Eligibility Procedures
and Accreditation Standards
for Business Accreditation

AACSB International – The Association
to Advance Collegiate Schools of Business

Standards for Business Accreditation

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INTRODUCTION TO AACSB INTERNATIONAL ACCREDITATION

Accreditation by AACSB International - The Association to Advance Collegiate Schools of Business promotes continuous quality improvement in management education. The association was founded in 1916, and standards for business administration were first set in 1919. In 1980, AACSB adopted additional standards for undergraduate and graduate degree programs in accountancy to address special needs of the profession. The association regularly reviews accreditation standards for opportunities to improve their relevance and currency.

A collegiate institution offering degrees in business administration or accounting may volunteer for AACSB accreditation review. As a first step, the institution applies for a decision on its eligibility for accreditation. The initial accreditation process includes a self-evaluation, as well as a peer review. Having achieved AACSB accreditation, an institution enters into a program of periodic reviews of strategic improvement progress to maintain its accreditation.

AACSB is a not-for-profit corporation of educational institutions, corporations and other organizations devoted to the promotion and improvement of higher education in business administration and accounting.

- AACSB supports and upholds the *Code of Good Practice for Accrediting Bodies* of the Association of Specialized and Professional Accreditors (ASPA).
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PREAMBLE

Complex demands on management and accounting education mirror the demands on organizations and managers. Challenges come from

- Strong and growing global economic forces
- Differences in organizational and cultural values
- Cultural diversity among employees and customers
- Changing technology in products and processes

In this environment, management education must prepare students to contribute to their organizations and the larger society and to grow personally and professionally throughout their careers. The objective of management education accreditation is to assist programs to meet these challenges.

Accreditation focuses on the quality of education. Standards set demanding but realistic thresholds, challenge educators to pursue continuous improvement, and guide improvement in educational programs. It is important to note that accreditation does not create quality learning experiences. Academic quality is created by the educational standards implemented by individual faculty members in interactions with students. A high quality degree program is created when students interact with a cadre of faculty in a systematic program supported by an institution. Accreditation observes, recognizes, and sometimes motivates educational quality created within the institution.

A collegiate setting is an important context for AACSB accreditation reviews. A collegiate institution is one that supports an environment that fosters significant engagement of students, faculty, support staff, and the business community in the learning and scholarship process. Collegiate implies stability and a reasonable base level of human resources (administrative leadership, faculty members, and support staff) that can ensure the achievement of the school's mission. AACSB's expectations, as demonstrated throughout this document, is that faculty and support staff resources are sufficient, when joined with the administrative leadership, to carry out all functions (teaching, curricula development, course development, course delivery, research, academic service, advising, extracurricular activities, etc.) in support of quality management education programs through significant interaction with students and colleagues. Collegiate implies that there is sufficient infrastructure provided by the institution to support the administrative leadership, faculty members, support staff, and students toward successful achievement of all dimensions of the stated mission with particular focus on high quality degree programs and scholarly research.

AACSB member schools[1] reflect a diverse range of missions. That diversity is a positive characteristic to be fostered. One of accreditation's guiding principles is the acceptance, and

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[1] While AACSB accreditation is awarded to an institution for its business or accounting programs, all or most of these programs are normally within an organizational subunit of the institution. Throughout these standards the term "school" will be used to refer to the set of programs included in the accreditation review, whether these programs exist in one administrative entity or several. That is not to imply that other arrangements or unit names cannot be used by the institution. Any organizational arrangement that satisfies the Eligibility Procedures can be considered for accreditation. The term "school" is used as a verbal convenience and does not imply any specific administrative arrangement.

even encouragement, of diverse paths to achieving high quality in management education. Thus, the accreditation process endorses and supports variety in missions in management education. Thus, the AACSB accreditation process is based on a mission-driven philosophy with a focus on overall high quality and continuous improvement. Accreditation decisions are derived through a peer review process that is based on the professional judgment of peers who participate in the accreditation process.

Acknowledging the diversity within AACSB, all accredited members share a common purpose – the preparation of students to enter useful professional, societal, and personal lives. Interaction among students and faculty members accomplishes this purpose most directly. Accordingly, the accreditation review focuses on a member's clear determination of its mission, development of its faculty members, and the planning and delivery of its instruction. In these activities, each institution must achieve and demonstrate an acceptable level of performance consistent with its mission while satisfying AACSB accreditation standards. Substantial opportunity remains for accredited members to differentiate themselves through a variety of activities.

Just as managers face rising expectations for their performance and the performance of their organizations, programs in management education must also anticipate rising expectations, even within a given mission. No fixed curriculum, specific set of faculty credentials, single type of faculty performance, or approach to instruction will suffice over time. Accordingly, programs in management education, and the accreditation process, must focus not only on the present, but also on preparation for the future.

The processes used to strengthen curricula, develop faculty, improve instruction, and enhance intellectual activity determine the direction and rate of improvement. Thus, these processes play an important role in accreditation, along with the necessary review of inputs and assessment of outcomes. As part of each institution's effort to prepare its students for future careers, it must deliver an educational experience that emphasizes conceptual reasoning, problem-solving skills, and preparation for lifelong learning.

The primary relationship in the accreditation process is between AACSB and the institution to be reviewed. Although many individuals and groups have a stake in the AACSB accreditation process, that process is implemented through a series of individual institutional reviews. The process provides a common reference point for quality and performance in management education for all AACSB members.

To be accredited, an institution must satisfy the eligibility requirements and the standards set forth in this document. These standards describe the desired characteristics of an accredited institution. However, certain standards or portions of standards apply differentially, depending on the various missions and circumstances of different members. This document describes all of the standards in the accreditation process.

Having achieved AACSB accreditation, an institution embarks on a continuous process of accreditation maintenance. That process includes:
- An annual report of data.
- A periodic five-year review of strategic progress.

Business school deans and directors and other school and institution 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.

AACSB implements the initial accreditation process through a review of the institution's self-evaluation report and through a visit to the institution by a Peer Review Team. Because of the link between an institution's mission and the accreditation process, and because the assessment by the Peer Review Team is central to the accreditation decision, the Peer Review Team exercises the responsibility to judge the reasonableness of any deviations from these standards.

In the practice of accreditation evaluation, Peer Review Teams must exercise professional judgment. AACSB has a robust global strategy that recognizes high quality management education is occurring around the world in different ways. This requires AACSB to adapt its approaches to different cultural situations. Such a strategy implies that these standards are developed and implemented as true guidelines that must be interpreted and applied in different ways in different countries or regions of the world. These adaptive strategies are implemented to support high quality management education and scholarship wherever they occur, but business programs must demonstrate alignment with the standards. Evaluations must be based on the quality of the learning experience and scholarly outcomes, not rigid interpretations of standards.

SECTION 1:
ELIGIBILITY PROCEDURES FOR
AACSB INTERNATIONAL ACCREDITATION

Characteristics of institutions that offer business degree programs bear on the quality of those programs and on the educational value created for their students. Certain organizational characteristics determine institutional eligibility for accreditation. An institution must demonstrate these characteristics before it enters the initial accreditation review process and to maintain its accredited status.

A. A collegiate institution seeking AACSB accreditation must be a member of AACSB International.

INTERPRETATION: Membership must be established prior to or concurrent with the submission of the AACSB Pre-Accreditation Eligibility Application.

B. An institution seeking accreditation by AACSB must offer degree-granting programs in business or management.

INTERPRETATION: To be considered for accreditation the institution must offer programs that result in the awarding of degrees at bachelor's or graduate levels. When available, the institution must have appropriate governmental authorization to grant degrees. Alternatively, documentation must be provided demonstrating authenticity of the degrees granted in business. AACSB does not accredit institutions that solely award two-year post-secondary degrees (e.g. associate or foundation degrees.)

C. Degree programs in business must be supported by continuing resources.

INTERPRETATION: A degree program in business without sufficient continuing resources does not meet this requirement. AACSB accreditation does not require any particular administrative structure or practices; however, the structure must be judged appropriate to sustain excellence and continuous improvement in management education within the context of a collegiate institution as described in the Preamble to these standards.

D. All degree programs in business offered by the institution at all locations will be reviewed simultaneously. (Exceptions will be made to exclude programs as noted below.)

DEFINING THE SCOPE OF ACCREDITATION

INTERPRETATION: The accreditation unit is the institution. In determining the "scope of accreditation," the "institution" which is seeking to earn or maintain AACSB accreditation must be identified. Once the "institution" is defined, the scope of accreditation that identifies the degree programs to be reviewed can be determined.

The institution is an organization through which business programs are authorized, resourced, and overseen. In some cases, business programs are offered through an academic unit (or units) that is part of a larger organization offering degree programs across many fields. In such cases, the business programs may be offered through a faculty, school, college, or department

of business or management. Typically, such an academic unit is responsible and accountable to a senior academic officer and the entire organization has an administrative structure under the leadership of a chief executive officer (e.g., president, chancellor, rector, director general, etc.). In other cases, business degree programs are offered by an organization that in its entirety is the business academic unit and normally there are no programs offered outside of business and management fields, i.e., the academic unit and institution are one and the same. In between these two examples, AACSB recognizes there can be variations in the organizational structure of institutions. In recognition of this, the first step in establishing the scope of accreditation is to reach agreement on the institution that is seeking to earn or maintain AACSB accreditation.   Once the institution is identified and agree upon, the scope of AACSB's accreditation review relative to degree programs to be reviewed can be established. The following outlines this process and expectations.

Identification of the Institution
AACSB assume the total "organization" as depicted in a formal and comprehensive organizational chart is the relevant "institution" for accreditation purposes. However, the applicant academic unit can request a review by the Accreditation Coordinating Committee (ACC) to obtain a determination of the "institution" for accreditation purposes can differ from a formal organizational structure. The burden of proof rests with the applicant academic unit seeking or maintaining AACSB accreditation. Based on the evidence provided regarding each of the guidelines outlined below, ACC will determine the "institution" for accreditation purposes.

If the applicant seeks an exception to the formal organizational chart, the following steps and information must be followed:

Step 1: Does the applicant academic unit (faculty, school, college, department, etc.) depend on a larger organization for one of the following: authority to grant degrees in traditional business subjects; financial resources; human and physical resources; and/or management oversight? If the answer is no, the applicant is defined as the institution and proceeds to address programmatic scope issues outlined in Step 3. If the answer is yes, and the business academic unit is part of or "connected" to a larger organization, the relationships must be described by addressing the questions in Step 2.

Step 2: Describe the extent of interdependence between the applicant academic unit and the larger organization from which it obtains the authority to grant degrees, resources, and/or managerial oversight. The description must, at a minimum, address the following areas (Note: The questions under each area are not intended to be exhaustive):

Financial relationship: Does the larger organization approve the budget (operating and capital) of the business applicant academic unit? Does the organization have control over a large portion of the funds available to the academic unit? Does the applicant academic unit subsidize the organization? Are the physical and financial assets "owned" by the applicant academic unit or the organization?

Services: Does the organization provide services (e.g., library, academic services, residence life, parking, maintenance of grounds and facilities, human resource management policies and

services, information technology infrastructure, etc.) necessary to sustain the activities of the applicant academic unit? Are the costs of those services charged back to the applicant academic unit?

Autonomy: Must the applicant academic unit adhere to most of the policies and procedures of the larger organization? Is the applicant academic unit's strategic plan approved or otherwise constrained by the organization? Are key decisions of the applicant academic unit subject to approval by the organization? Describe any other significant attribute of the relationship. Does the larger organization appoint the head of the academic unit?

Brand dependence: Does the applicant academic unit rely heavily on the brand of the larger organization? Is the name of the larger organization important to the promotion and marketing of business program offered within the applicant academic unit? To what extent is the brand of the applicant academic unit differentiated from the organization's brand (and other academic units and programs) in the marketplace? Is there a geographic separation that contributes to unique brand identity for the academic unit separate from the larger organization? If so, please describe.

In light of the information on the above four factors, AACSB's Accreditation Coordinating Committee (ACC) will determine whether the academic unit may be taken as the "institution" to be accredited, or alternatively, whether the organization of which the academic unit is a part shall be the "institution" for accreditation purposes. The applicant must demonstrate that the level of independence is substantive. AACSB must be assured that there is clarity about what institution is seeking or holds AACSB accreditation and that external parties (prospective students, prospective faculty, employers, etc.) are not confused as to what is to be AACSB accredited and what is not.

Step 3: Based on the determination of the "institution," the final step is to determine the inclusion or exclusion of degree programs for purposes of an AACSB review. The institution can make a request to ACC to exclude certain degree programs. The determination of inclusion or exclusion of a program in the accreditation review is to be made well in advance of the on-site visit of the accreditation review and must follow the process outlined in the next section.

The accreditation process presumes the inclusion of all degree programs delivered by the institution that permit 25 percent or more of the teaching for undergraduate programs or 50 percent or more of teaching for graduate programs to be in traditional business subjects.[2] The institution can make a request to the AACSB Accreditation Coordinating Committee (ACC) to exclude certain degree programs. The determination of inclusion or exclusion of a program in the accreditation review will be made well in advance of the on-site visit of the accreditation review.

[2]For the purpose of determining inclusion in AACSB accreditation, the following will be considered "traditional business subjects": Accounting, Business Law, Decision Sciences, Finance (including Insurance, Real Estate, and Banking), Human Resources, Management, Management Information Systems, Management Science, Marketing, Operations Management, Organizational Behavior, Organizational Development, Strategic Management, Supply Chain Management (including Transportation and Logistics), and Technology Management. This list is not intended to be exhaustive. Normally, extensions of the "traditional business subjects", including interdisciplinary, integrated courses, majors, programs, concentrations, or areas of emphasis, will be included in the scope of AACSB accreditation reviews consistent with Eligibility Criteria D.

AACSB recognizes national systems and local cultural contexts, and, regulatory environments in which the institution operates can result in possible variations relative to what are traditional business subjects. AACSB will consider the definition of those boundaries in the local context in which the applicant school operates. Such variations must be explained and documented.

The ACC will determine whether a program will be excluded based on the following dimensions:

1. **Participation/Independence**. The level of participation of included business programs in the development, delivery, and oversight of the program. If the business programs included in the accreditation review provide 25 percent or more of an undergraduate program or 50 percent or more of a graduate program, the degree program is presumed to be a business program, and it will be included in the review. The institution can request the exclusion of a program exceeding those presumptive indicator limits, but the burden of persuasion falls to the reviewed institution.

2. **Branding/Distinctiveness**. The ability of students, faculty, and recruiters to clearly distinguish the program from programs included in the accreditation review. For example, degree programs must be included in the review if they are business programs announced or advertised in catalogs, brochures, Web sites, or other materials in conjunction with programs that are included. Likewise, all degree programs whose published materials describe them along with the included programs will be in the review. That is, to be excludable, degree programs must not be presented along with the included programs either in the institution's materials, or in materials from the program for which exclusion is requested.

   To be excludable, programs must be clearly distinguishable from the included programs by title, by published descriptions, and in representations to potential students, faculty, and employers. The intent is to allow exclusion of programs that are separate from the included programs, but to avoid exclusion of programs when such exclusion would create confusion about which programs of the institution have achieved accreditation.

3. **Control/Autonomy**. The level of administrative control the faculty and administration of included programs have over the program in such areas as program design; faculty hiring, development, and promotion; student selection and services; curriculum design; and awarding of degrees. When the leadership of included programs controls (or influences) these features of a program, the program will be included.

Examples of programs that can be considered for exclusion by the ACC are:

1. Degree programs subject to accreditation by other (non-business) accreditation societies.
2. Specialized degree programs (e.g., hotel and restaurant management, engineering management, health management, agribusiness, public administration). The institution may request that such programs be considered for exclusion whether they are administratively housed along with, or separate from, other business degree programs in the institution.

3. Degree programs offered on a separate campus, clearly distinct from programs offered within the institution, and having little participation and oversight from the included programs.
4. Degree programs delivered by coalitions in which the school participates, but which do not carry the name of the school on the diploma or transcript.
5. Degree programs in secondary business education, whether offered inside the business school or elsewhere in the institution.

Degree programs of the institution can be excluded from the review if they are not business programs regardless of where the institution places them in the administrative structure. Examples of such programs might include programs in statistics, economics, or other disciplines administered along with included programs. Majors or concentrations within a business degree are not excludable.

The review of the institution's degree programs must include distance degree programs in business administration or management delivered via telecommunications, electronic, or other means. An institution that uses a variety of educational delivery systems at various locations must demonstrate comparable quality of its educational programs for all students. An institution must meet accreditation standards at all the various locations at which the included degree programs are delivered, or in the case of distance learning, standards must be met in all delivery modes. All business programs on the main campus of the institution must be included unless they are clearly designated as specialized degree programs.

The administrative structure within which the programs are offered is at the discretion of the institution. While no particular administrative structure is mandated, the organizational structure and procedures must foster strategic management and continuous improvement.

The definition of the scope of accreditation explicitly identifies each degree program included in the review. An institution offering programs in business at multiple degree levels shall submit all such programs for review at the time of initial accreditation. All of those programs, and only those programs, will be considered accredited at the successful completion of a review. The outcome of the accreditation review will be one accreditation decision with regard to the designated set of programs.

The review will include business degree programs delivered jointly through partnership agreements, franchised programs, exchange programs, etc., where there is any form of connotation of being a business degree program of the institution holding AACSB accreditation. The review must address mission appropriateness, students served, student admission criteria, deployment of sufficient and qualified faculty by all partner institutions, and assurance of learning processes for the entire program including components delivered by partner or collaborating institutions. If the degree program resulting from collaborative agreements does not convey any connotation of being a degree program of the institution holding AACSB accreditation, it can be excluded from the accreditation review; however, the review should assess the impact (e.g., time and effort) on the resources (faculty, financial resources, facilities, etc.) of the accredited institution. A consortium might be treated as a separate entity for accreditation review if it operates relatively independently of the participating programs. To be accredited separately, the consortium must apply as, and qualify

as, an independent entity. In such case, all partner institutions and coalition participants do <u>not</u> need to be AACSB accredited.

An institution can offer business programs in multiple administrative units. Without explicit agreement from ACC to exclude such programs from review, they will be included. For example, a management degree program in the hospitality management school or delivered through the continuing education college will be included.

The accreditation review will include all degree programs (and only those degree programs) defined by agreement between AACSB and the institution before the accreditation review takes place. The ACC must approve a specific list of all included degree programs before the accreditation review visit occurs. That list will constitute the definition of the scope for accreditation. AACSB accreditation will be designated only for programs on that list. This <u>process</u> (rather than elaborate regulations) defines the scope.

The institution's chief academic officer and the ACC define the approved list of degree programs for business accreditation and/or accounting accreditation.

Deliberate misrepresentation of an excluded program to imply that it is included in the AACSB accreditation shall be grounds for recommendation by the appropriate committee (Initial Accreditation Committee, Maintenance of Accreditation Committee, or Accounting Accreditation Committee) to the Board of Directors for revocation of AACSB accreditation and removal from the Accreditation Council.

