



Continuous Improvement Review Seminar

9 February 2019 | Vancouver, BC, CAN

Facilitators:

- Maria Baltar, Senior Director, Accreditation Services, AACSB International
- Mostafa Sarhan, Dean, College of Business Administration, Savannah State University

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FACILITATOR BIOS

Maria Baltar

Maria Baltar is Senior Director, accreditation services at AACSB International. She oversees a portfolio of over 100 schools internationally. Maria works closely with our global volunteer network, serves as the staff liaison to the Initial and Accounting Accreditation Committees, in addition to being the accreditation representative to schools in Latin America and the Caribbean. Maria's career spans over 20 years and includes management experience in the hospitality and wholesale IT distribution industries. Maria has a bachelor's degree in Finance from the University of South Florida and an MBA from the University of Tampa.

Mostafa Sarhan

Mostafa Sarhan is Dean of the College of Business Administration at Savannah State University. Prior to joining Savannah State University, he was the Chair of the George W. Daverio School of Accountancy at the University of Akron. He received a Ph.D. in accounting from the University of Arkansas in 1983. He is the Immediate Past President of the Southern Business Administration Association (SBAA) and currently serving as President of the HBCU Business Deans Roundtable Summit. He has been an active AACSB volunteer, serving on committees, mentoring several schools, and serving on peer review teams.

Saturday, 9 February 2019

7:45am-8:30am	Seminar Registration and Breakfast
8:30am-10:00am	Welcome, Introductions and Expectations Business Accreditation Standards Overview Accreditation Themes Organization of the 2013 Standards CIR Philosophy and Process, Years 1-5
10:00am-10:15am	Refreshment Break
10:15am-12:00pm	Continuous Improvement Review Report 1. Engagement, Innovation, Impact 2. Situation Analysis 3. Progress Update
12:00pm-1:00pm	Lunch
1:00pm-3:00pm	Continuous Improvement Review Report (continued) 4. Strategic Management & Innovation 5. Participants – Students, Faculty and Professional Staff 6. Learning and Teaching 7. Academic and Professional Engagement 8. Other Material 9. Consultative Review
3:00pm-3:15pm	Refreshment Break
3:15pm-5:00pm	Planning for a Continuous Improvement Review Visit CIR Team Report Outcomes Applying the standards: 4 Key Focus Areas Roles and Responsibilities
5:15pm-6:00pm	Reception

The actual session times may vary during the seminar from the ones indicated above.

Continuous Improvement Review Seminar

Maria Baltar and Mostafa Sarhan



**Saturday, 9 February, 2019
Vancouver, British Columbia, CAN**

Seminar Learning Objectives

Seminar participants will develop a deeper understanding of:

- The Continuous Improvement Review (CIR) philosophy and process
- Overview of AACSB accreditation standards and how they relate to the review process as opposed to the initial accreditation process
- The elements of a successful Continuous Improvement Review



Seminar Learning Objectives

Seminar participants will also:

- Have an opportunity for self-reflection and evaluation relative to one's own school
- Engage in group discussion regarding the CIR process and accreditation standards
- Develop relationships with other participants, many of whom could serve as important resources
- Have the opportunity to get accreditation questions answered



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Participant Introductions

What are your expectations?

What are your desired
takeaways?

Strategy Map Strategic Plan to 2021

Communities We Serve

Business
Business Schools
Learners
Society



Americas
Europe, Middle East, and Africa
Asia Pacific



Mission

We foster engagement, accelerate innovation, and amplify impact in business education.



Vision

Transforming business education for global prosperity.



Values

Quality • Inclusion and Diversity • Global Mindset • Ethics • Social Responsibility • Community

Volunteer-driven

Board • Committees • Advisory Councils • Mentors • Peer Review Teams • Speakers • Thought Leaders



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Strategy Map (continued) Strategic Plan to 2021



Areas of Strategic Focus



Business
Education Alliance



Quality Assurance and Quality
Improvement (Accreditation)



Business Education
Intelligence



Advocacy and
Awareness



Professional
Development



Enablers

Strategic Planning • Finance • Governance • Technology • Diverse Talent



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AACSB Member & Accredited Schools

Macro-Regions	AACSB Educational Members		AACSB-Accredited		In Accreditation Process		AACSB Non-Educational Members	
Americas	762	48%	574	69%	54	20%	54	68%
Asia-Pacific	357	23%	122	15%	90	34%	5	6%
EMEA	461	29%	135	16%	121	46%	21	26%
Global	1,580	100%	831	100%	265	100%	80	100%

Source: AACSB data and analysis as of 12/3/2018.
Note: Percentages may not sum to 100 due to rounding.



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AACSB Staff Liaison

- Key resource as you prepare for a CIR visit
- School's main point of contact at AACSB
- Knowledgeable resource on the accreditation standards and processes
- Reviews documentation in advance of submission and provides feedback (if requested)
- Communicates committee and board decisions to the school



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AACSB Staff Liaisons Tampa, Florida, USA



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Business Accreditation Standards Overview

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Accreditation Foundations

- Mission-driven, linked with strategies and expected outcomes
- Continuous improvement expected
- All accreditation reviews and decisions are made by volunteer peers using guidelines and judgment
- Collegial relationship between peer review team and accreditation committee
- Support and assistance from AACSB staff

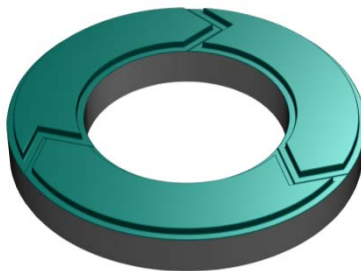


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Accreditation Themes

Engagement

Innovation



Impact



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Organization of Accreditation Standards

Strategic Management & Innovation

- Focus on mission, intellectual contributions and financial strategies (3 standards)

Participants

- Roles, sufficiency, and support for students, faculty and professional staff (4 standards)

Learning and Teaching

- Curricula management, assurance of learning, content, structure, and teaching effectiveness (5 standards)

Academic and Professional Engagement

- Student engagement, executive education and faculty qualifications and engagement (3 standards)



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Strategic Management and Innovation

- Standard 1: Mission, Impact, and Innovation
- Standard 2: Intellectual Contributions & Alignment with Mission
- Standard 3: Financial Strategies and Allocation of Resources



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Participants – Students, Faculty, and Professional Staff

- Standard 4: Student Admissions, Progression & Career Development
- Standard 5: Faculty Sufficiency & Deployment
- Standard 6: Faculty Management & Support
- Standard 7: Professional Staff Sufficiency & Deployment



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Learning and Teaching

- Standard 8: Curricula Management & Assurance of Learning
- Standard 9: Curriculum Content
- Standard 10: Student–Faculty Interactions
- Standard 11: Degree Program Educational Level, Structure, & Equivalence
- Standard 12: Teaching Effectiveness



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Academic and Professional Engagement

- Standard 13: Student Academic & Professional Engagement
- Standard 14: Executive Education
- Standard 15: Faculty Qualifications & Engagement



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Components of Individual Accreditation Standards

- **Bold print standard**
- Definitions
- Basis for judgment
- Guidance for documentation



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Standards Update

Business Accreditation Standards
2018 Updates effective January 1, 2019

Eligibility Criteria	Changes
Criterion A: Ethical Behavior	No changes made
Criterion B: Collegial Environment	• Increased importance of shared governance that includes faculty input
Criterion C: Commitment to Corporate and Social Responsibility	No changes made
Criterion D: Accreditation Scope and Membership	<ul style="list-style-type: none"> • Schools are expected to have produced at least 2 years of graduates at time of initial visit • Economics degrees may be excludable depending on where they are housed and the curriculum • Campus location irrelevant when considering scope • All business programs subject to the same review no matter in which school/department at the institution they are housed
Criterion E: Oversight, Sustainability, and Continuous Improvement	• Shared governance stressed once again and outlines expectations for leadership's responsibility within the business unit
Criterion F: Policy on Continued Adherence to Standards and Integrity of Submissions to AACSB	No changes made
Standards	Changes
Standard 1: Mission, Impact, and Innovation	• Elaborates on emphasis of the strategic plan
Standard 2: Intellectual Contributions, Impact, and Alignment with Mission	<ul style="list-style-type: none"> • If faculty are on 15-1, include them on 2-1 • Editorial reviewed journals added to table • Unduplicated counts of journals
Standard 3: Financial Strategies and Resources	• Domestic currency permissible vs. USD
Standard 4: Student Admissions, Progression, and Career Development	No changes made
Standard 5: Faculty Sufficiency and Deployment	<ul style="list-style-type: none"> • Provide evidence of quality in alternative delivery models • Partner institution faculty teaching in joint/dual degrees are included in 15-1 and 15-2
Standard 6: Faculty Management and Support	• Faculty management for those teaching in alternative models
Standard 7: Professional Staff Sufficiency and Deployment	No changes made
Standard 8: Curricula Management and Assurance of Learning	<ul style="list-style-type: none"> • Evidence of curricula improvements based on systematic assurance of learning; regular assessment activities should be reflected in curriculum • Include curriculum maps • Examples of indirect assessment
Standard 9: Curriculum Content	<ul style="list-style-type: none"> • Technology agility • Integration of real world business experiences
Standard 10: Student Faculty Interactions	No changes made
Standard 11: Degree Program Educational Level, Structure, Equivalence	• Types of Competency Based Education (CBE): course/credit based or direct assessment
Standard 12: Teaching Effectiveness	No changes made
Standard 13: Student Academic and Professional Engagement	No changes made
Standard 14: Executive Education	• Examples provided: corporate training, professional development seminars
Standard 15: Faculty Qualifications and Engagement	<ul style="list-style-type: none"> • Faculty from partner institutions teaching in joint/dual degree programs are included in Tables 15-1 and 15-2 • Describe qualifications of teaching assistants, tutors, etc. involved in alternative delivery models • Deployment of qualified faculty is a strategic decision

New additions:
 • Sample Tables: 2-1, 2-2, 15-1, 15-2
 • Data set for 15-1
 • FAQs

Changes but unlikely to be substantial

Changes with possible administrative impact

Changes with possible substantial impact depending on the school



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Continuous Improvement Review Philosophy & Process

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Continuous Improvement Review Philosophy

The review recognizes the institution has previously been accredited; therefore, it is forward looking, focused on continuous improvement, and expects the business school to:

- Show actions to continuously improve quality from one 5-year cycle to the next
- Report on actions taken to address issues raised during the prior Peer Review Team (PRT) visit

Continuous Improvement Review Philosophy

The CIR process takes place in a continuing dialogue:

- Establish early and frequent communication between PRT business chair/Accounting Team chair and host dean and accounting administrator
- Remember: Peer Review Team chair is an advisor
- Reporting is more strategic and not a standard-by-standard review
- Pre-visit communications may be via email, phone, video, meetings, etc.



