## July 1, 2022
## Business Accreditation Standards and Interpretive Guidance Updates
## Summary of Notable Changes
*(specific changes to standards bolded and italicized)*

| 2020 Standard | Where | Summary of Change(s) Made |
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| **Philosophy of Accreditation** | Standards document | The Accredited Entity<br><br>• Clarified the unit of accreditation approval process to reflect staff are involved in the review.<br><br>• Strengthened language requiring approved units to ensure clarity around the accredited unit so that the market is fully aware of which programs are in scope. |
| **Accreditation Eligibility Criteria** | Standards document | Added seven accreditation eligibility criteria for entry into the initial accreditation process. Alignment with these criteria is viewed as a critical step in the accreditation process. Schools will respond to these criteria as part of the eligibility application and the Initial Accreditation Committee will determine whether the school is in alignment or can reach alignment within a reasonable period of time.<br><br>1. *The number of full time faculty should be sufficient to support the mission, strategies, and expected outcomes of the school. Normally, the school should have at least 16 full time faculty at the time the school is invited to an initial accreditation visit. For a school entering the initial process who has less than 16 full time faculty, the initial accreditation committee may allow a school to proceed into the initial accreditation process if they believe the school can reasonably achieve the goal of a minimum of 16 full time faculty at the time of the initial accreditation visit. If the school is not able to reach this goal, this deficiency may cause the initial accreditation committee to decline inviting the school to an initial accreditation visit.[1]*<br><br>2. *The school should be in good standing with its governing body (e.g., Ministry of Education, regional accreditor, etc.). "Good standing" means the school is not on probation or under an investigation related to a significant legal or ethical breach, or a breach of the governing bodies' rules and processes.* |

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[1] Schools with less than 16 full-time faculty that already hold AACSB accreditation will be exempted from eligibility criterion #1.

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| | | 3. *The school offers at least one baccalaureate and/or graduate degree program (or equivalent) in business administration, management, or accounting independently through their institution, and not in partnership with another institution(s).*<br><br>4. *At the time of initial accreditation, a majority of in scope degree programs have produced graduates during at least two consecutive years.*<br><br>5. *The school agrees to complete AACSB's Business School Questionnaire modules annually.*<br><br>6. *The application for accreditation must be supported by the chief executive officer and the chief academic officer of the school, regardless of the entity seeking AACSB accreditation.*<br><br>7. *The school agrees to abide by the Guiding Principles contained in the AACSB accreditation standards.* |
| **2-Physical, Virtual and Financial Resources** | Standards document | 2.3 Basis for Judgment:<br><br>• The school has a financial plan for ***ensuring a sufficient level of faculty and professional staff resources, managing these resources***, including recruiting, retaining, and developing appropriately qualified faculty and professional staff. The financial plan also addresses necessary resources to sustain high-quality outcomes for student support resources. |
| **3-Faculty and Professional Staff Resources** | Standards document | Definitions<br><br>• *Scholarly Academics (SA)* are faculty who have normally attained a terminal degree in a field related to the area of teaching and who sustain currency and relevancy through scholarship and activities related to the field of teaching. ***SA faculty are normally expected to produce some peer- or editorial-reviewed publications related to the field of teaching as part of their portfolio of scholarship. In addition to publications related to the field of teaching, SA faculty may produce other publications outside the field of teaching in support of other mission-related components of the school and reflective of the faculty member's role at the school.*** |

| | | 3.2 Basis for Judgment |
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| | | <ul><li>Under School Criteria section, added language to reflect that sustained engagement activities should demonstrate *how the faculty member is current and relevant in the field of teaching*.</li><li>Under Discipline and Global Ratio Minimums section, added the following clarification: *Where a school maintains generalist degrees (e.g., BBA, General Business, MBA, etc.) with associated concentrations/ areas of focus, then areas of concentration/area of focus should normally be treated like disciplines with respect to meeting ratios.*</li></ul> |
| **3-Faculty and Professional Staff Resources** | Interpretive Guidance document | <ul><li>Provided clarification that discipline reporting focuses on macro level disciplines (e.g., accounting, finance, management, etc.) instead of individual sub-disciplines.</li><li>Added language to indicate that in addition to producing peer/editorial reviewed contributions, SA faculty undertake academic engagement activities. The expansion of the guidance for SA status aligns with the new language in the standard.</li><li>Clarified that faculty teaching courses outside of the business school and teaching courses through the perspective of a non-business discipline may be excluded from Table 3-1.</li><li>Further clarified that teaching assistants or similar roles may be excluded from Table 3-1 as long as they are not functioning as the primary instructor of the course.</li></ul> |

| 4-Curriculum | Interpretive Guidance document | • Strengthened guidelines for learner-to-faculty engagement: Successful teaching and learning demand high levels of such *engagement*. The peer review team should seek examples of *engagement across all modalities. Examples of meaningful learner-to-faculty engagement include:*<br><br>    – *Synchronous delivery of lectures or other course content. This may include synchronous instructor-led sessions on specific topics in line with the course content.*<br><br>    – *Providing personalized written and/or verbal feedback directly to students on assignments, quizzes, tests, and other assessment activities.*<br><br>    – *Holding regular office hours of a reasonable length of time and meeting with learners.*<br><br>    – *Engaging regularly with learners within the course platform in any number of substantial ways.*<br><br>• Enhanced guidelines for learner-to-learner engagement: *With respect to learner-to-learner engagement*, the peer review team might expect that learners interact with each other outside of class through student organization activities, through applied projects and service learning opportunities, *and other small and large group activities.* |
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| **7-Teaching Effectiveness and Impact** | Standards document | 7.3 Basis for Judgment<br><br>• Faculty demonstrate a lifelong learning mindset with respect to their domain expertise. This means faculty take responsibility for continuing their professional development to maintain currency and relevancy in their field of expertise and area(s) of teaching and embrace the idea that we never stop learning.<br><br>7.3 Suggested Documentation<br><br>• Under Faculty Preparedness section, added: *Describe how faculty remain current and relevant in their area(s) of teaching.* |

| 8- Impact of Scholarship | Standards document | 8.1 Basis for Judgment<br><br>• Moved bullet from 8.2 to 8.1 for better alignment with that section of the standard. |
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| 8- Impact of Scholarship | Interpretive Guidance document | • Included sample calculations of last two columns of Table 8-1 (percentage of participating faculty producing ICs, percentage of FTE producing ICs) |