To assist in its planning and improvement activities, an institution may request a ruling from the ACC on an exclusion request at any time.

Process that defines the accreditation scope:

Step 1. **Submit the Degree Programs List**
   A. **Degrees** - The host institution prepares an inclusive list of all the business degree programs delivered by the institution, that satisfy the 25 or 50 percent criterion for proportion of teaching in traditional business subjects.
   B. **Exclusions** - The host institution prepares another list of the business or management degree programs that the institution wishes to exclude, if any. For each desired exclusion, the school must state the grounds for which the institution seeks exclusion.
   C. **Submission** - The host institution submits the degree programs list and the exclusions to AACSB, Accreditation Services Coordinator, by Email attachments including in each attachment the host institution name and contact information (name and title for primary contact person along with that person's address, telephone number, fax number, and email address).
   D. **Authentication** - The chief academic officer prepares and sends a statement to accompany the degree programs lists, verifying that the listed programs are all of the business and/or accounting degree programs of the institution.

E. **Support Materials (Optional)** - If the degree programs list is not verifiable on the institution's Web site, then the host sends to AACSB catalogs or other published materials that include information about the degrees offered and awarded.

Step 2. **Review by Accreditation Committee**
A. **Verification** - The chair of the appropriate accreditation committee will review the host institution's list of programs, in conjunction with catalogs, Web sites, or other material describing the institution's offerings.
B. **Consideration** - When necessary, the appropriate accreditation committee confers with the institution regarding the inclusiveness of the provided list.

Step 3. **Consensus on the Scope of Accreditation Definition**
The institution and ACC must agree on the degree programs list and exclusions before the accreditation review occurs. The ACC is the final authority on the degree programs included and excluded in the review of the institution. Normally, the process for determining accreditation scope will be completed well in advance of the Peer Review Team visit.

Before or during the visit the Peer Review Team may question a program's exclusion or discover additional programs that should have been considered. If that happens, the issue will be referred back to ACC. A final decision on the review cannot be rendered until the list is finalized. Thus, the discovery of undisclosed business programs or the questioning of previously excluded programs might delay the accreditation decision process.

AACSB accreditation adheres to the list of degree programs designated in the agreement previous to the accreditation review. Degree programs not named in the review are not a part of the AACSB accreditation. In the announcement of the accreditation, AACSB will provide to the institution's Central Administration and the business school leadership the definitive list of programs included in the accreditation review. AACSB accreditation pertains only to those degree programs included on the accredited list. AACSB and the institution must clarify in all designations of accreditation that the accreditation is a property only of those degree programs included on the list of included programs. Guidelines established by AACSB will guide how institutions can announce their accreditation and clarify to the public the boundaries of that accreditation.

Any new business programs begun at the institution will have sufficient resources to satisfy accreditation standards and will result from strategic planning processes of the school and institution. AACSB must be informed whenever new business degree programs are begun. New business programs in the institution will be placed on the list of accredited programs of the institution until they have been reviewed. At each accreditation maintenance review, new programs begun since the most recent review must be highlighted, and "participant" and "assurance of learning" data must be provided for the review of such programs, or the institution must make a request for exclusion. AACSB reserves the right to request a review of an accredited institution's programs at any time if questions arise concerning the maintenance of educational quality as defined by the standards.

E. Consistent with its mission and its cultural context, the institution must demonstrate diversity in its business programs.

INTERPRETATION: AACSB reaffirms its commitment to the concept that diversity in people and ideas enhances the educational experience in every management education program. At the same time, diversity on a global basis is a complex, culturally embedded concept rooted within historical and cultural traditions, legislative and regulatory concepts, economic conditions, ethnicity, gender, and opinion. As a condition of eligibility to pursue business and accounting accreditation (and for maintenance of accreditation as well) the school must first define and support the concept of diversity appropriate to its culture, historical traditions, and legal and regulatory environment. At a minimum, the school must show that within this context its business programs include diverse viewpoints among participants and prepare graduates for careers in the global context. Furthermore, the school must show how it participates in the changing environment surrounding diversity within its area of influence and service. Accredited programs must demonstrate commitment and actions in support of diversity in the educational experience.

The school shows that it values a rich variety of viewpoints in its learning community by seeking and supporting diversity among its students and faculty in accord with its mission. Such diversity affords exposure to multiple frames of reference and opinions. The school achieves a broad range of perspectives among students and faculty. The diversity inherent in the participants and their experiences expands the nature of dialogue in the school.

Education and management practice indicate that exposure to a variety of viewpoints produces higher quality results. Learning experiences should foster sensitivity and flexibility toward cultural differences. For the benefit of all, active support of a number of perspectives is desirable. Every graduate should be prepared to pursue a business or management career in a global context. That is, students should be exposed to cultural practices different than their own. The school must document how it achieves diverse viewpoints among its participants and as a part of students' learning experiences.

Cultures have very different views of appropriate roles for individuals from various backgrounds. When changes occur in the definitions of what is appropriate, schools have a significant role in the transition. One purpose of educational institutions may be to offer opportunity to traditionally under-served groups. Schools must carefully define in their missions the populations they serve, consider their role in fostering opportunity for under-served groups, and support high quality education by making every effort to diversify the participants in the educational process and to guarantee that a wide variety of perspectives is included in all activities.

F. The institution or the business programs of the institution must establish expectations for ethical behavior by administrators, faculty, and students.

INTERPRETATION: AACSB believes that ethical behavior is paramount to the delivery of quality business education. Schools must have published policies to indicate the importance of proper behavior for administrators, faculty, and students in their professional and personal actions. Schools also may foster ethical behavior through procedures such as disciplinary systems to manage inappropriate behavior including honor codes, codes of conduct, etc.

This criterion relates to the general procedures of a school. In no instance will AACSB become involved in the adjudication or review of individual cases of alleged misconduct, whether by administrators, faculty, support staff, students, or the school.

G. At the time of initial accreditation, a majority of business graduates shall be from programs that have produced graduates during at least two years.

INTERPRETATION: While the institution may offer some recently introduced degree programs, sufficient programs must have been in operation so that a majority of the graduates in the review year are from programs that have been producing graduates during at least two consecutive years.

SECTION 2:
STANDARDS FOR BUSINESS ACCREDITATION
WITH INTERPRETIVE INFORMATION

STRATEGIC MANAGEMENT

The school[3] articulates its mission and action items as a guide to its view of the future, planned evolution, infrastructure, and use of resources. The accreditation evaluation process is linked to the school's mission. Each school faces choices as a result of a wide range of opportunities and resource limitations. The mission guides choices made regarding these alternatives.

The aspirations of individual schools may create circumstances unforeseen in these more general statements. It is the responsibility of the Peer Review Team and the Initial Accreditation Committee or Maintenance of Accreditation Committee to judge the reasonableness of any deviations from interpretations of the standards.

Intent of Strategic Management Standards
Strategic management standards verify that the school focuses its resources and efforts toward a defined mission as embodied in a mission statement[4]. That mission statement may be broad or narrow, general or precise, but however it is stated it must assist the decision makers, implementers, students and other constituents of the school to know the school's goals. The mission statement performs different functions for different constituencies.

For decision makers the mission statement captures the essence of their intentions. It is a brief statement that focuses their thoughts when they make decisions so that they can decide whether proposals are central to the mission. It provides a sense of the aims of a school so that decision

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[3] See the definition of "school" in the Preamble to the standards. The school may be a single entity that administers all of the business programs included in the accreditation review, or it may be several entities that constitute the included accreditation review programs. Accordingly, a single mission or multiple missions may be required to state the institution's intentions for its business programs. Each included program must operate within the guidance of the mission of its administrative entity.

[4] Strategic management involves more than simply the mission statement. For a helpful discussion of the integrated components of strategic management see Hambrick, D.C. and Fredrickson, J.W. Are you sure you have a strategy?, Academy of Management Executive, pp. 48-59, vol. 15 (4), 2001.

makers can prioritize activities and align resources with the most important goals. For example, planners could design a faculty development program to enhance faculty members' abilities to meet specified educational aims. Or, decision makers could reject a proposed new program if it would divert resources from a central mission goal.

For implementers of a school's programs, the mission statement brings coherence to activities and helps them to understand how a particular event fits into the broader school aims. For example, in designing a course syllabus a mission statement might remind a faculty member that the school aims to emphasize critical thinking skills, not functional skills alone, in the teaching program.

It is **not** the intent of these standards to generate a bureaucracy of planning and mission creation. And it is **not** the intent to create strategic management activity solely for the sake of achieving AACSB accreditation. A school's strategic management activity should complement the school's operations. Strategic management activities should generate documents valuable to the school. Strategic management should **not** consist of activities primarily undertaken to satisfy accreditation reviewers. If the pursuit of accreditation motivates the school to increased definition of its focus, that is good. But it is good only to the extent that the focus benefits the school, rather than being done only for the sake of achieving accreditation.

In whatever format it is practiced, strategic management plans must guide decisions and practice. Strategic management should enhance an understanding of the school among external constituencies.

Multiple Approaches to Strategic Management
Schools may conduct their strategic management activity in many different ways. For some, setting strategic directions may involve precisely defined steps and detailed planning documents; for others, setting strategic directions may be an informal process resulting in more general, or overarching, statements of direction. Some schools may tie strategic management to specific directives and action items for individual activity; others may set more general goals and give great leeway to participants in the ways that they contribute toward the school's mission. No particular approach is inherently better than another; no particular planning model or technique is "correct."

Evaluation of Strategic Management
The evaluation of a school's effectiveness depends on how well it marshals its resources and efforts toward its mission statement. As an enterprise higher education is accountable for its effectiveness in using its resources to transform the lives of its participants. Each school operates with a moral imperative to use its time, effort, and resources effectively to assure the opportunity for positive transformation in the lives of students and faculty. Accreditation review is concerned to see that positive results are fostered through capable strategic management.

Individual Standards
Each standard states expectations for some feature of the strategic management process assumed to be beneficial for the school's operation.

Standard 1: The school publishes a mission statement or its equivalent that provides directions for making decisions. The mission statement derives from a process that includes the viewpoints of various stakeholders. The mission statement is appropriate to higher education for management and consonant with the mission of any institution of which the school is a part. The school periodically reviews and revises the mission statement as appropriate. The review process involves appropriate stakeholders. [MISSION STATEMENT]

Basis for Judgment:

- The school's programs and activities are guided by its mission statement. The mission statement provides a shared understanding of program direction that connects participants' actions and provides a common basis for learning.
- The school demonstrates that its mission statement derives from processes that include input from its stakeholders.
- The school disseminates its mission statement widely to interested parties.
- The mission statement of the school supports the mission of any larger organization of which it is a part.
- The mission emphasizes the achievement of high quality in each degree program.
- The mission statement encourages learning experiences appropriate for collegiate management students and that positively affect students' development as managers and professionals.
- The school demonstrates that it systematically reviews and documents its progress toward mission fulfillment and that it periodically evaluates the appropriateness of its mission statement and supporting strategic management plan.
- *The mission statement and/or the supporting strategic management plan must articulate the school's focus relative to the production of intellectual contributions (i.e., discipline based scholarship, contributions to practice, and/or teaching/pedagogy scholarship-see Standard 2) and student populations the school intends to serve (See Standard 3).*

Guidance for Documentation:

- Provide the mission statement.
- Describe how the mission statement influences decision making in the school, connects participants' actions, and provides a common basis for learning.
- Describe the process through which the mission statement was developed and the role played by various stakeholders.
- Describe how and to whom the mission statement is disseminated.
- Describe the appropriateness of the mission statement for students, and discuss how it positively affects their development as managers and professionals.
- Describe the mission statement's relation to the mission of any larger organization of which it is a part.
- Describe the review and revision process, and show that the process is followed.

- The school documents annual reviews of its progress toward mission fulfillment and its systematic assessments of new developments, challenges, etc. and their impact on the mission and strategic management plan.
- Describe how the mission statement and/or the supporting strategic management plan clearly outline the school's focus in regards to the production of intellectual contributions and the student populations the school intends to serve through its degree programs. If other mission components are included (e.g., executive education, economic development, service, etc.), describe these components, their strategic importance to the business school, and demonstrate that all mission components/actions are adequately resourced.

This standard has three components beyond the expectation that the mission statement exists. First, it states a feature of the mission statement – "provides direction for making decisions." Second, it specifies a characteristic of the process for developing the mission statement. Third, it insists on the periodic revision of the mission statement.

Of course the basis of this standard is the publishing of a mission statement "or its equivalent." This requirement insists on some publicly acknowledged and recognized statement of the intended goals of the school. What form this statement takes, whether it is called a mission statement, how extensive or brief it is, and the amount of detail – all of these are left to the school's determination of what will be effective in its circumstances.

Use of the Mission Statement in Decision Making
The school must clarify for the Peer Review Team how the mission statement assists in setting objectives and making management decisions for the school. Does the mission statement help in setting priorities among potential initiatives? Does the mission statement help stakeholders (administrators, faculty members, students, employers, and business partners) know whether they can anticipate that the school is expected to fulfill their expectations? Does the mission statement drive decisions for uses and development of resources? Do the operations of the school display the influence of the mission statement? Conversely, does the mission statement reflect the array of school activities?

Publication of the Mission Statement
The statement could be "published" in a variety of ways. The intent of this part of the standard is that the various stakeholders of the school know, or can find, the mission statement. It should be included in catalogs and brochures describing the school and its programs; it should be available on the school's Internet Web site; it may be included regularly in the school's publicity. All of these means and others ensure that stakeholders know the school's goals and what they can, and cannot, expect from the school.

Development of the Mission Statement
Each school should follow a procedure that fits with its traditions and culture to develop its mission statement. The standard insists that, whatever the procedure, it must include the viewpoints of "various stakeholders." Some schools will follow a formal strategic planning model, perhaps with the assistance of external consultants, while others will craft a mission statement following informal discussions and writing sessions. Some schools will conclude

with official votes of defined stakeholder groups or representatives, while other schools may reach an agreed consensus without any formal balloting.

Appropriateness of the Mission Statement
To say that the mission statement is "appropriate to higher education for management" is an important aspect of this standard. Evaluation of a mission statement's appropriateness involves professional judgment about both higher education and management education, and must be understood in the broader context of the school.

Professional Judgment in Mission Statement Creation
During the creation of the mission statement professional judgment about the appropriate level and content of higher education for management comes from the school's stakeholders. The stakeholders shape the mission statement to reflect their understanding of proper goals. Different stakeholders will have different relative advantages for this task. Administrators, members of the faculty, and other academics will, through their knowledge of other higher education institutions, have an understanding of learning and other intellectual outcome expectations suitable in higher education. Members of the business community (alumni, employers, and other interested business representatives) will bring knowledge about expectations for management education that fit with the demands graduates will face in their careers. These and other stakeholder groups must help to shape the mission through the variety of perspectives they contribute to the discussions and processes that establish the statement.

Professional Judgment in Accreditation Review
The peer review team's judgment will focus on the appropriateness of the mission statement, the process for deriving the mission, and the extent to which the school is achieving high quality and continuous improvement inherent in the standards in accordance with the stated mission. Therefore, this standard requires the school's mission to be open to scrutiny by the peer review team and appropriate accreditation committees.

General Mission Expectations
In general, appropriateness for higher education for management implies learning experiences and career preparation that goes well beyond skill training. It conveys an expectation of education about the context within which management careers develop, as well as capacities for direct applications of functional skills. Students should comprehend the "why" of business activity as well as the "how."

Of course, for many schools the mission statement may speak to much more than just the educational goals of the school. The mission statement may define the contribution of the school as it interacts with a specified business community. It may depict the school's role in regional or national economic development. It may define the school's contributions to the larger academic community through the creation of scholars and scholarship. The mission statement must tell readers where the boundaries of the school lie – what it is, and what it is not. The mission statement should make clear how the world is different because the school exists and the expected outcomes in terms of degree programs, learning outcomes, intellectual contributions, and other mission activities adopted by the school.

Consonance with Institutional Mission
Normally, the business school (see earlier definition of "school") is a part of a larger institution. The mission statement of the school should be complementary to the mission of that larger organization. Generally, the Peer Review Team will detect consonance, or lack of consonance, of missions, not by an analysis of mission statements, but by noticing collaboration or competition in operational matters. Discussions with participants in the school and participants in the institution will disclose agreement in goals. If reviewers discover conflicts, it is important to assure that the school and institution are working to resolve such conflicts.

Inclusion of Stakeholders in Creating the Mission Statement
In all cases, the standard requires the participation in the process of persons who represent different salient viewpoints regarding the school's goals. At a minimum, the stakeholders involved in creating the mission statement should include administrators, faculty members, students, and employers. For certain schools additional stakeholders will be appropriate participants in the mission creation, e.g., government officials, chamber of commerce representatives, officials of a sponsoring religious body, representatives of affiliated research centers, or members of educational systems and coalitions.

Tracking Mission Achievement and Mission Statement Revisions
Schools must have appropriate policies that result in regular, systematic reviews of the school's progress in achieving its stated mission including assessments of progress on key action items and strategic management goals. Annual reports prepared for the larger institution or for advisory boards, alumni, students, etc. are an excellent way of providing documentation that mission achievement is being assessed, reviewed and shared.

Finally, this standard requires periodic review and revision of the mission statement as appropriate. The mission statement is viewed as a relatively stable description of the school's intentions, but the statement must be reviewed from time to time to see modifications to accommodate changes in populations served, or changes in other circumstances of the school are necessary. In some cases, review of the mission statement may show that it remains applicable and should not be revised.   However, when the mission statement no longer fits with the goals of the school's stakeholders, it must be amended to make it an accurate reflection of the school's aims. Revisions, like the creation process, must involve a variety of stakeholders.

Breadth of Mission
If the mission of the business school includes focus areas (e.g. non-degree executive education, economic development, other outreach initiatives, etc.) that extend beyond degree or qualification programs within the scope of an AACSB accreditation review and intellectual contributions the business school must document that its resources (faculty, support staff, financial, etc.) are sufficient to support these expanded focus areas without diminishing the overall high quality of the degree programs offered and intellectual contributions produced by the school. The school must demonstrate that it has appropriate policies, procedures, etc. to guide the deployment of faculty and support staff resources across all mission components.

Standard 2: The mission incorporates a focus on the production of quality intellectual contributions that advance knowledge of business and management theory, practice, and/or learning/pedagogy. The school's portfolio of intellectual contributions is consistent with the mission and programs offered. [INTELLECTUAL CONTRIBUTIONS]

Basis for Judgment:

- The mission statement includes a description of the school's emphases regarding intellectual contributions of faculty members.
- The school has infrastructure and processes that facilitate and encourage the production of intellectual contributions.
- If the portfolio of intellectual contributions relies on the outputs of faculty members who have primary faculty appointments with other institutions, the school must provide documentation of how its relationship with the individual faculty members and the other institutions contributes to the success of the school, supports its mission, and in particular, its portfolio of intellectual contributions.
- The portfolio of intellectual contributions reflects the mission and includes contributions from a substantial cross-section of the faculty in each discipline.

