

Planning and Conducting a Peer Review Visit: Questions a Peer Review Team Can Consider Asking the Host School

This document is intended as an aid for peer review teams in planning and conducting either an initial or continuous improvement review visit under the 2020 standards. The open-ended questions below can be used to foster pre-visit conversation or during the conduct of the visit itself. Asking open-ended questions will lead to more engagement with the relevant stakeholders at the school and will provide information and insights that are essential to the team when writing their report and developing the recommendation for the appropriate accreditation committee.

Please note, requests for additional documentation from the school should be made by the team well in advance of the visit.

Strategic Management and Innovation

Standard 1: Strategic Planning

- How were the mission, expected outcomes and strategic plan developed? What was the process? What stakeholders were involved? What is the review cycle?
- What are the focus areas and priorities reflected in the school's mission?
- How do the mission, expected outcomes and strategies define the following key areas of the school: the communities of learners it intends to serve; the focus on quality intellectual contributions and thought leadership; degree program levels and offerings; strategies for maintaining high-quality learning environments (e.g. relevant curriculum and high-quality faculty)?
- Does the school maintain a risk analysis that identifies potential risks that could impair its ability to fulfill the school's mission, as well as a contingency plan for mitigating these risks?
- What is the area in which the school plans to make a societal impact? This should be articulated in the strategic plan specifically and should then be carried over and identifiable in the curriculum, intellectual contributions, and engagement activities. What are the school's strategies for which it plans to make a positive impact on society?

Standard 2: Physical, Virtual, and Financial Resources

- How are the school's financial resources and strategies sustainable?
- Are the financial resources adequate to support infrastructure, support services for learners, access to current and emerging technologies to support learners, faculty, and staff, as well as high-quality faculty intellectual contributions?
- To what extent has the school identified resources for current and planned activities and development?
- Does the risk assessment assess the likelihood of other adverse events and describe how the school would handle an identified risk? Does the school's risk assessment specifically cover its financial risks and have an appropriate contingency plan in the event of a reduction in financial resources?

Standard 3: Faculty and Professional Staff Resources

- How has the school developed and implemented criteria for participating and supporting faculty that is consistent with its mission?
- Are participating faculty deployed appropriately and consistently with the school's mission across all disciplines?
- How has the school demonstrated that the staffing model supports high-quality academic programs and ensures adequate interaction between faculty and learners?
- How has the school developed faculty qualification criteria that are aligned with mission, expected outcomes, strategies and peer schools? Are these criteria applied accurately and appropriately to individual faculty?
- How does the school ensure that those disciplines in which it offers a degree/major/etc. are supported by high-quality learning experiences delivered or directed by an appropriate blend of qualified faculty?

- How has the school developed and communicated policies and processes with respect to faculty responsibilities? How do the performance expectations provide guidance to faculty about the production of intellectual contributions?
- How do the faculty evaluation, promotion and reward processes support the mission?
- How has the school established policies and practices that support orientation and mentoring faculty?
- How well are faculty supported at different stages of their careers?
- Given the school's teaching and learning model, are professional staff sufficient to ensure high-quality?
- Does the school have processes for managing and developing professional staff?

Learner Success

Standard 4: Curriculum

- To what extent do curriculum management processes support normally relevant competencies for degree programs?
- To what extent does the school provide high-quality coverage of the content from business disciplines in its bachelor's, master's and doctoral degree programs?
- How well are the school's curricula managed? Is the curriculum current and relevant and reviewed on a regular basis to ensure currency and relevancy?
- To what extent are current and emerging technologies infused throughout degree programs?
- To what extent are the perspectives of external stakeholders incorporated in the curriculum management processes?
- Are appropriately qualified faculty engaged in all aspects of curriculum management?
- What experiential learning opportunities are included in the curricula?
- Which curricular elements within formal coursework promote positive societal impact?
- How does the school ensure that all learners in all programs and all deliveries have interaction with faculty and the business community?

Standard 5: Assurance of Learning

- To what extent is a mature assurance of learning (AoL) system in place for all degree programs?
- To what extent do systematic processes support assurance of learning and provide evidence demonstrating achievement of learning competencies and curriculum enhancements?
- How is the school incorporating both direct and indirect measures into its AoL system?
- To what extent are faculty meaningfully engaged in the AoL process?
- Does the school offer non-credit programs and if so, how is quality assured?

Standard 6: Learner Progression

- Does the school have clear policies and processes for admissions?
- Does the school provide learner success metrics on its website? Examples may include, but are not limited to, attrition and retention rates; graduation rates; job placement outcomes; certification or licensure exam results; and employment advancement.
- How does the school prepare and support learners towards degree completion? How does the school identify at-risk students in terms of poor performance? What interventions are applied?
- What are the school's strategies to recruit and retain diverse learners?
- How does the school support learners in career development?
- What post-graduation data can be provided by the school to indicate post-graduate success?

Standard 7: Teaching Effectiveness and Impact

- Does the school have systematic multi-measure processes for evaluating teaching quality?
- How does the school provide developmental activities focused on enhancing teaching quality and preparing faculty for different pedagogies? Is the pedagogy appropriately and supporting a diverse learner population?
- How does the school ensure quality and how does the school prepare faculty to be lifelong learners? How does the school inculcate a growth mindset?
- What evidence of teaching impact can be provided by the school?

Thought Leadership, Engagement, and Societal Impact

Standard 8: Impact of Scholarship

- How has the school's intellectual contributions portfolio had an impact on the theory, practice and/or teaching of business as well as on society?
- To what extent is this impact consistent with the mission and strategic plan?
- How is the portfolio of the types of intellectual contributions aligned with mission, expected outcomes and strategies?
- To what extent does the evidence demonstrating impact include qualitative and quantitative elements?
- To what extent does a substantial cross section of faculty in each discipline contribute to the portfolio of intellectual contributions?
- What policies does the school have in place to guard against publishing in predatory journals?
- What is the school's thought leadership aspiration and how has it achieved progress?

Standard 9: Engagement and Societal Impact

- How does the school engage with external stakeholders to have a positive impact on society?
- To what extent has the school achieved its societal impact aspiration, as articulated in its strategic plan?
- What plans does the school have in place to advance its societal impact strategy in the next five years?

Questions a Peer Review Team Can Consider Asking Students

Diversity, Equity, Inclusion, and Belonging

- What do you believe makes a comfortable learning environment?
- Do you think the school encourages and celebrates diverse ideas and people in the classroom, in extra-curricular activities, in seeking input into the operations of the school?
- Do you feel comfortable sharing your perspective, background, unique experiences, etc. in the classroom, with other learners, with faculty, with staff?
- What behaviors do learners need to see from leadership to believe an inclusive culture is a high priority? Do you see these behaviors reflected in school leadership, faculty, staff, etc.?
- What do you like the most about the school regarding inclusivity?
- Where do you think the school needs to improve the most?