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Continuous Improvement Review Philosophy

The continuous improvement review focuses on key information and on the school's/accounting academic unit's strategic management:

- Assumes a collaborative process in preparation for the CIR review
- CIR is NOT a standard-by-standard audit
- However, review of alignment with specific standard(s) will occur when quality concerns are identified



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Continuous Improvement Review Philosophy

The team approaches the school/accounting academic unit in a consultative, collaborative role:

- All comments and recommendations are given in the spirit of fostering quality improvement
- Peer Review Team completes Continuous Improvement Review Report including an accreditation recommendation
- School completes a survey following the visit to provide feedback on the CIR process and the Peer Review Team



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Continuous Improvement Review Process

- Five-year Continuous Improvement Review cycle
- Peer Review Team
 - Team Chair
 - Team Members
- Committee review
 - Continuous Improvement Review Committee (CIRC)
 - Accounting Accreditation Committee (AAC)
- Board of Directors acts on recommendation from committees



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Five-Year Continuous Improvement Review Process

Years 1-5

- Develop and implement actions to address issues from prior visit
- Review, refine, and implement strategic plan
- Document accomplishments related to Engagement – Innovation – Impact
- Complete Business School Questionnaire (BSQ)

Year 3

- **Submit CIR Review Application, July 1**
- Review and revise peer and aspirant schools - the starting point for PRT formation
- Clarify questions with AACSB staff liaison

Years 3-4

- PRT appointed
- Scope (included and excluded programs) issues resolved
- PRT visit date set
- PRT visit schedule developed



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Five-Year Continuous Improvement Review Process

Year 5

- School completes and submits the CIR report 60 days prior to visit
 - 50-page limit, plus appendices
- AACSB staff provide to the PRT, 60 days prior to the visit
 - List of included and excluded programs approved by Continuous Improvement Review Committee (CIRC)
 - Documentation from last review (PRT report and board decision letter)
 - Requested BSQ Statistical Reports
- PRT visit completed, report and recommendation submitted to the CIR Committee
- CIR Committee reviews and acts on PRT report
- Board of Directors receives and acts on the CIRC recommendation
- School receives results informally via email and formally via letter



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Peer Review Team

- The central part of the CIR process
- 2-3 members business + 2-3 members accounting
- Business and accounting PRT chairs collaborate
- Approved by CIRC/AAC
- Submits report and recommendation to the CIRC and AAC for supplemental Accounting
- School reviews draft PRT report for factual errors
- PRT report sent with school and CIRC/AAC within 10 days of visit



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Continuous Improvement Review Report

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Continuous Improvement Review Report

- Executive summary of accomplishments related to Engagement – Innovation – Impact
- Situational Analysis
- Progress update on concerns and issues from previous review
- Update and information related to the four standards areas:
 1. Strategic Management & Innovation
 2. Participants – Students, Faculty, Professional Staff
 3. Learning and Teaching
 4. Academic and Professional Engagement
- Additional Supporting Material (e.g. tables, strategic plan)



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Engagement – Innovation – Impact

- Executive summary of most significant developments or changes in strategies, priorities and outcomes in the past five years. What has changed since the last PRT visit?
- Engagement, Innovation, and Impact – What are your priorities? How are you capturing and reporting priorities and outcomes?
- Set up systems, linked to strategic plan, to capture results on an annual basis



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Engagement

Schools are expected to:

- Achieve both academic and professional engagement by students and faculty
- Identify desired characteristics of engagement, aligned with the school's mission and strategic goals
- Focus on ensuring students, faculty and other stakeholders participate in the life of the business school/accounting academic unit
- Flows from Eligibility Criteria B, Standard 1, 2, 5, 9, 10, 13 and 15



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Sample Engagement Possibilities

- Integration of professionally qualified faculty
- Faculty/student engagement with business community
- Faculty/student engagement with broader academic community



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Innovation

“Without change there is no innovation, creativity or incentive for improvement. Those who initiate change will have a better opportunity to manage the change that is inevitable.” – William Pollard

“If you don’t like change, you’re going to like irrelevance even less.” – General Eric Shinseki, Chief of Staff, US Army



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Innovation

Schools/accounting academic units are expected to:

- Pursue continuous improvement
- Be entrepreneurial and experimental
- Be innovative. Innovations include both the potential for success and risk of failure. Innovations should be well-developed and aligned with mission/strategy
- Report most significant activities and results
- Mission contextual innovation is the focus



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Innovation Focus

The mission and strategies of the business school are the context:

- Innovation is localized and not unique from other business schools
- Focus on most recent 5-year period
- Flows from mission/plan development and implementation (Standard 1)
- The question is: “What is new for us?”



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Sample Innovation Possibilities

- Adding online or hybrid delivered courses and/or degrees
- New areas of programming
- Unique service/outreach projects
- Unique collaborative activities with business, other institutions, etc.
- New student engagements activities
- New research initiatives
- New partnerships with business, other schools



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“Impact also has a broader meaning in that the business school, through the articulation and execution of its mission, should make a difference in business and society as well as in the global community of business schools and management educators.”

– AACSB Accreditation Standards

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Impact

Business schools are expected to:

- Focus on high quality inputs and outcomes that have impact, deliver high value
- Produce intellectual contributions that have a positive impact on theory, teaching and/or practice
- Demonstrate that the business school is “making a difference” in business and society

Mission as Your Driver



Input vs. Output vs. Outcomes

- EXAMPLE:
 - Input = instructing classes
 - Output = students with a degree
 - Outcome = students get jobs ← **IMPACT!!**
- EXAMPLE:
 - Input = faculty research and teaching activity
 - Output = faculty expertise
 - Outcome = faculty sought for quote/comment in WSJ ← **IMPACT!!**
- EXAMPLE:
 - Input = research project activity
 - Output = published article
 - Outcome = article used in a PhD seminar ← **IMPACT!!**

Differentiating Inputs and Outcomes

▪ *Inputs... such as*

- Student profiles and enrollment data
- Organizational structure
- Programs, centers, and other initiatives
- Finances and budgeting
- Faculty composition and productivity
- Facilities and other resources

▪ *Outcomes (IMPACTS)... such as*

- Student placement, career opportunities, accomplishments, and advancement
- Influence of faculty scholarship on academe, thought leadership, industry/practice, public policy, and society
- Benefits to campus, community, state, and country



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What are prevalent issues faced by business schools?

- For the most part, everyone has been focused on “research impact”, Standard 2
- Impact must be much broader
- Deciding what can be included in the impact category is challenging as there is no specific criteria
- Be strategic about impact reporting



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Impact ideas to consider

- Impact is broad and should be a reflection of your mission and strategy
- Impact is fluid and not the same for all institutions
- Impact is a combination of output and outcome measures
- How should each school develop framework and methodology for collecting and assessing impact
- Impact is not a prescriptive endeavor, it's linked with a school's mission and strategy



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Stakeholders Requiring Accountability

Stakeholders	Accountability Concerns
Students/Parents/Alumni	<ul style="list-style-type: none">• Placement, career potential• Earnings power
Business Community (practice)	<ul style="list-style-type: none">• Student preparation for success• Workforce diversity and pipeline• Life-long training education• Consulting and identification of best-practice solutions
Accrediting Organizations (college- and campus-level)	<ul style="list-style-type: none">• Student learning outcomes• Quality of offerings• Impact of programming on stakeholders
Governing Bodies (public and private) and Media	<ul style="list-style-type: none">• Fiduciary responsibility• Retention and graduation rates• ROI (tuition, student debt, earnings potential)



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Participant Discussion: Engagement, Innovation, Impact, and Capturing the Data

Discussion Guide

- Identify 3-4 elements that are central of your school's current or planned "engagement, innovation, and impact" strategy.
- How does your school encourage innovation?
- What outcomes are you most proud of?
- How is your school using metrics to document impact based on your strategies?
- How well is the system working?
- What changes in metrics or documentation are planned?

Situational Analysis

Provides context in which school operates, for example:

- Historical factors
- National and local factors
- Advantages/disadvantages in reputation, resources, sponsors, and supporters
- Internal, environmental and/or competitive forces
- Opportunities for enhancing degree offerings



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Progress Update

- Describe actions and outcomes which address concerns and issues stated in official AACSB correspondence (IAC, CIRC or AAC letter) from last accreditation review
- Be direct and address the concerns
- Update actions and outcomes since CIR application in July of 3rd year since last review



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Standards Areas:

1. Strategic Management & Innovation

- Strategic management planning process and outcomes
- Financial model and strategies and allocation of resources
- Mission statement and summary of strategic plan or framework
- Distinctiveness of the b-school
- Intellectual contributions, impact and alignment with mission
- Tables 2-1 and 2-2
- New degree programs
- Include strategic plan in an appendix



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Key Area: Mission Distinctiveness

- Publicly identifying the defining characteristics of the business school
- Is a multidimensional concept, but focus is on clarity of mission and “truth in advertising”
- The key question is “Who are we?”



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Sample Distinctive Attributes

- Students served (e.g. gender, ethnicity, locale, under-served populations, executives vs. pre-experience, etc.)
- Program focus (UG vs. Grad) including professional orientation
- Academic focus areas
- Research focus (basic, applied, etc.)
- Geographical focus (international, national, state/province, smaller area, etc.)
- Outreach focus (economic development, community service, etc.)



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Participant Discussion: Mission Distinctiveness

Discussion Guide

At your table, discuss your school's

- "Mission distinctiveness" identifying 2-3 examples
- Strategic priorities that are points of pride or distinctiveness
- Share with group at large
- What are 2-3 questions that need to be addressed to assist in addressing "mission distinctiveness?"



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Current Table 2-1

Table 2-1 Intellectual Contributions													
Part A: Five-Year Summary of Intellectual Contributions													
Faculty Aggregate and summarize data to reflect the organizational structure of the school's faculty (e.g., departments, research groups). Do not list by individual faculty member.	Portfolio of Intellectual Contributions			Types of Intellectual Contributions									Percentages of Faculty Producing ICs
	Basic or Discovery Scholarship	Applied or Integration/Application Scholarship	Teaching and Learning Scholarship	Peer-Reviewed Journals	Editorial-Reviewed Journals	Peer-Reviewed Academic/Professional Meeting Proceedings	Peer-Reviewed Academic/Professional Meeting Presentations	Competitive Research	Textbooks	Case Studies	Professional practice standards, or public policy	Other IC Type Selected by the School	Percent of Participating Faculty Producing ICs
													Percentage of total Full Time Equivalent (FTE) faculty producing ICs
Part B: Alignment with Mission, Expected Outcomes, and Strategy													
Provide a qualitative description of how the portfolio of intellectual contributions is aligned with the mission, expected outcomes, and strategy of the school.													
Part C: Quality of Five-Year Portfolio of Intellectual Contributions													
Provide evidence demonstrating the quality of the above five-year portfolio of intellectual contributions. Schools are encouraged to include qualitative descriptions and quantitative metrics and to summarize information in tabular format whenever possible.													
Part D: Impact of Intellectual Contributions													
Provide evidence demonstrating that the school's intellectual contributions have had an impact on the theory, practice, and/or teaching of business and management. The school is encouraged to include qualitative descriptions and quantitative metrics and to summarize the information in tabular format whenever possible to demonstrate impact. Evidence of impact may stem from intellectual contributions produced beyond the five-year AACSB accreditation review period. Examples can be found in Appendix I.													



