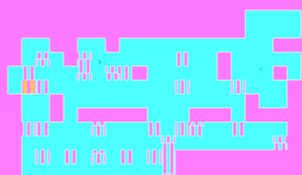
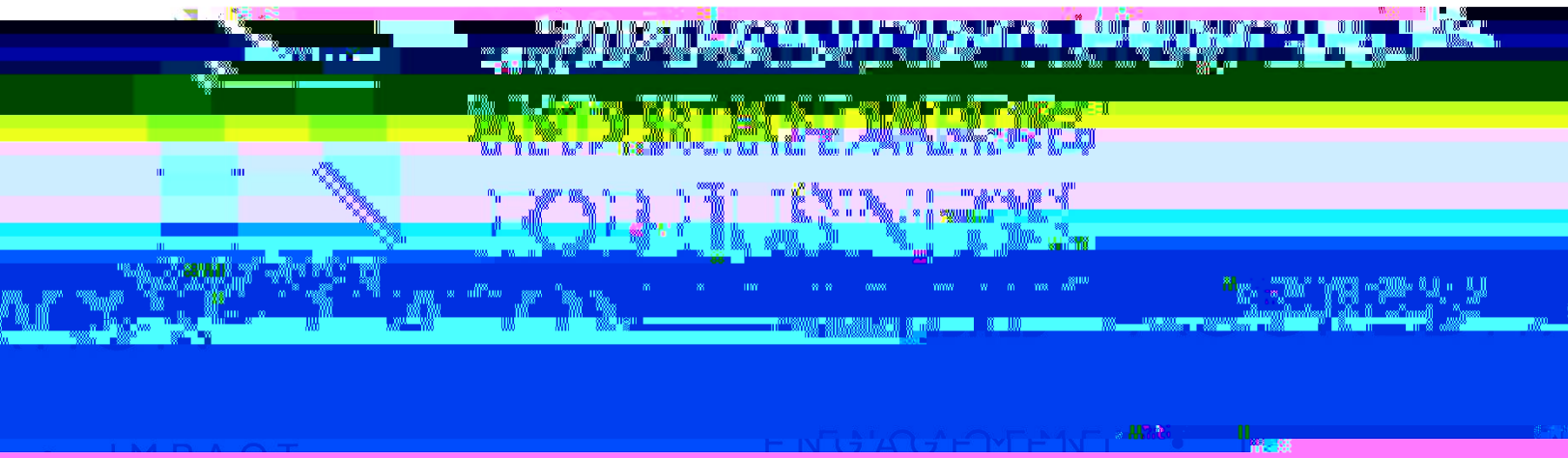


Updated July 1, 2024

Effective July 28, 2020



ACKNOWLEDGEMENTS

AACSB wishes to recognize the members of the Business Accreditation Task Force (BATF), who worked tirelessly over nearly two years and collectively provided thousands of hours of thought leadership to develop standards that reflect the collective interest of the Accreditation Council. The BATF was formulated and charged by 2018–19 AACSB Board of Directors chair Caryn L. Beck-Dudley, then dean of the Leavey School of Business at Santa Clara University.

Co-Chairs

Nancy A. Bagranoff, University Professor, Accounting, University of Richmond
Geoff Perry, AACSB Executive Vice President and Chief Officer of Asia Pacific

Members

BOARD OF DIRECTORS

FY 2019 20

Chair

BOARD OF DIRECTORS

FY 2018 19

Chair	Caryn L. Beck-Dudley, Dean, Santa Clara University
Vice Chair-Chair Elect	John A. Elliott, Interim Provost, University of Connecticut
Secretary-Treasurer	Enase Felicia Okonedo, Dean, Lagos Business School
President and CEO	Thomas R. Robinson, President and CEO, AACSB International

Board Members

Nancy A. Bagranoff, Dean and Professor Accounting, University of Richmond
McRae C. Banks, Margaret & Harrell Hill Distinguished Professor and Dean,
The University of North Carolina at Greensboro
Frank Bostyn, Dean, United Arab Emirates University
Luiz Brito, Dean, Fundação Getulio Vargas -São Paulo
Shaun Budnik, Partner, KPMG LLP
Deborah H. Caplan, EVP, Human Resources and Corporate Services, NextEra Energy, Inc.
Natalya Delcoure, Dean, Texas A&M University-Kingsville
Gerard George, Dean, Singapore Management University
Tracey Golden, Partner Americas Risk Leader, Deloitte LLP
Linda U. Hadley, Dean, Columbus State University
Robert Helsley, Dean, University of British Columbia
Amy Hillman, Dean, Arizona State University
Alicia J. Jackson, Interim Dean, Albany State University
Jikyeong Kang, Dean and MVP Professor of Marketing, Asian Institute of Management



