International Accreditation Processes, Cases & Rubrics

A. Thothathri Raman

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Editor : **A. Thothathri Raman**

Due care and diligence has been exercised in editing & publishing this book. Neither the editor nor the publisher shall be responsible for any inadvertent error.

Acknowledgement

undertaken are entirely funded by the business school community itself and no government or corporate funding has been involved at any point so far!

Our website though being the largest and most informative of its kind in the world of International Accreditation, it does not have a single advertisement contributed by anyone. Of course we are confident that this would change as we continue to do our work. We have also launched the campaign "100 by 2020" to get at least 100 schools completing their accreditation process by the target year. The century mark being reached in internationally accredited schools we are confident would act as a catalyst to completely transform the quality building process in our business education campuses leading to meaningful international collaborations, high profile student and faculty exchanges and eventually resulting in high quality of student pass-outs.

Indian B-school numbers are large even though the quality is quite wanting and reaching out to all the schools with the message of international quality standards and practices is an impossible task. We strongly believe that accreditation needs to be first propagated and the campuses should be sensitized, before taking up the international accreditation process which may require the institutions to commit plenty of time and resources to complete the process. Our own SEAA team comprising Smitha Raman, Salini Nandagopal, Madhavan and D. D. Tewari, a man for all seasons, who is our designer and publisher, need a praise. Olin Oedekoven of Peregrine Academics need to be mentioned again specially for the help he had rendered in furthering the cause of quality in business schools and also at a personal level to SEAA in its cause for propagating global standards of quality in campuses. Dr. Injodey & Dr. Rosemary of Rajagiri Institutions, Cochin, Dr. Mohan of Jansons Business Schools, Dr. Balasubramaniam of Balaji Society, Dr. Joe Philip of Xavier Institute of Management & Entrepreneurship (XIME), Pramod Thevanoor of SCMS, Cochin, Dr. Parasuraman of SDMIMD, among a score of friends and supporters need to be acknowledged for their strong belief and continued financial and logistic support to our efforts based on their staunch belief in our cause.

We want to sincerely thank our friend Manish Jain of Indus Business Academy (IBA) who had been consistently funding us for the book every year since its inception. Also we are always grateful for our friends from the business school community who stood by us from the start. There could be many who may still need to be acknowledged. The Hand Book is the eighth enlarged edition on accreditation with completely updated versions of each of the accreditation processes being listed. The book has since caught the imagination of the B-school community. The current offering is the result of the contributions of international accreditation agencies, material from their websites and presentations made at our conferences. We also request the B-school community to contribute their cases & metrics which they might have developed while they underwent the accreditation process. Accreditation, after all is a process where experts from the peer group help each other in raising the bar on quality.

New Delhi   **A. Thothathri Raman**
November 20th, 2018   *Chairman, SEAA Trust*

Preface

SEAA Trust, New Delhi steps into the 11th year of its activity marked by the launch of its 11th annual international accreditation conference which once again features all the top rated accreditation agencies of the world, an unique tradition which we have long established to help bring the best benchmarks of quality by bringing together the varying accreditation systems worldwide. In the current year our focus has been to address the crucial issue of maintenance of accreditation and learning from the experience and also continuously improving the quality of the target school with the help of the accreditation agency that had conferred its endorsement to the school.

"Getting accredited is one thing but, following up and using the new status effectively & on a sustained basis is quite another" is a statement that should be framed and put on display at the chamber of every Dean and provost who just went through the process. Accreditation is not an easy business, it is time consuming, it involves tremendous amount of people's time and it is also expensive costing anything between the annual tuition fees of ten to 20 students would have paid to the school annually. Accreditation also brings massive changes to the way of working of school, the reporting systems, the admission, student engagement and faculty engagement systems and the institutional working. After all, the very idea of accreditation is to voluntary adopt change with the help of peer experts who are brought along while the accreditation is in progress.

Standards for Educational Advancement & Accreditation (SEAA) Trust, New Delhi had consciously from the beginning in October 2008 kept as its credo to support self-regulation benchmarking with the best in their class by any higher education institution. We of course, started with business education and stuck with it for the past over a decade bringing in transformative changes in the market that we operate in which is characterized by one of the largest cluster of business schools in the world and also growing at a rapid pace. Indian market for business education is today over 4000 schools strong and is growing relentlessly even though consolidation has taken its toll and nixed around 12 to 15 per cent of the schools purely based on quality issues by the government regulator. This has not affected the incremental growth of business education with government itself adding around 18 new schools at the top end of the quality chain.

For a fast developing country like India with a diverse variety of challenges getting its human resource quality right is the foremost priority and also its biggest failing. Quality has not been in focus The seeds of poor quality was sown way back when the higher education was almost entirely monopolized by the State with a handful of private players with high stakes who ran their education institutions more as industrial and institutional training centers rather than higher education campuses. The earliest Universities had focused mainly on graduate courses in science and technology

subjects. Apart from this only commerce was being taught aimed at booking keeping for businesses. Even when the management education started taking root, the approach was not to teach management and leadership as a subject but train the technology engineers and accountants in ways of business. The earliest players in the business for instance, XLRI, the acronym expanding as Xavier Labour Relations Institute, which in other words were initiated by the Tata Steel as an organization to train its labour at all levels. In the same vein the Management Development Institute Gurgaon was set up as a training center for industries Even the Indian institutions of Management Calcutta and Ahmedabad had the same obligation in their initial phase of growth. Patronage by big businesses for their own end and tight control by the Government University System on the working of their affiliated colleges, did not exactly help the growth of management education in the country. Also the approach by the government to patronize its own IIMs and IITs set up at huge tax payers money not only brought unfair competition to the fledgling private business school and higher technical education, it also brought in its wake a dichotomy and a self fulfilling quality cycle which became simply unaffordable to the aspiring academic minds to set up their own institutions of academic excellence.

Also another discerning trend is the return of the big private players in the market as was the case at the nascent stages of management education, this time not merely to train (vi) their own people but to take advantage of the huge gaps prevailing between the industry needs and what the academia produces at present. The large corporate universities with deep pockets have brought on their wake a new style of mass market education with doubtful quality. The early endorsement and emphasis by the government to making education as a charity and not a corporate business opportunity also led to its own complications with the regulator going overboard with excessive almost draconian regulation on the premise that the private higher technical education could not match with the publicly funded IIMs and IITS in terms of quality and they should not be allowed to post any profits on their books.

In essence what is needed is not less regulation or no regulation but a realistic, proactive, user friendly regulatory system which is not restrictive but one which helps the industry grow as its enabler. That the controlled regulatory regime has skewed the management education in the country as a whole has still not been fully understood by the policy makers is evident from the fact that more and not less IIMs and IITs are being planned with state largesse even while more and not less restrictions are being continuously placed on the private players by restricting their fees, the student intake and debilitative policy controls that is aimed at restricting capacity growth and quality in the private sector.

Though there is enough competitive spirit and also a massive potential for growth, education unlike industry cannot take advantage of these factors to create newer capacities. Sadly incentive for growth that competition ensures and the means of financing such growth from internal revenue generation became a disincentive for the growth of healthy technical and management education in the country. The vicious circle of low quality, low capacity, poor teaching resulting in substandard MBAs need to be broken in order to bring out a virtuous circle based on global quality, self regulation, high quality teaching using pedagogic creativity and innovation to cater to an increasingly competitive and challenging future markets for manpower and leadership.

High quality education requires high investment in technology, manpower and global connectivity all of which need to come from the financial system which is at present not too inclined to support investment in education owing to a plethora of reasons. In our

reckoning the surest way to break the vicious cycle of quality is to bring in international accreditation which is independent and is benchmarked with the best, being totally faculty peer driven. Also owing to the nature of the accreditation system's ability to leverage the quality learnings from around the world, the process of acquiring quality through the accreditation process is seamless and growth focused. In India, SEAA Trust, New Delhi had voluntarily took up the cause of accreditation and brought five different accreditation systems on its platforms and expanded this number with three more.

Scope of Accreditation

AACSB has the broadest scope, as it accredits management and accounting programs at the entire university (e.g. management programs at the business school and the school of engineering). AMBA has the most focused scope as it accredits only the business school's portfolios of MBA programs (full-time, part-time, executive, distance-learning), MBM programs (including MSc International Management) and DBA . EQUIS's scope ranks in the middle, as it accredits the business school but not the university and not specific portfolios of programs. ACBSP has teaching school orientation and it accredits programs within the overall institutional context.

With AACSB, you can acquire and share insights that improve the quality of business education worldwide. By working closely with prominent business educators to help shape the future of business education, you are helping to ensure that the world's greatest institutions continue to graduate high potential leaders with the skills needed to build a prosperous future.

AACSB Accreditation process aims to build the schools from the time the accreditation process starts. The mentorship process is designed to hand hold the school when once the agency makes an assessment of the state of art of the school after the self study portion of the AACSB accreditation is completed. The expert teams at the agency would do theinitial assessment and feed the information to the mentor for thehandholding process. The variety of services built on the platform of the AACSB would help build overall competitivness ofhte school.   The idea is not just to accredit the school but build the school to a new high in the process by applying the best practices found around the AACSB accredited schools.

The fundamental purpose of AACSB accreditation is to challenge business educators to pursue excellence and continuous improvement in their business programs. AACSB achieves this purpose by defining a set of rigorous criteria and standards, coordinating peer reviews and consultation, and recognizing high-quality business schools.

AACSB's business standards have continued to be revised to ensure quality and continuous improvement in collegiate business education throughout the years. The last major revision occurred in 2013 after more than two years of study and collaboration with the global business education community and employer organizations. The 15 standards are organized into four categories: strategic management and innovation; participants — students, faculty, and professional staff; learning and teaching; and academic and professional engagement. The standards are built around the three themes of engagement, innovation, and impact. These themes are integrated throughout the standards to challenge and assist schools in striving for continuous quality improvement.

The accreditation process of ACBSP and other agencies give business schools mechanisms to continuously evaluate their academic programs objectively and determine areas that

need improvement. ACBSP accreditation also helps employers to gauge the type of education that job candidates received during their college or university years before they make hiring decisions. The increasing innovations in business school education are owed in large part to accreditation agencies like the International Assembly for Collegiate Business Education (IACBE).The IACBE accredits business school programs at colleges and universities that offer undergraduate and graduate degrees. However, the accredited programs can include business degrees from the associate to the doctoral levels. An updated set of IACBE quality principles or standards include areas of education like curricula development, faculty recruitment, research and scholarly publications, industry partnerships, international business education and innovations in education.

New Delhi
November 20th, 2018

A. Thothathri Raman
Chairman, SEAA Trust

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AACSB
ACCREDITED

Solidarity as Guiding Value in Achievin...

Responsible Research
and the Search for
Real Impact

Champions for Global
Excellence in
Business Education

Year of Establishment : 1916

Accredited Schools

800   **9**

Global   **Indian**

Indian School of Business (ISB), Hyderabad; T A Pai Instiute of Management (TAPMI), Manipal; IMT, Ghaziabad; IIM-C, Calcutta; IIM-U, Udaipur; S. P. Jain, Mumbai; XLRI, Jamshedpur; NMIMS, Mumbai; and IFIM, Bangalore.

AACSB International is a nonprofit organization devoted to fostering engagement, accelerating innovation, and amplifying impact in business education. Through its accreditation standards and processes, AACSB recognizes institutions that uphold its mission and core values, work to advance the interests of global management education, and participate in AACSB's community of leading business schools.

AACSB was founded in 1916 and established its first standards for degree programs in business administration in 1919. AACSB adopted additional standards for undergraduate and graduate degree programs in accountancy in 1980 to address the special needs of the accounting profession.

In order to earn and sustain business accreditation, an institution must align with a set of 15 business accreditation standards that focus on mission and strategic management; support for students, faculty, and staff; learning and teaching; and academic and professional engagement of students and faculty. The supplemental accounting accreditation standards are a rigorous complement to the 15 business standards.

A collegiate business school offering degrees in business or accounting may apply for AACSB Accreditation. As a first step, the business school must establish its eligibility for accreditation by submitting an eligibility application, which assesses a school's alignment with six eligibility criteria. After earning AACSB Accreditation, the business school undergoes a continuous improvement review process every five years.

Website : www.aacsb.edu

AACSB INTERNATIONAL

Eligibility Process and Application

Business Accreditation

Schools that are interested in AACSB Accreditation must be a member of AACSB International before applying to pursue accreditation. Schools should familiarize their faculty and administration with the AACSB accreditation eligibility criteria and standards along with the initial accreditation process. Taking the time to understand the accreditation process and standards before submitting an eligibility application provides a greater understanding of what is needed, which is typically reflected in a school's application.

Prior to beginning the accreditation application process, a school must determine the scope of accreditation, meaning the degree programs to be included in the AACSB review process. AACSB Accreditation is granted by default to the institution. In this case, all of the institution's business and management programs are included in the scope of the AACSB accreditation review. It is possible in the case of institutional accreditation to limit the programs included in the review by receiving formal approval to exclude particular programs from the scope of accreditation. Details on determining program exclusions are available below.

In contrast to institutional accreditation, schools may apply as a single academic unit within a larger institution offering business and management degree programs. Schools can contact an AACSB accreditation staff liaison to learn more about academic unit accreditation.

Eligibility Application

After determining scope of accreditation, a school may begin the first stage in the accreditation process by completing the eligibility application. The eligibility application process involves a review of a school in order to determine if it meets the eligibility criteria to pursue AACSB accreditation. A school should review the **eligibility application** for business accreditation and **examples of responses** to eligibility criteria prior to submitting an application. Eligibility applications are accepted at any time.

Complete the accreditation **eligibility inquiry form** to obtain an eligibility application.

Complete and submit the eligibility application and Applicant Profile Sheet to iac@aacsb.edu.

Accreditation staff reviews application for completeness and requests any additional information from the school.

The Initial Accreditation Committee (IAC) reviews the application to determine if eligibility criteria are met and if the school can feasibly achieve accreditation in the allotted amount of time.

After the IAC has reviewed the application, the school will receive a decision letter with the next steps. If the application is approved, a mentor will be assigned to help guide the school through the initial accreditation process. The school will also be assigned an AACSB accreditation **staff liaison**.

Determining Program Exclusions

In order to exclude certain programs in an institutional review, the following criteria must be met.

1. **Participation**

   Participation refers to the level of contribution of the included business programs in the development, delivery, and oversight of a program or programs. To be excludable from the review,

   - Undergraduate degree programs must have less than 25 percent of program content in business.

   - Graduate degree programs must have less than 50 percent of program content in business.

2. **Distinctiveness**

   Distinctiveness refers to the ability of students, faculty, and recruiters to clearly distinguish the program from the business programs included in the accreditation review. That is, to be excludable,

   - Degree programs must not be presented along with the included programs either in the institution's materials, or in materials from the program for which exclusion is requested.

   - Programs must be clearly distinguishable from the included programs by title; by published descriptions; and in representations to potential students, faculty, and employers.

3. **Control**

   Control refers to the level of administrative control the faculty and

administration of included programs have over the program(s) seeking exclusion. Areas of control include :

- Program design

- Faculty hiring, development, and promotion

- Student selection and services

- Curriculum design and management

- Awarding of degrees

4. **Other exclusion factors that are considered:**

- Degree programs subject to other accreditation organizations

- Specialized degree programs

- Degrees offered on a separate or independent campus

- Consortium degree programs without name of entity on diploma or transcript

A complete description of program exclusion criteria is available in Eligibility Criterion D. Review the various **scope scenarios** as guidelines to assist in making scope-of-accreditation decisions.

Program exclusions may be requested at any time during the accreditation process by submitting an exclusion **request form**.

Business Standards

The fundamental purpose of AACSB accreditation is to challenge business educators to pursue excellence and continuous improvement in their business programs. AACSB achieves this purpose by defining a set of rigorous criteria and standards, coordinating peer reviews and consultation, and recognizing high-quality business schools.

AACSB's business standards have continued to be revised to ensure quality and continuous improvement in collegiate business education throughout the years. The last major revision occurred in 2013 after more than two years of study and collaboration with the global business education community and employer organizations.

The 15 standards are organized into four categories: strategic management and innovation; participants — students, faculty, and professional staff; learning and teaching; and academic and professional engagement. The standards are built around the three themes of engagement, innovation, and impact. These themes are integrated throughout the standards to challenge and assist schools in striving for continuous quality improvement.

AACSB routinely seeks feedback from membership on ways we can improve the accreditation standards. The changes described below are based on feedback from peer review teams, accreditation committees, deans, and other representatives from the business education community. They reflect our commitment to continuous improvement in support of AACSB Business Accreditation. Key updates to the business accreditation standards made in July 2018 are summarized below.

- Added language regarding how long a school should have existed by the time it is initially accredited (Criterion D).

- Clarified the role of leadership in the school's operations and accreditation process as well as the importance of shared governance (Criterion E).

- Added the expectation that schools will provide a copy of their strategic plan to peer review teams and accreditation committees (Standard 1).

- Added language to address expectations related to alternative instructional models (Standards 5, 6, and 15).