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Updated Table 2-1 (effective January 2019)

Table 2-1 Intellectual Contributions																
Part A: Five-Year Summary of Intellectual Contributions																
Faculty Aggregate and summarize data to reflect the organizational structure of the school's faculty (e.g., departments, research groups). Do not list by individual faculty member.	Portfolio of Intellectual Contributions				Types of Intellectual Contributions									Percentages of Faculty Producing ICs		
	Basic or Discovery Scholarship	Applied or Integration/Application Scholarship	Teaching and Learning Scholarship	Total*	Peer-Reviewed Journals	Editorial-Reviewed Journals and Articles	Peer-Reviewed Academic/Professional Meeting Proceedings	Academic/Professional Meeting Presentations	Competitive Research Awards Received	Textbooks	Case Studies	Professional practice standards, or public policy	Other IC Type Selected by the School	Total*	Percent of Participating Faculty Producing ICs	Percentage of total Full Time Equivalent (FTE) faculty producing ICs
Department 1																
Department 2																
Department 3																
Grand Total																
Part B: Alignment with Mission, Expected Outcomes, and Strategy																
Provide a qualitative description of how the portfolio of intellectual contributions is aligned with the mission, expected outcomes, and strategy of the school.																
Part C: Quality of Five-Year Portfolio of Intellectual Contributions																
Provide evidence demonstrating the quality of the above five-year portfolio of intellectual contributions. Schools are encouraged to include qualitative descriptions and quantitative metrics and to summarize information in tabular format whenever possible.																
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Sample Table 2-1

University of Pilsig-School of Business Table 2-1 Intellectual Contributions, September 2012-May 2017																
Part A: Five Year Summary of Intellectual Contributions																
Faculty Aggregate and Summarize data to reflect the organizational structure of the school's faculty (e.g., departments, research groups). Do not list by individual faculty member.	Portfolio of Intellectual Contributions				Types of Intellectual Contributions										Percentage of Faculty Producing ICs	
	Basic or Discovery Scholarship	Applied or Integration/Application Scholarship	Teaching and Learning Scholarship	Total	Peer-Reviewed Journals	Editorial-Reviewed Journals	Peer-Reviewed Academic/Professional Meeting Proceedings	Peer-Reviewed Academic/Professional Meeting Proceedings	Competitive Research Awards Received	Textbooks	Case Studies	Professional Practice standards or public policy	Other IC type selected by the school	Total	Percent of Participating Faculty Producing ICs	Percent of Total Full Time Equivalent (FTE) Faculty Producing ICs
Accounting	116	88.5	90	294.5	152.5	2	5	50	0	19	22	6	38	294.5	95%	91%
Finance	174	72.5	19	265.5	104.5	1	21	83	1	2	5	3	45	265.5	99%	80%
Marketing and Management	300	287	68	655	100	3	6	425	1	10	12	1	97	655	100%	98%
Total	590	448	177	1215	357	6	32	558	2	31	39	10	180	1215	96.8%	90.2%
Part B: Alignment with Mission, Expected Outcomes, and Strategy																
Provide a qualitative description of how the portfolio of intellectual contributions is aligned with the mission, expected outcomes, and strategy of the school.																
Part C: Quality of Five Year Portfolio of Intellectual Contributions																
Provide evidence demonstrating the quality of the above five-year portfolio of intellectual contributions. Schools are encouraged to include qualitative descriptions and quantitative metrics and to summarize information in tabular format whenever possible.																
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Provide evidence demonstrating that the school's intellectual contributions have had an impact on the theory, practice, and/or teaching of business and management. The school is encouraged to include qualitative descriptions and quantitative metrics and to summarize the information in tabular format whenever possible to demonstrate impact. Evidence of impact may stem from intellectual contributions produced beyond the five-year AACSB accreditation review period.																



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Intellectual Contributions (Table 2-1)

Section A: Five-Year Summary

- Aggregate view of faculty
- Presented in faculty groups by organizational structure or discipline
- Not by individual

Section B: Mission Alignment

- Mission & strategic plan should address IC focus or blend
- Discuss how portfolio supports/aligns with mission: outcome numbers; journals; awards; faculty evaluation, recognition; etc.



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Intellectual Contributions (Table 2-1)

Section C: Quality of Research

- **Faculty policies for ICs should include quality expectations**
- Quality guidance may include:
 - Journal lists with rankings (A, B, C, etc.)
 - Directories (Cabel's, Harzing, Australian Deans, etc.) with guidance on acceptance rates or other attributes and allow for exceptions to be made with justification



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Intellectual Contributions (Table 2-1)

Section D: Impact of Research

- Focus may be on a body of work or single outcomes
- Citation analysis is popular, but look beyond it
- Other examples: policy/practice impact; teaching materials or courses; student engagement in research; etc.



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Table 2-2

- Provides high-level summary of the journals in which faculty most frequently publish
- Organized in the same manner as Table 2-1



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Current Table 2-2

**Table 2-2:
Five-Year Summary of Peer- and Editorial-Reviewed
Journals and Number of Publications in Each**

Based on the data in Table 2-1, provide a five-year summary of peer- and editorial-reviewed journals (by name) and the number or publications appearing in each. The number of publications should reflect an unduplicated count for co-authored publications.

Please organize by organizational structure of the School's faculty (e.g., departments, research groups) in the same manner as Table 2-1. Please split fractionally for co-authorship among faculty employed by the School such that each publication is counted only once.

Peer- and Editorial-Reviewed Journals (by Organizational Structure)	Number of Publications



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Updated Table 2-2 (effective January 2019)

**Table 2-2:
Five-Year Summary of Peer- and Editorial-Reviewed
Journals and Number of Publications in Each**

Based on the data in Table 2-1, provide a five-year summary of peer- and editorial-reviewed journals (by name) and the number or publications appearing in each. The number of publications must reflect an unduplicated count for co-authored publications.

Please organize by organizational structure of the school's faculty (e.g., departments, research groups) in the same manner as Table 2-1. Please split fractionally for co-authorship among faculty employed by the school such that each publication is counted only once.

Peer- and Editorial-Reviewed Journals (by Organizational Structure)	Number of Publications
Grand Total	



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Sample Table 2-2

Table 2-2: Five-Year Summary of Peer and Editorial-Reviewed Journals and Number of Publications in Each	
Based on the data in Table 2-1, provide a five-year summary of peer and editorial- reviewed journals (by name) and the number or publications appearing in each. The number of publications should reflect an unduplicated count for co-authored publications.	
Please organize by organizational structure of the school's faculty (e.g., departments, research groups) in the same manner as Table 2-1. Please split fractionally for co-authorship among faculty employed by the school such that each publication is counted only once.	
Peer and Editorial-Reviewed Journals (by Organizational Structure)	Number of Publications
Accounting	
The Accounting Review	20
Accounting and Business Research	32
Journal of Accounting Research	7
Journal of Financial Economics	6.5
Journal of Financial Reporting	44
Management Science	45
Accounting Total	154.5
Finance	
Accounting & Finance	17
Annual Review of Financial Economics	3
Applied Financial Economics	19
Cases in Corporate Finance	5
Financial Analysts Journal	6
Journal of Financial Economics	12.5
Quarterly Journal of Economics	13
Review of Finance	4
The Review of Financial Studies	26
Finance Total	105.5
Marketing and Management	
Academy of Management Journal	22
Academy of Management Review	9
Behavioral Science and Policy	14
Cross Cultural and Strategic Management Journal	3
Journal of Behavioral Decision Making	34
Journal of Consumer Affairs	1
Journal of Marketing	7
Marketing Science	13
Marketing and Management Total	103
Grand Total	363



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Reflective Questions: Intellectual Contributions

Intellectual Contributions

- What are 2-3 examples of metrics and/or processes you use, or plan to use at your school to align the faculty intellectual contributions portfolio with your mission, strategies and expected outcomes?
- How have you, or might you, enhance intellectual quality and impact?
- How do you promote and create incentives for “high-quality” intellectual contributions?



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Standards Areas: 2. Participants – Students, Faculty, Professional Staff

Student Admissions, Progression and Career Development

- Summary and changes in admissions, enrollments, retention rates, graduation rates, support services

Faculty

- Sufficiency and deployment changes and trends
- Changes in criteria for participating and supporting faculty
- Summary and changes in management and support policies
- Highlight changes in faculty resources

Professional Staff Sufficiency and Deployment

- Management, support and career development policies for staff members



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Table 15-1

- Summarizes information about faculty sufficiency (Standard 5) and qualification (Standard 15)
- Need clear policies for participating status
- Participating faculty can be full-time or part-time, same for supporting faculty
- If expectations are not met, explain how quality is delivered with compensating arrangements
- Sustained deficiencies are the concern. Impacts of normal events such as sabbaticals, leave, etc. less of a concern unless structural and sustained
- Metric should be based on how teaching is measured in the institution (credit hours, courses, etc.)