Guidance for Documentation:

- Demonstrate the school's infrastructure, policies, and processes which support the production of intellectual contributions.
- Display the 5-year summary of the portfolio of intellectual contributions for individual faculty members, within each discipline, and for the business school as a whole by completing Table 2-1. Table 2-2 is optional. Table 2-1 should identify the number of intellectual contributions of various forms for each faculty member in accordance with the school's policies. Table 2-1 should include all faculty members identified in Table 10-1. The five-year data should reflect the most current data possible and at least capture cumulative intellectual contributions through the end of the most recently completed normal academic year. Table 2-1 should not include faculty members who left during the 5-year period. Table 2-1 should include faculty members who joined the faculty during the 5-year period. Discuss how the intellectual contributions identified in Table 2-1 align with the school's mission.
- Provide an analysis of the value of the school's intellectual contribution efforts and how the "substantial cross-section of faculty in each discipline" is achieved.
- If the portfolio of intellectual contributions represented in Table 2-1 includes outputs of faculty members who hold faculty appointments with other institutions, the school must clearly identify all such intellectual contributions, document how the school supports the scholarly work of the individual faculty member, and how its relationship with the individual faculty member and the other institution contribute to the success of the school, supports its mission, and in particular, its portfolio of intellectual contributions.
- Show how the mission statement guides the production of appropriate intellectual contributions.

Research and scholarship in the form of intellectual contributions are essential for a business school to:

- Contribute to the advancement of knowledge of management theory, practice, and/or learning/pedagogy;
- Ensure intellectual vibrancy across and among faculty members contributing to the currency and relevancy of management education programs; and
- Ensure the business school contributes and is an integral part of an academic community of scholars across all disciplines within an institution and in a larger context.

Specification and Demonstration of Intellectual Contributions
The mission statement or associated documents includes a definition of the intellectual contributions appropriate to the mission. This definition may be made in terms of content, or in terms of audience, or both. For example, it might read: "The school will support management practice through the production of articles and tools for managers." Or, it might read: "The school will lead management thought through basic scholarly research that contributes original knowledge and theory in management disciplines." Or it might read: "The faculty's scholarship will be a mix of management practice-related advances and pedagogical research."

Portfolio of Faculty Contributions
A generalized categorization of intellectual contributions includes contributions to learning and pedagogical research, contributions to practice, and discipline-based scholarship. Institutions customize these contributions, indicate their relative importance, and add additional responsibilities in their mission statements. The portfolio of faculty contributions must fit with the prioritized mix of activities as stated in the mission statement and demanded by the degree programs and other activities supported by the school. While not every faculty member must contribute in each of the three categories, the aggregate faculty must provide sufficient development in the past five years. The school's mission determines the appropriate balance of activity among the three types of contribution. The portfolio of faculty contributions should reflect that balance.

The school's mission or supporting materials, including stated policies, must clearly indicate the nature and focus of the intellectual contributions that are expected from its faculty. Three types of intellectual contributions are described below and the actual portfolio may include all three types; however, the school's mission and array of degree programs should influence the school's policies and the mix of actual intellectual contributions that are produced:

- **Learning and pedagogical research** contributions influence the teaching-learning activities of the school. Preparation of new materials for use in courses, creation of teaching aids, and research on pedagogy all qualify as Learning and pedagogical research contributions.
- **Contributions to practice** (often referred to as applied research) influence professional practice in the faculty member's field. Articles in practice-oriented journals, creation and delivery of executive education courses, development of discipline-based practice tools, and published reports on consulting all qualify as Contributions to practice.

- **Discipline-based scholarship** (often referred to as basic research) contributions add to the theory or knowledge base of the faculty member's field. Published research results and theoretical innovation qualify as Discipline-based scholarship contributions.

The three forms of intellectual contributions outlined above (learning and pedagogical research, contributions to practice, and discipline-based scholarship) are not intended to narrow the scope of the research mission of a business school. Many of the major issues that are the subject of faculty inquiry and subsequent intellectual contributions require cross-disciplinary approaches and perspectives. Intellectual contributions that are cross-disciplinary in scope are appropriate outcomes for faculty scholarly activity and are consistent with the spirit and intent of this standard.

Schools must have clear policies that state expectations to guide faculty in the successful production of a portfolio of intellectual contributions that are consistent with the school's mission and insures that a "substantial cross section of the faculty in each discipline" is producing intellectual contributions. Generally, intellectual contributions should meet two tests:

- Exist in public written form, and
- Have been subject to scrutiny by academic peers or practitioners prior to publication.

The policies that guide the development of intellectual contributions must clearly specify:

- The expected targets or outcomes of the activity;
- The priority and value of different forms of intellectual contributions consistent with the school's mission and strategic management processes;
- Clear expectations regarding quality of the intellectual contributions and how quality is assured (e.g. specific target journals or outlets, selectivity requirements, etc); and
- The quantity and frequency of outcomes expected over the AACSB review period.
- Guidance to ensure that intellectual contributions reported to AACSB include peer reviewed discipline-based scholarship, contributions to practice, and/or learning and pedagogical research are produced by a substantial cross-section of the faculty in each discipline consistent with the school's mission. The portfolio of intellectual contributions is expected to include a significant proportion of peer reviewed journal articles and/or scholarly books, research monographs, or sections/chapters of such publications that are also subject to a peer review process described below.

Peer review is defined as a process of independent review prior to publication of a faculty member's work by an editorial board/committee widely acknowledged as possessing expertise in the field. The peer review should be independent; provide for critical but constructive feedback; demonstrate a mastery and expertise of the subject matter; and be undertaken through a transparent process notwithstanding that the individuals involved can be anonymous. Such a review ensures the work is subjected to the expected "scrutiny by academic peers or practitioners prior to publication." Peer review is one important way in which the individual and institution can demonstrate overall quality of intellectual contributions.

The portfolio of intellectual contributions must reflect the mission of the school. The relative emphasis on the different forms of intellectual contributions (discipline-based scholarship, contributions to practice, and/or learning and pedagogical research) will also vary with the array and level of degree programs offered.

Examples of outcomes can include, but are not limited to:

- Peer reviewed journal articles (discipline based scholarship, contributions to practice, and/or learning and pedagogical research);
- Research monographs;
- Scholarly books;
- Chapters in scholarly books;
- Textbooks;
- Proceedings from scholarly meetings;
- Papers presented at academic or professional meetings;
- Faculty research seminars;
- Publications in trade journals;
- Book reviews;
- Published cases with instructional materials;
- Technical reports related to funded research projects;
- Instructional software that is widely used;
- Publicly available materials describing the design and implementation of new curricula or courses.
- Non-peer reviewed intellectual contributions for which the school can provide substantive support for quality.

Over time, the policies must be subject to review and demonstrate a commitment to continuous improvement.

Table 2-1:
Five-Year Summary of Intellectual Contributions
(Note: Please add a footnote to this table summarizing the school's policies guiding faculty in the production of intellectual contributions.)

Faculty	Portfolio of Intellectual Contributions									Summary of Types of ICs[10]		
	Peer Reviewed Journals [1]	Research Monographs [2]	Books [3]	Chapters [4]	Peer Reviewed Proceedings [5]	Peer Reviewed Paper Presentations [6]	Faculty Research Seminars [7]	Non-Peer Reviewed Journals [8]	Others [9]	Learning & Pedagogical Research	Contributions to Practice	Discipline-Based Research
List alphabetically by academic discipline as defined in the organizational structure that is used by the school identifying each faculty member												

1. <u>Peer reviewed journal</u> articles (learning and pedagogical research, contributions to practice, and/or discipline-based scholarship)
2. <u>Research Monographs</u> (teaching/pedagogical, practice/applied and /or discipline-based research)
3. <u>Books</u> (textbooks, professional/practice/trade, and/or scholarly)
4. <u>Chapters</u> in books (textbooks, professional/practice/trade, and/or scholarly)
5. <u>Peer reviewed proceedings</u> from teaching/pedagogical meetings, professional/practice meetings, and/or scholarly meetings
6. <u>Peer reviewed paper presentations</u> at teaching/pedagogical meetings, professional/practical meetings, and/or academic meetings
7. <u>Faculty research seminars</u> (teaching/pedagogical, practice oriented, and/or discipline-based research seminar)
8. <u>Non-peer reviewed journals</u> (learning and pedagogical, contributions to practice, and/or discipline-based scholarship). School must provide substantive support for quality
9. <u>Others</u> (peer reviewed cases with instructional materials, instructional software, publicly available material describing the design and implementation of new curricula or courses, technical reports related to funded projects, publicly available research working papers, etc. please specify)
10. Summary of ICs must reflect total number of ICs in each category (learning and pedagogical research, contributions to practice, and/or discipline-based scholarship)

Table 2-2:
Five-Year Summary of Peer Reviewed
Journals and Number of Publications in Each
(Optional)

Based on the information and data from Tables 2-1, provide a summary of peer reviewed journals (by name) and the number or articles appearing in each.

Peer Reviewed Journals	Number of Articles

Standard 3: The mission statement or supporting documents specifies the student populations the school intends to serve. [STUDENT MISSION]

Basis for Judgment:

- The school specifies students who are appropriate for collegiate education in management and who are consonant with other provisions of the mission statement.

Guidance for Documentation:

- Indicate by program the intended students and the actual composition of the student population, e.g., whether global, regional, local, or characterized by any specific features.
- Describe how the student population of the school intends to serve is consistent with the stated mission.

Importance of Student Characteristics

No feature of the degree programs of a school is more influential in determining the educational practices of the school than the characteristics of the student population. What happens in classrooms, online, in group projects, and in individual study is all influenced by students' backgrounds in educational experiences, cultural history, work experiences, family relationships, and other characteristics. Even if a school does not explicitly recruit for particular student characteristics, it is likely that certain personal features are prevalent in the student population, and those features influence pedagogy, instructional content, and non-curricular experiences. Program design and faculty development should take student characteristics into consideration.

Student characteristics may be included as a part of the mission statement, or in the strategic management plan. If not, there must be some other explicit recognition of the student populations served in some related supporting document

Program Specification

A school with a variety of programs may serve multiple student populations. As a part of developing its focus the school should document the intended student audiences. The most important function of this student definition is to assist the school to maintain a clear understanding of the programs' aims. Statements about intended student populations guide program promotion and development. Often, multiple statements will be required to indicate the different goals of programs. Some examples are:

- Undergraduate programs have been developed to serve full-time students graduating from secondary school programs in the York Valley region.
- Students for the online graduate programs are primarily engineering professionals with three to five years of work experience as engineers.
- The specialized master's of medical management program enrolls M.D.'s and other health care professionals.
- The MBA program competes for the most talented and committed working professionals worldwide.

- A large portion of the undergraduate population is composed of first-generation college students.
- Undergraduate programs are designed to serve rural, first-generation college students from the East Mountain mining region; all students work in college-sponsored jobs that support their educational expenses.
- The executive MBA program draws mid-level managers sponsored by large corporations throughout Southeast Asia.
- Master's level programs are structured to provide business career preparation for students whose undergraduate education is not in business. Undergraduate business majors may substitute advanced study for some program requirements.

Standard 4: The school specifies action items that represent high priority continuous improvement efforts. [CONTINUOUS IMPROVEMENT OBJECTIVES]

Basis for Judgment:

- The school's action items (for a one to three-year timeframe) enhance the school's mission fulfillment.

Guidance for Documentation:

- State the action items. Describe their relationship to the mission if there is any ambiguity.

Mission Statement Stability
A school's mission statement should be a stable, long-term enunciation of its goals. But, the mission statement will evolve over time in response to changing environments and intentions. On a year-to-year basis, the mission statement will provide continuing guidance to maintain the school in a focused pursuit of goals chosen to give clear direction to its operations and achievements.

Action Items as More Immediate Goals
To supplement the mission statement with those achievements anticipated in a shorter time perspective, the school must identify action items that state near-term efforts. These action items should define the achievements for the next one-to-three years that move the school toward greater fulfillment of the mission statement. For example:

- The mission statement might contain an aim of "…providing high quality instruction…." This aim in the mission statement could give rise to an action item of "…establishing a systematic program of instructional evaluation and development…."
- The mission statement might contain an aim of "…exposing all students to practical experience…." This aim in the mission statement could give rise to an action item of "… adding twelve new practicum sites for junior-year projects…."

While the mission statement is stable and undergoes relatively infrequent changes, the action items are to be reviewed at least annually to assess how the school is doing and to focus efforts on the most important issues. The mission statement provides a framework within which the

action items operate. Stakeholders can look to the mission statement to see the overall long-term goals of the school. They look to the action items to see what the school is doing now to move toward the mission.

Standard 5: The school has financial strategies to provide resources appropriate to, and sufficient for, achieving its mission and action items. [FINANCIAL STRATEGIES]

Basis for Judgment:

- The school has analyzed carefully the costs and potential resources for initiatives associated with its mission and action items.
- The school's infrastructure fits its activities, e.g., campus-based learning, distance learning, research, and executive education. Classrooms, offices, laboratories, communications and computer equipment, and other basic facilities are adequate for high quality operations.
- The school's support services for students and for faculty activities are adequate. Student advising and placement services are appropriate to programs, student populations, and to faculty and support staff professional development expectations (e.g., leave programs, travel support).
- Technology support for students and faculty is appropriate to programs (e.g., online learning, classroom simulations), and to intellectual contributions expectations (e.g., databases, data analysis programs).
- The school identifies realistic financial support resources for current and planned activities. Resources are sufficient to sustain and improve current programs, and anticipated resources are sufficient to implement planned programs.

Guidance for Documentation:

- Describe the infrastructure for all major programs of activity.
- Describe support systems for student advising and placement, student and faculty technology, and faculty intellectual contributions and professional development.
- Show the sources of funding for all major activities and how the resources are allocated. Show the anticipated funding sources for improvements and planned new activities.

Adequacy for the Array of Programs
A concern of the accreditation review is to see that the school has sufficient financial support to sustain quality management education programs. This judgment must take into consideration the total array of degree programs the school delivers. A school with only campus-based undergraduate programs would normally be expected to provide sufficient classroom and computing facilities for students, student advising, faculty development including instructional enhancement, library and other information access, technology assistance, and support for faculty intellectual contributions. With the addition of master's level programs would come expectations for applied research support. Doctoral education programs would require information and support sufficient for basic research activity. Distance education programs have particular support issues related to technology support and

assistance for students and faculty, security and confidentiality safeguards, accountability for learning, and technology to provide sufficient interactive components for quality education.

Particular Needs in Higher Education for Management
While it is not possible to spell out in detail the configuration of infrastructure required for every combination of educational programs and expectations, it is possible to state some resource needs of particular concern for business education. (1) Modern business is highly information dependent. Management scholarship, pedagogy, and learning require sufficient up-to-date technology hardware, software, assistance, and instruction. (2) The competition-induced evolution of business practices in a global business environment creates a subject matter for business education that changes rapidly and relentlessly. The school must continuously enhance the intellectual capital of the faculty to ensure that instruction keeps pace with the subject matter.

Financial Strategies for Changes and Additions
Beyond the concern for the basic infrastructure of the school, it is important to ensure that sufficient resources exist for the strategic changes planned in the school's prioritized action items. For all new and enhanced activities the school should have identified realistic sources of funding for initial and continuing provision. An easy way to display such information would be a table similar to the Financial Strategies Table.

Relation to the Mission
The Financial Strategies Table makes clear what the action items are, when they will happen, what they will cost, and the financial resources that will pay for them. This information allows a Peer Review Team to easily understand the planning the school has done and how this fits with the school's mission. The school should accompany the table with a narrative explanation of the enhancements to mission fulfillment that are derived from enactment of these action items and an explanation of any implications of these action items for revisions to the mission.

AACSB International
Financial Strategies Table

University of Pirsig School of Business Financial Support for Strategic Action Items				
Activity	**Start Date**	**First Year Cost or Revenue**	**Continuing Annual Cost or Revenue**	**Source or Disposition of Funds**
Faculty release time for online course preparation	September 20XX	$60,000 (five faculty in March 20XX	$50,000 (four faculty in each of five years)	Commitment for entire amount through July 20XX from the Chopin Foundation
Additional faculty line in Industrial Anthropology	January 20XX	$70,000 including benefits	$140,000	Signed reallocation commitment from the provost
Center for Regional Economic Forecasting	January 20XX	$500,000	$425,000	Three-year commitment from Chamber of Commerce, then self-sustained
Review and revision of undergraduate curriculum	September 20XX	$0 Use of faculty administrative time	$0	N/A
Terminate bachelor of management economics program	September 20XX	Net positive $80,000	Net positive $80,000	Reallocate to pedagogical hardware and software
Implement EMBA Program	September 20XX	Net positive $125,000	Net positive $200,000	Tuition, self-funding
Reconfiguration of classrooms for additional small group space	July 20XX	$450,000	$0	Allocated from university capital budget
Reorganize department structure	January 20XX	$2,500	$0	Administrative miscellaneous budget

PARTICIPANTS – STUDENTS AND FACULTY

A direct link exists between a school's mission, the characteristics of students served by the educational programs, the composition and qualifications of the faculty members providing the programs, and the overall quality of the school[5]. Therefore, these standards focus on maintaining a mix of both student and faculty participants that achieve high quality in the activities that support the school's mission. For the purpose of these standards "faculty" refers to all instruction-related faculty members, including tenured, non-tenured, full-time, part-time, clinical, etc., as appropriate.

Learning by students as they prepare for business, management, or academic careers is strongly dependent on the quality of instruction offered to them. Faculty members and administrators share responsibility for ensuring instructional quality through continuous improvement and innovation. As they implement this responsibility, faculty members, administrators, and support staff continue their own learning. As participants in the learning enterprise, students also are responsible to take an active role in their learning experiences. Passive learning should not be the sole, or primary, model for collegiate business education.

The aspirations of individual schools can create circumstances unforeseen in these more general statements. It is the responsibility of the Peer Review Team and the Initial Accreditation Committee or Maintenance of Accreditation Committee to judge the reasonableness of any deviations from interpretations of the standards.

Intent of Participants Standards

Participants standards substantiate the characteristics, interactions, and utilization of the human resources that constitute the learning community of the school. Participants and their interactions are at the center of much of what defines quality for higher education in business. Therefore, seeing that the proper processes are in place to secure and manage participant resources constitutes a key evaluation in assessing educational quality. The participants in a degree program (students, faculty members, support staff, and administrators) are all part of a learning community playing out interacting roles in the educational process. This is true in traditional educational arrangements with face-to-face interactions on an institutional campus, and it is equally true in more recent, technology-mediated education where some, or all, of the interactions take place electronically. All of the participants are co-producers of learning.

