
- Describe the environment in which students, faculty, professional staff, and practitioners interact; provide examples of activities that demonstrate the ways they interact; and show how the accounting academic unit supports such interactions. Discuss the governance process, indicating how faculty are engaged or how faculty otherwise inform decisions.
- Provide documents that characterize the culture and environment of the accounting academic unit, including statements of values, faculty and student handbooks, etc.

**Criterion C: The accounting academic unit must demonstrate a commitment to address, engage, and respond to current and emerging corporate social responsibility issues (e.g., diversity, sustainable development, environmental sustainability, globalization of economic activity across cultures, global prosperity) through its policies, procedures, curricula, research, and/or outreach activities. [COMMITMENT TO CORPORATE SOCIAL RESPONSIBILITY]**

### **Definition**

- With an understanding of the context and environment in which each accounting unit operates, the concept of diversity encompasses interest, inclusion, acceptance and respect. It means understanding that each individual is unique and recognizing and engaging with individual differences. These can be along the dimensions of gender, race, ethnicity, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. The values of diversity and inclusion foster the exploration of these differences in a safe and supportive environment, where community members move beyond tolerance to seeking and celebrating the rich dimensions of diversity and the contributions these differences make to innovative, engaged and impactful business education experience.

### **Basis for Judgment**

- Diversity in people and ideas enhances the educational experience in every business and accounting program. At the same time, diversity is a culturally embedded concept rooted in historical and cultural traditions, legislative and regulatory concepts, economic conditions, ethnicity, gender, socioeconomic conditions, and experiences.
- Diversity, sustainable development, environmental sustainability, globalization, and other emerging corporate and social responsibility issues are important and require proactive engagement between accounting academic units, students and practitioners.
- The accounting unit fosters awareness, understanding, acceptance and respect of, diverse viewpoints among participants related to current and emerging corporate social responsibility issues.
- The accounting unit fosters sensitivity toward and greater understanding and acceptance of cultural differences and global perspectives. Graduates are prepared to pursue accounting or business careers in a diverse global context. Students are exposed to cultural practices different than their own.

## Guidance for Documentation

- Describe how the accounting unit defines and supports the concept of diversity in ways appropriate to its culture, historical traditions, and legal and regulatory environment.
- Demonstrate that the accounting unit fosters sensitivity and flexibility toward cultural differences and global perspectives.
- Demonstrate that the accounting unit values a rich variety of viewpoints in its learning community by seeking and supporting diversity among its students and faculty in alignment with its mission.
- Define the populations the accounting unit serves and describe the unit's role in fostering opportunity for underserved populations.
- Define the ways the accounting unit supports high-quality education by making appropriate effort to diversify the participants in the educational process and to guarantee that a wide variety of perspectives is included in all activities.
- Demonstrate that the accounting unit addresses current and emerging corporate social responsibility issues through its own activities, through collaborations with other units within its institution, and/or through partnerships with external constituencies.

## Part 2: General Criteria

The accounting academic unit seeking AACSB accounting accreditation must also address the following general criteria. The accounting academic unit may refer to content in the business school documentation if that documentation provides sufficient detail regarding the unit's alignment with these criteria.

**Criterion D: An applicant for AACSB accounting accreditation must be a well-defined, established accounting academic unit that is part of or affiliated with an academic entity or business academic unit that is a member of AACSB in good standing, holds AACSB business accreditation, or is an applicant for AACSB business accreditation concurrently with the application for AACSB accounting accreditation. The academic entity may be defined as an institution authorized to award bachelor's degrees or higher (in business and accounting) or a business academic unit within such an institution. [ACCOUNTING ACCREDITATION SCOPE AND AACSB MEMBERSHIP]**

### Definitions

- An institution is a legal entity authorized to award bachelor's degrees or higher.
- An academic unit operates within an institution and may depend on the institution for authority to grant degrees.
- A business academic unit is an academic unit in which business education is the predominant focus across degree programs, research, and outreach activities.
- The accounting academic unit is defined as the collection of degree programs in accounting irrespective of administrative structure.

### Basis for Judgment

- The accounting academic unit is agreed upon through AACSB accreditation processes and meets the spirit and intent of the conditions and expectations as outlined in these eligibility criteria. The accounting academic unit seeking AACSB accounting accreditation must be approved well in advance of the onsite visit of the accreditation peer review team. If the accounting academic unit seeking AACSB accounting accreditation is part of or affiliated with an entity or business academic unit that holds AACSB business accreditation or is seeking

business accreditation, the relationship of the accounting academic unit to the entity or business academic unit must be clear.

- Within the approved accounting academic unit applying for AACSB accounting accreditation, the programmatic scope of accreditation (e.g., degree programs and other programmatic activities to be included in the AACSB review process and subject to alignment with accreditation standards) is agreed upon through AACSB accreditation processes and meets the spirit and intent of the conditions and expectations outlined in these eligibility criteria. Program inclusions and exclusions are approved well in advance (normally two years) of the onsite visit of the accreditation peer review team.
- The accounting academic unit applying for accreditation agrees to use the AACSB accreditation brand, logo, and related statements about accreditation in its electronic and printed communications in accordance with AACSB policies and guidelines.

### **Guidance for Documentation**

- Describe the accounting academic unit's relationship to the entity or business academic unit of which it is part or describe its affiliation with a separate business academic unit that is seeking or holds AACSB business accreditation. Provide an organizational chart. Provide evidence that the accounting academic unit is predominantly focused on accounting education, research, and outreach.
- An accounting academic unit may also be considered a business academic unit (see the AACSB Business Accreditation Standards) for accreditation purposes. In such cases, the accounting academic unit must seek business accreditation and may also seek accounting accreditation.
- Describe the accounting degree programs that the accounting academic unit is submitting for the accreditation review and identify any non-accounting degree programs that the unit offers. MBA programs that offer an accounting minor or concentration that are not intended to prepare graduates for professional examinations licenses, or designations in accounting are not included in an AACSB accounting accreditation review. Such programs must be reviewed within the business accreditation review.
- List all degree programs in accounting offered elsewhere in the institution, including the academic unit responsible for delivering them.
- If the institution has multiple academic units that deliver accounting degree programs and one or more seeks AACSB accounting accreditation, each academic unit seeking accounting accreditation must demonstrate that their activities are clearly distinguished internally and externally from the activities of the rest of the institution, particularly the activities of other academic units that offer accounting degree programs that are not seeking AACSB accounting accreditation.
- AACSB recognizes national systems and local cultural contexts, as well as the regulatory environments in which an entity applying for accreditation operates. As a result, AACSB can vary the boundaries of what it considers traditional business and accounting subjects. AACSB will consider the definition of those boundaries in the local context in which the applicant entity operates. For AACSB to agree to vary its definition of a traditional business or accounting subject, the applicant must explain and document such variations within its local context.
- AACSB International must ensure that its brand is applied strictly and only to the agreed-upon entity applying for accreditation and the programs and programmatic activities included within the scope of its review. For that reason, the applicant must document its agreement and alignment with the following guidelines regarding the use of the AACSB International accreditation brand and related statements about accreditation.
- In the case where the entity applying for business and accounting accreditation is a single business academic unit within an institution, the AACSB accreditation brand applies only to the

single business academic unit and all business and accounting degree programs it is responsible for delivering. The AACSB accreditation brand cannot apply to the institution or to other (non-business) academic units or the accounting degree programs they offer.