AACSB accreditation processes are ISO 9001:2015 certified globally and support and uphold the *Code of Good Practice for Accrediting Bodies* of the Association of Specialized and Professional Accreditors (ASPA).² Additionally, AACSB is committed to upholding the guidelines of the

The association regularly reviews its accreditation standards and processes for opportunities to improve relevancy, maintain currency, and increase value. This edition of the standards was adopted by the AACSB Accreditation Council in July 2020. The accreditation standards are updated periodically through a vote of the AACSB Accreditation Council, while the AACSB Interpretive Guidance (which exists separately from the standards) is updated annually by the Business Accreditation Policy Committee (BAPC). Note that, with respect to the updating of these two documents, the official AACSB accreditation standards (shown in bold type beginning within

Accreditation Council; however, all other components residing within the standards document (e.g., Guiding Principles, Definitions, Basis for Judgment, Suggested Documentation, etc.), as well as the entire separate *Interpretive Guidance* document, may be updated as needed, subject to the approval of the Business Accreditation Policy Committee (BAPC), which represents the membership interest.

This publication is available online at aacsba.org. Permission to replicate any portion of either the accreditation officer.

² See www.aspa-usa.org

Philosophy of AACSB Accreditation

The business environment is undergoing profound changes, spurred by powerful demographic shifts, global economic and societal forces, and emerging technologies. At the same time, society is increasingly demanding that companies become more accountable for

rigid interpretations of standards. In places where a school does not align with the spirit of a standard, the school should justify the variance and provide evidence of high-quality learning experiences and outcomes despite misalignment with the standard.

Because AACSB is a global organization with accredited institutions throughout the world, AACSB recognizes that the accreditation standards must be viewed through an appropriate varying cultural lens. Accordingly, the association understands that schools may apply adaptive strategies to account for cultural or regional differences in the world. Such adaptive strategies should be discussed with the peer review team to arrive at a mutual understanding. Here, too, review teams must exercise good judgment and p strategies, processes, and outcomes.

The Accredited Entity

AACSB accreditation is granted to the agreed-upon entity either the institution or a single business unit within a larger parent university (or other academic institution), with institutional accreditation being the default accredited entity. In all cases, the AACSB brand will only be applied to the agreed-upon entity.

Institutional Accreditation

Under institutional accreditation, all business degrees within the institution, regardless of whether they are housed within the business school or elsewhere in the university, are to be included in the scope of the AACSB accreditation review, unless otherwise excluded (see

Single Business Unit Accreditation

An alternative to institutional accreditation is the accreditation of a single business academic unit

(or other academic institution) from which they derive degree-granting authority. Redefining the accreditation entity from institution to a single unit is subject to the receipt of documentation that verifies that the unit has a sufficient level of independence in two areas: branding, and external market perception, as it relates to the single unit and the parent institution. The decision as to

- ***External Market Perception.*** The unit to be accredited must demonstrate that there is no brand or market confusion between degrees offered by the unit and those offered by other units offering business degrees under the parent organization. This criterion is focused on the extent to which the external markets (learners, employers, other stakeholder groups, and the public) perceive that the business academic unit is differentiated from other academic units within the parent organization. This differentiation may include elements such as learner markets served, admissions requirements that are different between the unit and parent organization, the level of degrees offered, placement histories, starting salaries, and employer and community perceptions.

application for schools in the initial accreditation process. For accredited schools, an application for

⁷ If business coursework taken at School B(s) is deemed in-scope per the table, this means School A must demonstrate alignment with AACSB standards as usual. Formal Assurance of Learning (AoL) must be completed on the business courses at School B for programs that are in scope, and all faculty from both School A and B delivering courses in business disciplines must be reported in Table 3-1 within the appropriate discipline(s) and Table 3-2

their institution, and not in partnership with another institution(s). Additionally, the majority of

4. At the time of initial accreditation, a majority of in scope degree programs have produced graduates during at least two consecutive years.
5. The school agrees to complete *AACSB's Business School Questionnaire* modules annually.
6. The application for accreditation must be supported by the chief executive officer and the chief academic officer of the school, regardless of the entity seeking AACSB accreditation.
7. The school agrees to abide by the Guiding Principles contained in the AACSB accreditation standards.