Current Table 15-1

TABLE 15-1: FACULTY SUFFICIENCY AND QUALIFICATIONS SUMMARY FOR THE MOST RECENTLY COMPLETED NORMAL ACADEMIC YEAR (RE: Standards 5 and 15)¹

Faculty Portfolio			Faculty Sufficiency Related to Teaching (Std. 5)		Normal Professional Responsibilities ¹	Percent of Time Devoted to Mission for Each Faculty Qualification Group ³ (Std. 15)					Brief Description of Basis for Qualification (Enter brief quantitative and/or qualitative information corresponding to the school's criteria for each category.)
Faculty Member's Name (Please organize and list individually in sections reflecting the school's organizational structure and/or discipline (e.g., departments))	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P) ¹	Supporting Faculty Teaching Productivity (S) ¹		Scholarly Academic (SA) ¹	Practice Academic (PA) ¹	Scholarly Practitioner (SP) ¹	Instructional Practitioner (IP) ¹	Other (O) ¹	
Faculty Sufficiency Indicators ¹ :						Faculty Qualifications Indicators ¹ :					
<ul style="list-style-type: none">Overall guideline: $P/(P+S) \geq 75\%$Guideline by discipline, location, delivery mode, or program: $P/(P+S) \geq 60\%$						<ul style="list-style-type: none">SA guideline: $(SA)/(SA + PA + SP + IP + O) \geq 40\%$SA + PA + SP guideline: $(SA + PA + SP)/(SA + PA + SP + IP + O) \geq 60\%$SA + PA + SP + IP guideline: $(SA + PA + SP + IP)/(SA + PA + SP + IP + O) \geq 90\%$					

Updated Table 15-1 (effective January 2019)

Faculty Portfolio			Faculty Sufficiency Related to Teaching (Std. 5) SCHs, ECTUs, contact hours, or courses		Percent of Time Devoted to Mission for Each Faculty Qualification Group (Std 15)					Brief Description of Basis for Qualification (Enter brief quantitative and/or qualitative information corresponding to the school's criteria for each category.)
Faculty Member's Name (Please organize and list individually in sections reflecting the school's organizational structure and/or discipline (e.g., departments))	Date of First Appointment to the school	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)	Supporting Faculty Teaching Productivity (S)	Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	
Normal Professional Responsibilities ³										
Faculty Sufficiency Indicators:					Faculty Qualifications Indicators:					
<ul style="list-style-type: none">Overall guideline: $P/(P+S) \geq 75\%$Guideline by discipline, location, delivery mode, or program: $P/(P+S) \geq 60\%$					<ul style="list-style-type: none">SA guideline: $(SA)/(SA + PA + SP + IP + O) \geq 40\%$SA + PA + SP guideline: $(SA + PA + SP)/(SA + PA + SP + IP + O) \geq 60\%$SA + PA + SP + IP guideline: $(SA + PA + SP + IP)/(SA + PA + SP + IP + O) \geq 90\%$					



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Discuss Faculty Sufficiency Cases

Standards Areas:

3. Learning and Teaching

- How does the school assess and improve the quality of the learning experience and improve the performance of graduates over time?
- How does the school assure high-quality student-faculty interaction?
- How does the school assure teaching effectiveness?



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Standards Areas:

3. Learning and Teaching

- Continuous Improvement Review process seeks to determine how well we manage our curriculum management process
- How we are accountable for the *quality* of the learning experience and for *improving the quality* of the experience over time, i.e., **the focus is on outcomes, not just the process (closing the loop)**



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Standards Areas:

3. Learning and Teaching

- Systematic, proactive involving key stakeholders and input from environment, AoL, faculty, students, etc.
- Includes AoL but must also embrace other sources and influences (e.g. Advisory Councils, employer surveys, indirect measures)
- Documentation of curricula impact and updates are important including the major factor affecting the change **with high focus on outcomes**, not just the process
- Document evaluation of teaching and effectiveness and support systems



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Learning and Teaching Assurance of Learning

The PRT will evaluate your systematic processes to directly measure student learning. Specifically:

- Programmatic learning goals and objectives
- Alignment of the curriculum with the goals
- Instruments you use and measurements you collect
- Analysis and use of the data
- Documented improvements in curriculum and student learning
- Faculty ownership and engagement in the AoL process
- Use of indirect measures as part of curriculum management



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Learning and Teaching

AoL Documentation

- Instruments
- Course-embedded assignments
- Scoring grids or rubrics
- Summary of data analyses
- Samples of student products
- Documentation that data has been used and faculty are engaged
- Documentation of curricula actions taken based on assessment results
- Curriculum maps
- Assessment schedule



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Learning and Teaching

AoL Success: Feedback from Visits

Schools that do well have:

- Simplified the process
- Collected less data
- Do more with the data
- Engage faculty in the process
- Focus more on major issues
- Emphasize the results, improvements and further assessment of outcomes



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Standards Areas:

4. Academic and Professional Engagement

Student academic and professional engagement

- Summarize initiatives focused on experiential and active learning strategies for students

Executive Education (if applicable)

Faculty Qualifications and Engagement

- Initial academic preparation and professional experience
- Ongoing engagement activities for both academic and professional engagement



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Standards Areas:

4. Academic and Professional Engagement

Criteria for faculty qualifications

- Scholarly academic (SA)
- Practice academic (PA)
- Instructional practitioner (IP)
- Scholarly practitioner (SP)
- Other faculty (O)



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Faculty Qualifications and Engagement

		Sustained engagement activities	
		Academic (Research/Scholarly)	Applied/Practice
Initial academic preparation and professional experience	Significant professional experience	Scholarly Practitioners (SP)	Instructional Practitioners (IP)
	Doctoral degree	Scholarly Academics (SA)	Practice Academics (PA)

SA + PA + SP + IP ≥ 90%
 SA + PA + SP ≥ 60%
 SA ≥ 40%



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Some Fundamental Concepts: Standard 15

- Faculty qualifications are based on combination of initial academic preparation (degrees) and/or professional experience at time of hiring and subsequent development activities to maintain currency and relevancy for teaching and to support other mission components
- Initial qualification is good for 5 years from date of earning academic degree or most recent professional experience, not automatically from the date of hiring
- Policies are needed to guide faculty in maintaining the currency and relevancy of their intellectual capital to support the mission
- Percentages are guidelines, not hard rules, and that the primary goal is overall high quality



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Some Fundamental Concepts: Standard 15

- Each of the four categories should have distinctive expectations that distinguish the individual categories with some overlap, i.e., PA faculty may produce some ICs, but the PA faculty member does more in engaging practice
- For example, “Practice Academic” is not a weak substitute for people who cannot reach “Scholarly Academic”
- The level of effort for each category for the same level of appointment should reflect similar levels of effort, just different activities
- Metric of measurement is “percent of time devoted to mission” which is not the same as for “participating” and “supporting” faculty for Standard 5



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Scholarly Academic (SA)

- Research doctorate and dominant development activities focused on academic and professional engagement producing outcomes that are research and publications consistent with Standard 2 expectations
- Other development activities support the primary focus (journal editorships, program committee, editorial activities, doctoral program involvement, research grants, etc.)
- Most restrictive of faculty categories (Guideline is > 40% or higher)
- SA expectations rise as graduate programs are added to the degree portfolio



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Practice Academic (PA)

- Dominant development activities focused on professional engagement that ensures currency and relevancy
- Most likely evolved from SA status with a research doctorate
- SA and PA should have equivalent expectations for effort, just different activities
- Professional organization leadership role, consulting, policy engagement, executive education, continuing professional education, licensing boards, etc.
- **Not a default for faculty who have not maintained SA status**



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Instructional Practitioner (IP)

- Normally a master's degree and professional experience that is "significant in duration and level of responsibility" at time of hiring
- Continuing development activities focused on professional engagement that may include continued work, consulting, executive education, relevant service on boards of directors, etc.



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Scholarly Practitioner (SP)

- Evolves from IP status and development activities focus on a high degree of academic/professional engagement that produces predominantly research and publications as reported for Standard 2
- Validated by academic/professional engagement that supports research and publication outcomes



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Standard 15 Observations

- Recommend using the four faculty categories as a guide for maintaining an appropriate mix of faculty aligned with the school's mission
- The more complex the graduate program portfolio, higher percentage of SA expected, e.g. doctoral programs, high SA and research outcomes that align with such programs
- Special cases apply for initial SA status (e.g., graduate degrees in law and accounting for teaching taxation, out of field doctorates). Burden of proof is on school to justify exceptions. Degree titles alone are insufficient
- Unique development activities for academic administrators is optional



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Current Table 15-1

TABLE 15-1: FACULTY SUFFICIENCY AND QUALIFICATIONS SUMMARY FOR THE MOST RECENTLY COMPLETED NORMAL ACADEMIC YEAR (RE: Standards 5 and 15)¹

Faculty Portfolio			Faculty Sufficiency Related to Teaching (Std. 5)		Normal Professional Responsibilities ³	Percent of Time Devoted to Mission for Each Faculty Qualification Group ⁵ (Std 15)					Brief Description of Basis for Qualification (Enter brief quantitative and/or qualitative information corresponding to the school's criteria for each category.)	
Faculty Member's Name (Please organize and list individually in sections reflecting the school's organizational structure and/or discipline (e.g., departments))	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P) ²	Supporting Faculty Teaching Productivity (S) ²		Scholarly Academic (SA) ⁴	Practice Academic (PA) ⁴	Scholarly Practitioner (SP) ⁴	Instructional Practitioner (IP) ⁴	Other (O) ⁴		
Faculty Sufficiency Indicators ¹ :						Faculty Qualifications Indicators ¹ :						
<ul style="list-style-type: none">Overall guideline: $P/(P+S) \geq 75\%$Guideline by discipline, location, delivery mode, or program: $P/(P+S) \geq 60\%$						<ul style="list-style-type: none">SA guideline: $(SA)/(SA + PA + SP + IP + O) \geq 40\%$SA + PA + SP guideline: $(SA + PA + SP)/(SA + PA + SP + IP + O) \geq 60\%$SA + PA + SP + IP guideline: $(SA + PA + SP + IP)/(SA + PA + SP + IP + O) \geq 90\%$						



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Updated Table 15-1 (effective January 2019)

Faculty Portfolio			Faculty Sufficiency Related to Teaching (Std. 5) SCHs, ECTUs, contact hours, or courses		Normal Professional Responsibilities ³	Percent of Time Devoted to Mission for Each Faculty Qualification Group (Std 15)					Brief Description of Basis for Qualification (Enter brief quantitative and/or qualitative information corresponding to the school's criteria for each category.)	
Faculty Member's Name (Please organize and list individually in sections reflecting the school's organizational structure and/or discipline (e.g., departments))	Date of First Appointment to the school	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)	Supporting Faculty Teaching Productivity (S)		Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)		
Faculty Sufficiency Indicators:						Faculty Qualifications Indicators:						
<ul style="list-style-type: none">Overall guideline: $P/(P+S) \geq 75\%$Guideline by discipline, location, delivery mode, or program: $P/(P+S) \geq 60\%$						<ul style="list-style-type: none">SA guideline: $(SA)/(SA + PA + SP + IP + O) \geq 40\%$SA + PA + SP guideline: $(SA + PA + SP)/(SA + PA + SP + IP + O) \geq 60\%$SA + PA + SP + IP guideline: $(SA + PA + SP + IP)/(SA + PA + SP + IP + O) \geq 90\%$						



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Sample Table 15-1

Faculty Portfolio			Faculty Sufficiency Related to Teaching (Std. 5) SCHs		Normal Professional Responsibilities	Percent of Time Devoted to Mission for Each Faculty Qualification Group (Std. 15)					Brief Description of Basis for Qualification (Enter brief quantitative and/or qualitative information corresponding to the school' s criteria for each category.)
Faculty Member' s Name (Please organize and list individually in sections reflecting the school' s organizational structure and/or discipline (e.g., departments))	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)	Supporting Faculty Teaching Productivity (S)		Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	
Accounting											
Doe, Jane	09/01/12	PhD, 2012	360		MT, DT	100					3 PRJs
Frank, Tom	09/01/00	MST, 1986	900		UT				100		State boards, active accounting practice
Smith, Robert	01/02/16	MST, 2014	675		UT	100					ABD for 3 years
Total Accounting			1935			200 (66.7%)	0	0	100 (33.3%)	0	
Accounting Ratio			>= 60% requirement for P met (100%)			Minimum SA >= 40% met (66.7%) Minimum SA+PA+SP >= 60% met (66.7%) Minimum SA+PA+SP+IP >= 90% met (100%)					