- Applications for accreditation must be supported by the chief executive officer of the accounting academic unit, the chief executive officer of the business school applicant, and the chief academic officer of the institution, regardless of the accreditation entity seeking AACSB accreditation. In all cases, the institution, business academic units, and accounting academic units agree to comply with AACSB policies that recognize entities that hold AACSB accounting accreditation. Applicants must clearly distinguish the programs they submit to the accounting accreditation review from other business academic units, accounting academic units, and other (non-business) academic units at their institutions that deliver accounting degree programs that do not hold AACSB accounting accreditation.
- For all AACSB-accredited entities, the list of degree programs included in the scope of accreditation review will be maintained continuously at AACSB. If the accounting academic unit that holds AACSB accounting accreditation introduces new programs, it may indicate that those programs are AACSB-accredited until the next accounting continuous improvement review. It may not indicate that new accounting degree programs delivered by other (non-business/accounting) academic units are accredited prior to the next review.<sup>4</sup>

**Criterion E: The accounting academic unit must be structured to ensure proper oversight, accountability, and responsibility for accounting academic operations; it must be supported by continuing resources (human, financial, infrastructure, and physical); and it must have policies and processes for continuous improvement. [OVERSIGHT, SUSTAINABILITY, AND CONTINUOUS IMPROVEMENT]**

#### **Basis for Judgment**

- AACSB does not require any particular administrative structure or set of practices; however, the structure must be judged appropriate to sustain excellence and continuous improvement in accounting education within the context of a collegiate institution as described in Eligibility Criteria C.
- The organizational structure must provide proper oversight and accountability related to accounting education.
- The accounting academic unit must have policies and processes in place to support continuous improvement and accountability.
- The accounting academic unit must demonstrate sufficient and sustained resources (financial, human, physical, infrastructural, etc.) to fulfill its mission, expected outcomes, and strategies and must demonstrate continued viability for degree programs, scholarship, and other mission components. If the accounting academic unit has started new accounting degree programs since its initial accreditation or last continuous improvement review, a peer review team may request additional information about those programs, much as it would during an initial accreditation review.

#### **Guidance for Documentation**

- Describe the organizational structure of the accounting academic unit, providing an organizational chart that identifies the unit in the context of the larger institution (if applicable).
- Provide an overview of the structure of the unit, its policies, and processes to ensure continuous improvement and accountability related to teaching and learning for the accounting degree program. This overview also includes the policies and processes that encourage and

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<sup>4</sup>Accreditation fees are set by the AACSB Board of Directors and increase based on the number of business and accounting academic units that are involved in the AACSB accreditation process.

support intellectual contributions that influence the theory, practice, and/or teaching of accounting.

- Summarize the budget, source of funds, and financial performance for the most recent academic year, trends in the prior five years, and projections for the future. Describe the financial resources of the accounting academic unit in relationship to the financial resources of the business academic unit (e.g., compare accounting degree enrollments as a fraction of the business academic unit's total enrollment).
- Describe trends in resources available to the accounting academic unit, including those related to finances, facilities, information technology infrastructure, human, and library resources. Discuss the impact of resources on the accounting academic unit's operations, outcomes (graduates, research, etc.), and potential for mission achievement.
- Describe the total faculty resources for the accounting academic unit, including the number of faculty members on staff, the highest degree level (doctoral, master's, and bachelor's) of each faculty member, and the disciplinary area of each faculty member. For each accounting degree program, describe the delivery model (e.g., traditional classroom models, online or distance models, models that blend traditional classroom with distance delivery, other technology-supported approaches). Extend this analysis to each location where programs are delivered. A fully online degree program is considered a location. If accounting degree programs are delivered through different delivery models, provide an overview of how faculty and professional staff are deployed to support the delivery of accounting degree programs by degree, location, and/or delivery mode.
- Describe the accounting academic unit resources that are committed to other mission-related activities beyond accounting degree programs and intellectual contributions.
- For continuation of accounting accreditation reviews, document incremental changes since the last accreditation review.

**Criterion F: All degree programs included in the AACSB accounting accreditation review must demonstrate continuing adherence to the AACSB accounting accreditation standards and applicable business accreditation standards. Accounting academic units are expected to maintain and provide accurate information in support of each accreditation review. [POLICY ON CONTINUED ADHERENCE TO STANDARDS AND INTEGRITY OF SUBMISSIONS TO AACSB]**

All degree programs included in the AACSB accounting accreditation review must demonstrate continuing adherence to the AACSB business and accounting accreditation standards and processes. After an institution's accounting academic unit achieves accreditation, AACSB reserves the right to request a review of that institution's accredited accounting academic unit at any time if questions arise concerning the continuation of educational quality and alignment with the standards. In addition, accounting academic units are expected to maintain and provide accurate information annually via the Accounting Unit Questionnaire and in support of each accreditation review.

Deliberate misrepresentation of information presented to AACSB in support of a business or accounting accreditation review shall be grounds for the appropriate committee to recommend the immediate denial of an accounting academic unit's initial application for accreditation, or, in the case of a continuous improvement review, the revocation of an accounting academic unit's membership in the Accounting Accreditation Council.

## SECTION 2 STANDARDS FOR ACCOUNTING ACCREDITATION

### INTRODUCTION

AACSB accounting accreditation is supplemental to AACSB's business accreditation process. The standards for AACSB accounting accreditation build on the business standards and reports and follow a similar structure as the business standards. **The accounting report and documentation does not duplicate information included in the business report. The business report and documentation is the foundation on which the accounting report and documentation is added.**

### APPLICABLE BUSINESS STANDARDS

To the maximum extent possible, documentation for the business school accreditation review related to each of the business standards includes information about the accounting academic unit and does not require separate or duplicated documentation for an accounting accreditation review. The accounting report supplements the business report and focuses on areas and aspects which are unique to the accounting unit. Supplemental documentation is provided if the business school documentation does not provide sufficient detail about the accounting academic unit to allow an appropriate assessment by the accounting peer review team or if there is a unique policy, procedure, expected outcome or strategy not addressed in the business documentation. The accounting report, documentation and peer review process focuses primarily on the accounting accreditation standards. Elements in the accounting unit which are related to the business standards rely on documentation contained in the business report.

The accounting academic unit demonstrates alignment with the AACSB business accreditation standards, as documented in the business report:

- Standard 1: Mission, Impact and Innovation
- Standard 2: Intellectual Contributions, Impact and Alignment with Mission
- Standard 3: Financial Strategies and Allocation of Resources
- Standard 4: Student Admissions, Progression and Career Development
- Standard 5: Faculty Sufficiency and Deployment
- Standard 6: Faculty Management and Support
- Standard 7: Professional Staff Sufficiency and Deployment
- Standard 8: Curriculum Management and Assurance of Learning
- Standard 9: Curricula Content (for all business degrees)
- Standard 10: Student-Faculty Interactions
- Standard 11: Degree Program Educational Level, Structure, and Equivalence
- Standard 12: Teaching Effectiveness
- Standard 13: Student Academic and Professional Engagement
- Standard 14: Executive Education
- Standard 15: Faculty Qualifications and Engagement

## **[BUSINESS STANDARDS APPLIED TO ACCOUNTING ACADEMIC UNITS]**

### **Basis for Judgment**

- With the exception in the “Guidance for Documentation” that follows, the peer review team refers to the business school accreditation report for documentation regarding alignment with the business standards.