10. **Continued Adherence to AACSB Guiding Principles and Business Standards.** The school demonstrates continued adherence to accreditation standards and guiding principles



Introduction to Standards

The accreditation standards consist of three sections: (1) Strategic Management and Innovation, (2) Learner Success, and (3) Thought Leadership, Engagement, and Societal Impact. Each section contains standards that, when met, lead a school to make a positive individual impact. The combined impact across all AACSB-accredited schools moves AACSB toward realizing its vision of achieving positive societal impact through business schools and its belief that business is a force for good in society.

AACSB believes that a wide range of missions can be consistent with high quality, positive impact, and innovation. Such success is achieved when schools are clear about their priorities and when their mission, strategies, and expected outcomes are internally aligned.

The standards reflect the dynamic and diverse environment of business schools. These standards

engagement of appropriate stakeholders in developing and revising

Quality business schools have legacies of achievement, improvement, and impact. They implement forward-looking strategies to further their success, sustain their missions, and make an impact in the future. Central to the dynamic environment of business schools are faculty, professional staff, physical resources, and financial strategies that support change and innovation.

Sound financial models and strategies are essential for operational sustainability, improvement,

In business schools of the future, we expect a proliferation both in the type of consumers of higher education and in the learning models and technology that will facilitate and support learning. The standards envision a wide variety of learners of all ages, participating in the educational experience through a number of modalities of learning as well as locations. Some learners will seek degree

Definitions

- *Mission* is a single statement or set of statements serving as a guide for the school and its aspirations, and describe its distinguishing featur(d)13

1.2 Monitoring of the Strategic Plan

- Summarize and document annual progress toward meeting goals of the strategic plan.
- mitigate these risks.
- Describe how the plan is shared with key internal and external stakeholders, identifying these groups specifically and how such key stakeholder input has been incorporated into the plan.

1.3 Innovation

- school activities, including faculty and staff hiring plans, curricular and co-curricular content and activities, interdisciplinary efforts, and technologies both employed within teaching and taught within the curriculum.

1.4 Societal Impact

- Include within the strategic plan how the school will allocate both human and financial
- Describe how the mission positively impacts society, business education, the diversity of people and ideas, and the success of graduates.

- and describe the contingency planning process to mitigate the identified risks.
- The school identifies realistic sources of financial resources for current and planned activities. The school has carefully analyzed the costs and potential resources for initiatives associated with its mission and action items.
- The school has a financial plan for ensuring a sufficient level of faculty and professional staff resources and for managing these resources, including recruiting, retaining, and developing appropriately qualified faculty and professional staff. The financial plan also addresses necessary resources to sustain high-quality outcomes for learner support resources.

Suggested Documentation

2.1 Physical Resources

- Describe the space plan for classroom instruction, improvements that have been made to spaces and environments, and plans for future space enhancements and innovations.

2.2 Virtual Resources

- Describe the technology infrastructure the school maintains to support all mission-centric activities of the school for all modalities of instructional delivery, including technology used in both face-to-face delivery and digital learning.
- Describe the current and emerging technologies to which faculty have access in order to fulfill their teaching and research responsibilities.
- Describe the training for professional staff to learn and implement new technologies to support learner success.

2.3 Financial Resources

- Provide a summary of recent financial performance and discuss the financial outlook for the next accreditation cycle. Highlight successes the school has had with obtaining funding, including grants, private funds, or alternative revenue streams that have been generated through innovative activities and partnerships, or other similar successes that enhance the financial vitality of the school. Also describe challenges that are expected to arise in the next accreditation cycle and include strategies for mitigating such challenges. As a complement to the strategic planning overall risk assessment described in Standard

contingency planning process the school will use if a significant reduction in resources occurs.

- Describe the major resource commitments or development projects that have been undertaken and completed since the last accreditation review.
- Complete Table 2- with its mission and the expected source of funds for those plans.

STANDARD 3: FACULTY AND PROFESSIONAL STAFF RESOURCES

and the mission of the school. In addition to publications related to their field of teaching, SA faculty may produce other publications outside their field of teaching in support of other mission-role at the school.