- In an effort to better align the business standards and new accounting standards, added a section on "Technology Agility" (Standard 9).

- Introduced enhancements to all AACSB tables (2-1, 2-2, 15-1, 15-2).

- Added Appendix III: Includes a sample of completed tables to better assist schools in understanding how data should be presented and calculated in terms of intellectual contributions, faculty sufficiency, and faculty qualifications.

- Added Appendix IV: Includes responses to some of the most frequently asked questions received by volunteers and AACSB staff.

Transition Guidelines

Schools with initial or continuous improvement review visits January 1, 2019, and later are expected to be reviewed under these standards.

Schools pursuing initial accreditation with reports due after January 1, 2019, should submit under this set of standards.

Introduction to AACSB International Accreditation

AACSB International's vision is to transform business education for global prosperity. Business and business schools are a force for good, contributing to the world's economy and to society, and AACSB plays a significant role in making that benefit better known to all stakeholders — serving business schools, students, business and society.

AACSB's mission is to foster engagement, accelerate innovation, and amplify impact in business education. This mission is aligned with AACSB accreditation standards

for business schools. AACSB strives to continuously improve engagement among business, faculty, institutions, and students, so that business education is aligned with business practice. To fulfill this goal, AACSB will encourage and accelerate innovation to continuously improve business education. As a result, business education will have a positive impact on business and society — and AACSB will amplify that impact. In achieving its mission and vision, AACSB will emphasize and model the following values: Quality, Inclusion & Diversity, a Global Mindset, Ethics, Social Responsibility, and Community.

AACSB was founded in 1916 and established its first standards for degree programs in business administration in 1919. AACSB adopted additional standards for undergraduate and graduate degree programs in accountancy in 1980 to address the special needs of the accounting profession. The association regularly reviews its accreditation standards and processes for opportunities to improve relevance, maintain currency, and increase value. This edition of the standards was adopted by the AACSB Accreditation Council in April 2013. The accreditation standards and processes are updated annually by the Business Accreditation Policy Committee (BAPC) and the AACSB Board of Directors.

A collegiate business school offering degrees in business administration, or accounting, may apply for an AACSB Accreditation review. As a first step, the business school must establish its membership and eligibility for accreditation. During the initial accreditation process, the school is evaluated on how well it achieves and aligns with AACSB's accreditation standards, through a process of self-evaluation and peer review. After earning AACSB accreditation, the business school undergoes periodic peer reviews of its strategic improvement to continue its accreditation.

AACSB is a non-profit association of business schools, accounting programs, corporations, and other organizations devoted to the promotion and improvement of higher education in business and accounting.

• AACSB supports and upholds the Code of Good Practice for Accrediting Bodies of the Association of Specialized and Professional Accreditors (ASPA), www.aspa-usa.org.

Copies of this publication are available at the AACSB website (www.aacsb.edu).

Preamble : Engagement, Innovation and Impact

The business environment is undergoing profound changes, spurred by powerful demographic shifts, global economic forces, and emerging technologies. At the same time, society is increasingly demanding that companies become more accountable for their actions, exhibit a greater sense of social responsibility, and embrace more sustainable practices. These trends send a strong signal that what business needs today is much different from what it needed yesterday or will need tomorrow.

Not surprisingly, the same factors impacting business are also changing higher education. In today's increasingly dynamic environment, business schools[1] must respond to the business world's changing needs by providing relevant knowledge and skills to the communities they serve. They must innovate and invest in intellectual capital; they must develop new programs, curricula, and courses. Moreover, declining public support for higher education has placed business schools under additional economic pressure, which has shifted the mix of teaching and learning models they employ and affected the future of faculty and professional staff.

In this context of constant change, standards and processes for accreditation must be designed not only to validate quality management education and impactful research, but also to provide leadership, encouragement, and support for change in business schools. The standards should also provide a platform for business schools to work together to advance quality management education worldwide through AACSB.

The fundamental purpose of AACSB accreditation is to encourage business schools to hold themselves accountable for improving business practice through scholarly education and impactful intellectual contributions. AACSB achieves this purpose by defining a set of criteria and standards, coordinating peer review and consultation, and recognizing high-quality business schools that meet the standards and participate in the process.

AACSB remains deeply committed to diversity in collegiate management education, recognizing that a wide variety of missions and strategies can lead to quality. One of the guiding principles of AACSB accreditation is the acceptance, and even encouragement, of diverse paths to achieving high quality in management education. Accreditation decisions are derived through a process that relies on the professional judgment of peers who conduct reviews that are guided by the business school mission. It is also vitally important that AACSB accreditation demands evidence of continuous quality improvement in three vital areas: engagement, innovation, and impact.

Engagement: AACSB acknowledges and values the diversity among its membership, but it also recognizes that all of its accredited members share a common purpose — the preparation of students for meaningful professional, societal, and personal lives. Effective business education and research can be achieved with different balances of academic and professional engagement. However, quality business education cannot be achieved when either academic or professional engagement is absent, or when they do not intersect in meaningful ways. Accreditation should encourage an appropriate intersection of academic and professional engagement that is consistent with quality in the context of a school's mission.

Innovation: Accreditation standards focus on the quality of education and supporting functions. The standards must set demanding but realistic thresholds, challenge business schools to innovate, and inspire educators to pursue continuous improvement in educational programs and other mission-based activities of the

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1   *The term business school is used to describe the entity that offers programs and is not meant to imply any particular organizational structure.*

business school. Accreditation standards and associated processes should foster quality and consistency, but not at the expense of the creativity and experimentation necessary for innovation. Also, accreditation standards and processes should not impede experimentation or entrepreneurial pursuits; the standards must recognize that innovation involves both the potential for success and the risk of failure. Therefore, when assessing any success or failure, it is key to recognize the importance of experimentation and place a priority on strategic innovation. If innovations are well-developed, rational, and well-planned, negative outcomes should not inhibit a positive accreditation review. Negative outcomes are of concern only when they seriously and negatively affect the ability of the business school to continue to fulfill its mission.

Impact: In an environment of increasing accountability, it is important that AACSB accreditation focus on appropriate high-quality inputs (human, financial, physical, etc.) and the outcomes of those inputs within the context of the business school's mission and supporting strategies. That is, in the accreditation process, business schools must document how they are making a difference and having impact. This means that AACSB will continue to emphasize that business schools integrate assurance of learning into their curriculum management processes and produce intellectual contributions that make a positive impact on business theory, teaching, or practice. 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. Examples of how schools can assess and demonstrate impact are provided in the Appendix I.

The primary relationship in the accreditation process is between AACSB and the business school under review. Although many individuals and groups have a stake in the AACSB accreditation process, the association implements that process through a series of individual business school reviews. This approach provides a common reference point for quality and performance in management education for all AACSB members.

Having achieved AACSB accreditation, an institution commits to a process of continuous improvement review to demonstrate high quality and alignment with the spirit and intent of these accreditation standards. That process also includes a commitment to complete the following:

• Annual completion of the Business School Questionnaire and

• A periodic five-year review of strategic progress.

In choosing to participate in the AACSB accreditation process, business school deans, directors, and other administrators are expected to submit data in a timely manner and to assure that all data and information provided in the accreditation review process are accurate.

AACSB's initial accreditation process includes a review of the institution's self-evaluation report and a visit to the institution by a peer review team. Because an

institution's mission is integral to the accreditation process, peer review teams must exercise judgment regarding the reasonableness of deviations from the standards.

AACSB recognizes that high-quality management education is achieved around the world in different ways, which requires the association to adapt its approaches to accreditation to different cultural situations. Accordingly, the association has developed and implemented these standards as guidelines that may be interpreted and applied in different ways in different countries or regions of the world. AACSB implements these adaptive strategies to support high-quality management education and scholarship wherever it occurs, but schools still must demonstrate that their programs align with the standards. Evaluations must be based on the quality of the learning experience and scholarly outcomes, not rigid interpretations of standards.

AACSB International
Criteria and Standards for Business Accreditation

This document details eligibility criteria and standards for AACSB business accreditation, which have been developed and adopted by the AACSB Accreditation Council. Members of the council include leading business schools that share AACSB's values and are committed to advancing management education by participating in the AACSB global community of institutions.

Section 1 — Eligibility Criteria for AACSB International Accreditaiton

The eligibility criteria serve two purposes — accordingly, they are organized into two parts. First, the eligibility criteria specify a series of core values that AACSB believes are important. Schools must demonstrate a commitment to and alignment with these values in order to achieve and continue AACSB accreditation.

Second, these criteria provide a foundation for accreditation by defining the scope of review. They establish the basis for agreement about the entity to be considered and the way that entity is organized and supported in the context of business education. For this purpose, eligibility criteria also address certain basic characteristics that bear on the quality of business degree programs, research, and other activities. These characteristics must be present before an applicant is reviewed for initial accreditation or for that applicant to continue accreditation. An applicant for accreditation must be able to show that it has the structure and capacity to deliver and sustain high-quality business education and intellectual contributions. Unless it can do so transparently, it is not prepared to be evaluated against the standards.

For initial applicants, alignment with these eligibility criteria is viewed as the first step in the accreditation process. As such, the documentation a school provides in response to the criteria is a signal of its commitment to the underlying core values outlined in the criteria and its likelihood of achieving accreditation in a reasonable period. Eligibility criteria are thus the basis for the eligibility application.

Once a school achieves accreditation, members of the Accreditation Council continue to evaluate the school's adherence to the eligibility criteria and determine whether changes in its strategy could affect its ability to continue to fulfill its mission.

Part 1: Core Values and Guiding Principles

The following three criteria represent core values of AACSB. There is no uniform measure for deciding whether each criterion has been met. Rather, the school must demonstrate that it has an ongoing commitment to pursue the spirit and intent of each criterion consistent with its mission and context.

A. **The school must encourage and support ethical behavior by students, faculty, administrators, and professional staff. [ETHICAL BEHAVIOR]**

   Basis for Judgment

   • The school has appropriate systems, policies, and procedures that reflect the school's support for and importance of ethical behavior for students, faculty, administrators, and professional staff in their professional and personal actions.

   • The systems, policies, and procedures must provide appropriate mechanisms for addressing breaches of ethical behavior.

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

   Guidance for Documentation

   • Provide published policies and procedures to support legal and ethical behaviors.

   • Describe programs to educate participants about ethical policies and procedures.

   • Describe systems for detecting and addressing breaches of ethical behaviors, such as honor codes and disciplinary systems to manage inappropriate behavior.

B. **The school maintains a collegiate environment in which students, faculty, administrators, professional staff, and practitioners interact and collaborate in support of learning, scholarship, and community engagement. [COLLEGIATE ENVIRONMENT]**

   Basis for Judgment

   • Collegiate environments are characterized by scholarship, scholarly approaches to business and management, and a focus on advanced learning.

Schools must provide scholarly education at a level consistent with higher education in management.

- In collegiate environments, students, faculty, administrators, professional staff, and practitioners interact as an inclusive community. Schools must provide an environment supporting interaction and engagement among students, administrators, faculty, and practitioners.

- Collegiate environments are characterized by shared governance and university service. Schools must have shared governance processes that include faculty input and engagement.

Guidance for Documentation

- Provide an overview of the degree programs offered and evidence that the quality of these programs is at a level consistent with higher education in management.

- Describe the environment in which students, faculty, administrators, professional staff, and practitioners interact; provide examples of activities that demonstrate the ways they interact; and show how the school supports such interactions.

- Discuss the shared governance process, indicating how faculty are engaged or how faculty otherwise inform decisions.

- Provide documents that characterize the culture and environment of the school, including statement of values, faculty and student handbooks, etc.

C. **The school must demonstrate a commitment to address, engage, and respond to current and emerging corporate social responsibility issues (e.g., diversity, sustainable development, environmental sustainability, and globalization of economic activity across cultures) through its policies, procedures, curricula, research, and/or outreach activities. [COMMITMENT TO CORPORATE AND SOCIAL RESPONSIBILITY]**

Definition

- With an understanding of the context and environment in which each school operates, the concept of diversity encompasses interest, inclusion, acceptance and respect. It means understanding that each individual is unique, and recognizing and engaging with individual differences. These can be along the dimensions of gender, race, ethnicity, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. The values of diversity and inclusion foster the exploration of these differences in a safe and supportive environment, where community members move beyond tolerance to seeking and celebrating the rich dimensions of diversity and the contributions these

differences make to innovative, engaged and impactful business education experiences.

Basis for Judgment

- Diversity in people and ideas enhances the educational experience in every business education program. At the same time, diversity is a culturally embedded concept rooted in historical and cultural traditions, legislative and regulatory concepts, economic conditions, ethnicity, gender, socioeconomic conditions, and experiences.

- Diversity, sustainable development, environmental sustainability, globalization, and other emerging corporate and social responsibility issues are important and require proactive engagement between business schools and business students.

- The school fosters awareness, understanding, acceptance and respect of, diverse viewpoints among participants related to current and emerging corporate social responsibility issues.

- The school fosters sensitivity toward and greater understanding and acceptance of cultural differences and global perspectives. Graduates should be prepared to pursue business or management careers in a diverse global context. Students should be exposed to cultural practices different than their own.

Guidance for Documentation

- Describe how the school defines and supports the concept of diversity in ways appropriate to its culture, historical traditions, and legal and regulatory environment. Demonstrate that the school fosters sensitivity and flexibility toward cultural differences and global perspectives.

- Demonstrate that the school values a rich variety of viewpoints in its learning community by seeking and supporting diversity among its students and faculty in alignment with its mission.

- Define the populations the school serves and describe the school's role in fostering opportunity for underserved populations.

- Define the ways the school supports high-quality education by making appropriate effort to diversify the participants in the educational process and to guarantee that a wide variety of perspectives is included in all activities.

- Demonstrate that the school addresses current and emerging corporate social responsibility issues through its own activities, through collaborations with other units within its institution, and/or through partnerships with external constituencies.

Part 2 : General Criteria

D. An applicant for AACSB accreditation must be a well-defined, established entity and a member of AACSB International in good standing. The entity seeking AACSB accreditation may be an institution authorized to award bachelor's degrees or higher (in business) or under certain circumstances a business academic unit within a larger institution. [ACCREDITATION SCOPE AND AACSB MEMBERSHIP]

Definitions

- An institution is a legal entity authorized to award bachelor's degrees or higher.

- An academic unit operates within an institution offering bachelor's degrees or higher and may depend on the institution for authority to grant degrees and for financial, human, and physical resources.

- A business academic unit is an academic unit in which business education is the predominant focus across degree programs, research, and outreach activities. The business academic unit may seek accreditation as outlined in these eligibility criteria.

- Another (non-business) academic unit is an academic unit in which business education is not the predominant focus across degree programs, research, and outreach activities.

Basis for Judgment

- The entity applying for accreditation is agreed upon through AACSB processes and meets the spirit and intent of the conditions and expectations as outlined in these eligibility criteria. The entity must be approved well in advance (normally two years) of the onsite visit of the accreditation peer review team.

- Within the approved entity applying for accreditation, the programmatic scope of accreditation (i.e., degree programs and other programmatic activities to be included in the AACSB review process and subject to alignment with accreditation standards) is agreed upon through AACSB processes and meets the spirit and intent of the conditions and expectations outlined in these eligibility criteria. Program inclusions and exclusions are approved well in advance (normally two years) of the onsite visit of the accreditation peer review team.

- The entity applying for accreditation agrees to use the AACSB accreditation brand and related statements about accreditation in its electronic and printed communications in accordance with AACSB policies and guidelines.

- Normally, at the time of the initial accreditation visit, the school should have produced at least two years of graduates.

Guidance for Documentation

- An applicant for AACSB accreditation must complete an AACSB Accreditation Eligibility Application, which identifies the applicant as either:

  — An institution that offers business education degree programs and related programmatic activities in one or more business academic units and other non-business academic units. In this case, all of the institution's business and management activities and related programmatic activities are included in the scope of the AACSB accreditation review. An institution is the default entity applying for accreditation.

  — A single business academic unit within an institution that offers business education degree programs and other related programmatic activities. In this case, the applicant may request that this unit be considered an independent business academic unit for accreditation purposes. If approved, all business education degree programs and related programmatic activities operating within the independent business academic unit are included in the scope of the AACSB accreditation review. This approach to scope does not preclude more than one business academic unit within an institution from seeking AACSB accreditation as an independent business academic unit. A single business academic unit may apply for status as an independent business academic unit, in effect acting as the entity applying for accreditation. AACSB accreditation is granted by default to the institution, meaning that all business and management degree and related programmatic activities operating within the institution are to be included in the scope of the AACSB accreditation review (see below for guidance on requesting program exclusions). With the 2013 standards, it became possible for a school to apply for accreditation as a single academic unit within a larger institution offering business and management degree programs. For schools that do not make such a request, the assumption is that all business and management degree programs offered at the institution will be within the AACSB accreditation purview (institutional accreditation).