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Table 15-2

Faculty percent of teaching by program and degree level (indicate metric used - credit hours, contact hours, courses taught or another metric appropriate to the school)						
	Scholarly Academic (SA) %	Practice Academic (PA) %	Scholarly Practitioner (SP) %	Instructional Practitioner (IP) %	Other (O) %	Total %
Bachelor's Program						
MBA Program						
Other Master's Programs (Please provide the percentage for each Master's program, adding a line for each degree program)						
Doctoral Program						
Other Programs (Specify)						



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Sample Table 15-2

	Faculty percent of teaching by program and degree level (using Student Credit Hours)					
	Scholarly Academic (SA) %	Practice Academic (PA) %	Scholarly Practitioner (SP) %	Instructional Practitioner (IP) %	Other (O) %	Total %
Bachelor's Program Administration	36.3%	7.4%	25.4%	30.9%	0	100%
MBA	39.8%	35.0%	0%	25.2%	0%	100%
EMBA	60%	20%	0%	10%	10%	100%
MS Marketing	30%	25%	0%	45%	0%	100%
MAcc	62%	4%	0%	20%	14%	100%
MTax	63%	0%	18.5%	18.5%	0%	100%
Doctoral Program	100%	0%	0%	0%	0%	100%



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Reflective Questions: Faculty Qualifications

Faculty Qualifications

- What are your school's criteria for each of the four faculty classifications?
- Does your school use both quality-based and quantity-based criteria for the four categories?
- How were these criteria developed?
- When and how were they last reviewed?
- Have you benchmarked your criteria against peer schools?



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Discuss Faculty Qualifications Cases

Additional Supporting Material

- Issues not covered elsewhere or that warrant more attention
- Criteria for faculty classification (SA, PA, SP, IP)
- Consultative review
- Scope of review: included and excluded degree programs
- Required tables
- Strategic plan



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Consultative Review

- Peer Review Team consultative counsel related to insights, analysis and/or recommendations concerning prospective strategic opportunities, and/or challenges
- Provide background information and develop desired consultative relationship with PRT chair and AACSB staff
- Should not be considered as a sign of weakness or exposing problems to the PRT



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Planning for a CIR Visit

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Selected PRT Group Meetings

- Dean/staff
- Department chairs; academic program directors
- Key committees
- Faculty
- Students
- Student service directors
- Business community and alumni
- President/CAO
- There will be some separate scheduling for business and accounting teams
 - See Appendix for sample visit schedule



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Planning for PRT Visit

- Active, early communications between host dean/accounting administrator and PRT chair are extremely important in all reviews
- Schedule sufficient time for PRT to meet and draft the report (i.e. pre-meeting upon arrival, short meeting midway through visit, evening free)
- Consult with PRT on space and equipment needs at school and hotel



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Planning for PRT Visit

- Quality of documents submitted and at the time of the visit (accuracy, clarity of SA, PA, IP, and SP definitions, clear, organized prose)
- Stay within the page limits (50 pages) and focused on accreditation matters
- Visit focused on mission, strategic plan actions and results, and other key elements of the four categories of the standards
- Sufficient time should be built into the schedule for the PRT to meet, draft report



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Continuous Improvement Review Team Report

- PRT accreditation recommendation
- School response for the accreditation standard issue(s) related to the prior PRT visit
- Accreditation standard issue(s) identified by the PRT
- PRT observations and feedback that form the basis for judgement for the recommendation
- Commendations and best practices
- Consultative feedback
- Attachments



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PRT Continuous Improvement Review Recommendation Options

1. PRT recommends extension of accreditation for five years
2. Continuous Improvement Review 2 –
Five-year average is 20%
3. Revocation of accreditation



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Continuous Improvement Review Committee Outcomes

Continuous Improvement Review Committee (CIRC) options

- Concur with PRT recommendation
- Remand the recommendation to the PRT for further discussion



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Why Would a PRT Recommendation be Remanded?

- Committee would like additional information and/or PRT perspectives
- Committee is concerned about consistency among recommendations
- Remand process involves a professional conversation among colleagues to reach resolution



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Most Common Accreditation Issues

- Mission differentiation, mission-driven
- Impact and quality of intellectual contributions
- Financial strategies and allocation of resources
- Curriculum management and assurance of learning
- Faculty qualifications and faculty deployment



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Roles and Responsibilities of Participants in the Continuous Improvement Review Process

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Host School

- Follow continuous improvement review timeline
- Prepare and submit materials & documentation
- Coordinate with the Peer Review Team chair
- Assist peer review team members
- Complete AACSB visit assessment survey



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The Peer Review Team Chair

Team Chair Responsibilities

- May visit the school before the actual PRT visit
- Answers questions during development of the Continuous Improvement Review Report
- Serves as the point of contact for the PRT
- Develops PRT visit schedule
- Coordinates the activities of the PRT members
- Coordinates the preparation of the PRT report
- Ensures the PRT performs effectively



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Team Members

- Understand school's mission / objectives / programs
- Be informed about standards and processes
- Focus on assessing quality and continuous improvement
- Review and analyze all material and documentation
- Provide consultation
- Collaborate with other PRT members to make the accreditation recommendation and draft PRT report



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Continuous Improvement Review Committee Reviewer 1 & Reviewer 2

- Member of the CIRC or AAC accreditation committee
- Serve as contact between accreditation committee and PRT
- Correspond with team chair to understand report and recommendation
- Lead accreditation committee discussion for assigned schools



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A rectangular area with a teal background featuring a complex geometric pattern of overlapping diagonal lines and squares in various shades of green and teal. The word "Questions?" is centered in white text.

Questions?

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ACCOUNTING STANDARDS COMPARISON	
2013 Standards	2018 Standards

STRATEGIC MANAGEMENT AND INNOVATION FOR ACCOUNTING ACADEMIC UNITS			
A1	Accounting Academic Unit Mission, Impact, and Innovation	A1	Accounting Academic Unit Mission, Impact, and Innovation
A2	Accounting Intellectual Contributions' Impact and Alignment with Mission	A2	Accounting Intellectual Contributions' Impact and Alignment with Mission
A3	Financial Strategies and Allocation of Resources	A3	Financial Strategies and Allocation of Resources

ACCOUNTING UNIT PARTICIPANTS – STUDENTS, FACULTY, AND PROFESSIONAL STAFF			
A4	Accounting Faculty Sufficiency and Deployment		

ACCOUNTING LEARNING AND TEACHING			
A5	Accounting Curricula Management and Assurance of Learning	A4	Accounting Curricula Content, Management and Assurance of Learning
A6	Accounting Program Curricula Content		
A7	Information Technology Skills and Knowledge for Accounting Graduates	A5	Information Technology Skills, Agility and Knowledge for Accounting Graduates

ACCOUNTING ACADEMIC AND PROFESSIONAL ENGAGEMENT AND PROFESSIONAL INTERACTIONS			
A8	Faculty Professional Credentials	A6	Accounting Faculty Sufficiency, Credentials, Qualifications and Deployment
A9	Accounting Faculty Qualifications and Engagement/Professional Interactions		

Transition Period: 2018 Accounting Standards

The 2018 accounting standards will introduce an accounting practitioner as a member of all accounting peer review teams beginning in fall 2020, with early adoption available for those schools scheduled for Continuous Improvement Reviews in the 2019-2020 academic year. Beginning July 1, 2020, all schools with accounting accreditation will be reviewed under the 2018 accounting standards at their next regularly scheduled five-year visit.

The main changes in the 2018 standards include placing a greater emphasis on both a principles-based, consultative, and outcomes-based approach; and eliminating redundancies between accounting and business standards and ensuring the ability of both faculty and students to adapt to emerging technologies as well as the mastery of current technology.

Business Accreditation Standards
2018 Updates effective January 1, 2019

<u>Eligibility Criteria</u>	<u>Changes</u>
Criterion A: Ethical Behavior	No changes made
Criterion B: Collegiate Environment	<ul style="list-style-type: none"> Stresses importance of shared governance that includes faculty input
Criterion C: Commitment to Corporate and Social Responsibility	No changes made
Criterion D: Accreditation Scope and Membership	<ul style="list-style-type: none"> Schools are expected to have produced at least 2 years of graduates at time of initial visit Economics degrees may be excludable depending on where they are housed and the curriculum Campus location irrelevant when considering scope All business programs subject to the same review no matter in which school/department at the institution they are housed
Criterion E: Oversight, Sustainability, and Continuous Improvement	<ul style="list-style-type: none"> Shared governance stressed once again and outlines expectations for leadership's responsibility within the business unit
Criterion F: Policy on Continued Adherence to Standards and Integrity of Submissions to AACSB	No changes made
<u>Standards</u>	<u>Changes</u>
Standard 1: Mission, Impact, and Innovation	<ul style="list-style-type: none"> Elaborates on emphasis of the strategic plan
Standard 2: Intellectual Contributions, Impact, and Alignment with Mission	<ul style="list-style-type: none"> If faculty are on 15-1, include them on 2-1 Editorial reviewed journals added to table Unduplicated counts of journals
Standard 3: Financial Strategies and Resources	<ul style="list-style-type: none"> Domestic currency permissible vs. USD
Standard 4: Student Admissions, Progression, and Career Development	No changes made
Standard 5: Faculty Sufficiency and Deployment	<ul style="list-style-type: none"> Provide evidence of quality in alternative delivery models Partner institution faculty teaching in joint/dual degree are included in 15-1 and 15-2
Standard 6: Faculty Management and Support	<ul style="list-style-type: none"> Faculty management for those teaching in alternative models
Standard 7: Professional Staff Sufficiency and Deployment	No changes made
Standard 8: Curricula Management and Assurance of Learning	<ul style="list-style-type: none"> Evidence of curricula improvements based on systematic assurance of learning; regular assessment activities should be reflected in curriculum Include curriculum maps Examples of indirect assessment
Standard 9: Curriculum Content	<ul style="list-style-type: none"> Technology agility Integration of real world business experiences
Standard 10: Student Faculty Interactions	No changes made
Standard 11: Degree Program Educational Level, Structure, Equivalence	<ul style="list-style-type: none"> 2 types of Competency Based Education (CBE): course/credit based or direct assessment
Standard 12: Teaching Effectiveness	No changes made
Standard 13: Student Academic and Professional Engagement	No changes made
Standard 14: Executive Education	<ul style="list-style-type: none"> Examples provided: corporate training, professional development seminars
Standard 15: Faculty Qualifications and Engagement	<ul style="list-style-type: none"> Faculty from partner institutions teaching in joint/dual degree programs are included in Tables 15.1 and 15.2 Describe qualifications of teaching assistants, tutors, etc. involved in alternative delivery models Deployment of qualified faculty is a strategic decision

New additions:

- Sample Tables: 2-1, 2-2, 15-1, 15-2
- Data set for 15-1
- FAQs

Changes but unlikely to be substantial

Changes with possible administrative impact

Changes with possible substantial impact depending on the school

CIR School Report (Business) Outline and Guidelines

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

- Strategic Management and Innovation
- Participants-Students, Faculty, and Professional Staff
- Learning and Teaching
- Academic and Professional Engagement

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

INSTITUTIONAL AND BUSINESS SCHOOL OVERVIEW

A demonstration of continuous quality improvement in the three areas of Engagement, Innovation, and Impact.