- *Practice Academics (PA)* are faculty who have normally attained a terminal degree in a field related to their area of teaching and who sustain currency and relevancy through professional engagement, interaction, and activities related to their field of teaching.
- *Scholarly Practitioners (SP)* related to their field of teaching; have professional experience substantial in duration and responsibility at the time of hire; and who sustain currency and relevancy through scholarship and activities related to their professional background and experience in their field of teaching. SP faculty are normally expected to produce practice, applied, or pedagogical publications related to their field of teaching as part of their portfolio of scholarship. In addition to publications related to their field of teaching, SP faculty may produce other publications outside their field of teaching in support of other mission-

deliver at least 60 percent of the teaching within each discipline, regardless of whether the school has a degree, major, concentration, etc., in the discipline. Additionally, while participating faculty ratios are expected to be met by the discipline, they are not intended to be applied to degree programs, locations, and modalities. Instead, a peer review team would normally expect an appropriate blend of participating and supporting faculty to be deployed across these areas.

- Disciplines are defined by the school in the context of their mission. Normally, the disciplines should align with the degree programs and/or majors offered by the school. However, not every degree program must have an identified discipline.
- Instructional models such as mass lectures supported by teaching assistants, faculty not in residence but who may travel periodically to the school to deliver a particular program such as a DBA program, faculty shared across institutions, visiting faculty, and online program managers who deliver digital instruction should be clearly identified and documented as to how this method of instructional delivery leads to high-quality learning outcomes and high learner satisfaction.
- primary faculty appointments with other institutions, the school must provide documentation of how this faculty model supports mission achievement, overall high quality, and continuous improvement, and how this model is consistent with the spirit and intent of this standard. In particular, the school must show that the faculty model is consistent with achieving the research expectations of the school.

3.2 Faculty Qualifications

- Faculty members can be Scholarly Academic (SA), Practice Academic (PA), Scholarly Practitioner (SP), or Instructional Practitioner (IP). Faculty members should be assigned and sustained engagement activities that support currency and relevancy in their teaching field.¹² Faculty whose qualifications do not meet the criteria established by the school for

¹² Refer to the Interpretive Guidance for Standard 3 for information on special circumstances in which a faculty member may be classified differently across more than one discipline.

Figure 1: Model for Faculty Qualifications

Initial academic preparation and professional experience	Terminal degree degree; professional experience, substantial in duration and level of responsibility	Sustained engagement activities	
		Academic (Research/Scholarly)	Applied/Practice
		Scholarly Academics (SA)	Practice Academics (PA)
		Scholarly Practitioners (SP)	Instructional Practitioners (IP)

- Criteria for SA and PA Status

- *For initial classification of SA or PA*, a terminal degree related to their field of teaching is appropriate. Note that a faculty member can be considered SA or PA for six years from the date of conferral of the terminal degree. Doctoral students with teaching responsibilities who have attained all-but-SA for three years from the commencement of ABD status. A variety of terminal degrees may be appropriate where the terminal degree is related to the faculty member's teaching.

Examples of commonly accepted terminal degrees in business include:

- doctoral degrees in business or a closely-related business discipline (PhD or DBA);
- a graduate degree in law (LLM) and/or taxation (MST) for those teaching taxation
- a law degree (LLM, or JD) for those teaching courses or modules related to law or aspects related to the legal environment of business (e.g., ethics, sustainability, etc.).

Additional terminal degrees may also be appropriate for SA status when the degree

sustains currency through scholarly activities in that field consistent with this standard.

While unusual, a faculty member without a terminal degree may be classified as SA or PA, but the faculty member must clearly be engaged in sustained, substantive academic and/or professional engagement activities to support their currency and relevancy in their field of teaching and their contributions to other mission components; such activity is expected to be consistent with the activities in which the -qualified SA faculty engage. The school will be expected to make its case for SA or PA status in such cases. AACSB expects that there will be only a limited number (normally not to exceed 10 percent of all faculty) of cases in which individuals without terminal degrees also have SA or PA status.

- *Subsequent to initial classification, there must be 548 sustained, substantive academic activities for IP or SP or 912 professional activities for P1 or P4) supporting qualification status.*
- Criteria for IP and SP Status
 - *For initial classification of IP or SP*

supporting other degree programs. However, the 90% minimum is expected in all disciplines, whether or not a degree or major is offered, as this reflects the overall qualification status within a discipline and globally.