  Redefining the accreditation entity, from institution to single business unit, is subject to the receipt of documentation that verifies that the business academic unit has a sufficient level of independence in four areas: (1) branding; (2) external market perception; (3) financial relationship; and (4) autonomy as it relates to the single business unit and the institution. The first two are necessary; the latter two are supplemental in making a determination about the unit of accreditation. This determination is made by the appropriate AACSB committee. The burden of proof is on the business

academic unit to document its distinctiveness from the other academic units within the institution in the four areas noted above, which the association defines in the following ways:

o *Branding* — Independent branding of the business academic unit relates to the following: (1) market positioning; (2) promotion (e.g., websites, electronic and print advertising, collateral materials, etc.) of the business and management degree programs and other programmatic activities offered within the business academic unit; (3) business school name, faculty, and degree titles; and (4) other brand differentiation between the business academic unit and other academic units within the institution.

o *External Market Perception* — This criterion is focused on the extent to which the external markets (students, employers, other stakeholder groups, and the public) perceive that the business academic unit is differentiated from other academic units within the institution. This differentiation may include elements such as student admissions, graduate recruiting and placement histories, and starting salaries.

o *Financial Relationships with the Institution* — Financial relationships relates to the following: (1) approval of operating and capital budgets for the business academic unit; (2) the business academic unit's control over a large portion of the funds available to the unit; (3) subsidies to the institution; and (4) ownership or control of physical and financial assets.

o *Business Academic Unit Autonomy* — Autonomy of the business academic unit is described in terms of its adherence to the policies and procedures of the larger institution or in terms of the source of approval of or constraints on its activities related to the following areas: (1) the strategic plan of the business academic unit; (2) approval of key decisions of the business academic unit; (3) appointment of the head or senior leader of the business academic unit; (4) geographic separation of the business academic unit and the larger institution; and (5) any other significant attribute of the relationship that affects the autonomy of the business academic unit.

• Based on AACSB approval of the entity that is applying for accreditation, the next step is to gain agreement on the programmatic scope of the accreditation review. Programmatic scope will normally include all business and management degree programs at the bachelor's level or higher, research activities, and other mission components. Other mission components may include executive education or other mission-focused outreach activities if they are business related. Regardless of the entity seeking accreditation, the following guidelines establish factors that determine if a degree program should be included or excluded from the AACSB accreditation review process:

— Normally, bachelor degree programs in which 25 percent[2] or more of the teaching relates to traditional business subjects, or graduate programs in which 50 percent or more of the teaching relates to traditional business subjects are considered business degree programs. Traditional business subjects include accounting, business law, decision sciences, economics[3], entrepreneurship, finance (including insurance, real estate, and banking), human resources, international business, management, management information systems, management science, marketing, operations management, organizational behavior, organizational development, strategic management, supply chain management (including transportation and logistics), and technology management. This list is not exhaustive and should be interpreted in the context of the school and mission. Normally, extensions of traditional business subjects, including interdisciplinary courses, majors, concentrations, and areas of emphasis will be included in an AACSB accreditation review.

— Degree programs with business content below the thresholds noted above may be excluded from the AACSB review process if such programs are not marketed or otherwise represented as business degree programs, and if such programs do not involve significant resources of the business academic units participating in the AACSB accreditation review process. Programs that could be construed as business degrees by the public should be requested for exclusion, even if they are below these thresholds.

— With the burden of proof on the entity applying for AACSB accreditation, degree programs with business content exceeding the minimum thresholds noted above may be excluded from the review process subject to approval by the appropriate AACSB committee, based on that committee's judgment regarding the following factors:

— Demonstration of limited or no participation in, and a high level of independence relative to, the development, delivery, and oversight of programs requested for exclusion.

— Demonstration of program distinctiveness such that students, faculty, and employers clearly distinguish such programs from those degree programs identified for inclusion in the accreditation review process. For example, degree programs must be included in the accreditation review if they are business programs announced and advertised in catalogs, brochures, websites, and other materials in

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2 *The percent of business content is calculated by dividing the maximum total number of business credits that can be taken in a degree (including electives) by the total number of credits required to earn the degree. For example, a 120-hour bachelor's degree with 30 or more hours of traditional business credits would normally be included in scope unless an exclusion request is granted by the appropriate AACSB committee.*

3 *Economics degrees may be excludable depending on where they are housed and the curriculum of the degree.*

conjunction with programs that are identified for inclusion. That is, to be excluded, degree programs must not be presented in conjunction with the included programs, either in the institution's materials or in materials for programs for which the exclusion is sought. To be excluded, programs must be clearly distinguishable from the included programs by title; in published descriptions; and in representations to potential students, faculty, and employers. Exclusions will not be approved when such exclusion will create confusion about which programs within the institution have achieved AACSB accreditation.

— Demonstration of a lack of operational control relative to program design, faculty hiring, development and promotion, student selection and services, curriculum design, and degree conferral. If the leadership of the entity applying for accreditation has influence over these factors or controls these factors relative to any business degree program, the program will be included in the scope of review.

- Other factors that may result in the exclusion of a degree program from an AACSB accreditation review are:

— Degree programs subject to accreditation by other non-business accreditation organizations.

— Specialized degree programs (e.g., hotel and restaurant management, engineering management, health care management, agribusiness, and public administration) that are not marketed in conjunction with the business program under AACSB review.

— Degree programs offered via a consortium of schools that do not carry the name of the applicant entity on the diploma or transcript.

— Degree programs in secondary business education, whether offered within the entity applying for accreditation or elsewhere.

- Degree programs that are in a teach-out stage at the time of the accreditation visit are normally included in the scope of review. The nature of the accreditation review will be different than that for active degree programs which are still admitting students. Peer Review Teams will assess whether programs in teach out have sufficient and qualified faculty and will also review these programs in the context of the teaching and learning standards to validate program quality.

- Degree programs offered by the entity applying for accreditation delivered jointly through partnership agreements, consortia, franchise arrangements, etc., are included in the scope of the review if there is any connotation that the entity applying for accreditation is recognized as one or more of the degree granting institutions.

- AACSB recognizes national systems and local cultural contexts, as well as regulatory environments in which an entity applying for accreditation operates. As a result, AACSB can vary the boundaries of what is considered traditional business subjects. AACSB will consider the definition of those boundaries in the local context in which the applicant entity operates. For AACSB to agree to vary its definition of a traditional business subject, the applicant entity must explain and document such variations within its local context.

- AACSB International must ensure that its brand is applied strictly, and only to the agreed upon entity applying for accreditation and the programs and programmatic activities included within the scope of its review. For that reason, the entity applying for accreditation must document its agreement and alignment with the following guidelines regarding the use of the AACSB International accreditation brand and related statements about accreditation:

  — In the case that the entity applying for accreditation is the institution, the AACSB accreditation brand applies to the institution (e.g., the University of Bagu), all business academic units (e.g., the College of Business, Graduate School of Business, or Bagu School of Management), all business and management degree programs delivered by the institution or business academic unit (e.g., BBA, MBA, or Masters of Science), and degree programs in business and management included in the review that are offered by other (non-business) academic units (e.g., BA in Management or MA in Organizational Leadership). Note: the AACSB accreditation brand may not be applied to other (non-business) academic units, only to the business and management degree programs included in the accreditation review that they offer.

  — In the case where the entity applying for accreditation is an independent business academic unit within an institution, the AACSB accreditation brand applies only to the independent business academic unit and all business and management degree programs it is responsible for delivering. The AACSB accreditation brand may not be applied to the institution or to other

  — (non-business) academic units or the business and management degree programs they offer.

- Applications for accreditation must be supported by the chief executive officer of the business school applicant and the chief academic officer of the institution, regardless of the accreditation entity seeking AACSB accreditation. When the applicant entity is an independent business academic unit at the same institution as another entity that already holds AACSB accreditation, the applicant must clearly distinguish the business programs it delivers from the AACSB-accredited entity. In all cases, the institution and all business academic units agree to comply with AACSB policies that recognize the entity that holds AACSB accreditation.

- For all AACSB-accredited entities, the list of degree programs included in the scope of accreditation review must be updated annually as part of the Business School Questionnaire, so that the list of approved program exclusions may be maintained on a continual basis by AACSB. New programs introduced by business academic units that are AACSB-accredited may be indicated as AACSB-accredited until the next continuous improvement of accreditation review. New business degree programs delivered by other (non-business) academic units may not be indicated as accredited prior to the next review.

E. **The school must be structured to ensure proper oversight, accountability, and responsibility for the school's operations; must be supported by continuing resources (human, financial, infrastructure, and physical); and must have policies and processes for continuous improvement. [OVERSIGHT, SUSTAINABILITY, AND CONTINUOUS IMPROVEMENT]**

Basis for Judgment

- This criterion does not require a particular administrative structure or set of practices; however, the structure must be appropriate to sustain excellence and continuous improvement in business education within the context of a collegiate institution, as described in the preamble to these standards.

- The organizational structure must provide proper oversight and accountability for the components of the school's mission that are related to business education. Additionally, the school's structure must foster an environment of shared governance in decision-making.

- The school must have policies and processes in place to support continuous improvement and accountability.

- The school must demonstrate sufficient and sustained resources (financial, human, physical, infrastructural, etc.) to support the business academic unit (or units) seeking AACSB accreditation in its efforts to fulfill its mission, strategies, and expected outcomes. Resources must be sufficient to support the number and complexity of academic programs and other mission-related activities.

- The leadership of the business academic unit has responsibility for:

  — the mission and its achievement,

  — alignment of accreditation with the overall institutional strategic goals,

  — ensuring that expected outcomes are monitored and delivered,

  — ensuring resources for quality improvement and assurance are available,

— mobilizing the resources to achieve the mission,

— engaging, directing and supporting faculty, students, and staff to contribute to the effectiveness of the policies and processes for continuous improvement, and promoting improvement.

Guidance for Documentation

• Describe the organizational structure of the school, providing an organizational chart that identifies the school in the context of the larger institution (if applicable).

• Provide an overview of the structure of the school, its policies, and processes to ensure continuous improvement and accountability related to the school's operations. This overview also should include policies and processes that encourage and support intellectual contributions that influence the theory, practice, and/or teaching of business and management.

• Summarize the budget and financial performance for the most recent academic year. Describe the financial resources of the school in relationship to the financial resources of the whole institution (e.g., compare business degree program enrollments as a fraction of the institution's total enrollment).

• Describe trends in resources available to the school, including those related to finances, facilities, information technology infrastructure, human, and library/information resources. Discuss the impact of resources on the school's operations, outcomes (graduates, research, etc.), and potential for mission achievement going forward.

• Describe the total faculty resources for the school, including the number of faculty members on staff, the highest degree level (doctoral, master's, and bachelor's) of each faculty member, and the disciplinary area of each faculty member. Describe the sufficiency of faculty resources in relation to program array and complexity.

• For each degree program, describe the teaching/learning model (e.g., traditional classroom models, online or distance models, models that blend the traditional classroom with distance delivery, or other technology-supported approaches). In addition, describe the division of labor across faculty and professional staff, as well as the nature of participant interactions supported. Extend this analysis to each location and delivery mode.

• Describe the school resources that are committed to other mission-related activities beyond business degree programs and intellectual contributions.

• Explain how the people at the highest level of leadership are involved in and responsible for accreditation and continuous improvement of the institution or approved business academic unit.

F. All degree programs included in the AACSB accreditation review must demonstrate continuing adherence to AACSB accreditation standards. Schools are expected to maintain and provide timely, accurate information in support of each accreditation review. [POLICY ON CONTINUED ADHERENCE TO STANDARDS AND INTEGRITY OF SUBMISSIONS TO AACSB]

All degree programs included in the AACSB accreditation review must demonstrate an understanding and continuing alignment with the AACSB accreditation standards and policies. Schools in the initial accreditation process must demonstrate an understanding and alignment with the accreditation standards and complete the initial accreditation process within the maximum seven-year time period from the date that an Eligibility Application is accepted.

After a school achieves accreditation, AACSB reserves the right to request a review of that accredited institution's or academic business unit's programs at any time, if questions arise concerning the continuation of educational quality as defined by the standards. In addition, schools are expected to maintain and provide accurate information in support of each accreditation review.

Any school that deliberately misrepresents information to AACSB in support of an accreditation review shall be subject to appropriate processes. Such misrepresentation is grounds for the immediate denial of a school's initial application for accreditation or, in the case of a continuous improvement review, for revocation of a school's membership in the Accreditation Council.

Section 2 — Standards for Business Accreditation

Strategic Management and Innovation

This section's focus on "Strategic Management" is based on the principle that a quality business school has a clear mission, acts on that mission, translates that mission into expected outcomes, and develops strategies for achieving those outcomes. It addresses three critical and related components: mission and strategy; scholarship and intellectual contributions; and financial model and strategies.

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 the mission, expected outcomes, and strategies are aligned and implemented across the school's activities. Under these conditions, the mission, expected outcomes, and strategies provide a context for the AACSB accreditation review. That is, in applying the standards, the quality and success of a school is assessed in relation to its mission, expected outcomes, and supporting strategies.

In this section, three criteria related to a school's mission are of critical importance. First, the mission must be appropriate, descriptive, and transparent to the school's constituents. Second, the mission must provide the school with an overall direction

for making decisions. Finally, the school's strategies and intended outcomes must be aligned with the mission. The accreditation process takes a strategic, holistic look at the business school by reflecting on its mission, strategies, actions, participants, stakeholders, resources, expected outcomes, and impacts in the context of the culture of the school and its larger institution as appropriate. A complete and accurate understanding of the context and environmental setting for the school is paramount in the accreditation peer review team's ability to form a holistic view.

The standards in this section reflect the dynamic and diverse environment of business schools. These standards insist on the periodic, systematic review and possible revision of a school's mission, as well as on the engagement of appropriate stakeholders in developing and revising the mission, expected outcomes, and supporting strategies. 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 intellectual contributions and financial strategies that support change and innovation.

Scholarship that fosters innovation and directly impacts the theory, practice, and teaching of business and management is a cornerstone of a quality business school. A broad range of scholarly activities ensures intellectual vibrancy across and among diverse faculty members and students; such activities contribute to the currency and relevance of the school's educational programs and directly foster innovation in business enterprises and academic institutions. Intellectual contributions that arise from these scholarly activities ensure the business school contributes to and is an integral part of an academic community of scholars within an institution and across the broader academic community of institutions in higher education. Outcomes of intellectual contributions are indicated by their impact or influence on the theory, practice, and teaching of business and management rather than just by the number of articles published or documents produced. Schools should make their expectations regarding the impact of intellectual contributions clear and publicly transparent.

Like intellectual contributions, sound financial models and strategies are essential for operational sustainability, improvement, and innovation in a business school. Sustaining quality business education and impactful research requires careful financial planning and an effective financial model. Schools cannot implement actions related to continuous improvement and innovation without sufficient resources. In addition, schools cannot make effective strategic decisions without a clear understanding of the financial implications.

Strategic Management and Innovation

Standard 1: The school articulates a clear and distinctive mission, the expected outcomes this mission implies, and strategies outlining how these outcomes will be achieved. The school has a history of achievement and improvement and specifies future actions for continuous improvement and innovation consistent with this mission, expected outcomes, and strategies. [MISSION, IMPACT, AND INNOVATION]

Definitions

- Mission is a single statement or set of statements serving as a guide for the school and its stakeholders. These statements capture the school's core purposes, express its aspirations, and describe its distinguishing features. The mission is not usually described entirely by the mission statement. It is more completely encapsulated in a set of statements that describe the school, including the mission statement, vision statement, and statements of values.

- The term distinctive refers to goals, characteristics, priorities, focus areas, or approaches of the school that are special or notable. These should be revealed by the mission of the school and evident in the expected outcomes and strategies. Distinctiveness does not imply that the school is unique or different from all others.

- Expected outcomes are conveyed as broad or high-level statements describing impacts the school expects to achieve in the business and academic communities it serves as it pursues its mission through educational activities, scholarship, and other endeavors. Expected outcomes translate the mission into overarching goals against which the school evaluates its success.

- Strategies describe, in general, how the school intends to achieve its mission and expected outcomes, including how it finances activities to achieve its mission. Strategies are general, or overarching statements of direction derived from the strategic management processes of the school.

Basis for Judgment

- The mission guides decision making and identifies distinguishing characteristics, attributes, focus areas, priorities, etc., that indicate how the school positions itself among the international community of business schools. Distinctiveness does not imply that the business school must somehow be different from all other AACSB-accredited business schools. Rather, through the mission, expected outcomes, and strategies, the school clearly articulates those attributes that describe the school to its various constituencies and across the global community of business schools.

- The business school's mission, expected outcomes, and strategies are mutually consistent and reflect a realistic assessment of the diverse and changing environment of business schools. The alignment of a school's mission and strategies with its expected outcomes signal that it is highly likely that the school can achieve those outcomes. In the dynamic environment of higher education and business schools, innovation and change are the norm rather than the exception.

- The school's mission, expected outcomes, and strategies clearly define the school's focus on educational activities, including the range of degree and non-degree programs offered and the diverse students, organizations, and

communities those programs are intended to serve. The unit aligns its teaching/learning models with its mission, expected outcomes, and strategies.

- The school's mission, expected outcomes, and strategies clearly define the school's focus on quality intellectual contributions that advance the theory, practice, and teaching/pedagogy of business.