Provide an executive summary in bullet format describing the most significant strategies and outcomes related to Engagement, Innovation, and Impact since the last accreditation review. Examples should include the outcomes linked to the mission and strategic plan. (For additional information please refer to appendix in the eligibility criteria and accreditation standards for business education at

<http://www.aacsb.edu/~media/AACSB/Docs/Accreditation/Standards/2013-bus-standards-update.ashx>).

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

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

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

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

Associated Standard & Issue	Update

FOUR AREAS OF AACSB BUSINESS ACCREDITATION

1. Strategic Management and Innovation

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

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

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

Intellectual Contributions:

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

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

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

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

Name of New Program/Level/Location	Brief Description

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

2. Participants – Students, Faculty, and Professional Staff

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

Faculty and Professional Staff Sufficiency and Deployment; Faculty Management and Support: Provide an overview of faculty management policies including recruitment, hiring, mentoring, evaluation, reward systems, etc. Also, please summarize your criteria guiding identification of faculty as participating and supporting. Describe the professional staff resources and how they are supported and developed. Describe any major changes in faculty resources or other related developments since the last review.

3. Learning and Teaching

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

4. Student Academic and Professional Engagement

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

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

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

ADDITIONAL SUPPORTING MATERIAL

Additional activities and issue not previously included in this report:

Please discuss any additional topics, concerns or areas relevant to the school's mission and activities in support of the mission. For example, identify any innovative and/or exemplary practices, innovations, activities, programs, etc. that should be brought to the attention of the team and AACSB. Provide a brief overview of progress relative to the stated mission, the distinctiveness of the school's activities in support of mission, a summary of the impact of the school across its mission-related activities.

Criteria for Faculty classification:

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

Consultative Review (Optional)

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

ADDITIONAL ITEMS TO INCLUDE WITH THE CONTINUOUS IMPROVEMENT REVIEW REPORT

1. Scope of Review:

Confirm the degree programs that were identified in the scope of review letter

Program Name	Level	Location	Date Established (Year Only)

Provide any additional comments regarding the scope of accreditation as listed above.

2. Required Tables

The template for Table 2-1 can be found [here](#).

The template for Table 2-2 can be found [here](#).

The template for Table 15-1 can be found [here](#).

The template for Table 15-2 can be found [here](#)

REPORT AND APPENDICES SUBMISSION GUIDELINES

- The Continuous Improvement Review (CIR) Report documentation is to be submitted no later than 60 days prior to the start of the campus visit to CIRC@aacsb.edu. (The Peer Review Team has the option to also request a hard copy of submitted items. Hard copies are to be mailed directly to the team members as listed on your team roster.)
- If a school also holds separate accounting accreditation, a separate Accounting CIR report must be submitted to the Accounting Accreditation Committee to AAC@aacsb.edu.

Please note: Email submissions will be sent a confirmation of receipt within 1-2 business days. Email attachments totaling more than 20MB will not be received due to server limitations.

CIR School Report (Accounting) Outline and Guidelines

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

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

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

Institutional And Accounting Academic Unit Overview

A demonstration of continuous quality improvement in the three areas of Engagement, Innovation, and Impact.

Provide an executive summary in bullet format describing the most significant strategies and outcomes related to Engagement, Innovation, and Impact since the last accreditation review. Examples should include the outcomes linked to the mission and strategic plan. (For additional information please refer to appendix in the eligibility criteria and accreditation standards at

http://www.aacsb.edu/-/media/aacsb/docs/accreditation/standards/accountingstds_2013_update-3oct_final.ashx).

A situational analysis (To better understand the context within which the accounting academic unit school operates, please answer the following questions which will provide a brief contextual analysis for the Peer Review Team.) Topic areas for discussion are:

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

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

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

Associated Standard & Issue	Update

FOUR AREAS OF AACSB ACCOUNTING ACCREDITATION

1. Strategic Management and Innovation for Accounting Academic Units

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

Financial Strategies and Allocation of Resources: Describe the school's financial model including the primary sources of operational funding and how these funds are applied. Summarize current trends related to these resources since the last AACSB review. Identify 1 to 5 key strategic action items and the financial resources to achieve them. Include anticipated sources and timing of funding (see Standard A3).

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

Intellectual Contributions:

Briefly describe how the “substantial cross-section of faculty in each discipline” is achieved. Support Table A2-1 with narrative analysis focused on indicators of quality of the IC outcomes reported in the table and indicators of impact on theory, practice, and/or teaching/pedagogy. Briefly describe the infrastructure supporting faculty intellectual contribution development.

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

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

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

Name of New Program/Level/Location	Brief Description

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

2. Accounting Unit Participants-Students, Faculty, and Professional Staff

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

Faculty and Professional Staff Sufficiency and Deployment; Faculty Management and Support: Provide an overview of faculty management policies including recruitment, hiring, mentoring, evaluation, reward systems, etc. Also, please summarize your criteria guiding identification of faculty as participating and supporting. Describe the professional staff resources and how they are supported and developed. Describe any major changes in faculty resources or other related developments since the last review.

3. Accounting Learning and Teaching

Curricula Management and Development: Provide an overview of major curricula revisions that have occurred since the last review. Describe the factors that led to the revisions. Summarize in a brief statement learning goals for each degree program, along with a list of the assessment tools, procedures, and results used to demonstrate progress toward achievement of expected learning outcomes. Ensure documentation is available to the Peer Review Team that details the structure of all degree programs. If degree structure is not clear to a Peer Review Team, the team may request a curricula map indicating how each degree program addresses the content guidance in Standard A5. Summarize joint or partnership degree programs and transfer credit policies. Summarize how high quality teaching is encouraged, supported, and developed. Summarize continuous improvement activities of faculty focused on teaching enhancement. Be prepared to discuss how instructional development is supported across diverse delivery modes.

4. Accounting Academic, Professional Engagement and Professional Interactions

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

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

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

ADDITIONAL SUPPORTING MATERIAL

Additional activities and issue not previously included in this report:

Please discuss any additional topics, concerns or areas relevant to the school's mission and activities in support of the mission. For example, identify any innovative and/or exemplary practices, innovations, activities, programs, etc. that should be brought to the attention of the team and AACSB. Provide a brief overview of progress relative to the stated mission, the distinctiveness of the school's activities in support of mission, a summary of the impact of the school across its mission-related activities.

Criteria for Faculty classification:

Please provide the criteria the accounting academic unit uses to define Scholarly Academic (SA), Scholarly Practitioners (SP), Practice Academics (PA), and Instructional Practitioners (IP).

Consultative Review (Optional)

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

ADDITIONAL ITEMS TO INCLUDE WITH THE CONTINUOUS IMPROVEMENT REVIEW REPORT

1. Scope of Review:

Confirm the degree programs that were identified in the scope of review letter

Program Name	Level	Location	Date Established (Year Only)

Provide any additional comments regarding the scope of accreditation as listed above.

2. Required Tables

The template for Table A2-1 can be found [here](#)

The template for Table A9-1 can be found [here](#)

The template for Table A9-2 can be found [here](#)

REPORT AND APPENDICES SUBMISSION GUIDELINES

- The Continuous Improvement Review (CIR) Report documentation is to be submitted no later than 60 days prior to the start of the campus visit to aac@aacsb.edu. (The Peer Review Team has the option to also request a hard copy of submitted items. Hard copies are to be mailed directly to the team members as listed on your team roster.)

Please note: Email submissions will be sent a confirmation of receipt within 1-2 business days. Email attachments totaling more than 20MB will not be received due to server limitations.

Table 2-1 Intellectual Contributions

Part A: Five-Year Summary of Intellectual Contributions																
Faculty Aggregate and summarize data to reflect the organizational structure of the school's faculty (e.g., departments, research groups). Do not list by individual faculty member.	Portfolio of Intellectual Contributions			Total*	Types of Intellectual Contributions										Percentages of Faculty Producing ICs	
	Basic or Discovery Scholarship	Applied or Integration/Application Scholarship	Teaching and Learning Scholarship		Peer-Reviewed Journals	Editorial-Reviewed Journals and Articles	Peer-Reviewed Academic/Professional Meeting Proceedings	Academic/Professional Meeting Presentations	Competitive Research Awards Received	Textbooks	Case Studies	Professional practice standards, or public policy	Other IC Type Selected by the School	Total*	Percent of Participating Faculty Producing ICs	Percentage of total Full Time Equivalent (FTE) faculty producing ICs
Department 1																
Department 2																
Department 3																
Grand Total																
Part B: Alignment with Mission, Expected Outcomes, and Strategy																
Provide a qualitative description of how the portfolio of intellectual contributions is aligned with the mission, expected outcomes, and strategy of the school.																
Part C: Quality of Five-Year Portfolio of Intellectual Contributions																
Provide evidence demonstrating the quality of the above five-year portfolio of intellectual contributions. Schools are encouraged to include qualitative descriptions and quantitative metrics and to summarize information in tabular format whenever possible.																
Part D: Impact of Intellectual Contributions																
Provide evidence demonstrating that the school's intellectual contributions have had an impact on the theory, practice, and/or teaching of business and management. The school is encouraged to include qualitative descriptions and quantitative metrics and to summarize the information in tabular format whenever possible to demonstrate impact. Evidence of impact may stem from intellectual contributions produced beyond the five-year AACSB accreditation review period. Examples can be found in Appendix I.																

*The sum of the Portfolio of Intellectual Contributions columns should equal the Types of Intellectual Contributions columns.

**Table 2-2:
Five-Year Summary of Peer- and Editorial-Reviewed
Journals and Number of Publications in Each**

Based on the data in Table 2-1, provide a five-year summary of peer- and editorial-reviewed journals (by name) and the number of publications appearing in each. The number of publications must reflect an unduplicated count for co-authored publications.