### **Guidance for Documentation**

- For business standards 1-15, report only supplemental documentation that is unique to the accounting academic unit and is not included in the business school report (e.g., information about a unique policy, procedure, expected outcome or strategy not included in the business report.) Any supplemental information will be brief and not duplicate information contained in the business accreditation report and documentation.
- For Standard 4, provide information about accounting graduate placement results and career success during the last five years or since the last accounting accreditation review.

## **STRATEGIC MANAGEMENT AND INNOVATION FOR ACCOUNTING ACADEMIC UNITS**

This section of the standards, which is focused on “Strategic Management,” is based on the principle that a quality accounting academic unit has a clear mission, acts on that mission, translates that mission into expected outcomes, and develops strategies for achieving those outcomes. It addresses three critical and related components: mission and strategy, scholarship and intellectual contributions, and financial strategies.

AACSB believes that a wide range of missions are consistent with high quality, positive impact, and innovation. An accounting academic unit is most successful when it is clear about its priorities and when its mission, expected outcomes, and strategies are aligned and implemented across its activities. Under these conditions, the mission, expected outcomes, and strategies provide a context for an AACSB accounting accreditation review. That is, in applying the standards, the quality and success of a school is assessed in relation to its mission, expected outcomes, and supporting strategies.

In this section, three criteria related to an accounting academic unit’s mission are of critical importance. First, the mission must be appropriate, descriptive, and transparent to constituents. Second, the mission must provide the unit with an overall direction for making decisions. Finally, the accounting unit’s strategies and expected outcomes must be aligned with the mission. The accreditation process seeks to take a holistic look at the accounting academic unit by reflecting on its many activities, actions, participants, strategies, resources, outcomes, innovations, and subsequent impact in the context of the specific culture, attitude, and philosophy of the unit and its larger institution, as appropriate. A complete and accurate understanding of the context and environmental setting for the accounting academic unit is paramount in the accreditation peer review team’s ability to form a holistic view.

The standards in this section reflect the dynamic environment of accounting academic units and business schools. These standards insist on the periodic, systematic review and possible revision of the unit’s mission and strategies, as well as on the engagement of appropriate stakeholders in developing and revising the mission, expected outcomes, and supporting strategies. Quality accounting academic units will have legacies of achievement, improvement, and impact. They implement forward-looking strategies to achieve future success, sustain their missions, and make an impact in the future.

Scholarship that fosters innovation and directly impacts theory, practice, setting public policy and teaching of accounting is a cornerstone of a quality accounting academic unit. A broad range of scholarly activities ensure intellectual vibrancy across and among faculty members and students; such activities contribute to the currency and relevancy of the unit's educational programs and directly foster innovation in accounting practice and education. Intellectual contributions that arise from these scholarly activities ensure the accounting academic unit contributes to and is an integral part of an academic community of scholars within an institution and across the broader academic community of institutions in higher education. Outcomes of intellectual contributions are indicated by their impact or influence on the theory, practice, setting public policy and teaching of accounting and business, rather than just by the number of articles published or documents produced. Schools make their expectations regarding the impact of intellectual contributions clear and publicly transparent.

Similar to an accounting academic unit's intellectual contributions, its sound financial strategies and resources are essential for operational sustainability, improvement, and innovation. Sustaining quality accounting education and impactful research requires careful financial planning and an effective financial model.

**Standard A1: The accounting academic unit articulates a clear and distinctive mission that is aligned with the business school and institution. The accounting academic unit has developed the expected outcomes this mission implies, and the strategies it will employ to achieve these outcomes. The unit has a history of achievement and continuous improvement and specifies future strategic priorities. [ACCOUNTING ACADEMIC UNIT MISSION, IMPACT, AND INNOVATION—RELATED BUSINESS STANDARD 1]**

### **Definitions**

- The accounting academic unit is defined as the collection of degree programs in accounting offered by a business school unit irrespective of administrative structure.
- Mission is a single statement or set of statements serving as a guide for the unit and its stakeholders. These statements capture the unit'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 unit, including the mission statement, vision statement, and statements of values. In addition, the relationship of the accounting academic unit to the institutional entity and/or business school is reflected in the mission.
- The term distinctive refers to goals, characteristics, priorities, focus areas, or approaches of the unit that are special or notable. These are revealed by the unit's mission and evident in its expected outcomes and strategies. Distinctiveness does not imply that the unit is different from all others.
- Expected outcomes are conveyed via broad or high-level statements describing impacts the unit expects to achieve in the accounting, 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 accounting academic unit evaluates its success.
- Strategies describe, in general, how the accounting academic unit 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 of the unit.

## **Basis for Judgment**

- The business school mission, expected outcomes and strategies serve as the foundation on which the accounting unit's mission, expected outcomes and strategies are built. The mission, expected outcomes and strategies of the accounting unit are aligned with the business school.
- The unit's mission, expected outcomes, and strategies clearly articulate the unit's engagement, innovation and impact priorities.
- The accounting academic unit's mission guides decision making and identifies distinguishing characteristics, attributes, focus areas, and priorities that indicate how the unit positions itself among the international community of accounting units. Distinctiveness does not imply that the unit must somehow be different from all other AACSB-accredited accounting academic units. Rather, through its mission, expected outcomes, and strategies, the unit clearly articulates those attributes that describe the unit to its various constituencies and across the global community of accounting programs.
- The unit's mission, expected outcomes, and strategies are mutually consistent and reflect a realistic assessment of the changing environment of accounting programs. The alignment of a unit's mission and strategies with the expected outcomes signal that it is highly likely that the unit can achieve those outcomes. In the dynamic environment of higher education and accounting education, innovation and change are the norm rather than exception.
- The unit's mission, expected outcomes, and strategies clearly define the unit's focus on educational activities, including the range of degree and non-degree programs offered and the students, organizations, and communities those programs serve. The unit aligns its teaching and learning models with its mission, expected outcomes, and strategies.
- The unit's mission, expected outcomes, and strategies clearly define the unit's focus on quality intellectual contributions that advances the knowledge, practice, public policy and teaching and pedagogy of accounting and business.
- The mission, expected outcomes, and strategies are appropriate to accounting education and consonant with the mission of any institution and business school of which the accounting academic unit is a part. Accordingly, the unit's mission, expected outcomes, and strategies address the level of education the unit is targeting; the positive and significant impact the unit makes on the accounting profession, business and society; the stakeholders to whom the unit is accountable; and the ways in which the unit advances accounting education.
- The unit periodically reviews and revises the mission, expected outcomes, and strategies as appropriate and engages key stakeholders in the process.
- The unit's mission and expected outcomes are transparent to all stakeholders.
- The unit systematically evaluates and documents its progress toward mission fulfillment. Past examples of continuous improvement, engagement, innovation and impact are consistent with the mission, expected outcomes, and supporting strategies intended to support mission fulfillment.
- The unit's planned 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 unit 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.
- If the accounting academic unit's mission, expected outcomes, and strategies include the preparation of graduates of any accounting degree program for professional certification examinations and/or license to practice in accordance with professional organizations that offer such certifications and/or with state, provincial, or national regulations or laws, these accounting graduates must demonstrate success on such certification exams at or above state, provincial, or national norms and among peer institutions.