- The school's mission, expected outcomes, and strategies clearly define the school's focus on other applicable activities (e.g., civic engagement) and on the diverse people, organizations, and/or communities they intend to serve.

- The mission, expected outcomes, and strategies are appropriate to a collegiate school of business and consonant with the mission of any institution of which the school is a part. Accordingly, the mission, expected outcomes, and strategies address the level of education the school is targeting; the positive and significant impact the school intends to make on business and society; the stakeholders to whom the school is accountable; and the ways in which the school intends to advance the business education industry.

- The school periodically reviews and revises the mission, expected outcomes, and strategies as appropriate and engages key stakeholders in the process.

- The school's mission and expected outcomes are transparent to all stakeholders.

- The school systematically evaluates and documents its progress toward mission fulfillment. Past examples of continuous improvement and innovation are consistent with the mission, expected outcomes, and supporting strategies intended to support future mission fulfillment.

- The school's future actions for continuous improvement, its rationale for such actions, and its identification of potential areas of innovation are consistent with and demonstrate support for its mission, expected outcomes, and strategies.

- The school has clearly defined its future strategies to maintain its resource needs, assign responsibilities to appropriate parties, and set time frames for the implementation of actions that support the mission. The school also has clearly defined how these actions promise to impact expected outcomes.

Guidance for Documentation

- Provide the strategic plan of the business unit which encompasses the strategies and expected outcomes to be pursued by the school, consistent with the school's mission. The strategic plan should include a description of the mission, expected outcomes, and supporting strategies, including how the mission is encapsulated in supporting statements such as vision and values statements. Appendix II, A Collective Vision for Business Education: Utilizing the Framework within the Context of Strategic Planning & Accreditation Reviews may be useful in the strategic planning process.

- Describe how the mission influences decision making in the school, connects the actions of participants, and provides a common basis for achieving the mission and expected outcomes.

- Describe the appropriateness of the mission for the school's constituencies, including students, employers, and other stakeholders; and discuss how the mission positively contributes to society, business education, the diversity of people and ideas, and the success of graduates.

- Describe the mission of the school in relation to the mission of any larger organization of which it is a part.

- Describe how the mission, expected outcomes, and strategies clearly articulate the school's areas of focus in regards to educational activities, intellectual contributions, and other activities.

- Describe how teaching/learning models in degree programs are aligned and consistent with the mission, expected outcomes, and strategy of the school.

- Describe processes for creating and revising the mission, determining expected outcomes, developing strategies, and establishing how these strategies relate to each other.

- Summarize and document key continuous improvement successes, innovations, and achievements since the last AACSB accreditation review or for at least the past five years.

- Describe how past achievements are aligned with the mission, expected outcomes, and supporting strategies.

- Identify future plans for continuous improvement and potential opportunities for innovation; indicate how they are linked to mission, expected outcomes, and strategies; and outline the resources, responsible parties, and time frame needed to implement the action.

Standard 2: The school produces high-quality intellectual contributions that are consistent with its mission, expected outcomes, and strategies and that impact the theory, practice, and teaching of business and management. [INTELLECTUAL CONTRIBUTIONS, IMPACT, AND ALIGNMENT WITH MISSION]

Definitions

- Intellectual contributions are original works intended to advance the theory, practice, and/or teaching of business and management. They are scholarly in the sense that they are based on generally accepted research principles, are validated by peers and disseminated to appropriate audiences. Intellectual contributions are a foundation for innovation. Validation of the quality of intellectual contributions includes the traditional academic or professional pre-

publication peer review, but may encompass other forms of validation, such as online post-publication peer reviews, ratings, surveys of users, etc. Intellectual contributions may fall into any of the following categories:

— Basic or discovery scholarship (often referred to as discipline-based scholarship) that generates and communicates new knowledge and understanding and/or development of new methods. Intellectual contributions in this category are normally intended to impact the theory or knowledge of business.

— Applied or Integration/application scholarship that synthesizes new understandings or interpretations of knowledge or technology; develops new technologies, processes, tools, or uses; and/or refines, develops, or advances new methods based on existing knowledge. Intellectual contributions in this category are normally intended to contribute to and impact the practice of business.

— Teaching and learning scholarship that develops and advances new understandings, insights, and teaching content and methods that impact learning behavior. Intellectual contributions in this category are normally intended to impact the teaching and/or pedagogy of business.

• Impact of intellectual contributions is the advancement of theory, practice, and/or teaching of business through intellectual contributions. Impact is concerned with the difference made or innovations fostered by intellectual contributions — e.g., what has been changed, accomplished, or improved.

Basis for Judgment

• The school has produced intellectual contributions that have had an impact on the theory, practice, and/or teaching of business consistent with the mission, expected outcomes, and strategies of the school.

• The school expresses expectations regarding the impact of intellectual contributions in the mission in ways that clearly articulate the contributions to society and are transparent to the public.

• The school applies relevant metrics to assess the extent to which expected impacts from intellectual contributions have been achieved and are aligned with mission.

• The school maintains a current portfolio of high quality intellectual contributions that could impact theory, practice, and/or teaching in the future. The portfolio of intellectual contributions includes contributions from a substantial cross-section of the faculty in each discipline. Normally, a significant level of the contributions in the portfolio must be in the form of peer-reviewed journal articles or the equivalent. The portfolio of intellectual contributions reflects the research priorities of the school reflected in the mission, expected outcomes, and strategies.

- The school supports the depth and breadth of faculty participation in scholarship leading to high-quality intellectual contributions that could impact theory, practice, and/or teaching in the future. If outcomes rely heavily on the intellectual contributions of faculty members who have primary faculty appointments with other institutions, the school must provide documentation regarding how its relationship with the individual faculty members and other institutions supports the success, mission, and intellectual contributions of the school.

    The school documents intellectual contributions that demonstrate high quality and impact, as well as alignment with mission, expected outcomes, and strategies. In documenting quality, the school produces evidence of high-quality intellectual contributions within the most recent five-year AACSB accreditation review period. In documenting impact, however, the school may produce evidence from intellectual contributions produced prior to the most recent five-year AACSB accreditation review period. The review process recognizes that impact often occurs over time.

Guidance for Documentation

- Provide a portfolio of evidence including qualitative and quantitative measures that summarize the portfolio of intellectual contributions over the most recent five-year review period, ending with the most recently completed, normal academic year. Normally, the intellectual contributions underlying this table are for the same faculty reported in Table 15-1. Disclose in a footnote to the table, any changes in faculty subsequent to the most recent academic year that would materially impact the results reported herein.

- This evidence can be enhanced by including validating evidence of the accomplishments of such work. At a minimum, the portfolio of evidence should include: (1) A listing of the outlets (journals, research monographs, published cases, funded and competitive research grants, scholarly presentations, invited presentations, published textbooks, other teaching materials, etc.); (2) an analysis of the breadth of faculty engagement and production of intellectual contributions within each discipline; (3) awards, recognition, editorships, and other forms of validation of the accomplishments of faculty through their intellectual contributions; and (4) the ways in which the school's intellectual contributions impact external stakeholders, and the broader society.

- Table 2-1 is divided into four parts. Part A provides a five-year aggregate summary of intellectual contributions. Part B provides a qualitative description of how the portfolio of intellectual contributions aligns with mission, expected outcomes, and strategy. Part C provides evidence demonstrating the quality of the portfolio of intellectual contributions. Part D provides evidence that the school's intellectual contributions have had an impact on the theory, practice, and/or teaching of business and management. Table 2-1 allows schools flexibility to develop their own indicators of quality for the portfolio of intellectual contributions.

- The validation of the accomplishments/impact of intellectual contribution outcomes may be reflected in:

  — Peer recognition of the originality, scope, and/or significance of intellectual contributions.

  — Editorial board recognition of the originality, scope, and/or significance of the work.

  — The applicability and benefits of the new knowledge to the theory, practice, and/or teaching of business.

  — Evidence of the influence of the intellectual contribution on professional practice, professional standards, legislative processes, and outcomes or public policy.

  — The usefulness and/or originality of new or different understandings, applications, and insights resulting from the creative work.

  — The breadth, value, and persistence of the use and impact of the creative work.

  — The originality and significance of the creative work to learning, including the depth and duration of usefulness.

  — Research awards and recognition (e.g., selection as a fellow of an academic society).

  — Adoptions and citations of the creative work, including its impact on the creative and intellectual work of others.

  — Evidence in the work of leadership and team-based contributions to the advancement of knowledge.

  — Alignment of the work with mission, expected outcomes, and strategies.

The above is not an exhaustive list of how a school can present or measure the possible impacts of its intellectual contribution portfolio. As a school documents its portfolio of intellectual contribution outcomes, the key is to provide the peer review team with the means to make an initial assessment of the portfolio's alignment with mission and draw broader conclusions about its impact on teaching and practice (refer to Appendix I).

The validation documentation is an important part of the process because it serves to illustrate the depth and breadth of faculty participation in the production of intellectual contributions (i.e., to show a substantial cross-section of activity in each disciplinary context and the level of peer review journal outcomes).

Finally, the spirit and intent of this standard applies to both intellectual contributions grounded solely in a single disciplinary area and interdisciplinary contributions. Interdisciplinary intellectual contributions will be judged in the same context as contributions in a single disciplinary area and are in no way discounted in the context of this standard; however, interdisciplinary outcomes should be aligned with mission, expected outcomes, and strategies of the business school.

- Provide a summary of impact indicators resulting from the intellectual contributions produced by the faculty of the school.

  See Appendix I for a non-exhaustive list of possible impact indicators, including publications in highly recognized peer-review journals, citation counts, editorship and associate editorships, elections to leadership positions in academic and/or professional associations, external recognitions for research quality and impact, evidence of impact of intellectual contributions on business practice and society, invitations to participate in research conferences, use of academic work in doctoral seminars, awards of competitive grants from major national or international agencies, patent awards, appointments as visiting professors or scholars at other institutions, case studies of research that leads to the adoption of new teaching/learning practices, textbooks that are widely adopted, research-based learning projects with companies, and/or non-profit organizations, and widely used instructional software.

- Provide an analysis of how the portfolio includes intellectual contributions from a substantial cross-section of faculty in each discipline, as well as a significant amount of peer-reviewed journal work or the equivalent.

- The school adopts and shows evidence of appropriate policies to guide faculty members in the production of intellectual contributions that align with the mission, expected outcomes, and strategies.

  Such policies should guide faculty as to how the school prioritizes different types of scholarship, determines quality, and validates or assesses outcomes as positive contributions to the advancement of business theory, practice, and learning. Interdisciplinary outcomes may be presented in a separate category, but the disciplines involved should be identified.

- The number of publications must reflect an unduplicated count for co-authored publications.

- Faculty vitae supporting Table 2-1 should be available upon request by the peer review team.

- Table 2-1 does not require a breakdown by level of faculty (e.g., assistant professor, associate professor, etc.).

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.

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 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	

Standard 3: The school has financial strategies to provide resources appropriate to, and sufficient for, achieving its mission and action items. [FINANCIAL STRATEGIES AND ALLOCATION OF RESOURCES]

Basis for Judgment

- The school has realistic financial strategies to provide, sustain, and improve quality business education. The financial model must support high-quality degree programs for all teaching and learning delivery modes.

- The school has adequate financial resources to provide infrastructure to fit its activities (e.g., campus-based learning, distance learning, research, and executive education). Classrooms, offices, laboratories, communications and information technology equipment and services, and other basic facilities are adequate for high-quality operations.

- The school has adequate financial resources to provide support services for students, including academic advising and career development, and for faculty, including instructional support and professional development.

- The school has adequate financial resources to provide technology support for students and faculty appropriate to its programs (e.g., online learning and classroom simulations) and intellectual contribution expectations (e.g., databases and data analysis software).

- The school has adequate financial resources to support high-quality faculty intellectual contributions and their impact in accordance with its mission, expected outcomes, and strategies.

- The school identifies realistic sources of financial resources for current and planned activities. The school has analyzed carefully the costs and potential resources for initiatives associated with its mission and action items.

Guidance for Documentation

- Describe the business school's financial resources and strategies for sustaining those resources, demonstrating they are capable of supporting, sustaining, and improving quality consistent with the mission of the school. Provide an analysis of trend in resources over the past five-years, especially in light of different cost structures depending on the teaching and learning models employed.

- Describe the contingency planning process that the school would use, should a reduction in resources occur. The school should be prepared to discuss the specifics of this planning process and expected outcomes with the peer review team.

- Describe the financial support for all major strategic activities (e.g., degree programs, intellectual contributions, and other mission components).

- Describe the school's financial support for student advising and placement, student and faculty technology, and faculty intellectual contributions and professional development.

- Describe how the resources or financial model have changed in the past five years and any substantial changes anticipated for the next five years.

- In alignment with the school's financial resources, show the sources of funding for the three to four most significant major initiatives using a table similar to the one on the next page.

The table outlines the school's major initiatives, the implementation timetable, and funding sources. The initiatives identified must be clearly linked to the school's mission, expected outcomes, and supporting strategies and reflect substantive actions that support mission success, impact, and innovation.

This information allows a peer review team to understand what planning the school has done and how this planning fits with the school's mission, financial resources, and strategies. The school should append to the table narrative explanations of how these action items will enhance mission fulfillment and whether they could necessitate revisions to the mission.

University of Pirsig School of Business Financial Support for Strategic Initiatives				
Initiative	Start Date	First-Year Cost or Revenue	Continuing Annual Cost or Revenue	Source or Disposition of Funds
Faculty release time for curriculum development	September 20XX	150,000 USD	100,000 USD	Commitment for entire amount through June 20XX from the ABC Foundation
Center for Regional Economic Forecasting	January 20XX	500,000 USD	425,000 USD	Three-year commitment from the XYZ Foundation, then self-sustained with endowment
Implement specialized Master's program	September 20XX	Net positive 250,000 USD	Net positive 350,000 USD	Tuition, self-funding
Reconfiguration of classrooms and student areas, technology enhancements	July 20XX	2,500,000 USD	500,000 USD	First year expenses allocated from university capital budget. On-going costs budgeted within School of Business annual operating budget.

PARTICIPANTS — STUDENTS, FACULTY, AND PROFESSIONAL STAFF

Participants (the students, faculty, and professional staff of a school) are critical to the achievement of a school's mission. Students who are matched to the expectations of degree programs — as well as prepared and supported to achieve those expectations — are essential for successful educational programs. Professional staff members facilitate and support learning and provide essential services for students and faculty. Faculty resources develop and manage curricula and teach students, as well as produce intellectual contributions that advance the knowledge, practice, and teaching of business and management. Diversity in people and ideas enhances the educational experience in every business education program. Accordingly, the following standards focus on the admission, support, and progression of students, as well as on the deployment of sufficient faculty and professional staff to support mission achievement.

In identifying faculty resources, a school should focus on the participation and work of faculty members. Faculty contractual relationships, title, tenure status, full-time or part-time status, etc., can help to explain and document the work of faculty, but these factors are not perfectly correlated with participation or with the most critical variables in assessing faculty sufficiency, deployment, and qualifications. What is most important is that the production and maintenance of faculty's intellectual capital (as framed in Standard 15) bring currency and relevance to a business school's programs and support its mission, expected outcomes, and strategies.

These standards also recognize that with the advent of different program delivery models, certain responsibilities once managed exclusively by those traditionally considered •gfaculty•h may now be shared or managed by others. That is, developing curricula, creating instructional materials, delivering classroom lectures, regardless of the medium, tutoring small groups of students, conducting and grading student papers, etc., may be conducted by traditional faculty, by nontraditional faculty, or by a team of diverse individuals. Regardless of the blend of faculty and other key members of the business school's team, the critical issue is ensuring quality outcomes. Therefore, the school under review must make its case that its division of labor across faculty and staff, as well as its supporting policies, procedures, and infrastructure, deliver high-quality learning outcomes in the context of the teaching/learning models it employs. In addition, the school must ensure that faculty and professional staff members are sufficient to support research outcomes and other mission-related activities, and that policies, procedures, and feedback mechanisms exist to provide evidence that all participants in these activities produce outcomes of quality and embrace continuous improvement. Where there are problems, evidence of corrective actions is essential.

Standard 4 : Policies and procedures for student admissions, as well as those that ensure academic progression toward degree completion, and supporting career development, are clear, effective, consistently applied, and aligned with the school's mission, expected outcomes, and strategies. [STUDENT ADMISSIONS, PROGRESSION, AND CAREER DEVELOPMENT]

Basis for Judgment

- Policies and procedures related to student admissions to degree programs are clear, effective, and transparent to all participants in the process, and are consistent with the mission, expected outcomes, and supporting strategies of the school.

- Normally, graduate business degree program admission criteria should include, among other requirements, the expectation that applicants have or will earn a bachelor's degree prior to admission to the graduate program. The school should be prepared to document how exceptions support quality in the graduate business degree program.

- The school prepares and supports students to ensure academic progression towards degree completion, including clear and effective academic performance standards and processes, consistent with degree program learning goals. The school has clearly articulated policies and processes to :

    — Prepare students to learn to employ the modalities and pedagogies of degree programs.