These participants standards assess quality in the educational process regardless of the variety of:
- Pedagogy or communication technologies utilized.
- Contractual arrangements of participants to the institution.
- Methods of dividing the components of the educational tasks among faculty members and support staff.

Reviewers must make essential judgments concerning whether the intellectual resources among the participants reach the level required for quality higher education, whether the

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[5] Many of the ideas in this section on participants are derived from, and can be pursued in more expanded form in, Haworth, J.G. and Conrad, C.F. Emblems of Quality in Higher Education: Developing and Sustaining High Quality Programs. Boston: Allyn and Bacon, 1997.

processes that manage participant resources honor the school's mission, and whether quality is maintained in implementation of the school's programs. Where schools use nontraditional resources for faculty or arrange interactions in nontraditional ways, the burden is on the school to demonstrate that it maintains educational quality.

Individual Standards
Each of the standards states expectations for features or behaviors of the participants assumed essential to the delivery of quality higher education in business.

Standard 6: The policies for admission to business degree programs offered by the school are clear and consistent with the school's mission. [STUDENT ADMISSION]

Basis for Judgment:

- The school follows its admissions policies in making admissions decisions.
- Admissions policies include all factors considered in entry decisions and can be accessed and understood by all participants in the entry process.
- Admissions policies result in an entering student body that supports the achievement of the school's mission.
- The school demonstrates how it prepares and supports students for success in the degree programs.
- Where admission policies are not under the control of the school, the school demonstrates how it prepares and supports students for success in the degree programs and how the process is consistent with the school's mission.
- For graduate business degree programs, normally admission criteria must include, among other requirements, the expectation that applicants have or will earn a baccalaureate degree prior to admission to the graduate program. The school must be prepared to document how exceptions support quality in the business graduate program.

Guidance for Documentation:

- Provide access to existing statements of admissions policies.
- Describe how admission policies serve the mission of the school.
- Document and explain how the characteristics of the current student body for each degree program result from the application of the admission policies and are consistent with the school's mission. If exceptions are made, provide justification and basis for quality. Use data wherever possible.

Importance of Admissions
Admission of students into programs is an influential factor in determining the character of a school. The school may not directly control the admission policies. Admission decisions may be made by the larger institution or according to policies determined by governing bodies of the institution. Or, the school may control admission to some programs, but not to all programs.   For example, a school may be directed by an open admission policy to accept into undergraduate programs all applicants of a sponsoring country or state who meet defined criteria. For this same school, selection into master's level programs may be controlled by the school and determined by competition.

Regardless of the locations of admission decision making or the relative influence of the school in the process, admissions policies must be clearly articulated so that they can be understood by applicants and implemented consistently by those making the decisions. Admission policies and practices must support the school's mission. Applicant information used for admission decisions must be gathered systematically and used consistently. A variety of information may support admission decisions including scholastic achievement, leadership experience, scores on standardized exams, work record, and other indices that may be related to academic and career success.

Alignment of Admissions and Mission
Because characteristics of the student body are so important in determining the school's nature and intellectual atmosphere, the mission of the school must be aligned with the admission process and results. Admission policies must be administered consistently, and there must be consonance between admissions decisions and the school's mission.

Standard 7: The school has academic standards and retention practices that produce high quality graduates. The academic standards and retention practices are consistent with the school's mission. [STUDENT RETENTION]

Basis for Judgment:

- The school has established academic standards consistent with its mission.
- The school has clearly articulated processes that
  - evaluate student progress;
  - provide early identification of retention issues;
  - intervene with support, where appropriate; and
  - separate students from programs, if necessary.
- The school's retention practices and support services produce high quality graduates in keeping with the mission.

Guidance for Documentation:

- Document academic standards and retention practices.
- Provide descriptions of the processes and criteria for evaluation, identification, intervention, and separation.
- Provide data on the number of students identified with retention issues, the interventions undertaken, and the number of students separated over the last academic year.

Alignment of Retention and Mission
Retention policies must be related to the mission and the admission policies of the school. A highly selective program will have different retention processes than a program with open enrollment admission policies. In all cases, schools must have procedures to identify and assist students with academic performance problems. Schools with special admission practices for at-risk students should have academic support resources available to maximize the opportunity for those students to complete their programs. All schools must have procedures for

dismissing students whose performance is inferior to their programs' academic standards. Retention practices must be aligned with schools' missions and with characteristics of students.

Standard 8: The school maintains a support staff sufficient to provide stability and ongoing quality improvement for student support activities. Student support activities reflect the school's mission and programs and the students' characteristics. [STAFF SUFFICIENCY-STUDENT SUPPORT]

Basis for Judgment:

- Student support activities can be provided by support staff, faculty members, or a combination.
- Support staff is sufficient to perform the following functions as appropriate for the mission, programs, and characteristics of the students:
  - Academic Assistance: Students have personalized interactive resources available for out-of-class assistance with course materials and assignments.
  - Academic Advising: Students have personalized interactive resources available for guidance in planning and implementing their academic programs.
  - Career Advising: Students have personalized interactive resources available for guidance in choosing and pursuing career paths.

Guidance for Documentation:

- Describe student support activities including academic assistance, academic advising, and career advising as appropriate for the school's mission, programs, and characteristics of students.

Student Support Services
A number of student support services can be performed either by faculty members or by specialized staff or by a combination of faculty members and support staff. The extent of these services are impacted, in large part, by characteristics of the student body.

Academic Assistance
Schools must provide assistance to students for academic matters. Faculty office hours and/or electronic access will be one expected resource for students who need academic help. In some cases, additional assistance opportunities will be appropriate. Schools that have special admission programs to recruit underserved groups, or that have an open admission program may need to establish centers, courses, or tutor-availability to assist students who need remedial work or who need more than normal aid to compensate for shortcomings in preparation. Schools with language requirements may need to provide laboratories and resource personnel to assist students with language learning difficulties. Schools with a strong quantitative emphasis may need resources available for students who come to the program ill-prepared from previous learning. Academic assistance needs and selection practices are, obviously, related, and must be aligned.

Academic Advising

Students must have resources and personnel available to help them in making academic choices. In some cases, schools can fill this need with professional advisors to assist students to choose majors and electives appropriate to their goals. In other cases, faculty members will fulfill this function. The richness of options available to students and student characteristics play a role in determining how much advising is necessary. Schools serving working adults in part-time programs with few electives will have less demand for this service. Schools with undergraduate programs serving traditional 18 to 24-year-old students will have greater needs to supply academic advising support.

Career Advising
The type and amount of career advising will vary greatly according to student characteristics. Full-time undergraduates will need different career assistance than employed students in a part-time master's program. Specialized programs may require specific career services tied to the specialization.

Standard 9: The school maintains a faculty sufficient to provide stability and ongoing quality improvement for the instructional programs offered. The deployment of faculty resources reflects the mission and programs. Students in all programs, disciplines, and locations have the opportunity to receive instruction from appropriately qualified faculty. [FACULTY SUFFICIENCY]

Basis for Judgment:

- Regardless of the type of contractual relationships between faculty members and the school (e.g., full-time/part-time, tenured/non-tenured, permanent/temporary, academic/clinical), the faculty is sufficient in numbers and presence to perform or oversee the following functions:
    - Curriculum Development: A process exists to engage multidiscipline expertise in the creation, monitoring, evaluation, and revision of curricula.
    - Course Development: A process exists to engage content specialists in choosing and creating the learning goals, learning experiences, media, instructional materials, and learning assessments for each course, module or session.
    - Course delivery: The obligations specified in the Assurance of Learning standards are met.
    - Other activities that support the instructional goals of the school's mission.
- In determining sufficiency, reviewers must consider faculty commitments to all activities. This includes degree programs and such additional activities as research, instructional development, non-degree education, faculty development activities, community service, institutional service, service in academic organizations, economic development, organizational consulting, and other expectations the school holds for faculty members.
- Normally, Participating faculty members deliver at least 75 percent of the school's teaching (whether measured by credit hours, contact hours, or other metric appropriate to the school).
- Normally, Participating faculty members deliver at least 60 percent of the teaching in each discipline, each academic program, and location.

- Participating faculty are distributed across programs, disciplines and locations consistent with the school's mission.
- The school has processes to support faculty members regardless of the employment relationships.
- Participating faculty do not have to be "full-time" faculty members.
- If the school deploys a faculty model that relies on different levels of support for classroom instruction (e.g., senior faculty teaching large classes supported by a cadre of "teaching assistants"), the school must document how the model supports high quality academic programs and meets the student-faculty interaction principles of this standard.
- In cases where a substantial proportion of a business school's faculty resources hold primary faculty appointments with other institutions, the school must provide documentation of how this faculty model supports mission achievement, overall high quality, and continuous improvement and is consistent with the spirit and intent of this standard.
- A school must provide documentation supporting its determination of faculty members as "participating" or "supporting" by adopting and implementing criteria consistent with its mission for the classification of faculty into these two categories. The interpretive material in the standard provides guidance only and each school must adapt this guidance to its particular situation and mission by developing and implementing criteria that indicate how the school is meeting the spirit and intent of the standard. The criteria must address:
  - The activities that are required to attain participating status.
  - The priority and value of different activity outcomes reflecting the mission and strategic management processes.
  - Quality standards required of each activity and how quality is assured.
  - The quantity and frequency of activities expected within a typical AACSB review cycle to maintain participating status.

  The criteria are to be periodically reviewed and reflect a focus on continuous improvement over time.

Guidance for Documentation:

- Describe the faculty complement available to fulfill the school's mission and all instructional programs they staff in the most recent academic year.
- Demonstrate how faculty members and staff fulfill the functions of curriculum development, course development, course delivery, academic assistance, academic advising, career advising, and other activities that support the school's mission.
- Describe the faculty complement available to fulfill the school's mission and all instructional programs they staff in the most recently completed academic year.
- Demonstrate how faculty members and support staff fulfill the functions of curriculum development, course development, course delivery, academic assistance, academic advising, career advising, and other activities that support the school's mission.
- Table 9-1 must be completed to document the deployment of participating and supporting faculty for the most recently completed normal academic year. All faculty members who have teaching responsibilities and are reflected in Table 10-1 must be included in Table 9-1. Graduate students with teaching responsibilities must be

included in Table 9-1. Table 9-1 must not include faculty members who left prior to the normal academic year reflected in the table. Table 9-1 must include faculty members who joined the business school during the normal academic year reflected in the table. Peer review teams may request documentation for additional years, individual terms, as well as by program, location, and/or disciplines.

Faculty sufficiency is critical for the effective delivery of high quality management education programs supported by high quality student/faculty interactions. To demonstrate faculty sufficiency, a school must deploy faculty members who are engaged with the administrative leadership in carrying out all functions (teaching, curricula development, course development, course delivery, research, academic service, advising, extracurricular activities, etc.) necessary for high quality business programs through significant interactions with students and colleagues. The level of engagement is not dependent on a legal or contractual relationship, but by the extent to which faculty members are committed broadly and collegially to support the business school mission, academic programs, and students. To meet these expectations, the concepts of "participating" and "supporting" faculty and along with guiding principles for student/faculty interactions are introduced.

Faculty Consonant with Mission
Faculty resources and faculty management must be consonant with the school's stated mission and objectives. Each school recruits, develops, and maintains a faculty to accomplish its mission with respect to learning, practice, and scholarship. A variety of faculty skills may be needed to meet the mission, and individual faculty members may be appointed to meet specific aspects of the mission.

Uses of Faculty
When determining the sufficiency of faculty for degree programs, Peer Review Teams must consider the resources available for all of the educational functions related to the programs. Where appropriate, non-faculty resources may be used to perform tasks that do not require the full credentials and experience of a faculty member. In general, use of faculty resources is expected in:

- Curriculum design
- Course development
- Course delivery
- Assessment of learning

These four activities represent the core of the educational endeavor, and they must be conducted by persons with deep understanding of the relevant subject matter and experience in higher education delivery. The curricula and courses represent the faculty members, and their commitment to curricula and courses creates a substantial, implicit quality control. While various parts of the educational enterprise might be disaggregated (curriculum design, course design, course presentation, student evaluation), these are faculty tasks. They should not be conducted by persons without academic and/or experience credentials suitable for the faculty role.

Amount of Faculty Resources
It is impossible to specify numerical standards or quotas for faculty resources that would apply to all schools. The variance in missions, educational models, and environments in business education across the globe is too large to support one definition of sufficiency. Where practices exist for measuring faculty productivity, however, review teams are encouraged to use these practices as context for judgments unless the school's mission indicates they do not apply. Judgments must be made consistent with the mission of the school, and normally these judgments can be aided by comparison with schools with similar missions.

Teams must keep in mind that different models of educational delivery are customary in different world regions and with different educational approaches. Traditional models of faculty teaching responsibilities that use such indices as courses taught per term or student credit hours per faculty member may be inappropriate in some situations. Models may vary on uses of technology, concentrated or distributed time-on-task, assignment of faculty to components of the learning experience (course design, delivery, assessment), etc. The school carries the burden of showing that its faculty, however constituted and however deployed, provides high quality learning experiences. In judging sufficiency of faculty, the quality of the learning experience for students and demonstrations of learning must be given great weight when determining the adequacy of unusual or innovative models.

In determining faculty sufficiency, reviewers must consider all significant faculty activities. This includes degree programs and such additional activities as research, instructional development, non-degree education, faculty development activities, community service, institutional service, service in academic organizations, economic development, organizational consulting, and other expectations the school holds for faculty members.

Participating and Supporting Faculty
In assessing sufficiency of faculty resources, an important distinction is made between Participating and Supporting faculty members. This distinction categorizes faculty members into those who are participants in the life of the school beyond direct teaching involvement, and those who are not. While the specifics differentiating these categories vary from school to school, the definitions must be made with enough clarity that it is not difficult to place any particular faculty member into the correct classification.

A participating faculty member actively engages in the activities of the school in matters beyond direct teaching responsibilities. Such matters might include policy decisions, educational directions, advising, research, and service commitments. The faculty member may participate in the governance of the school, and be eligible to serve as a member on appropriate committees that engage in academic policymaking and/or other decisions. The individual may participate in a variety of non-class activities such as directing extracurricular activity, providing academic and career advising, and representing the school on institutional committees. The school considers the faculty member to be a long-term member of the faculty regardless of whether or not the appointment is of a full-time or part-time nature, regardless of whether or not the position with the school is considered the faculty member's principal employment, and regardless of whether or not the school has tenure policies. The individual may be eligible for, and participate in, faculty development activities and take non-teaching assignments for such activities as advising as appropriate to the faculty role as defined at the school.

A supporting faculty member does not, as a rule, participate in the intellectual or operational life of the school beyond the direct performance of teaching responsibilities. Usually, a supporting faculty member does not have deliberative or involvement rights on faculty issues, have membership on faculty committees, nor is the individual assigned responsibilities beyond direct teaching functions (i.e., classroom and office hours). A supporting faculty member's appointment is normally exclusively teaching responsibilities and is normally *ad hoc* appointment, for one term or one academic year at a time without the expectation of continuation.

Guidelines for Sufficiency of Participating Faculty
Normally, Participating faculty members consistently deliver at least 75 percent of the school's annual teaching (whether measured by credit hours, contact hours, or other metric appropriate to the school). Normally, Participating faculty members consistently deliver at least 60 percent of the teaching in each discipline, each academic program, and location.

The Essential Nature of Student-Faculty Interaction
A critical determinant of faculty sufficiency is opportunities students have to interact with faculty members as a part of their educational programs. Higher education is more than just one-way communication from faculty members to students. Faculty members' presentations or lectures, absent of additional interaction, are simply a form of information delivery, not higher education. Such non-interactive delivery would be similar to other forms of non-interactive delivery whether reading a book, watching a film, or visiting a Web site. While a student could learn from such an experience, it takes responsive interaction in some form to transform the experience into higher education.

This interaction can take many forms such as an opportunity for the student to ask for clarifications, a faculty member's feedback on a student essay, a discussion among students and faculty, etc. The faculty resources of the school must be sufficient that interactive experiences are available in all courses and all major learning experiences of the program. One way that review teams explore faculty sufficiency is to ask for student feedback about interaction. Another way review teams can observe signs of interaction will be in discussion with faculty members about pedagogy used or in examinations of syllabi to see the types of learning experiences provided.

Programs with a preponderance of learning experiences in large lecture courses will raise questions among reviewers about interaction opportunities, as programs with large student-faculty ratios. Review teams may consider the ratio of degrees awarded per faculty member among comparison schools, and they can raise questions of faculty sufficiency when a school under review is different from the comparison group. Specific pedagogical approaches or delivery systems may warrant exceptions. Programs that are mostly, or entirely, conducted by distance learning can raise questions about opportunities for students to have appropriate interaction with faculty (and with other students). The school offering the distance learning programs has the burden to demonstrate that it provides significant learning interaction opportunities and that the student-faculty interaction principles outlined in this standard are met.

Intellectual Level of Student-Faculty Interaction
The role of interaction in higher education makes it especially salient that faculty members have in-depth knowledge in their teaching fields. To receive high quality education students must have access to substantive experts in the respective disciplines. Faculty members must be capable to respond to questions from a deep understanding of theoretical, empirical, and practical knowledge of the subject matter they teach. Faculty members chosen mainly for their experience background, rather than for traditional academic preparation (research doctorate) should bring a broadly informed understanding to the learning experience so that they do not present material and respond to students from a narrow perspective. The school has the burden of demonstrating that such faculty members bring a breadth and depth of perspective to their teaching assignments. See Standard 10 for more information about faculty qualifications.

The following Student-Faculty Interaction Principles form the context in which reviewers evaluate the learning experiences available to students.

Student-Faculty Interaction Principles

1. **Interaction opportunities are available to meet unique needs of individual students**. Students have opportunities to gain assistance regarding idiosyncratic questions and needs in interactions with faculty members, staff, and other students.

2. **Interactions are consistent with the school's mission and characterized by integrity and respect among participants**. Interactions students have with faculty members, staff, and operations of the school are consistent and reliable. Student's views and circumstances are not neglected in the learning experiences. A level of professionalism is practiced among all participants.

3. **Constituent groups have opportunities to learn from each other.** Learning experiences provide opportunities for sharing of knowledge and experience from faculty to students, from students to faculty, among students, and among faculty. A learning community is established that allows free expression and continuous learning.

4. **Students have access to disciplinary experts in curricular and extra curricular situations.** Students have access to faculty members who have in-depth expertise in their fields of teaching. Course material, feedback on student performance, and extra curricular interactions are informed by faculty knowledge that is both current and relevant.

5. **Interaction among faculty members produces a coherent and integrated learning experience.** Degree programs result from coordinated faculty efforts to provide systematic, cumulative learning.