- Special notes related to Standard 3 ratios:
 - For accredited schools, the ratio of SA faculty at the discipline level may be less than the 40 percent minimum if the school makes appointments to drive new, innovative, or interdisciplinary initiatives. In these instances, the burden is on the school to make its case as to how it maintains high-quality outcomes. Peer review judgment and discretion is called upon to determine when such exceptions are appropriate.
 - For accredited schools where the school does not align with the faculty sufficiency and qualification guidelines at the discipline (in cases where degree programs or majors are offered) or global level, the school must make its case through demonstration of high-quality, evidence-based programs, student learning outcomes, and evidence of learner and/or employer satisfaction as appropriate. The peer review team will consider such departures on a case-by-case basis and employ professional judgment when these guidelines are not met.
 - Schools seeking initial accreditation are expected to substantially meet the faculty qualifications and faculty sufficiency ratios for all of Standard 3, including the 40% SA ratio across disciplines for which a degree, major or concentration (for generalist degrees) are offered and for the school overall. Initial schools would not normally be in alignment with Standard 3 by coupling lower SA ratios with high-quality outcomes, as is acceptable for schools that have already attained accreditation.
- Faculty Deployment (Table 3-2)
 - Table 3-2 is intended to provide a snapshot of how qualified faculty are deployed across degree programs for the entire accredited unit in the most recently completed regular academic year.
 - Because Table 3-

Table 3

Discipline A Ratios Faculty Sufficiency Guidelines: • Discipline A: $P/(P+S) \geq 60\%$		Faculty Qualifications Guidelines: • Discipline A SA guideline: $(SA)/(SA + PA + SP + IP + A) \geq 40\%$ • Discipline A SA + PA + SP + IP guideline: $(SA + PA + SP + IP)/(SA + PA + SP + IP + A) \geq 90\%$
--	--	---

Show all other disciplines and ratios separately

Table 3-2

**Deployment of Faculty by Qualification Status in Support of Degree Programs
for the Most Recently Completed Regular 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)						
Degree Program¹⁴	Scholarly Academic (SA) %	Practice Academic (PA) %	Scholarly Practitioner (SP) %	Instructional Practitioner (IP) %	Additional (A) %	Total %
Program						100%
Research Program A						100%
MBA Program						100%
Specialty Program B						100%
Doctoral Program						100%

14

- Curriculum content includes theories, ideas, concepts, skills, and knowledge that collectively make up a degree program.¹⁵
- Competencies state the educational expectations for each degree program. They specify the intellectual and behavioral capabilities a program is intended to instill, as well as the knowledge, skills, and abilities expected as an outcome of a particular program. In defining these competencies, faculty members clarify how they intend for graduates to be competent and effective as a result of completing the program. Not all content areas need to be included as competency goals. Competency goals should be aligned with the mission of the school.
- Experiential learning includes a wide variety of activities such as internships, service learning, study abroad, consulting projects, and other high-impact pedagogical practices.
-

organization, content, assessment of outcomes, pedagogy, etc. Curriculum management captures input from key business school stakeholders and is influenced by assurance of learning results, new developments in business practices and issues, and revision of mission and strategy that relate to new areas of instruction.

- An innovative curriculum may be exhibited by incorporating cutting-edge or creative content or technologies and varied pedagogies and/or delivery methods.

Basis for Judgment

4.1 Curriculum Content

- Contents of degree program curricula result from effective curriculum management processes and include relevant competencies that prepare graduates for business careers and foster a lifelong learning mindset.
 - All business degree programs include an understanding of, and appreciation for, cultural norms across various regions and countries and how such differences impact managerial decision-making.
 - Curriculum should reflect current and innovative business theories and practices.
 -
- that address core competencies characteristic of a successful business graduate of an AACSB-accredited school, as well as content from business disciplines, such as accounting, economics, finance, management, management information systems, marketing, and quantitative methods.

¹⁵ Non-degree programs (e.g., non-degree executive education, certificates, minors, etc.) are not intended to be covered by this standard. Refer to Standard 5 for a discussion of assurance of learning for such programs.