    — Evaluate student progress.

    — Provide early identification of retention and progression issues.

    — Intervene with support, where appropriate.

    — Separate students from programs, if necessary.

- The school provides effective career development support for students and graduates consistent with degree program expectations and the school's mission, expected outcomes, and strategies.

- In addition to public disclosure information required by national or regional accreditors, schools provide reliable information to the public on their performance including student achievement information as determined by the school. Examples of such information include: attrition and retention rates; graduation rates; job placement outcomes; certification or licensure exam results; and employment advancement. This information should be available on the school's website as well as by other means determined by the school.

Guidance for Documentation

- Describe admissions policies and processes, demonstrate that they are consistent with program expectations and the mission of the school, and show that they are transparent to all participants.

- Document and explain how the characteristics of the current student body for each degree program are the result of the application of admission policies

and processes that are consistent with the school's mission and expected outcomes. If exceptions are made, provide justification and basis for quality.

- Describe efforts to achieve diversity in the current student body —

- Describe and provide evidence that the school's policies and procedures successfully prepare admitted students to make use of the teaching and learning model(s) employed.

- Document and demonstrate the effectiveness of current policies and procedures to ensure academic progression toward degree completion, including standards for academic performance, as well as to ensure integrity of student participation and appraisal in degree programs. Examples of evidence may include data on the completion rates in degree programs relative to the normal expected time-to-degree expectations, the number of students identified with retention issues, the interventions undertaken, and the number of students separated over the last academic year.

- Document processes and demonstrate the effectiveness of career development support that is consistent with degree program expectations and the mission of the school. Examples of evidence may include job acceptance rates for graduates over the most recent five-year period as well as case examples of successful graduates.

- Document school performance and student achievement information on an annual basis, and document how this information is made available to the public via web sites and other means on an annual basis.

Standard 5: The school maintains and deploys a faculty sufficient to ensure quality outcomes across the range of degree programs it offers and to achieve other components of its mission. Students in all programs, disciplines, locations, and delivery modes have the opportunity to receive instruction from appropriately qualified faculty. [FACULTY SUFFICIENCY AND DEPLOYMENT]

Definitions

- A participating faculty member actively and deeply engages in the activities of the school in matters beyond direct teaching responsibilities. Such matters might include policy decisions, advising, research, and service commitments. The faculty member may participate in the governance of the school and be eligible to serve as a member on appropriate committees responsible for academic policymaking and/or other decisions. The individual may participate in a variety of non-class activities, such as directing an extracurricular activity, providing academic and career advising, and representing the school on institutional committees. Normally, the school considers participating faculty members to be long-term members of the faculty, regardless of whether or not their appointments are of a full-time or part-time nature, whether or not their position with the school is considered the faculty member's principal employment, and whether or not the

school has tenure policies. The individual may be eligible for, and participate in, faculty development activities and have non-teaching assignments, such as advising, as appropriate to the faculty role the school has defined, taking into consideration the depth and breadth of the non-teaching assignment.

- A supporting faculty member does not, as a rule, participate in the intellectual or operational life of the school beyond the direct performance of teaching responsibilities. Usually, a supporting faculty member does not have deliberative or involvement rights on faculty issues, membership on faculty committees, or assigned responsibilities beyond direct teaching functions (e.g., classroom and office hours). Normally, a supporting faculty member's appointment is on an ad hoc basis — for one term or one academic year without the expectation of continuation — and is exclusively for teaching responsibilities.

Basis for Judgment

- A school adopts and applies criteria for documenting faculty members as "participating" or "supporting" that are consistent with its mission. The interpretive material in the standard provides guidance only. Each school should adapt this guidance to its particular situation and mission by developing and implementing criteria that indicate how the school is meeting the spirit and intent of the standard. The criteria should address:

  — The activities that are required to attain participating status.

  — The priority and value of different activity outcomes reflecting the mission and strategic management processes.

  — Quality standards required of each activity and how quality is assured.

  — The depth and breadth of activities expected within a typical AACSB accreditation review cycle to maintain participating status.

  The criteria should be periodically reviewed and reflect a focus on continuous improvement.

- Depending on the teaching and learning models and associated division of labor across faculty and professional staff, the faculty is sufficient in numbers and presence to perform or oversee the following functions related to degree programs:

  — *Curriculum development:* A process exists to engage multidisciplinary expertise in the creation, monitoring, evaluation, and revision of curricula.

  — *Course development:* A process exists to engage content specialists in choosing and creating the learning goals, learning experiences, media, instructional materials, and learning assessments for each course, module, or session.

- *Course delivery:* A process exists for ensuring access to instruction from appropriately qualified faculty and staff at the course level.

- *Assessment and assurance of learning:* The obligations specified in the assurance of learning processes for the school are met.

- Other activities that support the instructional goals of the school's mission.

• Faculty also should be sufficient to ensure achievement of all other mission activities. This includes high-quality and impactful intellectual contributions and, when applicable, executive education, community service, institutional service, service in academic organizations, service that supports economic development, organizational consulting, and other expectations the school holds for faculty members.

• Normally, participating faculty members will deliver at least 75 percent of the school's teaching (whether measured by credit hours, contact hours, or another metric appropriate to the school).

• Normally, participating faculty members will deliver at least 60 percent of the teaching in each discipline, academic program, location, and delivery mode.

• Participating faculty are distributed across programs, disciplines, locations, and delivery modes consistent with the school's mission.

• If the school adopts a faculty model that relies on different levels of support or different means of deployment of faculty and professional staff for classroom instruction (e.g., senior faculty teaching large classes supported by a cadre of teaching assistants) the school must document how the model supports high-quality academic programs and meets the student-faculty interaction standard.

• In cases where a substantial proportion of a business school's faculty resources hold primary faculty appointments with other institutions, the school must provide documentation of how this faculty model supports mission achievement, overall high quality, and continuous improvement and 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.

Guidance for Documentation

• Provide the school's criteria for documenting faculty members as "participating" or "supporting" and demonstrate that it is applied consistently in ways that align with its mission.

• Describe the division of labor across faculty and professional staff for each of the teaching and learning models employed. The division of labor should address the design, delivery/facilitation, assessment, and improvement of degree programs.

- Describe the faculty complement available to fulfill the school's mission and all instructional programs they staff in the most recently completed academic year.

- Demonstrate that the faculty is sufficient to fulfill the functions of curriculum development, course development, course delivery, and assurance of learning for degree programs in the context of the teaching and learning models employed and division of labor across faculty and professional staff.

- Describe alternative instructional models, such as lead teachers supported by teaching assistants, tutors, instructors, or other support staff. Provide evidence that describes how such models result in high quality outcomes.

- If the school offers a joint and/or dual degree with another institution, the faculty from the partner institution teaching courses in the curriculum for the home institution's degree must be included in Tables 15-1 and 15-2.

- Demonstrate that the faculty complement is also sufficient to ensure achievement of all other mission activities. This includes high-quality and impactful intellectual contributions and, when applicable, executive education, community service, institutional service, service in academic organizations, service that supports economic development, organizational consulting, and other expectations the school holds for faculty members. It also could include academic assistance, academic advising, career advising, and other related activities if applicable to the school.

- Demonstrate that students have access and exposure to diverse perspectives from faculty.

- Table 15-1 should be completed to document the deployment of participating and supporting faculty for the most recently completed, normal academic year. Peer review teams may request documentation for additional years; for individual terms; or by program, location, disciplines, and/or delivery modes.

Standard 6: The school has well-documented and well-communicated processes to manage and support faculty members over the progression of their careers that are consistent with the school's mission, expected outcomes, and strategies. [FACULTY MANAGEMENT AND SUPPORT]

Basis for Judgment

- Faculty management processes systematically assign faculty responsibilities to individuals. These processes fulfill the school's mission while setting realistic expectations for individual faculty members.

- The school communicates performance expectations to faculty members clearly and in a manner that allows timely performance.

- Faculty assignments may reflect differences in expectations for different faculty members. However, workloads from all activities are reasonably distributed across all faculty members.

- Faculty evaluation, promotion, and reward processes are systematic and support the school's mission.

- The school has effective processes for providing orientation, guidance, mentoring, and inclusive practices for faculty.

- In an alternative delivery model, describe how teaching assistants, tutors, or other staff are managed and supported.

- The school has an overall faculty resource plan that reflects its mission and that projects faculty resource requirements and anticipated resource actions.

- Policies guiding faculty scholarship should be clear and consistent with the mission and with expected outcomes from intellectual contributions.

- Faculty evaluation and performance systems recognize and include intellectual contributions outcomes in the assessment of faculty performance.

Guidance for Documentation

- Describe processes for assigning faculty responsibilities to individuals.

- Describe processes for determining performance expectations for faculty.

- Describe evaluation, promotion, and reward processes, as well as ways that faculty are engaged in these processes.

- Describe processes for orientation, guidance, and mentoring of faculty, including for individuals who support alternative delivery models.

- Describe processes and practices that advance diversity & inclusion among faculty.

- Describe the overall faculty resource plan.

- Document that intellectual contributions are incorporated into the assessment of faculty performance.

Standard 7: The school maintains and deploys professional staff and/or services sufficient to ensure quality outcomes across the range of degree programs it offers and to achieve other components of its mission. [PROFESSIONAL STAFF SUFFICIENCY AND DEPLOYMENT]

Definitions

- Professional staff and/or services provide direct support for learning, instructional development, the deployment and use of informational

technology, the production and impact of intellectual contributions, the strategic management and advancement of the school, and other key mission components, but they do not have faculty appointments. It is not required that professional staff be permanent staff of the school or the institution.

Basis for Judgment

- Depending on the teaching and learning models employed and the associated division of labor across faculty and professional staff, professional staff and services are sufficient to support student learning, instructional development, and information technology for degree programs.

- Professional staff must also be sufficient to provide for intellectual contributions and their impact, student academic assistance and advising, career advising and placement, alumni relations, public relations, fundraising, student admissions, and executive education, as well as other mission related activities.

- Processes for managing and developing professional staff and services are well-defined and effective.

- The organizational structure of the business school is consistent with mission, expected outcomes, and strategies and supports mission achievement.

- Student support services are sufficient and available, but may be provided by staff, faculty members, or a combination, and may be located within or outside the school.

Guidance for Documentation

- Describe the overall resource plan related to professional staff and services, including the organization and deployment of professional staff across mission-related activities.

- Demonstrate that professional staff and services are sufficient to support student learning, instructional development, and information technology for degree programs.

- Show that professional staff and services are sufficient to provide for intellectual contributions and their impact, student academic assistance and advising, career advising and placement, alumni relations, public relations, fundraising, student admissions, and executive education, as well as other mission related activities, depending on the organization.

- Document management processes — including hiring practices, development, and evaluation systems for professional staff — that support diversity of people and perspectives, and ensure high-quality outcomes relative to mission and strategies.

Learning and Teaching

High-quality business schools have processes for determining for each degree program, learning goals that are relevant and appropriate, as well as for designing and delivering curricula to maximize the potential for achieving the expected outcomes. Subsequently, these schools have systems in place to assess whether learning goals have been met. If learning goals are not met, these schools have processes in place to improve. The first standard in this section addresses these processes.

If curriculum management processes are working well, the peer review team will expect to observe a number of general characteristics or attributes of the curriculum:

- Curricula address general content areas — skills and knowledge — that would normally be included in the type of degree program under consideration. While most skill areas are likely to remain consistently important over time, knowledge areas are likely to be more dynamic as theory and practice of business and management changes over time.

- Curricula facilitate and encourage active student engagement in learning. In addition to time on task related to readings, course participation, knowledge development, projects, and assignments, students engage in experiential and active learning designed to be inclusive for diverse students, and to improve skills and the application of knowledge in practice.

- Curricula facilitate and encourage frequent, productive student-student and student-faculty interaction designed to achieve learning goals. Successful teaching and learning demand high levels of interaction between and among learners, as well as between and among teachers and learners.

- Educational programs are structured to ensure consistent, high-quality education for the same degree programs, regardless of differences and changes in technology and delivery modes. This commitment to consistent high quality is especially important in light of pressures to shorten time to degree completion, as well as to reduce the time allotted for learning, interaction, engagement, and skill development.

The standards in this section address these critical areas of teaching and learning.

Standard 8: The school uses well-documented, systematic processes for determining and revising degree program learning goals; designing, delivering, and improving degree program curricula to achieve learning goals; and demonstrating that degree program learning goals have been met. [CURRICULA MANAGEMENT AND ASSURANCE OF LEARNING]

Definitions

- Learning goals state the educational expectations for each degree program. They specify the intellectual and behavioral competencies a program is intended

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to instill. In defining these goals, the faculty members clarify how they intend for graduates to be competent and effective as a result of completing the program.

- A curriculum maps out how the school facilitates achievement of program learning goals. It is defined by content (theories, concepts, skills, etc.), pedagogies (teaching methods, delivery modes), and structures (how the content is organized and sequenced to create a systematic, integrated program of teaching and learning). A curriculum is also influenced by the mission, values, and culture of the school.

- Assurance of learning refers to processes for demonstrating that students achieve learning expectations for the programs in which they participate. Schools use assurance of learning to demonstrate accountability and assure external constituents, such as potential students, trustees, public officials, supporters, and accrediting organizations, that the school meets its goals. Assurance of learning also assists the school and faculty members to improve programs and courses. By measuring learning, the school can evaluate its students' success at achieving learning goals, use the measures to plan improvement efforts, and (depending on the type of measures) provide feedback and guidance for individual students. For assurance of learning purposes, AACSB accreditation is concerned with broad, program-level focused learning goals for each degree program, rather than detailed learning goals by course or topic, which must be the responsibility of individual faculty members.

- Curricula management refers to the school's processes and organization for development, design, and implementation of each degree program's structure, organization, content, assessment of outcomes, pedagogy, etc. Curricula management captures input from key business school stakeholders and is influenced by assurance of learning results, new developments in business practices and issues, revision of mission and strategy that relate to new areas of instruction, etc.

Basis for Judgment

- Learning goals derive from and are consonant with the school's mission, expected outcomes, and strategies. Curricula management processes are guided by the school's mission, expected outcomes, and strategies. Curricula management processes align curricula for all programs with the school's mission, expected outcomes, and strategies.

- Learning goals and curricula reflect currency of knowledge. Appropriately qualified faculty members are involved in all aspects of curricula management, including the determination of learning goals and the design and ongoing revision of degree program content, pedagogies, and structure to achieve learning goals. The peer review team expects to see evidence of curricula improvement based on a systematic assurance of learning process.

- Depending on the teaching/learning models and the division of labor, curricula management facilitates faculty-faculty and faculty-staff interactions and engagement to support development and management of both curricula and the learning process.

- Learning goals and curricula reflect expectations of stakeholders. Schools incorporate perspectives from stakeholders, including organizations employing graduates, alumni, students, the university community, policy makers, etc., into curricula management processes.

- Learning goals are achieved. Systematic processes support assurance of learning and produce a portfolio of evidence demonstrating achievement of learning goals. These processes also produce a portfolio of documented improvements based on collected evidence. The school provides a portfolio of evidence for each business degree program to demonstrate that students meet the learning goals. Or, if assessment demonstrates that students are not meeting the learning goals, the school has instituted efforts to eliminate the discrepancy.

- Evidence of recent curricula development, review, or revision demonstrates the effectiveness of curricula/program management.

- Results of regular assessment activities should be reflected in changes to program curriculum.

Guidance for Documentation

- Describe processes for determining and revising learning goals, curricula management, and assurance of learning. Discuss mission, faculty, and stakeholder involvement in these processes.

- Show how curricula management processes have produced new or revised curricula for degree programs, describing the source of information that supports the new or revised program development.

- Discuss and provide evidence of faculty-faculty and faculty-staff interaction in curricula management processes.

- List the learning goals for each business degree program — this list should include both conceptual and operational definitions. Also, provide curriculum maps and assessment schedule, demonstrating regular assessment of learning goals.

- Provide a portfolio of evidence, including direct assessment of student learning, showing that students meet all of the learning goals for each business degree program. Or, if assessment demonstrates that students are not meeting learning goals, describe efforts that the unit has instituted to eliminate the discrepancy. Indirect assessments (e.g., employer satisfaction or alumni surveys, etc.) may

be used as part of the portfolio of evidence, to provide contextual information for direct assessment or information for continuous improvement.

- If the business school is subject to formalized regulations or quality assessment processes focused on the evaluation of student performance, and these processes are consistent with AACSB expectations and best practices, they 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 student performance and outcomes.

Standard 9: Curriculum content is appropriate to general expectations for the degree program type and learning goals. [CURRICULUM CONTENT]

Definitions

- Curriculum content refers to theories, ideas, concepts, skills, knowledge, etc., that make up a degree program. Content is not the same as learning goals. Learning goals describe the knowledge and skills students should develop in a program and set expectations for what students should do with the knowledge and skills after completing a program. Not all content areas need to be included as learning goals.

Basis for Judgment

- Contents of degree program curricula that result from effective curricula management processes normally include generally accepted sets of learning experiences to prepare graduates for business and management careers.