Please organize by organizational structure of the school's faculty (e.g., departments, research groups) in the same manner as Table 2-1. Please split fractionally for co-authorship among faculty employed by the school such that each publication is counted only once.

Peer- and Editorial-Reviewed Journals (by Organizational Structure)	Number of Publications
Grand Total	

TABLE 15-1: FACULTY SUFFICIENCY AND QUALIFICATIONS SUMMARY FOR MOST RECENTLY COMPLETED NORMAL ACADEMIC YEAR (RE: Standards 5 and 15)

Faculty Portfolio			Faculty Sufficiency Related to Teaching (Std. 5) SCHs, ECTUs, contact hours, or courses		Normal Professional Responsibilities ³	Percent of Time Devoted to Mission for Each Faculty Qualification Group (Std 15)					Brief Description of Basis for Qualification (Enter brief quantitative and/or qualitative information corresponding to the school's criteria for each category.)
Faculty Member's Name (Please organize and list individually in sections reflecting the school's organizational structure and/or discipline (e.g., departments))	Date of First Appointment to the school	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)	Supporting Faculty Teaching Productivity (S)		Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	
Department 1											
Faculty A											
Faculty B											
Faculty C											

Total Department 1											
Department 1 Ratio											
Department 2											
Faculty A											
Faculty B											
Faculty C											
Total Department 2											
Department 2 Ratio											
Grand Totals											
Grand Total											
Overall Ratios											
Faculty Sufficiency Indicators: <ul style="list-style-type: none"> Overall guideline: $P/(P+S) \geq 75\%$ Guideline by discipline, location, delivery mode, or program: $P/(P+S) \geq 60\%$ 						Faculty Qualifications Indicators: <ul style="list-style-type: none"> SA guideline: $(SA)/(SA + PA + SP + IP + O) \geq 40\%$ SA + PA + SP guideline: $(SA + PA + SP)/(SA + PA + SP + IP + O) \geq 60\%$ SA + PA + SP + IP guideline: $(SA + PA + SP + IP)/(SA + PA + SP + IP + O) \geq 90\%$ 					

TABLE 15-2: DEPLOYMENT OF FACULTY BY QUALIFICATION STATUS IN SUPPORT OF DEGREE PROGRAMS FOR THE MOST RECENTLY COMPLETED NORMAL ACADEMIC YEAR

	Faculty percent of teaching by program and degree level (indicate metric used - credit hours, contact hours, courses taught or another metric appropriate to the school)					
	Scholarly Academic (SA) %	Practice Academic (PA) %	Scholarly Practitioner (SP) %	Instructional Practitioner (IP) %	Other (O) %	Total %
Bachelor's Program						
MBA Program						
Other Master's Programs						
Doctoral Program						
Other Programs (Specify)						

Appendix III: Sample AACSB Tables

<p style="text-align: center;">University of Pirsig-School of Business Table 2-1 Intellectual Contributions, September 2012-May 2017</p>																
Part A: Five Year Summary of Intellectual Contributions																
	Portfolio of Intellectual Contributions				Types of Intellectual Contributions										Percentage of Faculty Producing ICs	
Faculty Aggregate and Summarize data to reflect the organizational structure of the school's faculty (e.g., departments, research groups). Do not list by individual faculty member.	Basic or Discovery Scholarship	Applied or Integration/Application Scholarship	Teaching and Learning Scholarship	Total	Peer-Reviewed Journals	Editorial-Reviewed Journals	Peer-Reviewed Academic/Professional Meeting Proceedings	Peer-Reviewed Academic/Professional Meeting Presentations	Competitive Research Awards Received	Textbooks	Case Studies	Professional Practice standards or public policy	Other IC type selected by the school	Total	Percent of Participating Faculty Producing ICs	Percent of total Full Time Equivalent (FTE) faculty producing ICs
Accounting	116	88.5	90	294.5	152.5	2	5	50	0	19	22	6	38	294.5	95%	91%
Finance	174	72.5	19	265.5	104.5	1	21	83	1	2	5	3	45	265.5	99%	80%
Marketing and Management	300	287	68	655	100	3	6	425	1	10	12	1	97	655	100%	98%
Total	590	448	177	1215	357	6	32	558	2	31	39	10	180	1215	96.8%	90.2%
Part B: Alignment with Mission, Expected Outcomes, and Strategy																
Provide a qualitative description of how the portfolio of intellectual contributions is aligned with the mission, expected outcomes, and strategy of the school.																
Part C: Quality of Five Year Portfolio of Intellectual Contributions																
Provide evidence demonstrating the quality of the above five-year portfolio of intellectual contributions. Schools are encouraged to include qualitative descriptions and quantitative metrics and to summarize information in tabular format whenever possible.																
Part D: Impact of Intellectual Contributions																
Provide evidence demonstrating that the school's intellectual contributions have had an impact on the theory, practice, and/or teaching of business and management. The school is encouraged to include qualitative descriptions and quantitative metrics and to summarize the information in tabular format whenever possible to demonstrate impact. Evidence of impact may stem from intellectual contributions produced beyond the five- year AACSB accreditation review period.																

**Table 2-2:
Five-Year Summary of Peer and Editorial-Reviewed
Journals and Number of Publications in Each**

Based on the data in Table 2-1, provide a five-year summary of peer and editorial- reviewed journals (by name) and the number or publications appearing in each. The number of publications should reflect an unduplicated count for co-authored publications.

Please organize by organizational structure of the school's faculty (e.g., departments, research groups) in the same manner as Table 2-1. Please split fractionally for co-authorship among faculty employed by the school such that each publication is counted only once.

Peer and Editorial-Reviewed Journals (by Organizational Structure)	Number of Publications
Accounting	
The Accounting Review	20
Accounting and Business Research	32
Journal of Accounting Research	7
Journal of Financial Economics	6.5
Journal of Financial Reporting	44
Management Science	45
Accounting Total	154.5
Finance	
Accounting & Finance	17
Annual Review of Financial Economics	3
Applied Financial Economics	19
Cases in Corporate Finance	5
Financial Analysts Journal	6
Journal of Financial Economics	12.5
Quarterly Journal of Economics	13
Review of Finance	4
The Review of Financial Studies	26
Finance Total	105.5
Marketing and Management	
Academy of Management Journal	22
Academy of Management Review	9
Behavioral Science and Policy	14
Cross Cultural and Strategic Management Journal	3
Journal of Behavioral Decision Making	34
Journal of Consumer Affairs	1
Journal of Marketing	7
Marketing Science	13
Marketing and Management Total	103
Grand Total	363

**University of Pirsig-School of Business
Supplement to Table 15-1**

Faculty Name	Date of First Appointment to the School	Date of Departure (if applicable)	Other Information	Included in Tables?
Brown, Bob	01/02/13	N/A		No, teaches only communications courses.
Doe, Jane	09/1/12	N/A		Yes
Frank, Tom	09/1/00	N/A		Yes
Johnson, Sandy	09/01/16	N/A		Yes
Jones, Justine	05/01/10	N/A	Administrator (Dean)	Yes; Dean with faculty rank, doing research, no teaching
Lee, Brian	01/02/06	N/A		Yes
Leonard, Amy	08/15/13	12/05/17	Retired	No; retired mid-year
O'Reilly, Wilbur	06/01/17	N/A		No; hired after the end of the reporting year.
Rogers, Daniel	09/01/13	05/31/17	Has accepted a job at another school for Fall 2017	Yes, since he was teaching on faculty at the end of the normal academic year
Scott, Christine	09/01/14	N/A		Yes
Smith, Robert	01/02/16	N/A	ABD; Successfully defended dissertation proposal 01/02/17, working on completing his dissertation	Yes, since he is teaching; would be SA since ABD for 3 years
Tucker, Carlton	01/02/12	N/A	On sabbatical	Yes
Wilson, John	09/01/03	N/A		Yes

University of Pirsig-School of Business

TABLE 15-1: FACULTY SUFFICIENCY AND QUALIFICATIONS SUMMARY FOR September 2016-May 2017 (RE: Standards 5 and 15)

Faculty Portfolio			Faculty Sufficiency Related to Teaching (Std. 5) SCHs		Normal Professional Responsibilities ³	Percent of Time Devoted to Mission for Each Faculty Qualification Group (Std 15)					Brief Description of Basis for Qualification (Enter brief quantitative and/or qualitative information corresponding to the school's criteria for each category.)
Faculty Member's Name (Please organize and list individually in sections reflecting the school's organizational structure and/or discipline (e.g., departments))	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)	Supporting Faculty Teaching Productivity (S)		Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	
Accounting											
Doe, Jane	09/01/12	PhD, 2012	360		MT, DT	100					3 PRJs
Frank, Tom	09/01/00	MST, 1986	900		UT				100		State boards, active accounting practice
Smith, Robert	01/02/16	MST, 2014	675		UT	100					ABD for 3 years
Total Accounting			1935			200 (66.7%)	0	0	100 (33.3%)	0	
Accounting Ratio			>= 60% requirement for P met (100%)			Minimum SA >= 40% met (66.7%) Minimum SA+PA+SP >= 60% met (66.7%) Minimum SA+PA+SP+IP >= 90% met (100%)					

Finance											
Rogers, Daniel	09/01/13	PhD, 1995	360		ADM, UT,M		100				Consulting Practice, Department Chair
Scott, Christine	09/01/14	MBA, 1980		240	MT				25		CFO
Tucker, Carlton ⁴	01/02/12	PhD, 2011	300		DT, RES	100					5 PRJs
Total Finance			660	240		100 (44.4%)	100 (44.4%)	0	25 (11.1%)	0	
Finance Ratio			>= 60% requirement for P met (73.33%)			Minimum SA >= 40% met (44.4%) Minimum SA+PA+SP >= 60% met (88.9%) Minimum SA+PA+SP+IP >= 90% met (100%)					
Marketing and Management											
Lee, Brian	01/02/06	PhD, 2004	279		UT, MT, RES	100					Research Productive, 5 PRJs
Johnson, Sandy	09/01/16	PhD, 2010	429		UT, MT		50				Phd, Depth of Industry experience
Jones, Justine	05/01/10	PhD, 1995	0	0	RES, ADM	100					Dean
Wilson, John	09/01/03	MBA, 1987	738		UT, ADM			100			Industry Experience, Center Chair
Total Marketing and Mgt			1446			200 (57.1%)	50 (14.3%)	100 (28.6)%	0	0	
Marketing and Mgt Ratio			>= 60% requirement for P met (100%)			Minimum SA >= 40% met (57%) Minimum SA+PA+SP >= 60% met (100%) Minimum SA+PA+SP+IP >= 90% met (100%)					
Grand Total			4041	240		500 (57.1%)	150 (17.1%)	100 (11.4%)	125 (14.3%)	0	

⁴ Tucker, Carlton is currently on sabbatical. He left for sabbatical at the beginning of Spring 2017 and will remain on sabbatical until the end of Fall 2018.