- Graduate degree programs will have higher-order learning experiences, such as synthesis and integration of information.
-

surveys, advisory council feedback, employer input, career fair feedback, student satisfaction surveys, external outcome measures such as placement data, grades, focus groups, and interviews. Normally, assessment of group projects would also be considered an indirect measure where performance cannot be attributed to a specific individual, but rather only to the group as a whole. However, if the group assignment can provide for assessment of competency at the individual level, a group assignment could be assessed directly with a rubric. A key difference between an indirect and direct measure is whether the assessment can be conducted at the individual level in a detailed/specific/granular way (direct assessment) or the group level (indirect assessment). As with direct assessments, indirect assessment may be supportive of specific competency goals of the particular degree program, including the successful achievement of those competency goals. For AoL purposes, when indirect measures are tied to a specified competency goal, there is the expectation that the loop on that goal will be closed.

- *Executive education* refers to educational activities that typically do not lead to a degree but have educational objectives at a level consistent with higher education in business. Examples include corporate training or professional development seminars. Where executive education programs are degree-granting, normal assurance of learning processes and other standards apply.
- *Competencies* throughout this standard is understood to broadly encompass knowledge, skills, and abilities.
- *Microlearning credentials* are certifications granted by assessment of mastery of a

collectively satisfy the requirements of a degree program. Minors, certificates, and badges are common microlearning credentials.

Basis for Judgment

5.1 Assurance of Learning Processes

- The school identifies learning competencies for each business degree program as well as appropriate direct and indirect measures that are systematically assessed to demonstrate that learning competencies are achieved across degree programs.
- Competencies derive from and are consonant with the school's mission, strategies, and expected outcomes and are reported at the degree level, as opposed to the major level.
- Competencies and curriculum management processes reflect currency of knowledge and expectations of stakeholders, including but not limited to organizations employing graduates, alumni, learners, the university community, and policymakers.
- Competencies are largely achieved. Where competencies are not achieved, the school provides evidence of actions taken to remediate the deficiencies.

a and indirect measures t depeencies a]TJr;ns den1q0.00000912 0 612 792 reW*nBT/F1 11.04 Tf1 0 0 1 111

Suggested Documentation

5.1 Assurance of Learning Processes

- For each degree program provide a portfolio of evidence across degree programs that includes direct and indirect assessment of learning, showing learner progress in meeting competency goals for each business degree program. The proportion of direct versus indirect measures within each degree program is determined by each school, consistent with its mission and strategic initiatives. Examples of programs that lend themselves to indirect measurement only are programs that are newer, smaller, niche, specialized, and interdisciplinary programs, or programs very closely tied to professional fields. Indirect evidence should be relative to the competencies stated for the degree program to which indirect evidence is applied. Schools in the initial accreditation process should complete Table 5-1 for each degree program. The table is optional for schools in the continuous improvement review process.
- Where assessment demonstrates that learners are not meeting learning competencies, describe efforts the school has instituted to improve such learning outcomes.
- Provide evidence that faculty are sufficiently and meaningfully engaged in AoL processes.
- If the business school is subject to formalized regional or country regulations or quality assurance organizations focused on the evaluation of learner performance, and these processes are consistent with AACSB expectations and best practices¹⁶, relevant or redundant portions may be applied to demonstrate assurance of learning. The burden of proof is on the school to document that these systems support effective continuous improvement in learner performance and outcomes. Consult the mentor or peer review team chair for further guidance

5.4 Non-Degree Executive Education

- Describe the portfolio of executive education programs and how the portfolio is aligned
- Provide a narrative discussing how the school ensures high-quality processes and
-degree

Table 5-1

STANDARD 6: LEARNER PROGRESSION

6.1 The school has policies and procedures for admissions, acceptance of transfer credit, academic progression toward degree completion, and support for career development that are clear, effective, consistently applied, and aligned with the school's mission, strategies, and expected outcomes.

6.2 Post-expected outcomes. Public disclosure of academic program quality supporting learner progression and post-graduation success occurs on a current and consistent basis.

Basis for Judgment

6.1 Admissions, Progression, Degree Completion, and Career Development Support

- Policies and procedures related to degree program admission are clear, effective, and
- The school actively seeks to attract and retain diverse learners consistent with AACSB Guiding Principle 9.
- Normally, graduate business degree program admission criteria should include the graduate program. The school should be prepared to document how exceptions support quality.
- The school defines and broadly disseminates its policies for evaluating, awarding, and accepting transfer credits or courses from other institutions. These policies should ensure that the academic work accepted from other institutions is comparable to the academic
- Apart from collaborative provision programs, normally the majority of learning in business disciplines that count toward degree fulfillment (as determined by credits, contact hours, or other metrics) is earned through the institution awarding the degree. In this context, business disciplines do not include general education courses but do include courses in the major, required business courses, and business electives.¹⁷
- The school prepares and supports learners to ensure academic progression toward degree completion, including clear and effective academic performance standards and processes, consistent with degree program competency goals.
- High-quality advising services are available to learners on a consistent and timely basis.