- Normally, curricula management processes result in curricula that address the broadly-defined skill and knowledge content areas described by the program types listed below. The lists are not intended to be exhaustive of all the areas that a curriculum should cover; in fact, the lists below are purposely general. It is up to schools to translate these general areas into expected competencies consistent with the degree program learning goals, students served, etc.

Bachelor's Degree Programs and Higher

All general management and specialist degree programs at the bachelor's, master's, and doctoral level would normally include learning experiences that address the following general skill areas and general business and management skill areas (higher level of mastery for master's and doctoral programs is expected):

General Skill Areas

- Written and oral communication (able to communicate effectively orally and in writing)
- Ethical understanding and reasoning (able to identify ethical issues and address the issues in a socially responsible manner)

- Analytical thinking (able to analyze and frame problems)
- Interpersonal relations and teamwork (able to work effectively with others and in team environments)
- Diverse and multicultural work environments (able to work effectively in diverse environments)
- Reflective thinking (able to understand oneself in the context of society)
- Application of knowledge (able to translate knowledge of business into practice)
- Integration of real-world business experiences

General Business Knowledge Areas

- Economic, political, regulatory, legal, technological, and social contexts of organizations in a global society
- Social responsibility, including sustainability, diversity and ethical behavior and approaches to management
- Financial theories, analysis, reporting, and markets
- Systems and processes in organizations, including planning and design, production/operations, supply chains, marketing, and distribution
- Group and individual behaviors in organizations and society
- Other specified areas of study related to concentrations, majors, or emphasis areas

Technology Agility

- Evidence-based decision making that integrates current and emerging technologies, including the application of statistical tools and techniques, data management, data analytics and information technology throughout the curriculum as appropriate
- Ethical use and dissemination of data, including privacy and security of data
- Understanding of the role of technology in society, including behavioral implications of technology in the workplace
- Demonstration of technology agility and a •glearn to learn•h mindset, including the ability to rapidly adapt to new technologies
- Demonstration of higher-order cognitive skills to analyze an unstructured problem, formulate and develop a solution using appropriate technology, and effectively communicate the results to stakeholders

General Business Master's Degree Programs

In addition to the general skill and knowledge areas, general business master's degree programs would normally include learning experiences in the following areas:

- Leading in organizational situations
- Managing in a diverse global context
- Thinking creatively
- Making sound decisions and exercising good judgment under uncertainty
- Integrating knowledge across fields

Specialized Business Master's Degree Programs

In addition to the general skill areas, specialized business master's degree programs would normally include learning experiences in the following areas:

- Understanding the specified discipline from multiple perspectives
- Framing problems and developing creative solutions in the specialized discipline
- Applying specialized knowledge in a diverse global context (for practice-oriented degrees) or
- Conducting high-quality research (for research-oriented degrees)

Doctorate Degree Programs

In addition to the general skill and knowledge areas and additional learning experiences for specialized master's degrees, doctoral degree programs normally would include:

- Advanced research skills for the areas of specialization leading to an original substantive research project
- Understanding of managerial and organizational contexts for areas of specialization
- Preparation for faculty responsibilities in higher education, including but not limited to teaching

Doctoral degrees normally would also include learning experiences appropriate to the type of research emphasized, as follows:

Programs emphasizing advanced foundational discipline-based research in an area of specialization:

- Deep knowledge of scholarly literature in areas of specialization

Programs emphasizing rigorous research for application to practice in a specified discipline:

- Understanding the scholarly literature across a range of business and management disciplines
- Preparation for careers applying research to practice

Guidance for Documentation

- Describe learning experiences appropriate to the areas listed in the basis for judgment, including how the areas are defined and fit into the curriculum.

- If a curriculum does not include learning experiences normally expected for the degree program type, explain why.

Standard 10: Curricula facilitate student-faculty and student-student interactions appropriate to the program type and achievement of learning goals. [STUDENT-FACULTY INTERACTIONS]

Basis for Judgment

- The level and quality of sustained, documented student-student and student-faculty interactions are consistent with the degree program type and achievement of learning goals. For any teaching/learning model employed,

students have opportunities to work together on some learning tasks and learn from each other in an inclusive environment.

- Student-faculty interactions involve all types of faculty members, particularly those faculty members who have primary responsibilities for program development, course development, course delivery, and evaluation. For any teaching/learning model employed, students have access to content experts (for instruction, dialogue, and feedback) in curricula and extracurricular situations for instruction.

- Curricula design and documented activities support alignment with the spirit and intent of the standard.

Guidance for Documentation

- Describe how curricula include opportunities for student-student and student-faculty interaction to facilitate learning across program types and delivery modes. Required and voluntary opportunities for interaction may be measured by review of syllabi, classroom observation, or other appropriate means.

- Summarize how student-student and student-faculty interactions are supported, encouraged, and documented across program types and delivery modes. Describe how the associated division of labor across faculty and professional staff supports these interactions. Demonstrate that all students have access to relevant content and learning process expertise.

- Document how student-student and student-faculty interactions are assessed for impact and quality across program types and delivery modes.

- Provide analysis of how the interactions are aligned with mission and the degree program portfolio.

Standard 11: Degree program structure and design, including the normal time-to-degree, are appropriate to the level of the degree program and ensure achievement of high-quality learning outcomes. Programs resulting in the same degree credential are structured and designed to ensure equivalence. [DEGREE PROGRAM EDUCATIONAL LEVEL, STRUCTURE, AND EQUIVALENCE]

Definitions

- Normal time-to-degree reflects the period of time (years, terms, etc.) that is customary to complete a full-time degree program. Local, provincial, or national norms, as well as the practice of other AACSB-accredited institutions, provide guidance to establish what constitutes normal time-to-degree.

- Teaching/learning models include traditional face-to-face classroom models, distance (online) models, blended models that employ face-to-face and distance

(online) components, other forms of technologically enhanced instruction, or any other form of instructional methodology.

Basis for Judgment

- Degree programs are structured and designed to support the content coverage, rigor, interactions, and engagement that are normally expected at this level of study. Expectations may vary dependent on the educational practices and structures in different world regions and cultures.

- Expectations for student effort for the same degree credentials are equivalent in terms of depth and rigor, regardless of delivery mode or location. The school is responsible for establishing, supporting, and maintaining the quality of learning that students must demonstrate to satisfy degree requirements, regardless of delivery mode or location.

- Normally, the majority of learning in traditional business subjects counted toward degree fulfillment (as determined by credits, contact hours, or other metrics) is earned through the institution awarding the degree.

- The school defines and broadly disseminates its policies for evaluating, awarding, and accepting transfer credits/courses from other institutions. These policies are consistent with its mission, expected outcomes, strategies, and degree programs. These policies should ensure that the academic work accepted from other institutions is comparable to the academic work required for the school's own degree programs. Competency based education (CBE) allows students to progress at their own pace, based on their ability to demonstrate proficiency with a specific skill or competency. CBE is categorized into two types: course/credit-based and direct assessment. Direct assessment CBE allows a student to receive credit toward a degree if they can demonstrate mastery of a competency. If CBE credit is awarded, normally the equivalent quality, including credit for prior learning, is assured via direct assessment of students. CBE credit should reflect a small percentage of the total academic program.

- If the school awards a business degree as part of a joint/partnership degree program, the expectation that the majority of business subjects counted toward degree fulfillment is earned at the institution awarding the degree can be met through the agreements supporting the joint/partnership degree program. However, in such joint programmatic efforts, the school must demonstrate that appropriate quality control provisions are included in the cooperative agreements and that these agreements are functioning to ensure high quality and continuous improvement. Such agreements should address and ensure that the joint/partnership programs: demonstrate mission alignment in the content they offer and the students they serve; have student admission criteria that are consistent for all students admitted by all partner institutions; deploy sufficient and qualified faculty at all partner institutions; and implement curricula management processes, including assurance of learning processes, which function for the entire program, including components delivered by

partner or collaborating institutions. Furthermore, the school should demonstrate appropriate, ongoing oversight and engagement in managing such programs. If such joint degree programs involve partners that do not hold AACSB accreditation, quality and continuous improvement must be demonstrated.

Guidance for Documentation

- Show that degree program structure and design expectations are appropriate to the level of degree programs, regardless of delivery mode or location.

- Demonstrate that expectations across educational programs that result in the same degree credentials are equivalent, regardless of delivery mode, location, or time to completion. Schools should document this equivalence with direct assessment of student performance as part of the Assurance of Learning system, results and analysis.

- Schools will be expected to describe the amount of effort normally required to complete the degree. The descriptive characteristics will differ by the pedagogical and delivery characteristics of the degree. Traditional, campus-based education may be described by contact hours, credit hours, or course equivalencies. Distance learning programs may require other metrics and may depend more heavily on demonstration of achievement of learning outcomes. The school should assist accreditation reviewers by clarifying the delivery modes and the kinds and extent of student effort involved in degree programs and by demonstrating that the spirit and intent of these standards are met by such programs.

Standard 12: The school has policies and processes to enhance the teaching effectiveness of faculty and professional staff involved with teaching across the range of its educational programs and delivery modes. [TEACHING EFFECTIVENESS]

Basis for Judgment

- The school has a systematic process for evaluating quality as an integral component of the faculty and professional staff performance review process. This process should extend beyond student evaluations of teaching and include expectations for continuous improvement.

- The school provides development activities focused on teaching enhancement to all faculty members, appropriate professional staff, and graduate students who have teaching responsibilities across all delivery modes.

- Faculty are adequately prepared to teach while employing the modalities and pedagogies of degree programs.

- Faculty are adequately prepared to teach diverse students and perspectives in an inclusive environment

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- Faculty and professional staff substantially participate in teaching enhancement activities.

Guidance for Documentation

- Describe how faculty and professional staff teach while employing the modalities and pedagogies of degree programs, as well as provide evidence of the effectiveness of their delivery and preparation. Discuss how the school ensures that the faculty and professional staff engaged in different teaching/ learning models have the competencies required for achieving quality.

- Describe how the school evaluates teaching performance across its various program delivery models and how this process affects faculty and related professional staff.

- Describe continuous improvement and development initiatives for faculty and professional staff that focus on teaching enhancement and student learning for a diverse student body. Document faculty and staff participation in these initiatives over the past five years.

- Summarize awards or other recognitions that faculty and professional staff have received for outstanding teaching and professional support of student learning.

- Document innovative and/or effective teaching practices that have had significant, positive impact on student learning.

Academic and Professional Engagement

Business schools are professional schools in that they exist at the intersection of theory and practice. In this context, it is important for a school to be firmly grounded in both the academic study and the professional practice of business and management. Business schools can achieve effective business education and impactful research by striking different balances between academic study and professional engagement. However, if schools largely ignore one side or the other, both their degree programs and scholarly output will suffer. Accreditation should encourage an appropriate balance and integration of academic and professional engagement consistent with quality in the context of a school's mission.

Most important, academic study and professional engagement within a business school are not separate activities; rather, they intersect in significant ways. This section of the accreditation standards is designed to foster such integration and intersection in ways that are appropriate to the mission of the school. It identifies three critical activities that help schools connect theory and practice: (a) the teaching and learning activities fostered by degree program curricula that highlight the importance of student engagement and experiential learning; (b) executive education activities; and (c) the initial preparation, development, and ongoing engagement activities of faculty.

Standard 13: Curricula facilitate student academic and professional engagement appropriate to the degree program type and learning goals. [STUDENT ACADEMIC AND PROFESSIONAL ENGAGEMENT]

Definitions

- Student academic and professional engagement occurs when students are actively involved in their educational experiences, in both academic and professional settings, and when they are able to connect these experiences in meaningful ways.

Basis for Judgment

- For any teaching and learning model employed, students give the appropriate attention and dedication to the learning materials and maintain their engagement with these materials even when challenged by difficult learning activities.

- For any teaching and learning model employed, degree program curricula include approaches that actively engage and include all students in learning. Many pedagogical approaches are suitable for challenging students in this way — problem-based learning, projects, simulations, etc.

- For any teaching and learning model employed, the school provides a portfolio of experiential learning opportunities for business students, through either formal coursework or extracurricular activities, which allow them to engage with faculty and active business leaders. These experiential learning activities provide exposure to business and management in both local and diverse global contexts.

- While all curricula should facilitate both academic and professional engagement, the amount and balance depend on a variety of factors, including degree program type, expected outcomes, and experience levels of incoming students.

- Students are able to connect their academic and professional experiences in meaningful ways consistent with the degree program type and learning goals.

Guidance for Documentation

- Document curricula approaches that actively engage and include students in academic learning across program types and teaching/learning models employed. The outcomes of the learning process in the form of projects, papers, presentations, examination performances, and other demonstrations of learning, should show clear evidence of significant active student engagement in learning.

- Document experiential learning activities that provide business students with knowledge of and experience in the local and global practice of business and management across program types and teaching/learning models employed. These experiential learning activities may include field trips, internships, consulting projects, field research, interdisciplinary projects, extracurricular activities, etc.

- Demonstrate that approaches to academic and professional engagement are sufficient for and consistent with the degree program type and learning goals.

Standard 14: If applicable, executive education (activities not leading to a degree) complements teaching and learning in degree programs and intellectual contributions. The school has appropriate processes to ensure high quality in meeting client expectations and continuous improvement in executive education programs. [EXECUTIVE EDUCATION]

Definitions

- Executive education involves educational activities that do not lead to a degree but have educational objectives at a level consistent with higher education in management. Examples include corporate training or professional development seminars.

Basis for Judgment

- This standard is applicable if executive education is an important part of the mission, strategy, and educational activities of the school. Although there is no pre-established minimum to be considered •gsignificant•h or •gmaterial,•h normally if five percent or more of total school annual resources are generated from executive education as defined above, this standard should be addressed. A school may request that executive education be included in the accreditation review if it is less than five percent or excluded from the accreditation review if it is more. A school should justify such a request.

- The school's involvement in executive education enhances the quality of student learning in degree programs and supports the generation of intellectual contributions from faculty. Similarly, executive education is enhanced by the degree program and scholarly activities.

- As a significant point of professional engagement, the school has effective processes to determine the extent to which client expectations are met and to identify and develop opportunities for improvement.

Guidance for Documentation

- Describe the portfolio of executive education programs, identifying who the intended audiences are, what levels of education the members of this audience possess, how the program portfolio is aligned with the school's mission and strategy, and how the executive education program makes a contribution to mission achievement.

- Discuss how the school's executive education programs, degree programs, and intellectual contributions complement each other, giving examples when appropriate.

- Where executive education participation leads to opportunities for degree program admission, document the process and provide evidence of the success of degree program graduates admitted through this process.

- Describe processes for ensuring that client expectations are met consistently, summarize feedback from these processes, and demonstrate the impact of these processes on enhancing executive education programs.

Standard 15: The school maintains and strategically deploys participating and supporting faculty who collectively and individually demonstrate significant academic and professional engagement that sustains the intellectual capital necessary to support high-quality outcomes consistent with the school's mission and strategies. [FACULTY QUALIFICATIONS AND ENGAGEMENT]

Definitions

- Initial academic preparation is assessed by earned degrees and other academic credentials. Initial professional experience is assessed by the nature, level, and duration of leadership and management position(s) in the practice of business and/or other types of organizational work.

- Sustained academic and professional engagement is combined with initial academic preparation and initial professional experience to maintain and augment qualifications (i.e., currency and relevance in the field of teaching) of a faculty member over time.

- Academic engagement reflects faculty scholarly development activities that support integration of relevant, current theory of business and management consistent with the school's mission, expected outcomes, and supporting strategies.

- Professional engagement reflects faculty practice-oriented development activities that support integration of relevant, current practice of business and management consistent with the school's mission, expected outcomes, and supporting strategies.

- Qualified faculty status applies to faculty members who sustain intellectual capital in their fields of teaching, demonstrating currency and relevance of intellectual capital to support the school's mission, expected outcomes, and strategies, including teaching, scholarship, and other mission components. Categories for specifying qualified faculty status are based on the initial academic preparation, initial professional experience, and sustained academic and professional engagement as described below.

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

— Scholarly Academics (SA) sustain currency and relevance through scholarship and related activities. Normally, SA status is granted to newly hired faculty members who earned their research doctorates within the last five years prior to the review dates. Subsequent to hiring, SA status is sustained as outlined below.

— Practice Academics (PA) sustain currency and relevance through professional engagement, interaction, and relevant activities. Normally, PA status applies to faculty members who augment their initial preparation as academic scholars with development and engagement activities that involve substantive linkages to practice, consulting, other forms of professional engagement, etc., based on the faculty members' earlier work as an SA faculty member. PA status is sustained as outlined below.

— Scholarly Practitioners (SP) sustain currency and relevance through continued professional experience, engagement, or interaction and scholarship related to their professional background and experience. Normally, SP status applies to practitioner faculty members who augment their experience with development and engagement activities involving substantive scholarly activities in their fields of teaching. SP status is sustained as outlined below.

— Instructional Practitioners (IP) sustain currency and relevance through continued professional experience and engagement related to their professional backgrounds and experience. Normally, IP status is granted to newly hired faculty members who join the faculty with significant and substantive professional experience as outlined below. IP status is sustained as outlined below.

