

CIR Report - 2013 (Business) Outline and Guidelines

The Continuous Improvement Review process is a holistic review centered around the themes of the accreditation standards – **Engagement – Innovation – Impact**. The Continuous Improvement Review report is not intended to be a standard by standard review, but rather the report is organized around an institutional overview to establish the current context in which the business school exists and the following four areas of the business accreditation standards:

1. Strategic Management and Innovation
2. Participants-Students, Faculty, and Professional Staff
3. Learning and Teaching
4. Academic and Professional Engagement

The documentation for the CIR report should be no more than 50 pages (not including tables and appendices) and include the following elements:

INSTITUTION AND BUSINESS SCHOOL OVERVIEW

A situational analysis (To better understand the context within which the business school operates, please answer the following questions which will provide a brief contextual analysis for the peer review team.) Topic areas for discussion are:

- What historical, national, local, and other factors shape the school’s mission and operations?
- What are the school’s relative advantages and disadvantages in reputation, resources, sponsors, and supporters?
- What internal, environmental, or competitive forces challenge the school’s future?
- What opportunities exist for enhancing the school’s degree offerings?

The progress made on issue(s) identified in the CIRC decision letter resulting from the previous visit.

- Provide an update on the areas that must be addressed resulting from the previous team review, citing the specific business accreditation standard(s) relevant to the issue(s) to be addressed and the reporting that is required.

Associated Standard & Issue	Update

An update on substantive change disclosures since the previous visit (if applicable¹).

Provide a summary of the substantive change request, which should include the following:

- Overview of the request
- When it was reviewed by the CIRC
- Update on implementing feedback received by CIRC (based on the committee decision letter)

¹ Only applies to schools that have submitted a substantive change disclosure to the CIRC and subsequently received a decision letter from the committee.

FOUR AREAS OF AACSB BUSINESS ACCREDITATION

1. Strategic Management and Innovation

Strategic Management Planning Process and Outcomes: Describe the strategic management planning process of the school. Provide an overview of demonstrated continuous improvement outcomes and/or achievement of mission, expected outcomes, and strategies. Summarize key continuous improvement achievements since the last accreditation review.

Financial Strategies and Allocation of Resources: Describe the school's financial model including the primary sources of operational funding and how these funds are applied. Summarize current trends related to these resources since the last AACSB review. Identify 1 to 5 key strategic action items and the financial resources to achieve them. Include anticipated sources and timing of funding (see Standard 3).

Mission Statement and Summary of Strategic Plan or Framework: Provide the mission statement of the school and the supporting major components of the strategic plan or framework (expected outcomes, strategies, etc.). If the mission statement and supporting strategic plan have changed, provide factors influencing the changes. Based on the mission and strategic plan, identify the elements of the plan that document the school's distinctive features, focus areas or priorities. Identify innovative actions, strategies, programs, and outcomes along with substantive impacts of the school's mission-focused activities

Intellectual Contributions: Briefly describe how the "substantial cross-section of faculty in each discipline" is achieved. Support Table 2-1 with narrative analysis focused on indicators of quality of the intellectual contribution (IC) outcomes reported in the table and indicators if impact on theory, practice, and/or teaching/pedagogy. Briefly describe the infrastructure supporting faculty intellectual contribution development. In addition, please provide the journal outlets which faculty publish in by completing Table 2-2.

New Degree Programs: Provide a list of degree programs introduced since the previous accreditation review. The following information is required for each new degree program:

- A brief description of the employer or employment needs to be served by the program
- A brief description of the intended student market
- A description of the source(s) of faculty, technology, and facility support
- A description of the learning goals, how the goals are measured, and results that demonstrate achievement.

New degree programs that have begun or will have begun prior to the Peer Review Visit will be reviewed during the CIR review.

Name of New Program/Level/Location	Brief Description

Please note: New degree programs beginning after the accreditation review and subsequent decision letter will be considered accredited until the next PRT review.

2. Participants – Students, Faculty, and Professional Staff

Students: Describe any changes in students (enrollments trends, diversity, effect of changes in admission criteria, etc.) and/or support services (advising, career services, other student development initiatives, etc.) since the last review.

Faculty and Professional Staff Sufficiency and Deployment; Faculty Management and Support: Provide an overview of faculty management policies including recruitment, hiring, mentoring,

evaluation, reward systems, etc. Also, please summarize your criteria guiding identification of faculty as participating and supporting. Describe the professional staff resources and how they are supported and developed. Describe any major changes in faculty resources or other related developments since the last review.