TABLE 9-1:

SUMMARY OF FACULTY SUFFICIENCY BY DISCIPLINE AND SCHOOL (Note: Please include a footnote to the table summarizing the school's policies for determining participating and supporting faculty)[3]

(RE: Standard 9 - Using Student Credit Hours as metric: **Name[1]**	Participating or Supporting (P or S)	Amount of teaching if P (blank if S)[2]	Amount of teaching if S (blank if P)[2]	
Accounting				
James Whitecloud	P	912 sch		
Terri Bunsen	S		432 sch	
" " " "				
TOTAL ACCOUNTING		P_A	S_A	$P_A / (P_A + S_A)$ must be > 60%
Finance				
Karla Checkov	P	636 sch		
Hester Brighton	P	444 sch		
" " " "				
TOTAL FINANCE		P_F	S_F	$P_F / (P_F + S_F)$ must be > 60%
" " " "				
Operations Research				
Jean-Louis Pascal	S		210 sch	
Brett Ferstberg	P	942 sch		
" " " "				
TOTAL OPERATIONS RESEARCH		P_O	S_O	$P_O / (P_O + S_O)$ must be > 60%
OVERALL TOTAL FOR SCHOOL		P_T	S_T	$P_T / (P_T + S_T)$ must be > 75%

1 Faculty should be listed by academic discipline as defined in the organizational structure that is used by the school. The organizational structure should be clear to the Peer Review Team.

2 The measure "amount of teaching" must reflect the operations of the school, e.g. student credit hours (SCHs), European Credit Transfer Units (ECTUs), contact hours, individual courses, modules or other designation that is appropriately indicative of the amount of teaching contribution. Concurrence on the measurement process must be reached with the peer review team early in the review process. In this example, "student credit hours" (sch) is used as the metric.

3 Table 9-1 must be completed for the most recently completed, normal academic year. Peer review teams may request documentation for additional academic years, individual terms, as well as by program, location, and/or discipline.

Standard 10: The faculty of the school has, and maintains, expertise to accomplish the mission, and to ensure this occurs, the school has clearly defined processes to evaluate individual faculty members' contributions to the school's mission. The school specifies, for both academically qualified and professionally qualified faculty, the required initial qualifications of faculty (original academic preparation and/or professional experience), as well as requirements for maintaining faculty competence (intellectual contributions, professional development, or practice). [FACULTY QUALIFICATIONS]

Basis for Judgment:

- At least 90 percent of faculty resources are either academically or professionally qualified. Faculty resources are counted as appropriate to their contributions to the school, i.e., some faculty members may have full-time assignments with the school while others may have part-time assignments. The aggregate, or total, faculty resources is the sum of all full and part-time (based on a measure of percent-of-time devoted to the school's mission) assignments. For example, if a school has 12 full-time faculty members and seven faculty members who are only half-time assignments, the total faculty resources would equal 15.5.
- At least 50 percent of faculty resources are academically qualified.
- In the aggregate, the portfolio of current capabilities for all faculty members is sufficient to support high quality performance of all activities in support of the school's mission.
- Qualified faculty resources are distributed across programs, disciplines, and locations consistent with the school's mission. Variations from the overall percentages may be justified at the program, discipline, and location level. The burden of proof is on the school to demonstrate the delivery of overall high quality in such cases.
- In cases where a substantial proportion of a business school's faculty resources hold primary faculty appointments with other institutions, the school must provide documentation of how this faculty model supports mission achievement, overall high quality, and continuous improvement and is consistent with the spirit and intent of this standard.
- If the school deploys a faculty model that relies on different levels of support for classroom instruction (e.g., senior faculty teaching large classes supported by a cadre of "teaching assistants") , the school must document how the model supports high quality academic programs and supports mission achievement.
- Maintenance of knowledge and expertise supports faculty performance through an appropriate balance, given the school's mission, through contributions over the past five years in all of the following areas:
  - Learning and pedagogical research
  - Contributions to practice
  - Discipline-based scholarship
- The school has a clearly defined process by which it evaluates how faculty members contribute to the mission and maintain their qualifications.
- A school must develop appropriate criteria consistent with its mission for the classification of faculty as academically or professionally qualified. The interpretive material in the standard provides guidance only and each school should adapt this guidance to its particular situation and mission by developing and implementing criteria that indicate how the school is meeting the spirit and intent of the standard. Specific

policies detail criteria by which academically and professionally qualified status is granted and maintained. The criteria must address:

- The academic preparation and/or professional experience required to attain each status.
- Consistent with the stated mission, the types of development activities that are required to maintain academic or professional qualifications on an ongoing, sustained basis.
- The priority and value of different development activities reflecting the mission and strategic management processes.
- Quality standards required for the various, specified development activities and how quality is assured.
- The quantity and frequency of development activities and outcomes expected within the typical five-year AACSB review cycle to maintain each status.

The criteria for granting and for maintaining academic or professional qualifications for those individuals holding faculty status and also holding significant administrative appointments (e.g., deans, associate deans, department head/chairs, center directors, etc.) may reflect these important administrative roles.

The policies should delineate, where appropriate, how criteria for granting and maintaining status varies with the development of individual faculty members across programs and levels (e.g., the experience of a professionally qualified faculty member who is assigned to teach introductory classes may be different than the professional experience expected of a PQ faculty member assigned to teach a capstone course). The criteria must be periodically reviewed and reflect a focus on continuous improvement over time.

- Qualified faculty are generally be distributed equitably across each discipline, academic program, and location consistent with the school's mission and student needs. Distance delivered programs are considered to be a unique location.

Guidance for Documentation:

- The school must provide information on academic and/or professional qualifications for each faculty member. This should be provided in the form of an academic vitae that reflects or highlights, at least, the most recent five year period concluding with the end of the most recently completed, normal academic year prior to the year of the accreditation review. The academic vitae must provide sufficient detail as to educational background, intellectual contributions, primary teaching areas, and other faculty development activities supporting currency and relevancy in the field of teaching.
- Documentation must clearly identify which of the three areas of contributions is represented in each faculty member's development activities.
- Tables 10-1 and 10-2 must be completed to document the deployment of qualified faculty for the most recently completed, normal academic year. Peer review teams may request documentation for additional years, individual terms as well as by program,

location, and/or discipline. Schools must explain or define their normal academic year format/schedule.

The delivery of high quality management education programs, scholarly activity and other mission components relies on the deployment of a cadre of qualified faculty members who demonstrate currency and relevance in their field or discipline. Faculty qualifications are a function of (1) original academic preparation and (2) subsequent, on-going development activities that maintain currency in the field of teaching and scholarship, supporting each faculty member's contribution to the business school's overall mission. Faculty members may be academically qualified, professionally qualified, or neither. Regardless of the category, all faculty members must demonstrate they are current in their field of teaching supported by appropriate, ongoing development activities and academic preparation.

Academically Qualified Faculty Members
Academic qualification requires a combination of original academic preparation (degree completion) augmented by subsequent activities that maintain or establish preparation for current teaching responsibilities. The following descriptions are not meant to be exhaustive, but indicative, of the meaning of academic qualification.

1.   A doctoral degree in the area in which the individual teaches.

For purposes of these standards the term "doctoral degree" means completion of a degree program intended to produce scholars capable of creating original scholarly contributions through advances in research or theory. In some cases programs with the word "doctorate" (or equivalent) in the title do not have the aim to produce scholars who make original intellectual contributions. Those would not be deemed to be "doctoral degrees" in the sense required in the accreditation review process. Such non-research "doctorates" might be deemed academically qualified per category six below.   Individuals with a graduate degree in law will be considered academically qualified to teach business law and legal environment of business.

2.   A doctoral degree in a business field, but primary teaching responsibility in a business field that is not the area of academic preparation.

Normally, persons meeting this condition are considered to be academically qualified, if they maintain active involvement in the areas of teaching responsibility through writing, participation in professional meetings, or related activities. Those with doctoral degrees in areas related to the field in which they teach are translating their expertise in ways relevant to business. Since many business theories and practices derive from related business fields, these business doctorates can be important faculty resources. The greater the disparity between the field of academic preparation and the area of teaching, the greater the need for supplemental preparation in the form of professional development linked to the area of teaching.

3.   A doctoral degree outside of business, but primary teaching responsibilities that incorporate the area of academic preparation.

Those with doctoral degrees in areas related to the field in which they teach are translating their expertise in ways relevant to business. Since many business theories and practices derive from basic disciplines outside of business, these individuals can be important faculty resources. Normally, faculty meeting this condition are to be considered academically qualified, provided

they maintain active involvement in areas of teaching responsibility as outlined above. The greater the disparity between the field of academic preparation and the area of teaching, the greater the need for supplemental preparation in the form of professional development linked to the area of teaching.

4. A doctoral degree outside of business and primary teaching responsibilities that do <u>not</u> incorporate the area of academic preparation.

Those meeting this condition would not be considered academically qualified without additional preparation. To be considered academically qualified, an individual meeting this condition must have completed additional coursework or personal study sufficient to provide a base for participation in the mix of teaching, intellectual contribution, and service sought by the school. The burden of justification in these cases rests with the school under review.

5. A specialized graduate degree in taxation.

Individuals with a graduate degree in taxation or a combination of graduate degrees in law and accounting are considered academically qualified to teach taxation.

6. Substantial specialized coursework and/or demonstrated research competence in the primary field of teaching responsibilities, but no research doctoral degree.

Individuals meeting this condition may constitute specialized instructional resources for the school. Such a faculty member can have a specialized master's degree in a business-related field and have completed some coursework in a business doctoral program, or currently may be a student in a business doctoral program. As noted in category one above, non-research "doctorates" may also fit into this category. These individuals are to be considered academically qualified but their number must be limited in each discipline and they are subject to a 10 percent limit of total faculty resources. An exception to the 10 percent limit is granted for graduate business students in research doctoral programs who have completed all but the dissertation in their program. For graduate students in research doctoral programs who have completed all but the dissertation in their program of study or met other program requirements that put the students into the final stages of the dissertation (e.g., dissertation proposal is formally accepted by the student's faculty committee), academically qualified status applies for no more than three years beyond the most recently completed graduate comprehensive examination or other milestone that puts the student into the dissertation stage. Such graduate students in research doctoral programs at this stage who have teaching responsibilities, however, are not subject to the 10 percent of total faculty resources as defined for this category of faculty. Since academic qualifications are often based on research competence in the primary field of teaching, the existence of a substantive, sustained, and current record of research in the teaching field will be accepted as prima facie evidence of academic qualifications.

Professionally Qualified Faculty Members
Professionally qualified faculty can be an important component of the total faculty resources deployed by the business school. Professionally qualified faculty members can be key to ensuring that students have learning experiences that reflect current business practice and understand the link to research and theory. The deployment of professionally qualified faculty

within the context of these standards must be viewed as an appropriate strategic decision that is consistent with supporting high quality academic programs and the mission of the business school.

Both relevant academic preparation and relevant professional experience is required to establish a faculty member as professionally qualified. Normally, the academic preparation is a master's degree in a field related to the area of teaching assignment. Normally, the professional experience must be relevant to the faculty member's teaching assignment, significant in duration and level of responsibility, and current at the time of hiring. The burden of justification regarding professionally qualified faculty rests with the school under review.

Expectations of the Standard Regarding Qualifications

Normally, to satisfy this standard:

- The academically qualified portion of the faculty (as defined in the interpretative material above) should not fall below 50 percent of the total faculty resources for schools with undergraduate programs only. The percentage required varies for schools with different missions. The percentage of academically qualified faculty resources required for a school with graduate degree programs should exceed the percentage required for schools with no graduate programs. For example, a school with a doctoral program and an emphasis on discipline-based scholarship might require faculty resources consisting predominantly of individuals with academic qualifications as defined above.
- The total faculty resources that either are academically qualified or professionally qualified (or both) must constitute at least 90 percent of the total faculty resources.
- Academically and professionally qualified faculty resources are distributed across programs, disciplines, and locations consistent with the school's mission and the students' needs.
- Classification as academically or professionally qualified will be lost if there is inadequate evidence of development activities within the past five years that demonstrate currency and relevancy in the field of teaching.
- Normally, the proportion of faculty resources defined by description six in the "Academically Qualified Faculty Members" section above should not exceed 10 percent of the total faculty resources. An exception would be made for graduate business students in a research doctoral program who have completed all but the dissertation in their program of study or met other program requirements that put the student into the final stages of the dissertation (e.g., dissertation proposal is formally accepted by the student's faculty committee). The use of such doctoral students as faculty for teaching purposes is treated similar to the use of academically qualified faculty. For such graduate students, this status applies for no more than three years beyond their most recently completed graduate comprehensive examination or other milestone that puts the student in the dissertation stage. The burden of proof is on the school to document when the three-year period begins and that the student is officially in the dissertation stage.

Reviewers must consider all faculty members in determining the currency and relevance of information brought to teaching and learning responsibilities. This includes all faculty members who are a part of the teaching faculty at the term reported in the Self-Evaluation Report or the Maintenance of Accreditation Report. Regardless of the contractual arrangement of a teaching faculty member with the school, each is included--full-time, part-time, visiting, clinical, etc. All faculty members are expected to demonstrate activities that maintain the currency and relevance of their instruction. Faculty members can maintain qualifications through a variety of efforts including production of intellectual contributions, professional development, and current professional experience. The choice of activities to maintain currency and relevance may change at different times during a faculty member's career. For example, a new Ph.D. may engage in generating a series of related research papers to establish a presence in his or her discipline. A more established scholar may synthesize previous work into a research monograph. A classically trained economist who wants to become current in behavior economics may participate in psychology courses and combine with a colleague in organizational behavior to do a joint research project. An accounting professor may attend a continuing education certificate program to master recent changes in tax law. A faculty member in information management may spend two months in an internship with a manufacturing company studying its integrated management system. A finance professor may serve as editor of a discipline journal.

Faculty members who are selected to the faculty because of their professional qualifications may engage in different activities to maintain currency and relevance than academically qualified faculty members. Since the professionally qualified members have been appointed to bring in a different set of qualifications, it is reasonable to expect that those qualifications can be maintained differently. For example, a former CEO who is teaching planning and strategy may sit on two corporate boards of directors and lead an executive education planning seminar intended for corporate planning officers. A former marketing director who teaches market analysis may engage in consulting and enroll in a graduate course in data mining. A consultant who teaches one human resource management course each term may maintain currency and relevance by attending workshops at professional association meetings.

These examples for academically qualified and professionally qualified faculty members show only a few of the ways faculty members can maintain their qualifications. Most faculty members will have multiple activities.

There is no intent in these standards to describe a fixed pattern of activities faculty members must follow to maintain their qualifications. Expectations of the school, as well as individual characteristics and circumstances, guide the choice of maintenance efforts. Likewise, there is no intent to categorize certain endeavors as appropriate to maintain academic qualifications and others appropriate to professional qualifications. Persons with either initial qualifications can broaden their perspectives by engaging in professional development activities unlike their previous experience; i.e., a professionally qualified faculty member may get involved in basic research, or an academically qualified faculty member may use a sabbatical leave to gain practical experience on the staff of a firm. Faculty members who at one time in their careers were considered academically qualified, but who choose not to maintain this qualification, may be considered professionally qualified <u>if they meet the professional qualifications criteria</u>.

Likewise, professionally qualified faculty members may be (or become) academically qualified if they meet the academic qualifications criteria.

Faculty development activities that support maintenance of academic and professional qualifications must be substantive and sustained at levels that support currency and relevance for teaching and other mission related professional responsibilities. The following is a non-exhaustive list of possible activities that faculty may undertake to support the maintenance of academic or professional qualifications:

- Intellectual contributions as detailed in Standard 2
- Relevant journal and/or other business publication editorships and/or editorial board/committee service
- Consulting activities that are material in terms of time and substance
- Faculty internships
- Sustained professional work supporting qualified status
- Leadership positions in recognized professional/academic societies
- Advanced academic coursework
- Relevant, active service on boards of directors
- Documented continuing professional education experiences
- Significant participation in professional and/or academic conferences

It is not AACSB's intent to limit the range of developmental activities that may be undertaken. School criteria govern and may be narrowly defined or broadly defined in accordance with the school's mission and programs offered.

In summary, while entry qualifications (academic or professional) are important, the world of business changes very rapidly and faculty members must be involved in continuous development throughout their careers to stay current. Regardless of their specialty, work experience, or graduate preparation, the standard requires that faculty members maintain their competence through efforts to learn about their specialty and how it is applied in practice. Likewise, faculty members must engage in constant learning activity to maintain currency with their fields' developing research and theory.

Business schools must support faculty development activities that link business practice to the educational experience. The intent is that all students at all levels, in all programs, across all disciplines, and in all locations are exposed to faculty members who are well versed in the current practice of business as well as current research and theory.

Faculty development activities have value through contributions to the mission. When faculty members are current with the applicability and relevance of ideas and concepts in their field, instruction, practice, and inquiry benefit. The critical factor in determining whether faculty members bring current and relevant information is the impact of faculty member's development activities on the mission of the school.

Intellectual Contributions and Faculty Qualifications
Standard 10 recognizes that there are many activities that faculty members may undertake to demonstrate that they are maintaining their disciplinary currency and relevance. However,

Standard 2 states that the portfolio of intellectual contributions should emanate from a substantial cross-section of faculty in each discipline, and the school must have established clear expectations for the intellectual contributions responsibility of individual faculty members. Therefore, a substantial cross-section of the faculty may demonstrate the currency of their qualifications as outlined in Standard 2 and in accordance with the policies of the school under review. Other faculty members may sustain their qualifications through other means including consulting, faculty internships, other professional experiences, and/or professional development activities. The school must make the case for the qualifications of each faculty member.

Summary
The mission will guide the Peer Review Team in its assessment of the adequacy and appropriateness of faculty professional development activities. The faculty, as a whole, must demonstrate that it is maintaining disciplinary currency through its efforts

Faculty resources of the school must be summarized in tables Table 10-1 and 10-2.

TABLE 10-1:
SUMMARY OF FACULTY QUALIFICATIONS, DEVELOPMENT ACTIVITIES, AND PROFESSIONAL RESPONSIBILITIES
(RE: Standard 10)[1]

(Note; In a footnote to Table 10-1, summarize the school's criteria for determining academic and professional qualifications)

Name[2]	Highest Degree Earned and Year	Date of First Appointment to the School	Percent of Time Dedicated to the School's Mission[3]	Academically Qualified[4]	Professionally Qualified[4]	Other[4]	Five-Year Summary of Development Activities Supporting AQ or PQ Status[5]					Normal Professional Responsibilities[6]
							Intellectual Contributions	Professional Experience	Consulting	Professional Development	Other Professional Activities	

1 The summary information presented in this Table, supplemented by information in individual faculty vitae, is useful in making judgments relative to Standard 10. The table as a whole will assist the peer review team in judging whether, "The faculty has, and maintains, intellectual qualifications and current expertise to accomplish the mission."