### **Guidance for Documentation**

- Describe how the accounting unit mission, expected outcomes and strategies are built on and aligned with those of the business school.
- Describe how the unit's mission, expected outcomes, and strategies are linked to the unit's engagement, innovation and impact priorities.
- Describe the mission, expected outcomes, and supporting strategies including how the mission is encapsulated in supporting statements (e.g., mission statement, vision statement, values statements, strategic plan) and how these statements are aligned.
- Describe how the mission influences decision making in the accounting academic unit, 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 unit's constituencies including students, employers, and other stakeholders; and discuss how the mission positively contributes to society, accounting and management education, and the success of graduates.
- Describe how the mission, expected outcomes, and strategies clearly articulate the unit's engagement, innovation and impact priorities.
- Describe how teaching and learning models in degree programs are aligned and consistent with the mission, expected outcomes, and strategy of the unit.
- Describe processes for creating and revising the mission, determining expected outcomes, developing strategies, and establishing how the mission, outcomes, and strategies relate to each other.
- If applicable, summarize accounting graduates' performance on professional certification/licensure examinations, and compare those results with those from peer institutions and against national norms.
- Summarize and document key continuous improvements successes, engagement, innovation, and impact 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 engagement, innovation, and impact; indicate how these plans are linked to mission, expected outcomes, and strategies; and outline the resources, responsible parties, and timeframe needed to implement these actions.
- Identify past and future experiments and/or entrepreneurial actions the accounting academic unit has pursued. For past efforts, identify outcomes the unit has achieved and provide assessments of the success to date.

**Standard A2: The accounting academic unit produces high-quality intellectual contributions that are consistent with its mission, expected outcomes, and strategies and that impact the theory, practice, and teaching of accounting, business, and management. [ACCOUNTING INTELLECTUAL CONTRIBUTIONS' IMPACT AND ALIGNMENT WITH MISSION—RELATED BUSINESS STANDARD 2]**

### **Definitions**

- Intellectual contributions are original works intended to advance the theory, practice, and/or teaching of accounting, business, and management. They are scholarly in the sense that they are based on generally accepted research principles and disseminated to appropriate audiences. Intellectual contributions are a foundation for innovation. Intellectual contributions

normally are validated by peers and communicated to appropriate audiences. 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:

- Basic or discovery scholarship (often referred to as discipline-based scholarship) that generates or communicates new knowledge and understanding and/or development of new methods. Intellectual contributions in this category are normally intended to impact the theory, knowledge, and/or practice of accounting, business, and management.
- Applied or integrative/applied scholarship 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 accounting and business.
- Teaching and learning scholarship 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 accounting, business, and management.
- Impact of intellectual contributions is the advancement of theory, practice, professional standards, public policy and/or teaching of accounting and business, as a result of intellectual contributions. Impact is concerned with the difference made or innovations fostered by intellectual contributions—i.e., what has been changed, influenced, accomplished, or improved.

### **Basis for Judgment**

- The accounting unit documentation of intellectual contributions is contained within the business report, specifically summarized in Table 2-1, Part A.
- The accounting academic unit has produced intellectual contributions that have had an impact on the theory, practice, professional standards, public policy and/or teaching of accounting and business, in ways that are consistent with the mission, expected outcomes, and strategies of the unit.
- The accounting academic unit expresses expectations regarding the impact of intellectual contributions in the mission and strategies in ways that are transparent to the public.
- The accounting academic unit applies relevant metrics to assess the extent to which expected impacts from intellectual contributions have been achieved and are aligned with mission and strategies.
- The accounting academic unit maintains a current portfolio of high-quality intellectual contributions that could impact theory, practice, professional standards, public policy and/or teaching in accounting or business. The portfolio of intellectual contributions includes contributions from a substantial cross-section of the faculty in the accounting academic unit. Normally, a significant level of the contributions in the portfolio must be in the form of peer-reviewed journal articles, high quality editorial-reviewed journal articles or the equivalent. The intellectual contribution priorities of the unit must be evident in the overall portfolio of intellectual contribution outcomes and their impact.
- Impact of intellectual contributions may be assessed by the degree to which they influence improvements or changes in theory, practice, professional standards, public policy, and/or teaching in accounting and business.
- The unit supports the depth and breadth of faculty participation in scholarship leading to high-quality intellectual contributions that could impact theory, practice, professional standards, public policy 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 unit must provide documentation of how its relationship with the individual faculty members

and other institutions contributes to the success, mission, and intellectual contributions of the unit.

- Intellectual contribution expectations and outcomes are clearly linked to the mission, expected outcomes, and underlying strategies of the academic unit and reflect the degree program portfolio delivered by the unit. For example, the intellectual contributions portfolio for an accounting academic unit whose mission is strongly focused on preparing students for careers in practice might place priority on applied or practice-related work, including publication in outlets that rely on an editorial review process. Conversely, the portfolio for an accounting academic unit with a significant focus on doctoral education and basic research reflects the level of scholarship expected of a research-focused program.
- The accounting academic unit documents intellectual contributions that demonstrate high quality and impact, as well as alignment with mission, expected outcomes, and strategies. In documenting quality, the unit produces evidence of high-quality intellectual contributions within the most recent five-year AACSB accreditation review period. In documenting impact, however, the unit may produce evidence from intellectual contributions produced prior to the most recent five-year AACSB accreditation review period, because the review process recognizes that impact and change often occurs over time.

### **Guidance for Documentation**

- Documentation of accounting unit intellectual contributions is provided in Table 2-1, Part A of the business report. In addition to this documentation, provide a narrative specially related to the accounting unit intellectual contributions for Part B, C and D. 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 accounting unit's intellectual contributions have had an impact on the theory, practice, public policy and/or teaching of accounting and business.
- As an accounting academic unit 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, practice and public policy. The spirit and intent of this standard applies both to intellectual contributions grounded solely in accounting and related areas and to interdisciplinary contributions. Interdisciplinary intellectual contributions will be judged in the same context as contributions based solely in accounting 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 accounting academic unit.
- Provide a summary of impact indicators resulting from the intellectual contributions produced by the faculty of the accounting academic unit. See the Appendix to these accounting standards for a non-exhaustive list of possible impact indicators.
- Indicate how the accounting academic unit incorporates indicators of impact into appropriate measurement systems and links those indicators to continuous improvement strategies.
- Provide a brief summary/analysis of how the portfolio of intellectual contributions aligns with mission, expected outcomes, and strategies.

**Table A2-1 Intellectual Contributions of the Accounting Academic Unit**

**Part A: Five-Year Summary of Intellectual Contributions**

The intellectual contributions portfolio summary is provided in Table 2-1 in the business report. It should not be duplicated in the accounting report.