¹⁷ Collaborative provision programs are formal agreements between an accredited school and a partner school. Treatment for such programs is

- Strategies are employed to identify and provide intervention and support for learners who are not progressing adequately, including underrepresented or otherwise at-risk populations. Learner support services, including academic assistance and advising, career advising and placement, alumni relations, public relations, fundraising, and admissions, as well as other mission-related activities, are appropriate and available with a high degree of service-mindedness for appropriate consumers of these services.
- The school provides effective career development support for learners and graduates that expected outcomes.

6.2 Academic Program Quality and Post-Graduation Success

- The school has post-graduation employment data, graduate school attendance data, or other measures, as available to the school, that indicate post-graduate success.
- In addition to public disclosure information required by national or regional accreditors, schools provide readily accessible, reliable, and easily understandable information to the public on the performance of their business learners, including learner achievement information and overall program quality, as determined by the school.

Suggested Documentation

6.1 Admissions, Progression, Degree Completion, and Career Development Support

- Describe admissions policies and processes and demonstrate that they are consistent participants.
- Describe the strategies in place to attract and retain diverse learners consistent with Guiding Principle 9.
- justification and the basis for doing so.
- is assured for transfer credit.
- Describe academic advising services available to learners.
- Describe how appropriate interventions are undertaken when learners are failing to thrive or progress toward successful and timely degree completion, including learners from underrepresented or otherwise at-risk populations.
- Describe any information technologies used to support admissions, academic progression, and career development.
- Describe processes in place to support career development activities such as career counseling, career days, workshops, career fairs, etc.

6.2 Academic Program Quality and Post-Graduation Success

- Document post-graduate learner success. Success may be defined in a variety of outcomes besides traditional employment in a business field. Examples of such information include, but are not limited to, graduation rates, job placement outcomes, certification or licensure exam results, employment advancement, internships, entrepreneurial activity, and activity with positive societal impact, as well as case examples of successful graduates.
- Schools provide relevant and timely public disclosure data documenting overall academic

where it is clearly displayed and distinguishable from university amalgamated data.

expected outcomes, and may include post-graduate learner success612 792 reW*ñ TJET u.00000912 1

STANDARD 7: TEACHING EFFECTIVENESS AND IMPACT

7.1 The school has a systematic, multi-measure assessment process for ensuring

7.4 Teaching Impact

- Teaching effectiveness results in impact through demonstrated learner success and satisfaction. Impact of teaching is also demonstrated through faculty credentials, awards, and certifications, as well as through dissemination of expertise via avenues that may include seminars, the scholarship of teaching and learning, and peer mentoring.

Suggested Documentation

7.1 Teaching Effectiveness

- Describe how the school evaluates teaching performance across its various program instructional models.
- Discuss how the school ensures that the faculty engaged in different teaching and learning models have the competencies required for achieving high quality.

7.2 Support for Teaching Effectiveness

- Describe continuous improvement and development initiatives for faculty who focus on teaching enhancement and learning for a diverse learner population.
- Document faculty participation in teaching enhancement initiatives over the past six years.
- Describe incentives for faculty to continuously improve teaching effectiveness. These may include performance evaluation processes, awards, pedagogy grants, support to attend teaching conferences, or other recognitions and support.

Definitions

- Society in this context refers to external stakeholders of relevance to the business school given its mission. Examples include nonprofit and private-sector organizations; business, government, and community groups; and the broader social, economic, business, and physical environments. These external stakeholders and broader environments may be at a local, regional, national, or international scale.
- Thought leadership is evidenced when a business school is recognized as a highly respected authority in an area or areas of expertise, and is thus sought after by relevant

learners, business, academics, government, nonprofits, non-governmental organizations, and/or broader society.