2 Faculty members should be listed alphabetically by discipline following the organizational structure of the business school.. Administrators who hold faculty rank and directly support the school's mission are included relative to their percent of time devoted to the mission including administrative duties. If a faculty member serves more than one discipline, list the individual only once under the primary discipline to which the individual is assigned and where his/her performance evaluation is conducted. Provide a footnote explaining the nature of the interdisciplinary responsibilities of the individual. Graduate students who have teaching responsibilities are included in accordance with the guidance provided in Standard 10.

3 This column shows the percent of total time devoted to teaching, research, and/or other assignment represented by the faculty member's contribution to the school's overall mission during the period of evaluation (i.e., the year of the self-evaluation report or other filing with AACSB International). Reasons for less than 100% might include part-time employment, shared appointment with another academic unit, or other assignments that make the faculty member partially unavailable to the school.

4 Faculty members may be academically qualified (AQ), professionally qualified (PQ), AQ and PQ, or other. Indicate by placing "YES" in the appropriate column(s) or by leaving columns blank. Individual vitae must be provided to support this table. The "Other" category should be used for those individuals holding a faculty title but whose qualifications do not meet the criteria for academically and/or professionally qualified. A faculty member must be counted only once for use in Table 10-2 even if the individual is AQ and PQ.

5 The number of development activities should be noted in these columns. This summary information should be consistent with information presented in Table 2-1 as well as supported by faculty vitae.

6. Indicate the normal professional responsibilities the faculty member is expected to perform, e.g., (UG for undergraduate teaching; GR for graduate teaching; UG/GR for teaching at both levels; ADM for administration; RES for research; NCR for non-credit teaching; SER for service and outreach activities) A faculty member may have more than one category assigned.

NOTE: Tables presented in support of standards 9 and 10 must be presented for the most recently completed, normal academic year. Peer review teams may request documentation for additional years, individual terms, as well as by program, location, and/or discipline. Schools must explain their normal academic year format/schedule.

TABLE 10-2. CALCULATIONS RELATIVE TO DEPLOYMENT OF QUALIFIED FACULTY
(RE: Standard 10)[1]

NAME	QUALIFICATION (ACADEMIC-AQ, PROFESSIONAL-PQ OTHER-O) *(FROM TABLE 10-1)*	AQ FACULTY- % OF TIME DEVOTED TO MISSION *(FROM TABLE 10-1)*	PQ FACULTY- % OF TIME DEVOTED TO MISSION *(FROM TABLE 10-1)*	OTHER[2] FACULTY- % OF TIME DEVOTED TO MISSION *(FROM TABLE 10-1)*	QUALIFICATION RATIOS PER STD 10
Accounting					
James Whitehead	**AQ**	**100**			
Terri Brunsen	**PQ**		**100**		
John Smith	**AQ**	**50**			
Other Disciplines/Units					
Etc.					
TOTAL FOR SCHOOL		AQ_T	PQ_T	O_T	$AQ_T/(AQ_T+PQ_T+O_T) \geq 50\%$ $(AQ_T+PQ_T)/(AQ_T+PQ_T+O_T) \geq 90\%$

NOTES: Table 10-2 addresses the ratios described in Standard 10 regarding deployment of academically and professionally qualified faculty. It must be developed for the peer review team to confirm that qualified faculty resources are deployed in support of the school mission. Faculty should be listed by discipline consistent with the organizational structure of the business school. It is expected that qualified faculty will generally be distributed equitably across normal academic years, each discipline, each academic program, and location consistent with the school's mission and student needs. Distance delivered programs are considered to be a unique location. The threshold for deployment of academically qualified faculty resources is higher for a school with graduate degree programs than for a school with no graduate degree programs and is higher for a school with a research doctoral program than for a school without a research doctoral program.

1. The metric used is the "percent of time devoted to mission" as derived from Table 10-1.
2. The "Other" category must be used for those individuals holding a faculty title but whose qualifications do not meet the definitions for academically or professionally qualified.

Standard 11: The school has well-documented and communicated processes in place to manage and support faculty members over the progression of their careers consistent with the school's mission. These include:

- **Determining appropriate teaching assignments, intellectual expectations, and other components of the faculty member's professional responsibilities to the school.**
- **Providing staff and other mechanisms to support faculty in meeting the expectations the school holds for them on all mission-related activities.**
- **Providing orientation, guidance and mentoring.**
- **Undertaking formal periodic review, promotion, and reward processes.**
- **Maintaining overall plans for faculty resources.**
[FACULTY MANAGEMENT AND SUPPORT]

Basis for Judgment:

- Faculty management processes systematically assign faculty responsibilities to individuals. These processes fulfill the school's mission while setting realistic expectations for individual faculty members.
- The school communicates performance expectations to faculty members clearly and in a manner that allows timely performance.
- Faculty assignments may reflect differences in expectations for different faculty members. However, workloads from all activities are reasonably distributed across all faculty members.
- Faculty review, promotion, and reward processes are systematic and support the school's mission.
- The school has an overall faculty resource plan that reflects its mission and that projects faculty resource requirements and anticipated resource actions.

Guidance for Documentation:

- Describe the processes for determining performance expectations for faculty.
- Show how performance expectations are communicated to faculty members.
- Describe review, promotion, and reward processes.
- Describe the overall faculty resource plan.

Faculty Management
Management of the faculty resources is a responsibility of the school's administration. There is no more essential or critical resource for determining the quality of the educational experience of students. Effective development and use of faculty resources will determine, more than any other factor, whether the school meets its responsibility to engage its resources toward the ends specified in the mission statement.

Assigning Responsibilities
Multiple degree programs, expectations for intellectual contributions, executive education, research and service centers, contribution to the teaching program of the larger institution, institutional service, and service to disciplinary organizations are only a few of the activities

that legitimately claim the efforts of faculty members. These multiple responsibilities must be balanced among the faculty members, not so that each faculty member has the same expectations as every other, but in a way that reasonably distributes tasks across the faculty members. Assignment of teaching responsibilities must ensure that students in different degree programs and in different educational delivery modes have equivalent exposure to high quality learning experiences.

Introducing New Faculty Members
When new faculty members come onto the faculty there should be systematic orientation to the school's mission and objectives, and to the pedagogical, intellectual contribution, service, and other expectations. Regardless of the contractual arrangements between the faculty member and the institution, a clear understanding must be articulated so the faculty member knows how performance is to be evaluated and rewarded. Institutions that award tenure should convey clearly the process and obligations for the award of tenure.

Personnel Practices
The school should have systematic processes for its review, promotion, and reward policies and practices. Faculty members should understand these processes. Teaching performance should play a prominent role in promotion and reward decisions.

Faculty Planning
The school should have an overall planning process regarding faculty resources. This process should include acquisition and allocation of faculty resources and development of intellectual capital among extant faculty members.

Standard 12: The business school's faculty in aggregate, its faculty subunits, and individual faculty, administrators, and staff share responsibility to:

- **Ensure adequate time is devoted to learning activities for all faculty members and students.**
- **Ensure adequate student-faculty contact across the learning experiences.**
- **Set high expectations for academic achievement and provide leadership toward those expectations.**
- **Evaluate instructional effectiveness and overall student achievement.**
- **Continuously improve instructional programs.**
- **Innovate in instructional processes.**
[AGGREGATE FACULTY AND STAFF EDUCATIONAL RESPONSIBILITY]

Basis for Judgment:

- All participants understand the expectations for the investment of time by students and faculty members in learning activities. These expectations allow ample resources for effective learning by students, for example, and effective teaching by faculty members. Time-on-task for students may be measured by review of syllabi, lecture notes, learning activities, and samples of student work to assess the demands of course projects and learning expectations. Time-on-task for faculty members may be measured by review of syllabi, lecture notes, and examples of student work to assess participation of faculty members in direct faculty-student interaction and currency of materials.

- Frequent interaction between students and faculty members develops critical dialogues, provides mentoring support, offers role models, and fosters professional dedication and commitment. Required and voluntary opportunities for interaction may be measured by review of syllabi, classroom observation, or other appropriate means.
- Evaluation of the effectiveness of instruction begins with an examination of learning goals. It goes on to include such things as student reactions, peer observation, expert observation, and periodic assessment of the impact of instruction on later performance. To ensure quality, the school's faculty members measure overall student achievement by use of such techniques as pre- and post-testing, assessment in subsequent coursework, surveys of employers, etc.
- The school and its faculty members hold high expectations for themselves and their students. These standards are communicated clearly and frequently to all members of the community. Strong support for reaching the expectations pervades the statements and actions of faculty members and administrators. Evaluations of student performance reflect faculty expectations.
- The school and its faculty members use established processes to evaluate and guide instructional improvement. Instructional improvement depends on individual faculty members, the faculty as a whole, and support staff, as appropriate.
- The school and its faculty members participate in the development and evaluation of innovations in teaching and learning. At a minimum, there are formal processes in place to evaluate innovations made in other schools for testing in the school's programs.

Guidance for Documentation:

- Show time-on-task for students and faculty members and show student-faculty interaction through review of syllabi or other appropriate means.
- Describe processes for the evaluation of the quality of instruction.
- Show how learning expectations are communicated to all involved.
- Describe how evaluations guide instructional improvement. Provide recent examples.
- Describe recent instructional innovations and how they relate to systematic evaluation or assessment.

In its operation as a school the faculty members, administrators, and staff together take responsibility for the teaching and learning program. This responsibility takes several forms including at least:

Time-on-Task
Both faculty members and students need to engage in teaching and learning activities for sufficient time and with sufficient effort that meaningful learning can take place. Higher education is more than informational, it is transformational. Beyond the learning of facts and techniques, true learning brings new perspectives to students. That is, they not only can see different things, they can also see things differently. To generate transformational learning both intensive and extensive learning experiences must take place, and that demands the investment of significant time in learning experiences. That time includes contact between students and faculty members, contact among students, and individual and personal engagement of students in learning and applying knowledge and skills.

Interaction

A distinctive feature of higher education is substantive and substantial interaction between faculty members and students. Faculty members afford this opportunity through a variety of experiences: classroom dialogue, office hours and electronic mail responses, guidance on learning projects, and feedback on student performance. The most effective learning is highly interactive, and schools are expected to show that such interactions take place as a normal part of the learning experience of students in degree programs.

Expectations

As a faculty, there should be agreement to expectations of high quality student performance. Learning goals for degree programs and course learning goals exemplify the quality standards of the faculty. Students should be aware of program and course learning objectives. Faculty members should deliver the teaching program in such a way that students can expect to reach the learning goals through persistent and earnest effort.

Instructional Evaluation

The school must have a systematic program for evaluating instructional performance of faculty members. Information from instructional evaluation should be available to both faculty members and administrators. The school should use instructional evaluations as the basis for development efforts for individual faculty members and for the faculty as a whole.

Innovation

Business education is experiencing change in content and process. The subject matter is evolving quickly with constant changes in how business takes place. Globalization and technological advances in business make changes that regularly outpace the development of teaching and learning materials. The pedagogy and delivery mechanisms of higher education also are changing rapidly with the introduction of new technology-mediated and action-learning practices. The faculty as a whole should encourage instructional innovation, and administrators should provide professional development opportunities for curricular and course innovation.

Standard 13: Individual teaching faculty members:

- **Operate with integrity in their dealings with students and colleagues.**
- **Keep their own knowledge current with the continuing development of their teaching disciplines.**
- **Actively involve students in the learning process.**
- **Encourage collaboration and cooperation among participants.**
- **Ensure frequent, prompt feedback on student performance.**
  [INDIVIDUAL FACULTY EDUCATIONAL RESPONSIBILITY]

Basis for Judgment:

- The school has processes to encourage, support, and assess faculty members in their own knowledge development.
- The school's programs actively involve students in the learning process. Peer review teams should consider the totality of the learning experience (in-class, extracurricular,

technology-based, etc.). The following are examples of ways students may be involved in their education:
- Student involvement in the formulation and solution of business or management problems.
- Continuing tutorial support including frequent student recitations.
- Opportunities for continuous interaction through technology-based learning.
- Mentored reflection on problem solving and issues resolution activities.
- A pervasive commitment to two-way, interactive discussions for instruction.
- The school's programs involve collaboration and cooperation among participants in the educational process (in class, in extracurricular activities, or in the on-going governance activities of the school). To assess how much collaboration and cooperation occurs in the unit, review team members should consider the following, paying special attention to their connection with the learning agenda:
  - Group-based activities assigned in classes or designed into extracurricular or governance activities.
  - Continuing informal group activities.
  - The extent to which faculty demonstrate their own commitment to learning by participating in group activities that include, or are visible to, students.
- The school's programs involve feedback: formal or informal, in class, in small group activities, or in one-on-one discussions. To assess promptness and pervasiveness of feedback for students, peer review team members should consider the following:
  - To what extent students have opportunities to understand their levels of knowledge and skills.
  - The formative content of the evaluations.
  - The extent to which students are encouraged to reflect on their performance and the feedback given on it.

Guidance for Documentation:

- Provide examples through course syllabi, course project descriptions, learning products, and other descriptive materials that demonstrate:
  - Active student involvement.
  - Collaborative learning experiences.
  - Frequent, prompt, and accurate feedback.
- Document faculty development activities that support continuous improvement in instructional methods.

Maintenance of Intellectual Capital
Individual faculty members are the single most important resource for the teaching program of the school. As such they are personally responsible for bringing current and relevant intellectual resources into the teaching program. No one can maintain the currency of someone else's knowledge and skills. Each faculty member, thus, is obligated to continuously update, expand, and hone personal knowledge and skills. Without this personal commitment on the part of individual faculty members, the intellectual life of the school stagnates, and the vitality of degree programs is quickly lost.

Student Involvement
The most effective learning takes place when students are actively involved in their educational experiences. Passive learning is ineffective and of short duration. Faculty members should develop techniques and styles that engage students and make students responsible for meeting learning goals. Many pedagogical approaches are suitable for challenging students in this way – problem-based learning, projects, simulations, etc. Faculty members should find such approaches that are suited to their subject matter, and should adopt active learning methodologies.

Student Collaboration
Where possible, faculty members should encourage students to collaborate. Students should have both formal and informal opportunities to develop cooperative work skills. Intellectual tasks in some parts of the program should require collaborative learning.

Learning Feedback
This standard sets an expectation that faculty members provide frequent and timely feedback to students. One of the most effective learning tools is performance feedback. Learning situations should provide "practice field" situations where students can take risks and then learn from their successes and failures. Individual faculty members should continuously work to improve their skills at providing feedback in ways that enable and motivate learning.

Standard 14: Individual Students:

- **Operate with integrity in their dealings with faculty and other students.**
- **Engage the learning materials with appropriate attention and dedication.**
- **Maintain their engagement when challenged by difficult learning activities.**
- **Contribute to the learning of others.**
- **Perform to standards set by the faculty.**
  [STUDENT EDUCATIONAL RESPONSIBILITY]

Basis for Judgment:

- Syllabi, course project descriptions, and examples of student projects show how students engage in challenging learning experiences and how they satisfy learning goals.

Guidance for Documentation:

- Provide syllabi, course project descriptions, examples of student projects, and other materials that show how students engage in challenging learning experiences and how they satisfy learning goals.

Engagement
Higher education may be the ultimate service industry, which is to say that the service provided is a collaborative venture between the provider and the recipient. Students, as the recognized beneficiaries of higher education, have an obligation to actively participate in their educational experiences. Without the intentional engagement of students little, if any, learning will take place. This standard recognizes the role students play in the creation of high quality education. They cannot be passive, nor can their participation be superficial. The outcomes of

the learning process in the form of projects, papers, presentations, examination performances, and other demonstrations of learning should show clear evidence of significant student engagement.

Perseverance
In-depth learning requires performance over time and continued accumulation of knowledge and skills. Short-term experiences and engagement with subject matter must not make up the whole of students' experiences. Some program requirements should develop depth of knowledge through extensive learning over time, and students' records should show that they have achieved deep learning in one or more areas; i.e., learning that includes an understanding of context and relationships, not just applications of methods.

Collaborative Learning
Regardless of the delivery mode of the program, students should have opportunities to work together on some learning tasks. Each student is a resource who brings unique experience and knowledge to combined tasks. Students need to acknowledge their responsibilities to their fellow students by actively participating in group learning experiences.

Performance to Standards
The school must show that students meet the learning goals for their respective degree programs. It is an obligation of the students to meet the expectations embodied in the learning goals, and it is an obligation of the faculty members to monitor student performance to see that the learning goals are respected.

ASSURANCE OF LEARNING

This interpretive information for the Assurance of Learning standards is organized differently from the earlier standards. Rather than material accompanying each standard, the interpretive information is placed at the beginning of this section, and then the standards are listed along with their respective "Basis for Judgment" and "Guidance for Documentation."

Student learning is the central activity of higher education. Definition of learning expectations and assurance that graduates achieve learning expectations are key features of any academic program. The learning expectations derive from a balance of internal and external contributions to the definition of educational goals. Members of the business community, students, and faculty members each contribute valuable perspectives on the needs of graduates. Learning goals must be set and appropriately revised at a level that encourages continuous improvement in educational programs.

Schools use a variety of structures and approaches to provide learning experiences for students. Programs exist at a variety of academic levels and for a variety of purposes. The following general definitions describe learning expectations at three traditional degree levels.

Undergraduate degree programs (bachelor's level) in business educate students in a broad range of knowledge and skills as a basis for careers in business. Learning expectations build on the students' pre-collegiate educations to prepare students to enter and sustain careers in the business world and to contribute positively in the larger society. Students achieve knowledge and skills for successful performance in a complex environment requiring intellectual ability to

organize work, make and communicate sound decisions, and react successfully to unanticipated events. Students develop learning abilities suitable to continue higher-level intellectual development.

Master's level degree programs educate students at a professional level that includes both the accumulation of knowledge and abilities for participation in the business world and an understanding of how to evaluate knowledge claims in their area of focus.

- General programs (e.g., Master of Business Administration--MBA) prepare students with a general managerial perspective and aptitude.

Specialized master's programs (e.g., Master of Accounting, Master of Marketing, Master of Finance) prepare students for roles in particular areas of business, management, and other organization-related professions.

Doctoral level programs educate students for highly specialized careers in academe or practice. Graduates of doctoral programs have sufficient understanding to participate in knowledge creation in their fields of study.

The aspirations of individual schools can create circumstances unforeseen in these more general statements. It is the responsibility of the Peer Review Team and the Initial Accreditation Committee or Maintenance of Accreditation Committee to judge the reasonableness of any deviations from interpretations of the standards.

Intent of Assurance of Learning Standards
Assurance of Learning Standards evaluate how well the school accomplishes the educational aims at the core of its activities. The learning process is separate from the demonstration that students achieve learning goals. Do students achieve learning appropriate to the programs in which they participate? Do they have the knowledge and skills appropriate to their earned degrees? Because of differences in mission, student population, employer population, and other circumstances, the program learning goals differ from school to school. Every school must enunciate and measure its educational goals. Few characteristics of the school are as important to stakeholders as knowing the accomplishment levels of the school's students when compared against the school's learning goals.