3. Learning and Teaching

Curricula Management and Development: Provide an overview of major curricula revisions that have occurred since the last review. Describe the factors that led to the revisions. Summarize in a brief statement learning goals for each degree program, along with a list of the assessment tools, procedures, and results used to demonstrate progress toward achievement of expected learning outcomes. Ensure documentation is available to the peer review team that details the structure of all degree programs. If degree structure is not clear to a peer review team, the team may request a curricula map indicating how each degree program addresses the content guidance in Standard 9. Summarize joint or partnership degree programs and transfer credit policies. Summarize how high-quality teaching is encouraged, supported, and developed. Summarize continuous improvement activities of faculty focused on teaching enhancement. Be prepared to discuss how instructional development is supported across diverse delivery modes.

4. Academic and Professional Engagement

Student academic engagement: Examples may include evidence of active involvement in learning in the form of projects, papers, presentations and other demonstrations. Examples of student professional engagement may include exposure to industry through activities such as internships, consulting projects, mentorship programs, field trips and participation in industry professional speaker series. Summarize major initiatives focused on experiential and active learning strategies for students.

Executive Education: Summarize the business school's executive education portfolio including faculty involved linking it to the mission, expected outcomes, and strategies. Describe how executive education is assessed for quality and summarize continuous improvement outcomes resulting from these assessments.

Strategies supporting faculty engagement: Discuss the school's strategies supporting faculty engagement with the practice of business. Examples of faculty engagement with the profession may include consulting, executive education development and presentation, professional education experiences, and faculty internships. Summarize policies guiding faculty in support of the qualifications to support mission achievement and to be relevant and current for the classroom teaching responsibilities.

ADDITIONAL SUPPORTING MATERIAL

Scope of Review: Please review your organization's scope as listed on the Scope tab in myAccreditation. Please confirm whether the listed Included in Scope and Excluded from Scope lists are correct.

I confirm that the programs listed on my organization's Scope tab in myAccreditation are current.

The programs listed on my organization's Scope tab in myAccreditation is NOT current.

Please provide any additional comments regarding the scope of accreditation as listed on your Scope tab in myAccreditation.

Additional activities and issues not previously included in this report: Please discuss any additional topics, concerns or areas relevant to the school's mission and activities in support of the mission. For example, identify any innovative and/or exemplary practices, innovations, activities, programs, etc. that should be brought to the attention of the team and AACSB. Provide a brief overview of progress relative to the stated mission, the distinctiveness of the school's activities in support of mission, a summary of the impact of the school across its mission-related activities.

Criteria for Faculty classification: Please provide the criteria the business school uses to define Scholarly Academic (SA), Scholarly Practitioners (SP), Practice Academics (PA), and Instructional Practitioners (IP).

Consultative Review (Optional): An institution may request the peer review team to provide non-standard-related insights, analysis, and/or recommendations concerning a prospective strategic opportunity and/or challenge facing the institution. To support such a request, the institution should provide a summary of relevant background information that informs the team of the opportunity or challenge well in advance of the visit.

ADDITIONAL ITEMS TO INCLUDE WITH THE CONTINUOUS IMPROVEMENT REVIEW REPORT

Each of the items below are a separate PDF upload in myAccreditation. Additional guidelines and instructions for these respective areas can be found on the corresponding requirement links on your Projects dashboard.

- Executive Summary
- Tables 2-1, 2-2, 15-1, and 15-2
- Strategic Plan

REPORT AND APPENDICES SUBMISSION GUIDELINES

- Upon electronic submission of your documents via myAccreditation, you will receive an immediate display notification in a green banner, "The project was successfully submitted." In addition, your CIR project status will move from "Not Submitted" to "Submitted".
- With the implementation of myAccreditation, one of AACSB's goals is to become more sustainable. Therefore, you are no longer required to provide hard copies of submitted items to the peer review team. However, should a review team member make such a request, the organization should work directly with the team member making the request.
- If a school also holds separate accounting accreditation, a separate [accounting CIR](#) report must be submitted via myAccreditation.
- Should you have any questions, please reach out to your AACSB staff liaison, which is noted in myAccreditation on your "Contacts" tab.