• Documenting faculty qualification status requires the school to demonstrate faculty members are either "Scholarly Academics," "Practice Academics," "Scholarly Practitioners" or "Instructional Practitioners". Those individuals who do not meet the criteria for these categories will be classified as "Other."

• Total faculty resources — The aggregate or total faculty resources (SA, PA, SP, IP, and other) is the sum of all full and partial (based on a measure of percent-of-time devoted to the school's mission) assignments. For example, if a school has 12 faculty members who are 100 percent devoted to the mission and seven faculty members who are only 50 percent devoted to mission, total faculty resources equal 15.5.

Basis for Judgment

• The school must develop appropriate criteria consistent with its mission for the classification of faculty according to initial academic preparation, professional experience, ongoing scholarship, and ongoing professional engagement. The standard provides guidance only; each school should adapt this guidance to its particular situation and mission by developing and

implementing criteria that indicate how the school is meeting the spirit and intent of the standard. The critical factor in determining whether faculty members bring current and relevant information is the alignment of their engagement activities with their primary teaching responsibilities and with the overall mission, expected outcomes and strategies of the school. Schools should develop specific policies to provide criteria by which qualifications status is granted and maintained. These criteria should address the following:

— The combinations of academic preparation and professional experience required of faculty at the time of hiring, as well as the types of academic and professional development activities required of faculty after they have been hired in order for them to sustain their qualification status.

— How it assigns priority and value to different continuing academic and professional engagement activities; how such assignments support its portfolio of SA, PA, SP, and IP faculty; and how this portfolio of faculty supports its mission, expected outcomes, and strategies.

— The qualitative standards it requires for various, specified development activities and illustrates the ways that it assures the quality of these activities.

— The depth, breadth, and sustainability of academic and professional engagement (linked to reasonable outcomes) that faculty members are expected to undertake within the typical five-year AACSB review cycle in order to maintain their qualification status.

These criteria may apply to the faculty resources as a whole or to segments of the faculty (e.g., by level, nature of teaching responsibilities and/or students served). Criteria for granting and for maintaining various qualifications for participating faculty who also hold significant administrative appointments (e.g., deans, associate deans, department head/chairs, or center directors) in the business school may reflect these important administrative roles.

- Normally, a doctoral degree emphasizing advanced foundational discipline-based research is appropriate initial academic preparation for SA and PA status, and there must be ongoing, sustained, and substantive academic and/or professional engagement activities supporting SA and PA status. Individuals with a graduate degree in law will normally be considered SA or PA for teaching business law and legal environment of business, subject to ongoing, sustained, and substantive academic and/or professional engagement activities demonstrating currency and relevance related to the teaching field.

- Faculty who have earned a doctoral degree will normally be considered SA or PA (depending on the nature of the doctoral degree and the school's criteria) for a maximum of 5 years from the date the degree is awarded. Doctoral students who have achieved ABD status will normally be considered SA or PA (depending on the nature of the doctoral degree and the school's criteria) for a maximum of 3 years from the date that ABD status is achieved.

- Individuals with a graduate degree in taxation or an appropriate combination of graduate degrees in law and accounting will normally be considered SA or PA to teach taxation subject to continued, sustained academic and professional engagement that demonstrates relevance and currency in the field of teaching.

- For SA and PA status, the less related faculty members' doctoral degrees are to their fields of teaching, the more they must demonstrate higher levels of sustained, substantive academic and/or professional engagement to support their currency and relevance in their fields of teaching and their contributions to other mission components. In such cases, the burden of proof is on the school to make its case for SA or PA status.

- If individuals have doctoral degrees that are less foundational disciplined-based research-oriented or if their highest degrees are not doctorates, then they must demonstrate higher levels of sustained, substantive academic and/or professional engagement activities to support their currency and relevance in their fields of teaching and their contributions to other mission components. The burden of proof is on the school 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%) of cases in which individuals without doctoral degrees also have SA or PA status.

- Academic and professional engagement activities must be substantive and sustained at levels that support currency and relevance for the school's mission, expected outcomes, and strategies. Engagement can result from the work of a single faculty member, collaborations between and among multiple faculty, or collaborations between faculty and other scholars and/or practitioners.

- Normally, faculty members may undertake a variety of academic engagement activities consistent with the school's mission-linked research of business and management to support maintenance of SA status. A non-exhaustive list of academic engagement activities may include the following:

  — Scholarly activities leading to the production of scholarship outcomes as documented in Standard 2

  — Relevant, active editorships with academic journals or other business publications

  — Service on editorial boards or committees

  — Validation of SA status through leadership positions, participation in recognized academic societies and associations, research awards, academic fellow status, invited presentations, etc.

- Normally, faculty may undertake a variety of professional engagement activities to interact with business and management practice to support maintenance

of PA status. A non-exhaustive list of professional engagement activities may include the following:

— Consulting activities that are material in terms of time and substance

— Faculty internships

— Development and presentation of executive education programs

— Sustained professional work supporting qualified status

— Significant participation in business professional associations, professional standard-setting bodies or policy-making bodies

— Practice-oriented intellectual contributions detailed in Standard 2

— Relevant, active service on boards of directors

— Documented continuing professional education experiences

— Participation in professional events that focus on the practice of business, management, and related issues

— Participation in other activities that place faculty in direct contact with business or other organizational leaders

- Normally, at the time that a school hires an IP or SP faculty member, that faculty member's professional experience is current, substantial in terms of duration and level of responsibility, and clearly linked to the field in which the person is expected to teach.

- The less related the faculty member's initial professional experience is to the field of teaching or the longer the time since the relevant experience occurred, the higher the expectation is for that faculty member to demonstrate sustained academic and/or professional engagement related to the field of teaching in order to maintain professional qualifications.

- Normally, IP and SP faculty members also have master's degrees in disciplines related to their fields of teaching. In limited cases, IP or SP status may be appropriate for individuals without master's degrees if the depth, duration, sophistication, and complexity of their professional experience at the time of hiring outweighs their lack of master's degree qualifications. In such cases, the burden of proof is on the school to make its case.

- For sustained SP status, a non-exhaustive list of academic and professional engagement activities may include the following:

— Relevant scholarship outcomes as documented in Standard 2

— Relevant, active editorships with academic, professional, or other business/management publications

— Service on editorial boards or committees

— Validation of SP status through leadership positions in recognized academic societies, research awards, academic fellow status, invited presentations, etc.

— Development and presentation of continuing professional education activities or executive education programs

— Significant participation in academic associations, professional standard-setting bodies or policy-making bodies

- For sustained IP status, a non-exhaustive list of professional engagement activities and interactions may include the following:

— Consulting activities that are material in terms of time and substance

— Faculty internships

— Development and presentation of executive education programs

— Sustained professional work supporting IP status

— Significant participation in business professional associations, professional standard-setting bodies or policy-making bodies

— Relevant, active service on boards of directors

— Documented continuing professional education experiences

— Documented professional certifications in the area of teaching

— Participation in professional events that focus on the practice of business, management, and related issues

— Participation in other activities that place faculty in direct contact with business and other organizational leaders

- The school's blend of SA, PA, SP, and IP faculty members in support of degree programs, locations, and disciplines and other mission components must result from a strategic choice and be consistent with the school's mission, expected outcomes, and strategies. Making reference to Tables 15-2 and 15-1, the school describes how deployment of faculty has changed during the past five-years and articulates a well-developed plan for future faculty recruitment and deployment of qualified faculty in alignment with standards 15 and 2, in light of the school's mission, strategies, expected outcomes and program mix.

- Normally, 90 percent of faculty resources are Scholarly Academics (SA), Practice Academics (PA), Scholarly Practitioners (SP), or Instructional Practitioners (IP).

- Normally, 40 percent of faculty resources are Scholarly Academics (SA). Normally, 60 percent of faculty resources are Scholarly Academics (SA), Practice Academics (PA), or Scholarly Practitioners (SP).

- In the aggregate, qualifications in the school's portfolio of participating and supporting faculty members are sufficient to support high-quality performance in all activities in support of the school's mission, expected outcomes, and strategies.

- The school ensures students in all programs, disciplines, locations, and delivery modes are supported by high-quality learning experiences delivered or directed by an appropriate blend of qualified faculty that is strategically deployed and supported by an effective learning infrastructure. For example, schools with research doctoral and research master's degree programs are expected to have higher percentages of SA and PA faculty, maintain a strong focus on SA faculty, and place high emphasis on faculty who possess research doctoral degrees and who undertake scholarly activities to maintain SA status. Schools that emphasize practice-oriented degrees may have a more balanced approach to the distribution of SA, PA, SP, IP, and other faculty members, subject to the limitations in the stated guidance and criteria that place high emphasis on a balance of theory and practice.

- Qualified faculty are appropriately distributed across all programs, disciplines, locations, and delivery modes. The deployment of faculty resources is consistent with mission, expected outcomes, and strategies.

Guidance for Documentation

General Guidance

- The school should provide its policies related to faculty qualifications, summarize its approach to the deployment of faculty resources across the business school, and explain how this approach is consistent with its mission, strategies, and expected outcomes.

- In cases of non-alignment with this standard, provide justification and evidence of overall high-quality. For example, disciplines such as tax, cybersecurity, brand management or other emerging disciplines may necessitate a different faculty staffing model.

- The school must provide information on each faculty member. Included should be evidence to support the classification of each faculty member. This information may be provided in the form of academic vitae or equivalent documents, but must include sufficient detail as to actions, impacts, and timing to support an understanding of faculty engagement activities and their impact on the deployment of qualified faculty resources.

- If the school offers a joint and/or dual degree with another institution, the faculty from the partner institution teaching courses in the curriculum for the home institution's degree must be included in Tables 15-1 and 15-2.

- Deployment of qualified faculty is a strategic decision. In addition to Tables 15-2 and 15-1 that show faculty deployment during the year of record for an accreditation review, schools should provide, using a narrative, changes in the deployment of all classifications of faculty in the past five years and the strategies and plans for recruitment and deployment of qualified faculty in the next five years. Schools should articulate how the recruitment and deployment of faculty aligns with Standards 2 and 15.

- For interdisciplinary programs, faculty teaching non-business courses should not be included in Tables 15-1 or 15-2. Traditional business areas are described in Eligibility Criteria D.

- Describe the qualifications of teaching assistants, tutors, instructors, or other support staff involved in alternative delivery models. Provide evidence that describes how such models maintain high quality outcomes.

Completion of Table 15-1

- Table 15-1 must be completed to document the qualification status of participating and supporting faculty members, the percent of their time that is devoted to mission, and the ways their work aligns with the objective expectations detailed above. Table 15-1 must not include faculty members who left prior to the normal academic year reflected in the table. Table 15-1 must include faculty members who joined the business school during the normal academic year reflected in the table. Peer review teams may request documentation for additional years; for individual terms; or by program, location, delivery mode, and/or disciplines.

- This summary information is useful in assisting the peer review team in its initial assessment of alignment with Standards 5 and 15. The summary information allows the team to effectively focus its in-depth review of individual faculty vitae or other documents supporting the conclusions presented in the table. List all faculty contributing to the mission of the school, including participating and supporting faculty, graduate students who have formal teaching responsibilities, and administrators holding faculty rank. For faculty not engaged in teaching, leave columns 4 and 5 (Faculty Sufficiency) blank. Faculty who left during the time frame would ordinarily not be included. Faculty members who joined the school for any part of the time frame are to be included. The school must explain the "normal academic year" format/schedule. Peer review teams may request documentation for additional years; for individual terms; or by programs, location, delivery mode, and/or discipline.

- The measure of "teaching productivity" must reflect the operations of the business school, e.g., student credit hours (SCHs), European Credit Transfer

Units (ECTUs), contact hours, individual courses, modules, or other designations that are appropriately indicative of the teaching contributions of each faculty member. Concurrence on all aspects of the metric must be reached with the peer review team early in the review process. If a faculty member has no teaching responsibilities, he or she must be listed and reflected in the qualifications section of the table. Online courses should use the same teaching metric being used for in-person courses and the manner in which this is calculated should be described.

- Indicate the normal professional responsibilities of each faculty member using the following guide: UT for undergraduate teaching; MT for master's level teaching; DT for doctoral level teaching/mentoring; ADM for administration; RES for research; ED for executive education; SER for other service and outreach responsibilities. A faculty member may have more than one category assigned. Individuals who teach only in non-credit executive education programs should not be listed in this table.

- For faculty qualifications based on engagement activities, faculty members may be Scholarly Academic (SA), Practice Academic (PA), Scholarly Practitioner (SP), Instructional Practitioner (IP), or Other (O). Faculty members should be assigned one of these designations based on the school's criteria for initial qualifications and continuing engagement activities that support currency and relevance in the teaching field and to support other mission components. Faculty may meet the school's criteria for more than one category (e.g. SA and PA) but must be listed in only one category. Doctoral students who have obtained ABD status are normally considered SA or PA (depending on the nature of the doctoral degree) for 3 years. Faculty who have earned a doctoral degree will normally be considered SA or PA (depending on the nature of the doctoral degree) for 5 years from the date the degree is awarded. The "Other" category should be used for those individuals holding a faculty title but whose qualifications do not meet the criteria established by the school for SA, PA, SP, or IP status.

- The "percent of time devoted to mission" reflects each faculty member's contributions to the school's overall mission during the period of evaluation. Reasons for less than 100 percent might include part-time employment, shared appointment with another academic unit, or other assignments that make the faculty member partially unavailable to the school. A full-time faculty member's percent of time devoted to mission is 100 percent. For doctoral students who have formal teaching duties, the percent of time devoted to mission should reflect their teaching duties only, and not any other activities associated with their roles as a student, e.g., work on a dissertation. For example, a doctoral student who teaches one class over the normal academic year, and a part-time faculty member whose responsibilities are limited to the same level of activity, should be assigned the same "percent of time devoted to mission." A faculty member teaching in more than one discipline may be listed multiple times, but the percent of time devoted to mission should be reflected proportionally in each discipline and not be more than 100 percent. For part-time faculty, the expected percentage is less than 100 percent and should reflect

the amount of time devoted to the mission. If a school used a full-time equivalent (FTE) human resources system, then the FTE may be a reasonable approximation for "percent of time devoted to mission." In the absence of an FTE system, the school should have a rational manner of assigning the percentage to part-time faculty that is agreed to by the Peer Review Team well in advance of the submission of the report.

Completion of Table 15-2

- The school should provide an analysis of the deployment of SA, PA, SP, IP, and other faculty by degree program level (bachelor's, master's, doctoral). Bachelor's degrees can be combined into one line; postgraduate degrees should be broken out by degree program. The school must complete Table 15-2 in the format provided in this document to demonstrate deployment of faculty resources across each degree program level. Deployment should be consistent with mission, expected outcomes, and strategies. Peer review teams may request more detail related to a discipline, program, delivery mode, and/or location.

- Provide information for the most recently completed normal academic year. Percentages should be provided for each individual degree program. Each cell represents the percent of total teaching (whether measured by credit hours, contact hours, courses taught or another metric appropriate to the school) for each degree program at each level, by faculty qualifications status. Peer review teams may also request faculty deployment by program location and/or delivery mode. The sum across each row should total 100 percent. Provide a brief analysis that explains the deployment of faculty, as noted above, to mission, expected outcomes, and strategies.

- All cells should be formatted consistently and reflected as percentages (e.g. 40%).

Faculty Portfolio			Faculty Sufficiency Related to Teaching (Std. 5) SCHs, ECTUs, contact hours, or courses		Normal Professional Responsibilities³	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:

- Overall guideline: P/(P+S) $\geq 75\%$
- Guideline by discipline, location, delivery mode, or program: P/(P+S) $\geq 60\%$

Faculty Qualifications Indicators:

- 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 I

Examples of Impact Metrics in Support of Documentation

Examples of metrics that schools might use to assess the impact of their activities, including scholarship and the creation of intellectual contributions, are provided below. Some activities, including scholarship, may have multiple impacts, while others have limited or no impact. Sometimes the impact of an activity or intellectual contribution may not be known or identifiable for a number of years. It is also important to note that evidence that intellectual contribution outcomes have "made a difference" may result from a single outcome produced by one or more faculty members and/or students, a series or compilations of works, or collaborative work with colleagues at other institutions or in practice. The list of categories and examples provided in this appendix is not intended to be limiting or exhaustive. Schools may identify and report other examples not included below, including impact on constituencies, such as society, community, business practitioners, students, alumni, etc.

Mission Alignment Impact

• Alignment of intellectual contribution outcomes with themes or focus areas valued by the business school's mission (e.g., global development, entrepreneurship, innovation)

• Percentage of intellectual contribution outcomes that align with one or more "mission-related" focus areas for research

• Percentage of faculty with one or more intellectual contribution outcomes that align with one or more mission-related focus areas

• Research awards and recognition that document alignment with one or more "mission-related" focus areas for research

• Substantive impact and carry-forward of mission as stated in Standard 1 and as referenced throughout the remaining accreditation standards

• Linkage between mission as stated in Standard 1 and financial history and strategies as stated in Standard 3

Academic Impact

• Publications in highly recognized, leading peer-review journals (journals in a designated journal list, Top 3, Top 10, etc.)