Assurance of learning to demonstrate accountability (such as in accreditation) is an important reason to assess learning accomplishments. Measures of learning can assure external constituents such as potential students, trustees, public officials, supporters, and accreditors, that the organization meets its goals.

Another important function for measures of learning is to assist the school and faculty members to improve programs and courses. By measuring learning the school can evaluate its students' success at achieving learning goals, can use the measures to plan improvement efforts, and (depending on the type of measures) can provide feedback and guidance for individual students.

STANDARDS ADDRESSING DEFINING LEARNING GOALS AND MEASURING ACHIEVEMENT OF LEARNING GOALS[6] (STANDARDS 16, 18, 19, and 21)

As an initial and critical step in its demonstration of learning, the school must develop a list of the learning goals for which it will demonstrate assurance of learning. This list of learning goals derives from, or is consonant with, the school's mission. The mission and objectives set out the intentions of the school, and the learning goals say how the degree programs demonstrate the mission. That is, the learning goals describe the desired educational accomplishments of the degree programs. The learning goals translate the more general statement of the mission into the educational accomplishments of graduates.

Standards that Relate to Learning Goals
Four of the standards in the Assurance of Learning portion of the standards relate directly to the setting and achievement of learning goals. Those are standards 16, 18, 19, and 21. Reviewers expect schools to explicitly identify the goals and the demonstrations of achievement for each of these standards. For standard 21 the bulleted statements in the standard represent the normal learning goals for doctoral programs. Schools need only specify doctoral learning goals for programs where they differ from those listed in the standard.

Intent of Learning Goals
Learning goals serve two purposes. First, learning goals convey to participants, faculty and students, the educational outcomes toward which they are working. This helps in setting priorities and emphasis, designing learning experiences, and fulfilling educational expectations. While the learning goals cannot be exhaustively stated for any higher education program, it is possible to set educational targets and to assure that the learning is progressing in the specified direction. Second, educational goals assist potential students to choose programs that fit their personal career goals. Only with an accurate understanding of the learning goals can a potential student be able to make an informed choice about whether to join the program.

What is a Program? The school must specify learning goals for each separate degree program. Generally, such goals are anticipated for each degree program, not for separate majors or concentrations within a degree. Curricula content determines if one set of learning goals or different sets of learning goals are required for separate degree programs. For example, regardless of the degree title, if an undergraduate business program has a common framework for general knowledge and skills areas and management-specific knowledge and skills areas as the foundation for a major, concentration, or emphasis area, one set of leaning goals can be defined for all degree programs with this format and goals for each major,

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[6] Resources that will be useful for persons setting learning goals and assessing student achievement are:
   a. Banta, T.W., Lund, J.P., Black, K.E. & Oblinger, F.W. (Eds.). Assessment in Practice: Putting Principles to Work on College Campuses. San Francisco: Jossey-Bass, 1996.
   b. Mentkowski, M. & Associates. Learning that Lasts: Integrating Learning, Development, and Performance in College and Beyond. San Francisco: Jossey-Bass, 2000.
   c. Palomba, C.A. & Banta, T.W. Assessment Essentials: Planning, Implementing, and Improving Assessment in Higher Education. San Francisco: Jossey-Bass, 1999.
   d. Palomba, C.A. & Banta, T.W. Assessing Student Competence in Accredited Disciplines: Pioneering Approaches to Assessment in Higher Education. Sterling, Va.: Stylus Publishing, 2001.
   e. Schneider, C.G. & Shoenberg, R. Contemporary Understandings of Liberal Education. Washington, D.C.: Association of American Colleges and Universities, 1998.

concentration, or emphasis area (while they may, or may not, be developed for the school's use) would not be required for accreditation review purposes. If there are major differences in the curricula content in terms of general knowledge and skills areas that support a major, concentration, or emphasis area, specification of differentiated learning goals for each degree program would be expected though some learning goals could be the same across the different degree programs.

A school can offer substantially the same MBA degree to full-time day students and to part-time students in evening classes. The school might decide that the goals of the program are the same in both delivery modes, and thus, one set of goals would be provided. Alternatively, the school could determine that the two programs have distinct learning goals. An Executive MBA program would require a separate set of goals to denote its differences from other programs.

Each specialized masters program requires a unique set of learning goals though a subset can be common to multiple programs. Doctoral programs should have appropriate learning goals reflecting the content of the program and emphasis or concentration area.

Differences among Schools
Because of differences in mission, faculty expectations, student body composition, and other factors, schools vary greatly in how they express their learning goals. Definition of the learning goals is a key element in how the school defines itself. Thus, care should be exercised in establishing goals and in the regular review and revision of the learning goals and measurement of their accomplishment.

Even if schools choose similar domains of learning goals, they are likely to develop the goals in different ways. There is no intention in the AACSB accreditation process that schools should have the same definitions of learning goals, or that they should assess accomplishment of learning goals in the same way. To the contrary, the standards expect faculty members of each school to determine the proper definitions and measurements for their situation.

Goals at the Program Level
Learning goals can be established at different levels in the educational process. At the course or single-topic level, faculty members normally have very detailed learning goals. These standards do not focus on such detailed learning goals.

AACSB accreditation is directed at program-level learning goals of a more general nature. These goals will state the broad educational expectations for each degree program. These goals 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 different as a result of their completion of the program. By developing operational definitions of the goals and assessing student performance, the school measures its level of success at accomplishing the goals. Normally, four to ten learning goals are to be specified for each degree program.

General and Management-Specific Goals

The core learning goals for business programs must include two separate kinds of learning. First, there are goals for the **general** knowledge and skills acquired by students. The general knowledge and skills goals, while not management specific, relate to knowledge and abilities that graduates carry with them into their careers. Such learning areas as communications abilities, problem-solving abilities, ethical reasoning skills, and language abilities are the types of general knowledge and abilities that schools might define as a part of these goals.

Second, there are **management-specific** learning goals for students. These goals relate to expectations for learning accomplishment in areas that directly relate to management tasks and form the business portion of degree requirements. Such areas include traditional learning disciplines such as accounting, management science, marketing, human resources, and operations management, and, depending on how the school defines its mission, might include such management-specific but non-traditional areas as corporate anthropology, change management, or others. In developing learning goals, the school must give careful attention to both the general and the management-specific learning goals.

Faculty Responsibility for Learning Goals

The faculty in aggregate (either in total, in representative units, in disciplinary units, or through some other organizational structure) will normally be the persons responsible for listing and defining the school's learning goals. Different schools have developed different structures and procedures for creating learning goals; deep involvement of faculty members in the process is a critical feature of whatever mechanisms the school uses. Agreement on learning goals for academic programs is one of the central defining features of higher education, and thus, faculty involvement/ownership is a necessary ingredient.

After setting the learning goals, the faculty must decide where the goals are addressed within degree curricula. What coursework or learning experiences provided by the academic pursuit of degrees help students to achieve the goals? Goals may be course specific, or they may be spread throughout the curriculum, or both. For example, a learning goal stated as "ability to express complex business matters in writing" may be a part of a business communications course, and it also may be addressed in required writing projects in additional courses.

Once faculty members have decided which components of the curriculum contain certain learning goals, they must establish monitoring mechanisms to ensure that the proper learning experiences occur. Course syllabi, examinations, and projects should be regularly reviewed to see that learning experiences are included to prepare students to accomplish the intended learning goals. While this monitoring activity does not require elaborate processes, it must be regular, systematic, and sustained.

Beyond choosing and developing the list of learning goals, faculty members must operationalize the learning goals by specifying or developing the measurements that assess learning achievement on the learning goals. Obviously, operationalization of the learning goals is the ultimate step in the definition process. No matter how carefully the goals have been determined, making them operational through actual measurements **is** the definition. While the school may engage the assistance of strategic consultants in the creation of the list of goals or measurement consultants in the operationalization of goals, faculty members cannot abrogate their own responsibility for final definitions of goals and measurements.

Standards 18 and 19 include language intended to set the intellectual capacities of master's level learning. This language suggests how graduates will be able to use their knowledge and skills. It is not intended to specify learning goals for master's degree programs. The specific language at issue is:

In Standard 18:
"The capacities developed through the knowledge and skills of a general master's level program are:
- Capacity to lead in organizational situations.
- Capacity to apply knowledge in new and unfamiliar circumstances through a conceptual understanding of relevant disciplines.
- Capacity to adapt and innovate to solve problems, to cope with unforeseen events, and to manage in unpredictable environments.
- Capacity to understand management issues from a global perspective."

In Standard 19:
"The level of knowledge represented by the students of a specialized master's level program is the:
- Application of knowledge even in new and unfamiliar circumstances through a conceptual understanding of the specialization.
- Ability to adapt and innovate to solve problems.
- Capacity to critically analyze and question knowledge claims in the specialized discipline.
- Capacity to understand the specified discipline from a global perspective."

While schools may wish to include some of these concepts in their learning goals for specific programs, there is no requirement to do so. The learning goals developed by each institution must fit the mission of that institution and the particular degree program.

Using External Guidance
The faculty has the responsibility for setting the learning goals for degrees. However, they need not, indeed they should not, operate in an isolated fashion on a task so critical to success of the school in meeting its mission. External constituencies can inject expertise and perspectives into the process that are unavailable if the faculty operates alone.

For business degrees, the business community provides valuable information about critical skills and knowledge for graduates. Major employers of graduates and corporate advisory groups give information about the situations most often faced by graduates and view the learning goals of the school from the perspective of persons who must put knowledge into practice on a daily basis. They also may provide insight into trends and anticipated demands on graduates, thus assisting in curricular revision toward future needs.

University expertise outside of the business school can also be a valuable resource. Faculty in language and area studies, communications, social sciences, law, information technology, and other disciplines can share information about the latest research of their disciplines, how it is best taught, and how business graduates utilize it.

Students and recent graduates of degree programs can provide their insights into strengths and weaknesses of the educational experience provided by the business degree programs. Faculty may incorporate those ideas into the work of shaping the set of learning goals.

The definition of learning goals must be developed at each member institution to fit the characteristics, circumstances, and mission of the institution and its business degree programs. The definition of learning goals is the first step toward the development of a program of assurance of learning. This first step answers the question, "Assurance of learning of what?" Once this first step has been completed, the faculty can begin its work on the final question of an assurance of learning program, "How do we demonstrate that we are accomplishing our learning goals?" The following discussion provides suggestions for demonstrating learning accomplishment.

Demonstrating Learning Achievement
The school must demonstrate what learning occurs for each of the learning goals the school identifies as appropriate for its programs. This discussion focuses on approaches schools can use to assure that students achieve learning expectations. By no means does this imply that these approaches exhaust the ways schools can demonstrate that learning goals are met. This presentation of different approaches is meant to declare that no single approach to assurance of learning is required. Schools are encouraged to choose, create, and innovate learning measures that fit with the goals of the degree programs, pedagogies in use, and the schools' circumstances.

Approaches to Assurance of Learning:

1. **Selection**: Schools may select students into a program on the basis of knowledge or skills expected in graduates of a degree program.

   Some examples of assurance by selection might include:

   - A school might insist that all of its MBA graduates have second-language ability. Rather than providing second-language training, the school might admit only students who can demonstrate second-language ability on a specified exam. Though the school does not provide this learning, they use the exam to assure (at entrance to the program) that all of the graduates have the specified ability.
   - A program may select students on the basis of their having achieved certain levels of written communications skills as demonstrated in materials submitted during the school's application process. An assessment of the required skills would be a routine part of the admission decision process. The school might provide skill-building opportunities for applicants who do not register sufficiently high in the selection process, and such students would have a later opportunity to show that they meet the school's expectations.
   - A school may attract a large proportion of students to its master's level program who have engineering degrees or other backgrounds with high levels of quantitative training. While the degree program may have curricular opportunities for students to develop statistical reasoning skills, many applicants may demonstrate such skills in a placement exam during the application process. For this school, assurance of learning on its statistical reasoning learning goal may be demonstrable through performance on the

placement exam at admission or alternatively, through another assurance technique for those students who take the required statistics courses.

- Schools in countries where thirteen years of pre-collegiate education is the norm may be able to select students who already meet general knowledge and skills learning goals relating to historical and cultural understanding.

In the accreditation review process, schools are expected to demonstrate that the selection process ensures that students have accomplished the learning goals when they use selection as the assurance method.

2. **Course-embedded measurement**: Required courses may expose students to systematic learning experiences designed to produce graduates with the particular knowledge or abilities specified in the school's learning goals. In such cases, the school can establish assessments within the required courses for those learning goals. Some examples of course-embedded measurement might be:

- A school that has a written communication learning goal might specify that a particular course will have required writing exercises in it. Such exercises could serve the assessment needs of the course and also provide the school with assurance that students meet the learning goal in written communication. The course-embedded measurements must be constructed to demonstrate whether students achieve the school's learning goals, and the measurements must be a mandated part of that course.
- A school with learning goals that require students to integrate knowledge across business functional areas or to incorporate ethical considerations into decision-making, may embed the measurement of accomplishment on those goals into a capstone business-strategy course. In addition to the information provided for course assessment by the projects that measure learning on these topics, the assessments provide the school with the assurance measures needed to ascertain whether the school's learning goals are being met.

In the accreditation review process, reviewers will expect schools to have examples of student work available for inspection at the on-site review when they use course-embedded measurement to assure that students accomplish learning goals. Schools should present examples of student performance on tests or in course project work. The school should show how information from these measurements informs the school's management of the educational process. Schools should describe the processes they use to see that the information from the course-embedded measurements inform the schools' management processes and lead to improvement efforts.

3. **Demonstration through stand-alone testing or performance**: Students may be required to demonstrate certain knowledge or skills as a requirement for graduation or at some other specific point in their degree programs.

Examples of demonstration through performance often take the form of special assessments:

- At the end of a degree program students may be asked to demonstrate knowledge and ability through testing in specific content areas such as foreign language ability, critical

thinking ability, or specific content knowledge. Specific content knowledge tests may represent learning goals for disciplines.

- A special examination required of all students to qualify for the final year of the program might require a demonstration of composition skills in written communications.
- A thesis or senior project might be required to demonstrate students' ability to integrate knowledge across different disciplines.

EXAMPLES OF LEARNING GOALS AND MEASURES OF ACHIEVEMENT

Example 1

School A has defined a learning goal in ethical reasoning for each of its four undergraduate majors. Student achievement on this goal is relevant to demonstrating satisfaction of Standard 16. The school's faculty has defined the goal:

Learning Goal
"Each student can recognize and analyze ethical problems and choose and defend resolutions for practical situations that occur in accounting, human resource management, and marketing."

Demonstration of Achievement
The school uses course-embedded exercises in three required introductory-level courses. Faculty in the three disciplines have developed different methods for instructing and assessing achievement toward this learning goal.

In accounting, a two-week module near the end of the introductory course is devoted to "Ethical standards and fraud in accounting." A topic outline has been developed by faculty members to structure an exam on the materials of this module, and a standard set of expectations has been created for grading the exam. In addition to this exam's contribution to the course grade, it provides a pass/fail indication on the learning goal.

In human resource management, students must provide four written analyses of problem situations during the course. On three of these analyses (on the topics of selection, reward systems, and job design), students are asked to respond to ethical issues. A standard scoring key on the ethical component provides evaluation toward the course grade and a pass/fail indication on the learning goal.

In marketing, each student must compose a term paper analyzing a current national or international marketing campaign. The analysis must include a specified set of components, and ethical issues that have been presented in lectures are among the required components. In addition to the overall grade of the paper, each student receives a pass/fail indicator on the ethics component.

In addition to reporting course grades, each instructor of these three courses provides a summary of cumulative student performance on the ethics activity. This cumulative data should inform the curricula development process if changes are needed to improve results. Though not required for assessment purposes, a list of all of those students who successfully completed the ethics expectation may be maintained and may become a part of each student's record. Students who fail the ethics evaluation while passing the course may be required to

repeat the evaluation exercise or ethics module until they are successful, but this is a separate decision from the assessment process.

Example 2
School B has a communications learning goal that is a part of its expectations for all undergraduate degrees. Student achievement on this goal is relevant to demonstrating satisfaction of Standard 16. The school's faculty has defined the goal:

Learning Goal
"Each student can conceptualize a complex issue into a coherent written statement and oral presentation."

Demonstration of Achievement
The school uses course-embedded exercises to demonstrate achievement of this learning goal. The Strategic Management course required of each student in the final year of the program includes among its course evaluations a written analysis of a multi-functional case study and an oral presentation on an industry-wide analysis. A faculty task force has developed a standardized scoring key for use with these two exercises. Using dimensions agreed to by the faculty, each student's performance on these exercises is evaluated. Students must repeat the exercises until they have satisfactorily accomplished minimum levels of performance.

Example 3
School C has a language requirement for the M.S. in International Business degree. Student achievement on this goal is relevant to demonstrating satisfaction of Standard 19 for students in the MSIB program. The school's faculty has defined the goal:

Learning Goal
"Each student shall be able to converse and to write at an acceptable level for business communications in three languages one of which shall be English."

Demonstration of Achievement
Specific stand-alone examinations are used to measure performance on this learning goal. Each student must pass the conversation-level exam in two languages other than his or her native language. If English is not the native language, it must be one of the examined languages. The language department of the institution administers a program of standardized exams consisting of both oral and written components. Students may take the exams at any time during their enrollment in the MSIB program. No student is eligible for graduation until the language requirement is met, but for assessment purposes, aggregate information is all that is needed to assess the effectiveness of the educational experiences supporting the learning goal.

Example 4
School D has defined a learning goal for all students in general management master's programs (MBA, EMBA, Master's of Project Management) related to the understanding of organizational financial resources. Student achievement on this goal is relevant to demonstrating satisfaction of Standard 18. The school's faculty has defined the goal:

"Each student shall be able to evaluate the financial position of organizations through examination of balance sheets, cash flow statements, and budgets."

Demonstration of Achievement
The school uses a course-embedded examination to assess performance on this learning goal. The final examination in the required Financial Accounting course includes a section specifically aimed at assessment of this goal at a level that has been determined by the accounting faculty. Student results are collected across all students and summary results are used for curricula development and improvement. A student's performance on this section must satisfy the minimal level, or it must be retaken until it is passed. Students for whom the Financial Accounting course is waived by virtue of undergraduate accounting coursework, must satisfactorily pass an equivalent examination.

Example 5
School E has defined a learning goal pertaining to all master's level degree programs. The goal relates to teamwork skills and, it is relevant to demonstrating satisfaction of Standards 18 and 19. The school's faculty has defined the goal:

Learning Goal
"Each student must understand and be able to use team building and collaborative behaviors in the accomplishment of group tasks."

Demonstration of Achievement
A course-embedded exercise is used to assess performance on this learning goal. The required Organizational Behavior course has an extensive assessment-center module which trains all students as assessment center evaluators on team-behavior dimensions, and all students are rated for team skills in a series of group experiences. Performance as both rater and team member is combined into an evaluation on the learning goal. Results are summarized across all students and the results are used for curricula development purposes.