**Part B: Alignment with Mission, Expected Outcomes, and Strategy**

Provide a qualitative description of how the portfolio of intellectual contributions is aligned with the mission, expected outcomes, and strategy of the accounting academic unit

Provide supplemental information specific to accounting that is not contained within the business report

**Part C: Quality of the Five-Year Portfolio of Intellectual Contributions**

Provide evidence demonstrating the quality of the above five-year portfolio of intellectual contributions. Accounting academic units are encouraged to include qualitative descriptions and quantitative metrics and to summarize information in tabular format whenever possible.

Provide supplemental information specific to accounting that is not contained within the business report

**Part D: Impact of Intellectual Contributions**

Provide evidence demonstrating that the unit's intellectual contributions have had an impact on the theory, practice, public policy and/or teaching of accounting and business. To demonstrate impact, whenever possible, the accounting academic unit is encouraged to include qualitative descriptions and quantitative metrics and to summarize the information in tabular format. Evidence of impact may stem from intellectual contributions produced beyond the five-year AACSB accounting accreditation review period.

Provide supplemental information specific to accounting that is not contained within the business report

**Standard A3: The accounting academic unit has financial strategies to provide resources appropriate to, and sufficient for, achieving its mission and action items. [FINANCIAL STRATEGIES AND ALLOCATION OF RESOURCES—RELATED BUSINESS STANDARD 3]**

**Basis for Judgment**

- The accounting unit has developed financial strategies and resource allocations that are aligned with the business school.
- The accounting unit participates in decision-making and resource allocation processes within the business school or larger unit.
- The accounting academic unit has realistic financial strategies to provide, sustain, and improve quality accounting education. The financial model must support high-quality degree programs for all teaching and learning delivery modes.
- The unit 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, computer equipment, and other basic facilities are adequate for high-quality operations.
- The unit 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 unit has adequate financial resources to provide technology support for students and faculty appropriate to its programs (e.g., online learning, classroom simulations) and intellectual contribution expectations (e.g., databases and data analysis software).
- The unit has adequate financial resources to support high-quality faculty intellectual contributions and their impact in accordance with its mission, expected outcomes, and strategies.
- The unit identifies realistic sources of financial resources for any current and planned activities. The unit has analyzed carefully the costs and potential resources for initiatives associated with its mission and action items.

**Guidance for Documentation**

- It is expected that the business report will provide information about the financial strategies and allocation of resources for the entire business unit, including the accounting unit. The accounting unit provides information relative to this standard which is supplemental to information in the business report. The accounting unit report does not duplicate information provided in the business report.
- Describe the accounting academic unit'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 accounting unit.
- Describe the financial support for all major strategic activities (e.g., degree programs, intellectual contributions, and other mission components).
- In alignment with the unit's financial resources, describe how resources will be available to support major strategic priorities.

## **ACCOUNTING UNIT PARTICIPANTS – STUDENTS, PROFESSIONAL STAFF, AND FACULTY**

Participants (the students, faculty, and professional staff of the accounting academic unit) are critical to the achievement of a unit's mission. Students who are matched to the expectations of accounting degree programs—as well as prepared to achieve those expectations—are essential for successful educational programs. Professional staff members, working collaboratively with faculty, support learning and provide essential services for students and faculty. Faculty resources develop and manage curricula and teach students, as well as produce intellectual contributions that advances the knowledge, practice, setting of public policy and teaching of accounting.

Information about the accounting unit participants is included in the business report, as related to business standards 4-7. Please provide any supplemental information regarding the accounting unit that is not included in the business report. Information provided in the business report and documentation is not duplicated in the accounting report.

## **ACCOUNTING LEARNING AND TEACHING**

High-quality accounting academic units have processes for determining degree program learning goals that are relevant and appropriate, as well as processes for designing and delivering curricula to maximize the potential for students to achieve the learning goals and succeed as professional accountants. Subsequently, these units have systems in place to assess whether learning goals have been met. If learning goals are not met, these units have systems in place to address deficiencies and improve. The first standard in this section addresses these processes.

If curriculum management processes are working well, the peer review team expects to observe a number of general characteristics or attributes of the curriculum:

- Curricula address general content areas—skills and knowledge—that would normally be included in the type of degree program under consideration. While most skill areas are likely to remain consistently important over time, knowledge areas are likely to be more dynamic as accounting, business, and management theory and practice change over time. Normally, the foundational skills and knowledge supporting other business degree programs also support accounting degree programs.
- Curricula facilitate and encourage active student engagement in learning. In addition to time accounting students spend on tasks related to readings, course participation, knowledge development, projects, and assignments, they engage in experiential and active learning designed to improve skills and the application of knowledge.
- Curricula facilitate and encourage frequent, productive student-student and student-faculty interaction designed to achieve learning goals. Successful teaching and learning demand high levels of interaction between learners, as well as between teachers and learners.
- Educational programs are structured to ensure consistent, high-quality education for the same degree programs, regardless of differences and changes in technology, delivery modes, and locations. This commitment to consistent high quality is especially important in light of pressures to shorten degrees and time for learning, interaction, engagement, and skill and knowledge development.

The standards in this section address these critical areas of teaching/learning that make an impact.

**Standard A4: Curriculum is appropriate to professional expectations and requirements for each accounting degree program. The accounting academic unit 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. [ACCOUNTING CURRICULA CONTENT, MANAGEMENT AND ASSURANCE OF LEARNING—RELATED BUSINESS STANDARD 8]**

### **Definitions**

- Curriculum refers to theories, ideas, concepts, skills, etc., that make up an accounting degree program. Content is not the same as learning goals. Learning goals describe the knowledge and skills students develop in a program and set expectations for what students are expected to do with the knowledge and skills after completing a program. Not all content areas need to be included as learning goals. The curriculum is defined by content, pedagogies (teaching methods, delivery modes), and structures (organization and sequence of content to create a systematic, integrated program of teaching and learning). A curriculum map may be used to detail how the academic unit facilitates achievement of program learning goals.
- Accounting program curricula stems from the roles that accountants assume in society as they develop, collect, analyze, interpret, report, communicate, and ensure the integrity of financial, managerial, and other information.
- 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.
- Assurance of learning refers to processes for demonstrating that students achieve learning expectations for the programs in which they participate. Accounting academic units use assurance of learning to demonstrate accountability and assure external constituents, such as potential students, trustees, public officials, supporters, and accrediting organizations, that the unit meets its goals. Assurance of learning also assists the academic unit 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 accounting accreditation is concerned with broad 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 academic unit'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 and accounting academic unit 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**

- The resulting curricula for all accounting degree programs demonstrate an alignment with the mission, expected outcomes, and strategies of the accounting academic unit.
- If the accounting curricula are intended to provide students with the educational foundation for professional certification and/or licensure as a professional accountant, the program articulates how it aligns with these expectations in appropriate jurisdictions.
- Normally, curricula management processes result in curricula that address the broadly-defined skill and knowledge content areas described in Business Standard 9. In

addition, subject to mission, expected outcomes, and degree program portfolio, accounting degree programs address more specific expectations related to the accounting discipline and profession as outlined below. Such expectations may be integrated within a single degree program (e.g., bachelor's or master's) or distributed across blended programs that offer integrated undergraduate and graduate experiences. The content areas listed below are not intended to be exhaustive of all the areas that an accounting curriculum covers and are purposely general. The accounting academic unit translates these guidelines into expected competencies consistent with the academic unit's mission, students, degree program learning goals, expected outcomes, and supporting strategies.