Overall Ratio			$\geq 75\%$ requirement for P met (94.4%)		Minimum SA $\geq 40\%$ met (57.1%) Minimum SA+PA+SP $\geq 60\%$ met (85.7%) Minimum SA+PA+SP+IP $\geq 90\%$ met (100%)
Faculty Sufficiency Indicators: <ul style="list-style-type: none"> Overall guideline: $P/(P+S) \geq 75\%$ Guideline by discipline, location, delivery mode, or program: $P/(P+S) \geq 60\%$ 					Faculty Qualifications Indicators: <ul style="list-style-type: none"> SA guideline: $(SA)/(SA + PA + SP + IP + O) \geq 40\%$ SA + PA + SP guideline: $(SA + PA + SP)/(SA + PA + SP + IP + O) \geq 60\%$ SA + PA + SP + IP guideline: $(SA + PA + SP + IP)/(SA + PA + SP + IP + O) \geq 90\%$

University of Pirsig-School of Business

**TABLE 15-2: DEPLOYMENT OF FACULTY BY QUALIFICATION STATUS IN SUPPORT OF DEGREE PROGRAMS
FOR September 2016-May 2017**

	Faculty percent of teaching by program and degree level (using Student Credit Hours)					
	Scholarly Academic (SA) %	Practice Academic (PA) %	Scholarly Practitioner (SP) %	Instructional Practitioner (IP) %	Other (O) %	Total %
Bachelor's Program	36.3%	7.4%	25.4%	30.9%	0	100%
MBA	39.8%	35.0%	0%	25.2%	0%	100%
EMBA	60%	20%	0%	10%	10%	100%
MS Marketing	30%	25%	0%	45%	0%	100%
MAcc	62%	4%	0%	20%	14%	100%
MTax	63%	0%	18.5%	18.5%	0%	100%
Doctoral Program	100%	0%	0%	0%	0%	100%

Table 15-2 Data (Provided for Informational Purposes)

	using Student Credit Hours					
	Scholarly Academic	Practice Academic	Scholarly Practitioner	Instructional Practitioner	Other	Total
Bachelor's Program						
Tom Frank				900		
Robert Smith	675					
Daniel Rogers*	240					
Brian Lee*	140					
Sandy Johnson*		215				
John Wilson			738			
Total Bachelor's Program	1055	215	738	900	0	2908
Percent Bachelor's Program	36.3%	7.4%	25.4%	30.9%	0.0%	100.00%

*Daniel Rogers, Brian Lee, and Sandy Johnson teach at both the bachelor's level and in the MBA program

	using Student Credit Hours					
	Scholarly Academic	Practice Academic	Scholarly Practitioner	Instructional Practitioner	Other	Total
MBA Program						
Jane Doe*	240					
Daniel Rogers*		120				
Christine Scott				240		
Brian Lee*	139					
Sandy Johnson*		214				
Total MBA Program	379	334	0	240	0	953
Percent MBA Program	39.8%	35.0%	0.0%	25.2%	0.0%	100.00%

*Jane Doe, Daniel Rogers, Brian Lee, and Sandy Johnson all teach at various degree levels.

	using Student Credit Hours					
	Scholarly Academic	Practice Academic	Scholarly Practitioner	Instructional Practitioner	Other	Total
PhD program						
Jane Doe*	120					
Carlton Tucker	300					
Total PhD Program	420	0	0	0	0	420
Percent PhD Program	100.0%	0.0%	0.0%	0.0%	0.0%	100.00%

*Jane Doe teaches at both the master's and doctoral degree levels.

Faculty Qualifications and Sufficiency Profiles

Sioban is a full-time, non-tenure track instructor, with a bachelor's degree she received 25 years ago and master's degree she received 20 years ago in accounting and a CPA (state-issued accounting license). She does not participate in promotion and tenure decisions, but she is active in curriculum committee meetings. She is an advisor for one of the student organizations, frequently takes students on field trips to local business organizations, and is active in providing academic advice to students in her discipline. She has been employed by the school for the past 5 years teaching undergraduate accounting principles and the master's course in taxation. Prior to her business school work, Sioban had completed 20 years with the Internal Revenue Service, the last 5 as their executive director.

- 3 *National Public Accountant* articles (sole author)
- 2 published Proceedings articles (co-authored) at academic accounting meetings
- Regular newspaper column on accounting every other month
- Reports 150-175 seminar hours to the state accounting board each year
- 2 accounting software grants
- 8 invited lectures at state accounting conferences
- Developed new taxation course for graduate program
- Presently conducting an international survey of the progress of technology on accounting faculty members
- Membership in and attended meetings of American Accounting Association and American Institute of Certified Public Accountants

SA ☐ PA ☐ IP ☐ SP ☐ Other (none) ☐

Participating ☐ or Supporting ☐

Bing is an Assistant Professor of International Business at a university in China. He completed his PhD comprehensive exams 13 months ago (now working on dissertation). As a student in the doctoral program, he received the outstanding graduate student teaching award. For the past year, Bing has taught undergraduate courses in international business and international management. Prior to entering the PhD program, he worked in the global research department for one of China's largest industrial firms.

- International knowledge transfer project completed for a foundation in China
- 1 refereed journal article accepted on cross-border knowledge transfer
- 1 conference proceeding published on knowledge transfer strategy and public engagement

SA ☐ PA ☐ IP ☐ SP ☐ Other (none) ☐

Participating ☐ or Supporting ☐

Philippe is the Director General of a local business that employs 40 staff in France. He holds an IT undergraduate degree from 25 years ago and a two-year MBA with an MIS/IT concentration received 20 years ago. The business operates in the IT industry focused on business reprocess engineering and has clients throughout Europe. Philippe started giving some guest lectures to MBA and final-year bachelor degree students about 5 years ago. Since then, he has formed a close relationship with the business school. He has regularly provided advice on the curricula and was a member of a major review panel of the bachelor's program two years ago. Philippe teaches two courses in MIS each semester. He regularly attends school functions, assists with career advice for graduating students, and recently helped the school hire a faculty member who was returning to the country after a 3-year stint overseas.

- Microsoft systems engineer certification
- Fellow of the French national society for IT professionals
- Chair of the regional society for IT professionals
- Writes a regular column in the national professional journal (non-refereed)

SA ☐ PA ☐ IP ☐ SP ☐ Other (none) ☐

Participating ☐ or Supporting ☐

Svetlana is in her first year of service as a full-time, non-tenure track instructor in the School of Business at Grande Ecole of the Alps which offers the MBA and selected MSc degrees in business fields. Svetlana recently completed a 30-year career in business as a marketing executive with leading national and multi-national companies. At her retirement, she was for 10 years the executive vice-president of marketing for a large, national company. Prior to her retirement, Svetlana completed an Executive DBA at an AACSB accredited institution in the Netherlands and also has an MBA from a leading AACSB-accredited European institution. Her teaching assignments include principles of marketing and market research in the graduate business programs. She is serving on the policy committee of the school as well as the marketing area's curriculum committee. Her Executive DBA is marketed as a professional degree that expands into applied research skill development and advanced study in the field of marketing but with an applied focus. The program requires completion of a major research project or thesis.

- Serves on the board of a national corporation and chairs the Brand Development Committee.
- Developed and offered an executive education program for the school on brand development. Based on evaluations, the program will be delivered a second time.
- Has a paper accepted for presentation at an academic meeting on brand development.
- Has two sole authored manuscripts submitted for review at two applied, peer reviewed marketing journals.

SA ☐ PA ☐ IP ☐ SP ☐ Other (none) ☐

Participating ☐ or Supporting ☐

Li has had a very successful academic career in Korea. She holds bachelor's and master's degrees in economics, a Ph.D. in business (management major) received 20 years ago, has regularly published in top tier journals, has given keynote conference addresses, and has been made a fellow of a learned academy. Three years ago, Li formally retired and was given an emeritus professorial title by her Korean university. Since then, she has traveled abroad and visited one of her collaborators who was working at a university in New Zealand. That collaboration has broadened with other colleagues at the university, and she now spends six months each year in New Zealand. The university has given Li a title of Honorary Professor and pays her travel and expenses. Her trips have been very successful with several articles published in top tier journals. The articles are published with Li's affiliation with the university. When at the university, Li works on various research projects, supervises doctoral students in academic credit courses, takes several weeks of classes in research methods, and sits on the School's Research Management Committee.

- 3 Academy of Management Best Paper Awards (12 years ago, 9 years ago, and 5 years ago)
- 3 research-based books (11 years ago, 6 years ago, and 3 years ago)
- 45 peer-reviewed journal articles (14 during the past 5 years)

SA ☐ PA ☐ IP ☐ SP ☐ Other (none) ☐

Participating ☐ or Supporting ☐

Maria has an MBA with an emphasis in entrepreneurship (9 years ago) and is in her 5th year of teaching for a business school in Turkey, even though she has taught only one undergraduate course per semester (international marketing or entrepreneurship) for each of those years. Students indicate that she is one of the best instructors they have, and they use her to get permanent jobs in the local community. Because of her business experience (V.P. for Economic Development with a large public utility organization) and connections, she has been able to get students, especially those in the strategy course, involved with real projects with many of the downtown business organizations. The faculty members believe that she is a strong and positive link for students to learn real business lessons in real time.

- Attended two meetings of the Association of Private Enterprise Education
- Developed a booklet for students on obtaining funding for new start-up businesses
- Co-author of a refereed journal article—entrepreneurship and political risk
- Developing and published a refereed case on financial leverage analysis for small business organizations
- 3 presentations (managerial compensation in small firms) at practitioner seminars
- Working with faculty members on a new entrepreneurship course for graduate students
- Made contracts for students and faculty with the Small Business Administration

SA ☐ PA ☐ IP ☐ SP ☐ Other (none) ☐

Participating ☐ or Supporting ☐

Sylvia is the Vice President for Business Affairs at the university in Latin America. With a PhD in Quantitative Methods (12 years ago), she teaches one course (either the undergraduate statistics course or the operations management course for MBA students) per term for the business school, attends the faculty meetings of the school, participates in all social functions of the school, helps the president and the institutional advancement vice president with the external relations function, and will occasionally participate in a business school committee meeting if her expertise is needed.

- Co-chair of the national quality and performance excellence committee
- Presented a paper at the national quality conferences
- Four local talk-show appearances on organizational improvement and change
- Provided consulting (enhancing institutional effectiveness) to six universities
- Developed and presented 5 training workshops on quality enhancement for higher education boards
- Serves on the Board of Directors of a large regional financial institution
- Serves on the Board of Directors of a non-profit organization and chairs its finance committee

SA ☐ PA ☐ IP ☐ SP ☐ Other (none) ☐

Participating ☐ or Supporting ☐