Indirect Measures of Learning
As part of a comprehensive learning assessment program, schools may supplement direct measures of achievement with indirect measures. Such techniques as surveying alumni about their preparedness to enter the job market or surveying employers about the strengths and weaknesses of graduates can provide some information about perceptions of student achievement. Such indirect measures, however, cannot replace direct assessment of student performance. Often, schools find that alumni and employer surveys serve better as tools to gather knowledge about what is needed in the current workplace than as measures of student achievement. Such surveys can alert the school to trends, validate other sources of curriculum guidance, and maintain external relationships. By themselves, surveys are weak evidence for learning.

Use of Achievement Measures
Measures of learning have little value in and of themselves. They should make a difference in the operations of the school. Schools must show how results impact the life of the school. Such demonstration can include uses to inform and motivate individual students and uses to generate changes in curricula, pedagogy, and teaching and learning materials.

Implementation of Assurance of Learning Processes

The development of systematic meaningful assurance of learning processes with fully developed learning goals and outcomes assessment processes is normally a multi-year project. These standards were originally adopted in April 2003. At this point schools should be demonstrating a high degree of maturity in terms of delineation of clear learning goals, implementation of outcome assessment processes, and demonstrated use of assessment information to improve curricula. This expectation applies to schools entering the initial accreditation process as well as those that are in the maintenance of accreditation stage.

A STATEMENT ABOUT CURRICULUM MANAGEMENT AND CONTENT
(Standard 15)

Curriculum Management

Normally, faculty member involvement leads curriculum management processes. This involves many aspects of the construction and delivery of degree programs. When, for instance, the strategic management decisions of a school propose the development of a new curriculum, faculty expertise will be engaged in the activities that define learning goals for the new curriculum and that create the learning experiences that enact the goals. Faculty members will also be involved in processes to monitor progress and evaluate success of curricula. They will use information from curriculum evaluation and assessments of learning achievement to guide curriculum revision.

In managing curricula schools may engage perspectives from a variety of sources. The business community engaged by way of advisory councils, recruiters, or surveys, may provide valuable insights into needed characteristics of graduates. University departments outside of the business school (e.g., communications, mathematics, international studies, philosophy, history, ecology, etc.) may add understanding from recent advances in their disciplines. Public policy makers may supply ideas about skills needed in graduates to meet anticipated social demands. Alumni can share useful insights into their experiences as graduates from the school's curricula.

A part of curriculum management process that will normally have substantial faculty involvement is the monitoring and evaluation to see that curricula are meeting the goals that have been set for them and to see that those educational goals are still appropriate. Where opportunities for curriculum improvement are found, faculty members will use this information to guide further development and revision.

Management-Specific Learning Content

For a degree to prepare a student to enter and sustain a career in business and/or management certain content areas are generally deemed to be appropriate. The list below is one depiction of the topics normally included in business and management degrees.

Topical Coverage Must Fit the School's Mission

There is no implication in these standards that these topics designate particular courses or treatments. Schools should assume great flexibility in fashioning curricula to meet their missions and to fit with the specific circumstances of particular programs. Some of these topics may be emphasized for particular learning needs and others may be de-emphasized. Combinations of topics may be grouped to integrate learning. Various topics and learning goals will call for special pedagogical treatment. Schools are expected to determine how these, or other, topics occur in the learning experiences of students, but accreditation does not mandate any particular set of courses, nor is a prescribed pattern or order intended. The school must justify how curricular contents and structure meet the needs of the mission of the school and the learning goals for each degree program.

Curricular contents must assure that program graduates are prepared to assume business and management careers as appropriate to the learning goals of the program. Contents of the learning experiences provided by programs should be both current and relevant to needs of business and management positions. This implies, for example, that present day curricula will prepare graduates to operate in a business environment that is global in scope. Graduates should be prepared to interact with persons from other cultures and to manage in circumstances where business practices and social conventions are different than the graduate's native country. Another example of present-day relevance and currency is the need for graduates to be competent in the uses of technology and information systems in modern organizational operations. The school must determine the specific ways globalization and information systems are included in the curriculum, and the particular pedagogies used. Curricula without these two areas of learning would not normally be considered current and relevant.

Topics typically found in general management degree programs include:

- Global, environmental, political, economic, legal, and regulatory context for business.
- Individual ethical behavior and community responsibilities in organizations and society.
- Management responsiveness to ethnic, cultural, and gender diversity.
- Statistical data analysis and management science as they support decision-making processes throughout an organization.
- Information acquisition, management, and reporting for business (including information management and decision support systems for accounting, production, distribution, and human resources).
- Creation of value through the integrated production and distribution of goods, services, and information (from acquisition of materials through production to distribution of products, services, and information).
- Group and individual dynamics in organizations.
- Human resource management and development.
- Finance theories and methods; financial reporting, analysis, and markets.
- Strategic management and decision-making in an integrative organizational environment.
- Other management-specific knowledge and skills as identified by the school.

STANDARDS ADDRESSING THE LEVEL OF EDUCATIONAL ATTAINMENT (STANDARDS 17 AND 20)

Time Equivalence

Two standards, 17 and 20, give an indication of the expected education levels for degrees. Descriptions of the intellectual achievement levels are given in the introductory material for the Assurance of Learning Standards. These two standards provide additional equivalence statements to guide judgments about the sufficiency of undergraduate and master's level programs. The standards are not meant to be rigid set points, but rather, they provide a basis for estimating the amount of expected learning.

Descriptions of Different Delivery Modes

Schools are expected to describe the amount of effort normally required for the degree. The descriptive characteristics will differ by the pedagogical and delivery characteristics of the degree. Traditional, campus-based, education may be described by contact hours, credit hours, or course equivalencies. Distance learning programs may require other metrics and may depend more heavily on demonstration of the learning outcomes. The school should assist the Peer Review Team by clarifying the delivery modes and the kinds and extent of student effort involved in degree programs.

THE ASSURANCE OF LEARNING STANDARDS

Standard 15: Management of Curricula: The school uses well documented, systematic processes to develop, monitor, evaluate, and revise the substance and delivery of the curricula of degree programs and to assess the impact of the curricula on learning. Curriculum management includes inputs from all appropriate constituencies which may include faculty, staff, administrators, students, faculty from non-business disciplines, alumni, and the business community served by the school.

The standard requires use of a systematic process for curriculum management but does not require any specific courses in the curriculum. Normally, the curriculum management process will result in an <u>undergraduate degree program</u> that includes learning experiences in such general knowledge and skill areas as:

- **Communication abilities.**
- **Ethical understanding and reasoning abilities.**
- **Analytic skills.**
- **Use of information technology.**
- **Dynamics of the global economy**
- **Multicultural and diversity understanding.**
- **Reflective thinking skills.**

Normally, the curriculum management process will result in undergraduate and master's level general management degree programs that will include learning experiences in such management-specific knowledge and skills areas as:

- **Ethical and legal responsibilities in organizations and society.**
- **Financial theories, analysis, reporting, and markets.**

- **Creation of value through the integrated production and distribution of goods, services, and information.**
- **Group and individual dynamics in organizations.**
- **Statistical data analysis and management science as they support decision-making processes throughout an organization.**
- **Information technologies as they influence the structure and processes of organizations and economies, and as they influence the roles and techniques of management.**
- **Domestic and global economic environments of organizations.**
- **Other management-specific knowledge and abilities as identified by the school.**
[MANAGEMENT OF CURRICULA]

Basis for Judgment:

- Faculty led processes actively manage curricula for degree programs. Processes are in operation for all phases of curriculum management including development, monitoring, evaluation, revision, and assessment of learning.
- Curriculum management processes engage perspectives from a variety of relevant constituencies.
- Evidence of recent curriculum development, review, or revision demonstrates the effectiveness of curriculum management.
- Resulting curricula include an appropriate set of learning experiences to prepare graduates for business and management careers.

Guidance for Documentation:

- Document curriculum management processes.
- Show how the curriculum management processes have produced new or revised curricula.
- Provide curriculum descriptions for all degree programs included in the accreditation review.
- Show how the curriculum across the dimensions outlined in the standard demonstrates a global perspective.

Standard 16: Bachelor's or undergraduate level degree: Knowledge and skills. Adapting expectations to the school's mission and cultural circumstances, the school specifies learning goals and demonstrates achievement of learning goals for key general, management-specific, and/or appropriate discipline-specific knowledge and skills that its students achieve in each undergraduate degree program. [UNDERGRADUATE LEARNING GOALS]

Basis for judgment:

- For each undergraduate degree program the school defines learning goals for key general, management-specific, and/or appropriate discipline-specific knowledge and skills identified by the school.

- For each undergraduate degree program the school demonstrates that students meet the learning goals. Or, if assessment demonstrates that learning goals are not being met, the school has instituted efforts to eliminate the discrepancy.
- The school is responsible for the quality of learning counted toward satisfying degree requirements regardless of where or how it takes place.

Guidance for Documentation:

- Define the learning goals for each undergraduate degree program—this should include both conceptual and operational definitions.
- Show that students meet all of the learning goals for undergraduate degree programs. Or, if assessment demonstrates that learning goals are not being met, describe efforts that have been instituted to eliminate the discrepancy.

Standard 17: The bachelor's or undergraduate level degree programs must provide sufficient time, content coverage, student effort, and student-faculty interaction to assure that the learning goals are accomplished. [UNDERGRADUATE EDUCATIONAL LEVEL]

Basis for Judgment:

- Expectations will vary dependent on the educational practices and structures in different world regions and cultures.
  - In the USA, for example, the bachelor's or undergraduate level degree normally represents the equivalent of four years of full-time study subsequent to the completion of a 12-year pre-collegiate education.
  - In several European countries, for example, the bachelor's or undergraduate level degree normally represents the equivalent of three years of full-time study subsequent to the completion of a 13-year pre-collegiate education.
  - Variations in educational expectations, length of academic years, pedagogies, and other educational features will give rise to other patterns.
- The Peer Review Team will need to judge the appropriateness of the educational level expectations taking into account the context and mission of the school.
- Normally, the majority of learning (credits, contact hours, or other metric) in traditional business subjects (as listed under "Defining the Scope of Accreditation") counted toward degree fulfillment is earned through the institution awarding the degree.
- The school defines and broadly disseminates its policies for evaluating, awarding, and accepting transfer credits/courses from other institutions consistent with its mission and degree programs. These policies must ensure that the academic work accepted from other institutions is comparable to the school's own degree programs.
- If the school awards an undergraduate business degree as part of a joint and/or partnership degree program, the expectation that "the majority of business subjects counted toward degree fulfillment is earned at the institution awarding the degree," can be met through the agreements supporting the joint/partnership degree program. However, in such joint programmatic efforts, the school must demonstrate that appropriate quality control provisions are included in the cooperative agreements and functioning, and these are functioning to ensure high quality and continuous improvement. Such agreements must address and ensure that: the joint/partnership

programs demonstrates mission appropriateness; that students served align with mission; student admission criteria are consistent for all students admitted by all partner institutions and are consistent with mission; deployment of sufficient and qualified faculty by all partner institutions; and assurance of learning processes function for the entire program including components delivered by partner or collaborating institutions. Furthermore, the school must demonstrate appropriate, ongoing oversight and engagement in managing such programs. If such joint degree programs involve partners who do not hold AACSB accreditation, quality and continuous improvement must be demonstrated.

Guidance for Documentation

- Show that undergraduate level degree programs fulfill expectations appropriate for the context and mission of the school.

Standard 18: Master's level degree in general management (e.g., MBA) programs: Knowledge and skills. Participation in a master's level degree program presupposes the base of general knowledge and skills appropriate to an undergraduate degree. Learning at the master's level is developed in a more integrative, interdisciplinary fashion than undergraduate education.

The capacities developed through the knowledge and skills of a general master's level program are:

- **Capacity to lead in organizational situations.**
- **Capacity to apply knowledge in new and unfamiliar circumstances through a conceptual understanding of relevant disciplines.**
- **Capacity to adapt and innovate to solve problems, to cope with unforeseen events, and to manage in unpredictable environments.**
- **Capacity to understand management issues from a global perspective.**

Adapting expectations to the school's mission and cultural circumstances, the school specifies learning goals and demonstrates master's level achievement of learning goals for key management-specific knowledge and skills in each master's level general management program. [MASTER'S LEVEL GENERAL MANAGEMENT LEARNING GOALS]

Basis for Judgment:

- For each master's level general management degree program the school defines learning goals for key general and management-specific knowledge and skills identified by the school. The learning goals include the capacity to apply and adapt knowledge.
- For each master's level general management degree program the school demonstrates that students meet the learning goals. Or, if assessment demonstrates that learning goals are not being met, the school has instituted efforts to eliminate the discrepancy.
- The school is responsible for the quality of learning counted toward satisfying degree requirements regardless of where or how it takes place.

Guidance for Documentation:

- Define the learning goals for each master's level general management program—this includes both conceptual and operational definitions.
- Show that students meet all of the learning goals for master's level general management programs. Or, if assessment demonstrates that learning goals are not being met, describe efforts that have been instituted to eliminate the discrepancy.
- Show how the curriculum across the dimensions outlined in the standard demonstrates a global perspective.

Standard 19: Master's level degree in specialized programs: Knowledge and Skills. Participation in a master's level program presupposes the base of general knowledge and skills appropriate to an undergraduate degree and is at a more advanced level.

The level of knowledge represented by the students of a specialized master's level program is the:

- **Application of knowledge even in new and unfamiliar circumstances through a conceptual understanding of the specialization.**
- **Ability to adapt and innovate to solve problems.**
- **Capacity to critically analyze and question knowledge claims in the specialized discipline.**
- **Capacity to understand the specified discipline from a global perspective.**

Master's level students in specialized degree programs demonstrate knowledge of theories, models, and tools relevant to their specialty field. They are able to apply appropriate specialized theories, models, and tools to solve concrete business and managerial problems. Adapting expectations to the school's mission and cultural circumstances, the school specifies learning goals and demonstrates achievement of learning goals in each specialized master's degree program. [SPECIALIZED MASTER'S DEGREE LEARNING GOALS]

Basis for Judgment:

- Learning goals for specialized master's programs require extensive knowledge in the field, an understanding of how knowledge is created in the field, and the ability to apply knowledge of the field.
- The school demonstrates that students achieve the learning goals. Or, if assessment demonstrates that learning goals are not being met, the school has instituted efforts to eliminate the discrepancy.
- Students demonstrate the capacity to apply and adapt knowledge.
- The school is responsible for the quality of learning counted toward satisfying degree requirements regardless of where or how it takes place.

Guidance for Documentation:

- Display examples of student work showing the ability to apply and adapt accumulated knowledge.

- Describe the learning goals of each specialized master's degree program.
- Demonstrate that students achieve all of the learning goals for each specialized master's degree. Or, if assessment demonstrates that learning goals are not being met, describe efforts that have been instituted to eliminate the discrepancy.
- Show how the curriculum across the dimensions outlined in the standard demonstrates a global perspective.

Standard 20: The master's level degree programs must provide sufficient time, content coverage, student effort, and student-faculty interaction to assure that the learning goals are accomplished. [MASTER'S EDUCATIONAL LEVEL]

Basis for Judgment:

- Expectations vary dependent on the educational practices and structures in different world regions and cultures.
  - In the USA, for example, master's level education normally represents the <u>equivalent</u> of 9 to 12 months of full-time study subsequent to earning a bachelor's degree in business or in a discipline related to a specialized master's degree, or the <u>equivalent</u> of 15 to 18 months of full-time study subsequent to earning a bachelor's degree in a non-business field.
  - Variations in educational expectations, length of academic years, pedagogies, and other educational features give rise to other patterns.
- The Peer Review Team needs to judge the appropriateness of the educational level expectations taking into account the context and mission of the school.
- Normally, the majority of learning (credits, contact hours, or other metric) in traditional business subjects (as listed under "Defining the Scope of Accreditation") counted toward degree fulfillment is earned through the institution awarding the degree.
- Normally, the majority of learning (credit hours, contact hours, or other metric) counted toward degree fulfillment is earned in classes reserved primarily for graduate students.
- The school defines and broadly disseminates its policies for evaluating, awarding, and accepting transfer credits/courses from other institutions consistent with its mission and degree programs. These policies should ensure that the academic work accepted from other institutions is comparable to the school's own degree programs.
- If the school awards a graduate business degree as part of a joint and/or partnership degree program, the expectation that "the majority of business subjects counted toward degree fulfillment is earned at the institution awarding the degree," can be met through the agreements supporting the joint/partnership degree program. However, in such joint programmatic efforts, the school must demonstrate that appropriate quality control provisions are included in the cooperative agreements and functioning, and these are functioning to ensure high quality and continuous improvement. Such agreements should address and ensure that: the joint/partnership programs demonstrates mission appropriateness; that students served align with mission; student admission criteria are consistent for all students admitted by all partner institutions and are consistent with mission; deployment of sufficient and qualified faculty by all partner institutions; and assurance of learning processes function for the entire program including components delivered by partner or collaborating institutions. Furthermore, the school should demonstrate appropriate, ongoing oversight and engagement in managing such

programs. If such joint degree programs involve partners who do not hold AACSB accreditation, quality and continuous improvement must be demonstrated.

Guidance for Documentation:

- Show that master's level degree programs fulfill expectations appropriate for the context and mission of the school.

Standard 21: Doctoral level degree: Knowledge and Skills: Doctoral programs educate students for highly specialized careers in academe or practice. Students of doctoral level programs demonstrate the ability to create knowledge through original research in their areas of specialization. Normally, doctoral programs will include:

- **The acquisition of advanced knowledge in areas of specialization.**
- **The development of advanced theoretical or practical research skills for the areas of specialization.**
- **Explicit attention to the role of the specialization areas in managerial and organizational contexts.**
- **Preparation for teaching responsibilities in higher education (for those students who expect to enter teaching careers).**
- **Dissertation, or equivalent, demonstrating personal integration of, and original intellectual contribution to, a field of knowledge.**
- **Other areas as identified by the school.**
[DOCTORAL LEARNING GOALS]

Basis for Judgment:

- Students in doctoral programs create knowledge through original research.
- The doctoral program includes components related to each of the relevant areas mentioned in the standard.

Guidance for Documentation:

- Demonstrate that doctoral students make original research contributions.
- Show that doctoral programs include the relevant areas mentioned in the standard.
- Show how the curriculum across the dimensions outlined in the standard demonstrates a global perspective.

POLICY ON CONTINUED
ADHERENCE TO STANDARDS

All degree programs included in the AACSB accreditation review must demonstrate continuing adherence to the AACSB accreditation standards. AACSB reserves the right to request a review of an accredited institution's programs at any time if questions arise concerning the maintenance of educational quality as defined by the standards.