### **Curriculum Content**

The accounting learning experiences that an accounting academic unit offers addresses the following areas:

- The ability to identify issues and develop questions, apply appropriate analyses, interpret results, and communicate conclusions.
- The roles accountants play in society to provide and ensure the integrity of financial, managerial, and other information.
- The ethical and regulatory environment for accountants.
- The critical thinking and analytical skills that support professional skepticism, risk assessment, and assurance of accounting information.
- Internal controls and security.
- Recording, analysis, and interpretation of historical and prospective financial and non-financial information.
- Project and engagement management.
- Tax policy, strategy, and compliance for individuals and enterprises.
- International accounting issues and practices, including roles and responsibilities played by accountants in a global context.

### ***Bachelor's Degrees in Accounting***

Participation in a bachelor's degree program in accounting presupposes the foundations necessary for a bachelor's degree program in business, as described in Business Standard 9, and appropriate accounting content based on mission, expected outcomes, and strategies.

***Master's Degrees in Accounting*** (i.e., specialized master's programs including Master of Accountancy, Master of Science in Accountancy, and Master of Taxation)

Participation in a master's degree program in accounting presupposes that students have built a foundation of knowledge and skills appropriate for advanced study in accounting prior to entering a master's program in accounting or that they will build this foundation as part of the learning experiences in the master's program. In addition, master's degree programs in accounting focus on learning that includes:

- More integrative, intensive learning than undergraduate education offers, including more advanced and in-depth learning in topics related to the accounting discipline and its context for business.
- Expanded understanding of professional responsibilities of accountants including the ethical and professional standards of the accounting profession.
- Understanding of the strategic role accounting plays in business organizations and society.

- Advanced development of critical and analytical thinking skills in support of professional skepticism, as well as sound decision making and good judgment in uncertain circumstances.
- Integration of knowledge across fields and understanding of the accounting discipline from multiple perspectives.
- Approaches to framing problems and developing creative solutions to accounting issues using appropriate technology.
- Application of specialized knowledge of accounting and business in a global context.

### ***Research Master's Degrees in Accounting***

A research master's degree in accounting normally includes learning experiences in the following areas:

- Understanding and interpreting high-quality accounting research and its impact.
- Participating in the conduct of high-quality accounting research activities.

### ***Doctoral Degrees in Accounting***

Participation in a doctoral degree program in accounting presupposes that students have built a foundation of knowledge and skills appropriate for advanced study in accounting prior to entering a doctoral program in accounting or that they will build this foundation as part of the learning experiences in the doctoral program. In addition to the general skill areas and learning experiences included in bachelor's and master's degree programs in accounting, doctoral degree programs in accounting normally include:

- Advanced research skills for the areas of specialization that lead to an original and substantive accounting-related research project.
- Development of a deep understanding of managerial and organizational contexts for areas of specialization in accounting.
- Graduates demonstrate basic understanding of accounting principles sufficient to teach undergraduate and master's level students.
- Preparation for faculty responsibilities in higher education including but not limited to teaching.

Doctoral degrees normally also include learning experiences appropriate to the type of research emphasized. Programs emphasizing advanced, foundational discipline-based research in accounting must instill in students a deep knowledge and understanding of the scholarly literature in the accounting field. Programs emphasizing rigorous research for application to practice in accounting must instill in students an understanding of the scholarly literature across the range of business and management disciplines, particularly in accounting, and prepare them for careers in which they will perform applied accounting research.

### **Learning Goals and Assurance of Learning**

- Learning goals derive from and are consonant with the academic unit's mission, expected outcomes, and strategies. Curricula management processes are guided by the unit's mission, expected outcomes, and strategies. Curricula management processes align curricula for all programs with the academic unit'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 new knowledge.

- 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. The academic unit incorporates perspectives from stakeholders, including organizations employing graduates, alumni, students, the university community, policy makers, etc., into curriculum 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 unit provides a portfolio of evidence for each accounting degree program to demonstrate that students meet the learning goals. Or, if assessment demonstrates that students are not meeting the learning goals, the accounting academic unit has instituted efforts to eliminate the discrepancy.
- Evidence of recent curricula development, review, or revision demonstrates the effectiveness of curricula/program management.
- The assurance of learning strategies of the accounting academic unit may rely on major components of the business school assurance of learning strategies as long as accounting student outcomes are identifiable. However, direct assessments of student outcomes relative to learning goals in the field of accounting must be part of the unit's curricula management process.

### **Guidance for Documentation**

- Describe learning experiences appropriate to the areas listed in the basis for judgment, including how the areas are defined and how they fit into the accounting degree program curriculum.
- Describe how the degree programs align with professional certification and/or licensure requirements if this is an expectation for graduates of the unit's degree programs.
- If the degree programs are intended to provide foundational preparation for professional certifications and/or licensure requirements, provide data on the success of graduates in completing such requirements.
- For master's programs in accounting, document that a significant proportion of the academic requirements are in classes designed exclusively for graduate students.
- For doctoral programs, document that doctoral candidates have mastered the subject matter of the professional competency in the field they intend to research and teach. Provide evidence of substantial mentoring and preparation of the students for successful instructional assignments.
- 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-to-faculty and faculty-to-staff interaction in curricula management processes.
- List the learning goals for each accounting degree program—this list includes both conceptual and operational definitions.
- Provide a portfolio of evidence, including direct assessment of student learning, that shows that students meet the learning goals for each accounting degree program. If assessment demonstrates that students are not meeting the learning goals, describe efforts that the unit

has instituted to address the discrepancy. Indirect assessments such as professional exam results, alumni or employer satisfaction 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 accounting academic unit 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 accounting academic unit to document that these systems support effective continuous improvement in student performance and outcomes.

**Standard A5: Consistent with mission, expected outcomes, and supporting strategies, accounting degree programs include learning experiences that develop skills and knowledge related to the integration of information technology in accounting and business. This includes the ability of both faculty and students to adapt to emerging technologies as well as the mastery of current technology. [INFORMATION TECHNOLOGY SKILLS, AGILITY AND KNOWLEDGE FOR ACCOUNTING GRADUATES AND FACULTY]**

### **Basis for Judgment**

- Consistent with mission, accounting degree programs integrate current and emerging accounting and business practices in three primary components within the curricula.
  - Information systems and business processes including data creation, manipulation/management, security, and storage.
  - Data analytics including, for example, statistical techniques, clustering, data management, modeling, analysis, text analysis, predictive analytics, learning systems, or visualization.
  - Developing information technology agility among students and faculty, recognizing the need for continual learning of new skills needed by accounting professionals.Learning experiences may be supported by business, accounting, and other academic units.
- Student experiences integrate real-world business strategies, business acumen, privacy and security concerns, ethical issues, information systems and processes, and data management and data analytics tools. Graduates understand the capabilities of these tools, along with the impact and the associated risks and opportunities.
- Incorporate a list of current and emerging technologies used in each accounting course in Table A-6. Do not include ordinary and usual software programs such as word processing or presentation software.
- The expectations for alignment with this standard for an accounting unit offering both undergraduate and masters level programs would be higher than for an accounting unit offering only an undergraduate program.