- -interest at the expense of scholarship and/or are characterized by false or misleading information; deviation from best editorial and publication practices; a lack of transparency; and/or the

18

- Intellectual contributions are original works intended to advance the theory, practice, and/or teaching of business. Further, intellectual contributions may have the potential to address issues of importance to broader society. The contributions are scholarly in the sense that they are based on generally accepted academic research principles and are

may fall into any of the following categories:

- *Basic or Discovery Scholarship* is directed toward increasing the knowledge base and the development of theory.
- *Applied or Integrative/Application Scholarship* draws from basic research and uses accumulated theories, knowledge, methods, and techniques to solve real-world problems and/or issues associated with practice.
- *Teaching and Learning Scholarship* explores the theory and methods of teaching and advances new understandings, insights, content, and methods that impact learning behavior.

In addition to the categorization of intellectual contributions within the portfolio as basic, applied, or teaching/learning related, schools further characterize their intellectual contributions according to the level of peer or expert review that has occurred.

This component is separated into three parts:

–

- One important type of intellectual contribution is the publication of high-quality peer-reviewed journal articles. The production of peer review journal articles is a key way in which faculty maintain currency and expertise in their field. Thus, all schools are expected to have some high-quality peer-reviewed journal articles in their portfolio of intellectual mission. Schools with primarily teaching missions may produce more high-quality applied are expected to produce a greater percentage of high-quality basic research.
- A significant cross section of faculty in the school and each discipline is engaged in the production of intellectual contributions, relying heavily on participating faculty.
- The school assesses and evaluates the quality of its intellectual contributions and has clarity on its future direction.
- The school has policies that guard against publishing in predatory journals.

8.2 Collaboration with Stakeholders

- Systems, processes, and resources are in place to support engagement with relevant external stakeholders by the school, units within the school, faculty, and learners. These engagements produce credible knowledge, contribute to new venture creation, and/or create commercialization opportunities that ultimately are useful for external communities, apply to the practice of business, and address real issues in society. The collaborations area.

8.3 The Societal Impact of Intellectual Contributions

- The portfolio of intellectual contributions contains exemplars of research and publications strategic plan. This may include interdisciplinary research undertaken by business school researchers with academics from non-business disciplines.

Suggested Documentation

8.1 The Production of High Quality, Impactful Intellectual Contributions

- Using Table 8-1, provide a six-year portfolio of evidence that summarizes the intellectual contributions of the school aggregated in a way that reflects the disciplines of the school. Schools can provide supplemental information at their discretion to present a more robust view of their intellectual contributions.
- In Table 8-1 (A), provide the total number of intellectual contributions produced by faculty who are employed by the school in the year of record. These intellectual contributions are identified by portfolio, type, and percentage of faculty producing them. The table should be organized using the same disciplines as reflected in Table 3-1.

Table 8-1
Intellectual Contributions

Part A: Summary of Intellectual Contributions Over the Most Recently Completed Accreditation Cycle									
	Portfolio of Intellectual Contributions			Types of Intellectual Contributions				% of Faculty Producing Intellectual Contributions	
Aggregate and summarize data by discipline. Do not list by individual faculty member. <i>(List disciplines separately)</i>	Basic or Discovery Scholarship	Applied or Integration/Application Scholarship	Teaching and Learning Scholarship	Total	Peer-reviewed journal articles	Additional peer- or editorial-reviewed intellectual contributions	All other intellectual contributions	Total	
									Percentage of participating faculty producing ICs
									Percentage of total Full Time Equivalent (FTE) faculty producing ICs

STANDARD 9: ENGAGEMENT AND SOCIETAL IMPACT

9.1 The school demonstrates positive societal impact through internal and external expected outcomes.

Definitions

- Societal impact refers to how a school makes a positive impact on the betterment of a local, regional, national, or international level.

Basis for Judgment

9.1 Positive Societal Impact

- The school has a range of engagements with external stakeholders through its core activities that align with and support its mission, strategies, and expected outcomes as well as its aspiration to have a positive impact on society.
- Activities and initiatives, both internal and external, are in place that contribute to the school meeting the societal impact aspiration it outlined in Standard 1.
- six
years is apparent, and there are plans for advancing these efforts over the next six years.
-

Table 9-1

Outcomes of Societal Impact Activities and Initiatives Across all Areas of the Standards (Table is Optional for both CIR and Initial Reports)

Focus Area(s) Chosen by the School	Societal Impact Strategy (Standard 1)	Outcomes Related to Curriculum (Standard 4)	Outcomes Related to Scholarship (Standard 8)
---	--	--	---