### **Guidance for Documentation**

- Document the integration of the three primary components noted above in the basis for judgment.
- Demonstrate a commitment to fostering technology agility among graduates and faculty.
- Document the learning strategies the unit has deployed to develop accounting graduate competencies in learning relevant technology skills (e.g. information systems, data analytics, data management, and other business information technologies) and how they are consistent with the mission, expected outcomes and strategies.

## ACCOUNTING ACADEMIC AND PROFESSIONAL ENGAGEMENT AND PROFESSIONAL INTERACTIONS

Accounting academic units seeking AACSB accounting accreditation are professional schools in that they exist at the intersection of theory and practice. In this context, it is important for the accounting academic unit to be firmly grounded in both the academic study and professional practice of accounting, business, and management. Accounting academic units can achieve effective accounting education and impactful research by striking different balances between academic study and professional engagement. However, if units largely ignore one side or the other, both their degree programs and scholarly output will suffer. Accreditation encourages an appropriate balance and integration of academic and professional engagement and professional interactions consistent with quality in the context of the accounting academic unit's mission. Sustained professional interactions among accounting faculty members, students, and accounting and business professionals are essential to share and explore emerging trends and challenges, develop rational questions for scholarly research, support current and relevant learning experiences for students, and advance the accounting profession.

Most important, academic study, professional engagement, and professional interaction are not separate activities for an accounting academic unit; rather, they intersect in significant ways. This section of the AACSB accounting accreditation standards is designed to foster such integration and intersection appropriate to the mission of the accounting academic unit. It identifies critical activities that connect theory and practice through professional engagement and interactions. By encouraging appropriate interactions among faculty, students, and practitioners, these activities also support teaching and learning, promote experiential learning, engage students, and foster valuable contributions to accounting education and research.

**Standard A6: The accounting academic unit maintains and strategically deploys a sufficient number of faculty with professional and academic credentials, qualifications, certifications and professional experience who collectively and individually demonstrate significant academic and/or professional engagement sustaining the intellectual capital necessary to support high-quality outcomes consistent with the school's mission and strategies. [ACCOUNTING FACULTY SUFFICIENCY, CREDENTIALS, QUALIFICATIONS AND DEPLOYMENT—RELATED BUSINESS STANDARDS 5 and 15]**

Information and documentation regarding accounting academic unit faculty specifically related to business standards 5 and 15 is included in the business report and is not duplicated in the accounting report. Information included in Table A6 is supplemental to the business report.

For further information concerning faculty qualifications, please refer to Standard 15 in the AACBS Business Accreditation Standards and Processes.

### **Basis for Judgment**

- Depending on the teaching/learning models and associated division of labor across faculty and professional staff, the faculty is sufficient in numbers and presence to perform and lead 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, technology, and assessment 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 unit are met.
- Other activities that support the instructional goals of the unit's mission.
- Faculty are 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, service that supports the professional regulation and standard setting process, organizational consulting, and other expectations the unit holds for faculty members.
- Normally, participating faculty members will deliver at least 60 percent of the accounting academic unit's teaching (whether measured by credit hours, contact hours, or another metric appropriate to the academic unit).
- If the academic unit 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 unit must document how the model supports high-quality academic programs and aligns the student-faculty interaction standard.
- In cases where a substantial proportion of the academic unit's faculty resources hold primary faculty appointments with other institutions, the unit 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 unit must show that the faculty model is consistent with achieving its research expectations and alignment with Standard A2.
- Professional certifications, licenses, and experience demonstrated by the accounting academic unit's faculty and professional staff are appropriately aligned with its mission and the degree programs it offers.
- The accounting faculty demonstrate currency and relevance in the field of teaching.
- The accounting academic unit provides support for maintenance of certifications and licenses.
- The accounting unit 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, in light of the school's mission, strategies, expected outcomes and program mix.
- In addition to including accounting faculty in Tables 15-1 and 15-2 in the business report, the accounting academic unit must complete Table A6 to document the qualification and deployment of faculty members. Table A6 includes faculty employed during the most recent academic year. Peer review teams may request documentation for additional years; for individual terms; or by program, location, delivery mode, and/or disciplines.
- The accounting academic unit provides information on 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. Qualification status may be based on information from Google Scholar, ORCID or similar data sources.
- Deployment of qualified faculty is a strategic decision. The portfolio of faculty that an accounting academic unit hires and deploys is a key component in overall high-quality. In addition to Table A6 that shows faculty deployment during the year of record for an accreditation review, schools provide a narrative describing changes in the deployment 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 articulate how the recruitment and deployment of faculty aligns with the accreditation standards.

- The accounting academic unit summarizes the depth and breadth of professional interactions between the faculty and the professional accounting community.
- The academic unit 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, accounting academic units with research doctoral and research master's degree programs are expected to have higher percentages of SA and PA faculty, with 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. Accounting academic units 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, locations and delivery modes. The deployment of faculty resources is consistent with mission, expected outcomes, and strategies. If accounting faculty teach across more than one accounting-related sub-discipline (e.g. financial, managerial, assurance services, and tax), the accounting academic unit is responsible for documenting that all faculty are appropriately qualified for their fields of instruction.

### **Guidance for Documentation**

- For Standard A6, an accounting academic unit refers the peer review team to documentation included in support of Business Standards 5 and 15 for the business school accreditation review, if that documentation contains sufficient detail for the team to conduct an in-depth review of accounting faculty sufficiency and qualifications.
- Describe the division of labor across faculty and professional staff for each of the teaching/learning models employed. The division of labor assures high-quality for the design, delivery, assessment, and improvement of degree programs.
- Describe the faculty complement available to fulfill the academic unit's mission and all instructional programs for 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/learning models employed and division of labor across faculty and professional staff.
- 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, academic organizational service, service that supports economic development, organizational consulting, and other expectations the unit holds for faculty members. It also could include academic assistance, academic advising, career advising, and other related activities if applicable to the academic unit.
- Where a faculty qualifications model deviates from the normal benchmarks expected in Business Standard 15, provide evidence that such model delivers high-quality outcomes and is consistent with the school's mission.
- Document the professional accounting credentials (including certifications, qualifications, and licenses) held by the unit's faculty and staff, as well as their experience in the field and the accounting unit's support for attaining and maintaining professional credentials.
- If a focus of the unit's academic degree programs is preparation of students to seek certifications, qualifications, and licenses, discuss how faculty's credentials, professional experiences, and related activities support this objective.

**Table A6 Assignment of Faculty to Teach Accounting Courses in All Degree Programs Within the Accounting Academic Unit During the Most Recent Academic Year**

<b>All Courses Taught<sup>5</sup></b>	<b>List Minimum Qualifications or Credentials for Faculty Assignment to Each Course</b>	<b>List Current or Emerging Technology Deployed in Each Course</b>	<b>List All Faculty Assigned to Teach this Course for the Most Recent Academic Year<sup>6</sup></b>	<b>Comments</b>
<b>Undergraduate Program</b>				
ACTG XXX				
ACTG XXX				
<b>Specialized Master's Program A</b>				
ACTG XXX				
ACTG XXX				
<b>Specialized Master's Program B</b>				
ACTG XXX				
ACTG XXX				
<b>Doctoral Program</b>				
ACTG XXX				
ACTG XXX				

<sup>5</sup> List all courses offered by the Accounting Academic Unit, organized by Undergraduate, Specialized Master's and Doctoral Degree Programs. Add rows to include all courses taught within each degree program).

<sup>6</sup> Vita should be available upon request by peer review team

## **APPENDIX**

### **EXAMPLES OF IMPACT METRICS IN SUPPORT OF DOCUMENTATION**

Examples of metrics that accounting academic units might use to assess the impact of their activities, including scholarship and the creation of intellectual contributions, are provided below. Some activities, including scholarship, may have multiple impacts, while others may have limited or no impact. Sometimes the impact of an activity or intellectual contribution may not be known or identifiable for a number of years. It is also important to note that evidence that intellectual contribution outcomes have “made a difference” may result from a single outcome produced by one or more faculty members and/or students, a series or compilations of works, or collaborative work with colleagues at other institutions or in practice. The categories and examples provided below are not intended to be limiting or exhaustive. Accounting academic units may identify or report other examples not listed below, including impact on constituencies such as society, community, business practitioners, students, alumni, etc.

#### ***MISSION ALIGNMENT IMPACT***

- Alignment of intellectual contribution outcomes with themes or focus areas valued by the accounting academic unit’s mission (e.g., social justice, global development, and innovation)
- Percentage of intellectual contribution outcomes that align with one or more mission-related focus areas for research
- Percentage of faculty with one or more intellectual contribution outcomes that align with one or more mission-related focus areas
- Research awards and recognition that document alignment with one or more mission-related focus areas for research
- Substantive impact and carry-forward of mission as stated in Standard A1 and as referenced throughout the remaining accreditation standards
- Linkage between mission as stated in Standard A1 and financial history and strategies as stated in Standard A3.

#### ***ACADEMIC IMPACT***

- Publications in highly recognized, leading peer-review journals (a designated journal list, Top 3, Top 10, etc.)
- Citation counts
- Download counts for electronic journals
- Editorships, associate editorships, editorial board memberships, and/or invitations to act as reviewers for recognized, leading peer-review journals
- Elections or appointments to leadership positions in academic or professional associations and societies
- Recognitions for research (e.g., Best Paper Award), Fellow Status in an academic society, and other recognition by professional or academic societies for intellectual contribution outcomes
- Invitations to participate in research conferences, scholarly programs, or international, national, or regional research forums
- Inclusion of academic work in the syllabi of other professors’ courses
- Use of academic work in doctoral seminars
- Competitive grants awarded by major national and international agencies (e.g., NSF and NIH) or third-party funding for research projects

- Patents awarded
- Appointments as visiting professors or scholars in other schools or a set of schools

### ***TEACHING/INSTRUCTIONAL IMPACT***

- Grants for research that influence teaching/pedagogical practices, materials, etc.
- Case studies of research leading to the adoption of new teaching/learning practices
- Textbooks, teaching manuals, teaching materials, etc., that are widely adopted by peers and/or practitioners (by number of editions, number of downloads, number of views, use in teaching, sales volume, etc.)
- Publications that focus on research methods and teaching
- Research-based learning projects with companies, institutions, or non-profit organizations
- Instructional software (by number of programs developed, number of users, etc.)
- Case study development (by number of studies developed, number of users, etc.)

### ***BACHELOR'S/MASTER'S LEVEL EDUCATION IMPACT***

- Mentorship of student research reflected in the number of student papers produced under faculty supervision that lead to publications or formal presentations at academic or professional conferences
- Documented improvements in learning outcomes that result from teaching innovations that incorporate research methods from learning/pedagogical research projects
- Hiring/placement of students
- Career success of graduates beyond initial placement
- Placement of students in research-based graduate programs
- Direct input from organizations that hire graduates regarding graduates' preparedness for jobs and the roles they play in advancing the organization
- Movement of graduates into positions of leadership in for-profit, non-profit, and professional and service organizations

### ***DOCTORAL EDUCATION IMPACT***

- Hiring/placement of doctoral students, junior faculty, and post-doctoral research assistants.
- Publications of doctoral students and graduates
- Invited conference attendance, as well as awards/nominations for doctoral students/graduates
- Research fellowships awarded to doctoral students/graduates
- Funding awards for students engaged in activities related to doctoral research
- Case studies that document the results of doctoral research training activities, such as the transfer of knowledge to industry and impact on corporate or community practices
- Research outputs of junior faculty members (including post-doctoral junior professors, assistant professors, doctoral research assistants, and doctoral students) that have been influenced by their mentors/supervisors

### ***PRACTICE /COMMUNITY IMPACT***

- Media citations (number, distribution, and effect)
- Requests from the practice community to utilize faculty expertise for consulting projects, broadcast forums, researcher-practitioner meetings, faculty/student consulting projects, etc.)

- Development and delivery of training or continuing professional education materials
- Publications in practitioner journals or other venues aimed directly at improving accounting and management expertise and practice
- Consulting reports
- Research income from various external sources such as industry and community/governmental agencies to support individual and collaborative research activities
- Case studies based on research that has led to solutions to accounting and business problems
- Adoption of new practices or operational approaches as a result of faculty scholarship
- Presentations and workshops for accounting, business, and management professionals
- Invitations for faculty to serve as experts on policy formulation, witnesses at legislative hearing, members of special interest groups/roundtables, etc.
- Tools/methods developed for companies
- Memberships on boards of directors of corporate and non-profit organizations

### ***EXECUTIVE EDUCATION IMPACT***

- Sustained and consistent involvement of research-active faculty in executive education programs
- Sustained success of executive education programs based on demand, level of participation, and repeat business
- Market research confirming value of executive education programs delivered by research-active faculty
- Consulting activities of research-active faculty that stem from participation in executive education activities
- Inclusion of cases and other materials in degree programs that can be identified as resulting from executive education activity
- Partnerships between the accounting academic unit and organizations that participate in executive education programs, which benefit the school's teaching, research, and other activities and programs
- Involvement of executive education participants and their organizations in the teaching mission of the accounting academic unit (e.g., executive-in-residence program)
- Linkage between organizations participating in executive education and student internships, as well as placement of graduates in entry-level positions

### ***RESEARCH CENTER IMPACT***

- Invitations by governmental or other agencies/organizations for center representatives to serve on policy-making bodies
- Center research projects funded by external governmental, or business, or non-profit agencies
- Continued funding (e.g., number of donors, scale of donations)
- Number of visits to research center website (e.g., tracking data from Google Analytics)
- Number of attendees (representing academics, practitioners, policymakers, etc.) at center-sponsored events
- Sustained research center publications that are funded by external sources or that are highly recognized as authoritative sources of analysis and perspectives related to the center's core focus