• Citation counts

• Evidence of impact on stakeholders and society such as changes in business practices, professional standards, or public policy

- Case studies that document the impact of intellectual contributions on stakeholders and society

- Download counts for electronic journals

- Editorships, associate editorships, editorial board memberships, and/or invitations to act as journal reviewers for recognized, leading peer-review journals

- Elections or appointments to leadership positions in academic and/or professional associations, standards setting bodies and professional societies

- Recognitions for research (e.g., Best Paper Award), Fellow Status in an academic society, and other recognition by professional and/or academic societies for intellectual contribution outcomes

- Invitations to participate in research conferences, scholarly programs, and/or international, national, or regional research forums

- Inclusion of academic work in the syllabi of other professors' courses

- Use of academic work in doctoral seminars

- Competitive grants awarded by major national and international agencies (e.g., NSF and NIH) or third-party funding for research projects

- Patents awarded

- Appointments as visiting professors or scholars in other schools or a set of schools

Teaching/Instructional Impact

- Grants for research that influence teaching/pedagogical practices, materials, etc.

- Case studies of research leading to the adoption of new teaching/learning practices

- Textbooks, teaching manuals, etc., that are widely adopted (by number of editions, number of downloads, number of views, use in teaching, sales volume, etc.)

- Publications that focus on research methods and teaching

- Research-based learning projects with companies, institutions, and/or non-profit organizations

- Instructional software (by number of programs developed, number of users, etc.)

- Case study development (by number of studies developed, number of users, etc.)

Bachelor's/Master's Level Education Impact

- Mentorship of student research reflected in the number of student papers produced under faculty supervision that lead to publications or formal presentations at academic or professional conferences

- Documented improvements in learning outcomes that result from teaching innovations that incorporate research methods from learning/pedagogical research projects

- Results from engagement of students in consulting or business based projects

- Increased recruitment, retention, graduation, placement of under-represented student populations

- New venture formation

- Hiring/placement of students

- Career success of graduates beyond initial placement

- Placement of students in research-based graduate programs

- Direct input from organizations that hire graduates regarding graduates' preparedness for jobs and the roles they play in advancing the organization

- Movement of graduates into positions of leadership in for-profit, non-profit, and professional and service organizations

Doctoral Education Impact

- Hiring/placement of doctoral students, junior faculty, and post-doctoral research assistants

- Publications of doctoral students and graduates

- Invited conference attendance, as well as awards/nominations for doctoral students/graduates

- Research fellowships awarded to doctoral students/graduates

- Funding awards for students engaged in activities related to doctoral research

- Case studies that document the results of doctoral research training activities, such as the transfer of knowledge to industry and impact on corporate or community practices

- Research outputs of junior faculty members (including post-doctoral junior professors, assistant professors, doctoral research assistants, and doctoral students) that have been influenced by their mentors/supervisors

Practice/Community Impact

- Media citations (e.g., number, distribution, and effect)

- Requests from the practice community to utilize faculty expertise for consulting projects, broadcast forums, professional development activities, researcher-practitioner meetings, faculty/student consulting projects, etc.

- Publications in practitioner journals or other venues aimed directly at improving management expertise and practice

- Consulting reports resulting from the engagement of faculty and students

- Research income from various external sources, such as industry and community/governmental agencies to support individual and collaborative research activities

- Community enhancement outcomes resulting from the engagement of faculty and students in community issues

- Case studies based on research that has led to solutions to business problems

- Adoption of new practices or operational approaches as a result of faculty scholarship

- Presentations and workshops for business professionals

- Invitations for faculty to serve as experts on policy formulation, witnesses at legislative hearings, members of special interest groups/roundtables, etc.

- Tools/methods developed for companies

- Memberships on boards of directors of corporate and non-profit organizations

- Memberships on professional standards setting bodies or policy-making bodies

Executive Education Impact

- Sustained and consistent involvement of research-active faculty in executive education programs

- Sustained success of executive education programs based on demand, level of participation, and repeat business

- Market research confirming value of executive education programs delivered by research-active faculty

- Consulting activities of research active faculty that stem from participation in executive education activities

- Inclusion of cases and other materials in degree programs that can be identified as resulting from executive education activity

- Partnerships between the school and organizations that participate in executive education programs, which benefit the school's teaching, research, and other activities and programs

- Involvement of executive education participants and their organizations in the teaching mission of the school (e.g., executive-in-residence program)

- Linkage between organizations participating in executive education and student internships, as well as placement of graduates in entry-level positions

Research Center Impact

- Invitations by governmental or other agencies/organizations for center representatives to serve on policy-making bodies

- Center research projects funded by external governmental, business, or non-profit agencies

- Continued funding (e.g., number of donors, scale of donations)

- Number of web visits to research center website (e.g., tracking data from Google Analytics)

- Number of attendees (representing academics, practitioners, policymakers, etc.) at center-sponsored events

- Sustained research center publications that are funded by external sources or that are highly recognized as authoritative sources of analysis and perspectives related to the center's core focus

Appendix II

A Collective Vision for Business Education: Utilizing the Framework within the Context of Strategic Planning & Accreditation Reviews

This Appendix provides a brief overview of the opportunities outlined within A Collective Vision for Business Education, and draws on them to suggest some prompts for exploration within the school's strategic planning and strategic innovation efforts. In addition, many schools will find opportunities to explore these questions and others related to the Vision in discussion with mentors, peer reviewers, and others acting formally or informally in an advisory capacity. A broader suite of resources is available at www.aacsb.edu/vision.

This appendix is provided in support of the school's strategic planning process. Schools are not required to adopt any portion of the Collective Vision for Business Education, or the opportunities identified in the report, to align with the AACSB accreditation standards.

In April 2016, AACSB released A Collective Vision for Business Education. The result of a multi-year process of collaborative research and exploration, the Collective Vision for Business Education draws on inputs from business schools and stakeholders of business education. The Vision identifies five broadly defined areas of opportunity for business schools to consider as they seek positive societal impact, aligned with shifting stakeholder needs, through innovation and engagement.

A Collective Vision for Business Education is a strategic innovation and strategic planning complement to the quality assurance focus of the Eligibility Procedures and Accreditation Standards for Business Accreditation. It aims to encourage and empower schools "to transform — in some ways gradually and in other ways dramatically — to address the needs of the students they educate and the stakeholders they serve." Through accreditation reviews, the quality and success of a school is assessed in relation to its mission, expected outcomes, and supporting strategies. A Collective Vision for Business Education similarly provides a framework for exploring — and for raising in consultative discussions with accreditation reviewers — opportunities to leverage the school's unique circumstances to strengthen and evolve the value it provides, in areas that stretch the boundaries of the ways that business schools have traditionally defined themselves.

Five Opportunities to Thrive

Five key opportunities call for schools to draw on existing strengths to extend their impact and evolve in new directions. These are opportunities for business schools to embrace roles as:

1. *Catalysts for Innovation:* Entrepreneurship and management innovation will continue to drive new business creation and economic development in the

future. With their multi-disciplinary approaches, strong networks, and the power to convene across sectors, business schools possess significant assets for taking a leading role in fostering innovation in society.

2. *Co-Creators of Knowledge:* Today's business, economic, and social landscapes face questions that are complex and multidisciplinary. New insights and understanding will emerge where business schools firmly position themselves at the intersection of industry and practice, as conveners and partners in knowledge creation, rather than simply suppliers.

3. *Hubs of Lifelong Learning:* Business schools have the potential to contribute to learning opportunities for a wide variety of individuals, at different points in their career life cycles. By connecting expertise and experiences, business schools will broaden the possibilities for learning and knowledge exchange.

4. *Leaders on Leadership:* Aspiring leaders will benefit from better science behind leadership development. With experience in executive education, domain knowledge, and their industry connections, business schools can lead the discovery of new data-informed insights into effective leadership and leadership development models that support ethical business and serve the common good.

5. *Enablers of Global Prosperity:* Business is increasingly expected to be an active participant in addressing broad societal goals and social challenges. Business schools contribute to global measures of well-being that go far beyond wealth creation. Business schools must continue to lead in the development of insights regarding effective, efficient, and ethical organizations, and also provide graduates with frameworks for driving inclusive, positive impact.

Three Critical Success Factors

Successfully embracing the five opportunities outlined above depends on commitments to collaboration and experimentation. More specifically, success requires business schools to:

1. *Cultivate a position at the intersection of academia and practice.* Business schools and organizations across industries and sectors must co-educate and develop managerial talent, co-create new ideas and understanding, and innovate to establish new business.

2. *Connect with other disciplines.* Business schools should seize opportunities to reinforce and expand the models and incentives that support interdisciplinary research and the structures to facilitate interdisciplinary learning.

3. *Be a driver of innovation in higher education.* Business schools have an opportunity to help lead transformation in the models and processes for education, knowledge creation, and economic development, through incremental change as well as uncommon strategies and solutions.

Questions for Exploration and Discussion:

The questions that follow draw on the opportunities and critical success factors identified in A Collective Vision for Business Education to help frame discussions about the business school's evolving strategies, tactics, and metrics for success. They can be used in strategic planning exercises as well as for exploratory and consultative discussions with the school's mentor, peer review team, or in reports that are submitted to an AACSB Accreditation Operating Committee (IAC, CIRC or AAC). The accreditation process, after all, exists to not only provide an assessment of overall high-quality and alignment with the accreditation standards but to also provide consultative guidance and provoke reflection and further exploration about possibilities for continued evolution in the spirit of continuous improvement.

While the questions below are framed with A Collective Vision for Business Education in mind, they could easily be inclusive of other frameworks as well.

1. For which of the five identified opportunities and three critical success factors could we make a strong case that the business school is currently either:
   a. Embracing this role (or a variation of it) as an inherent and highly recognizable part of the school's identity and activities; or
   Pushing the boundaries of traditionally defined business school models and roles, with uncommon strategies and solutions?

2. How does (or could) the school redefine the generically defined opportunities as a set of more customized calls to action that are linked to and supportive of the school's mission and context, and specific global or local challenges that need addressing?

3. How might the school more fully embrace these roles and calls to action through additional attention in other existing areas of strategic focus or activity? Through development of new strategies or concepts that support the desired strategic market position and desired societal impacts of the school?

4. What relationships — with inter-disciplinary, business, and community partners — will be essential for moving deeply, strategically, and successfully in pursuit of these opportunities? How might existing relationships need to evolve and what new collaborations might be pursued?

5. What are the possibilities for experimenting with new models and processes to enable the shifts that are envisioned? Is there alignment between "what is valued" and what gets reinforced and rewarded? What metrics would be used to measure success? In what ways–both enabling and constraining–do quality assurance systems at the national, regional or AACSB level influence experimentation?

6. What new opportunities might emerge for business schools to make the case directly to their customers — and their supporters — that they deliver on their promises of societal value, with outcomes and impacts that are positive and sizable?

Appendix III: Sample AACSB Tables

University of Pirsig-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 — Basic or Discovery Scholarship	Applied or Integration/Application Scholarship	Teaching and Learning Scholarship	Total	Types of Intellectual Contributions — 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	Percentage of Faculty Producing ICs — 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 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	Faculty Sufficiency Related to Teaching (Std. 5) SCHs — Participating Faculty Teaching Productivity (P)	Supporting Faculty Teaching Productivity (S)	Normal Professional Responsibilities[3]	Percent of Time Devoted to Mission for Each Faculty Qualification Group (Std 15) — Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	Brief Description of Basis for Qualification (Enter brief quantitative and/or qualitative information corresponding to the school's criteria for each category.)
Accounting											
Doe, Jane	09/01/12	PhD, 2012	360		MT, DT RES	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	

					SA	PA	SP	IP	
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, MT	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**		**100 (44.4%)**	**100 (44.4%)**	**0**	**25 (11.1%)**	
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	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%)**	**0**	**100 (28.6%)**	
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%)				

[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.

Grand Total	4041	240	500 (57.1%)	150 (17.1%)	100 (11.4%)	125 (14.3%)	0
Overall Ratio		>= 75% requirement for P met (94.4%)	Minimum SA >= 40% met (57.1%) Minimum SA+PA+SP >= 60% met (85.7%) Minimum SA+PA+SP+IP >= 90% met (100%)				

Faculty Sufficiency Indicators:

- Overall guideline: P/(P+S) ≥ 75%
- Guideline by discipline, location, delivery mode, or program: P/(P+S) ≥ 60%

Faculty Qualifications Indicators:

- SA guideline: (SA)/(SA +PA + SP + IP +O) ≥ 40%
- SA + PA + SP guideline: (SA + PA +SP)/(SA + PA + SP+ IP + O) ≥ 60%
- SA + PA + SP + IP guideline: (SA + PA + SP + IP)/(SA + PA + SP + IP + O) ≥ 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 Programs	28.0%	15.6%	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 Sample Data (Provided for Informational Purposes)

The tables below show a sample of how to calculate the deployment of faculty by qualification status in support of degree programs using student credit hours (SCHs).

Bachelor's Program	Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	Total
Tom Frank				900		
Robert Smith	675					
Daniel Rogers*		240				
Brian Lee*	140	215				
Sandy Johnson*			738			
John Willson						
Total Bachelor's Program	815	455	738	900	0	2908
Percent Bachelor's Program	28.0%	15.6%	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

MBA Program	Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	Total
Jane Doe*	240					
Daniel Rogers*		120				
Christine Scott				240		
Brian Lee*	139	214				
Sandy Johnson*						
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.

PhD program	Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	Total
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 masters and doctoral degree levels.

Appendix IV

Frequently Asked Questions

The following questions represent some of the most frequently asked questions staff and volunteers receive from schools. The responses are intended to provide guidance to schools, insofar as how peer review teams and committees look at these issues in the context of the standards. Specific details and nuances or individual school situations could potentially alter the advice below. Ultimately, the peer review team's judgment often comes into play.

1. **In Tables 2-1 and 2-2 how are co-authored intellectual contributions properly reflected?**

   In Table 2-1 co-authored intellectual contributions would be fractionally apportioned for co-authors at the same institution so as not to double-count the article in the table. For example, Professor X and Professor Y co-author a peer-reviewed journal article. Each professor would get .5 allocation for that co-authored piece.

   Likewise, Table 2-2 is intended to document the number of peer- and editorial-reviewed journal articles by journal name. Thus, this table should reflect an unduplicated count. In the example above, this co-authored publication would count as one publication in that journal.

2. **Do tutors, teaching assistants, or other faculty supporting a lead professor need to be included in our faculty tables?**

   If the tutor or teaching assistant is the primary person to whom a student has access, and the tutor is responsible for grading, assessment, or other activities central to the course delivery or student learning, they may need to be included in the tables. A Peer Review Team and committee members will look closely at the tutor or facilitator's activities, and if the student-faculty interaction is primarily with the facilitator or tutor, and the facilitator or tutor is also responsible for other teaching activities as mentioned above, a team or committee would ask for the faculty members in question to be included. While each situation is unique, and each case will be looked at individually, we encourage schools to research comparable schools that may have implemented a faculty model similar to your school.

3. **In Table 15-1, how do we represent a faculty member who teaches in more than one department?**

   If a faculty member is involved through teaching or research in two departments, he/she should be listed in each department and footnoted. However, the percentage of time devoted to mission should not be 100% in both lines. The percentages should reflect the faculty member's allocation of time devoted to mission in each department e.g. 50/50. Percentages also depends on the initial qualification and sustained engagement in research/ industry of the faculty member in question.

4. **In Table 15-2, does a school need to represent the deployment of faculty by degree level or each program within a degree level?**
Data should be presented in Table 15-2 by individual degree program, and not aggregated by degree level. If the school has multiple postgraduate programs, each program should be listed separately in Table 15-2.

5. **Doctoral students who have obtained All But Dissertation (ABD) status are considered SA for 3 years. How is ABD defined? Further, how should ABD faculty be reflected on the tables?**
The school can define ABD in a manner that makes sense for the particular type of program, duration, etc. in question. Normally individuals are classified as ABD after passing their comprehensive or qualifying exams.

Doctoral students may be placed on Table 15-1 if they have formal teaching responsibilities. Their percent of time devoted to mission should reflect their teaching duties only, and not any other activities associated with their role as a student (e.g. work on a dissertation).

6. **How should a faculty member who meets the criteria for more than one faculty definition be classified? Can this person be listed for 100% in more than one category?**
The school applies its own criteria for faculty and ensures that the criteria are aligned with the mission statement. Individuals are reported in one category only.

7. **What is "percent of time devoted to mission"?**
"Percent of time devoted to mission" is intended to broadly represent and encompass all professional responsibilities of each faculty member, including teaching, research, and other professional responsibilities that may be assigned. Table 15-1 should not be developed using a metric that only captures teaching. Clearly, for full-time faculty members including those holding administrative roles within the business school/accounting program that also are full time, the "percent of time devoted to mission" is 100%. For part-time faculty members, something less than 100% should be specified.

8. **How do you calculate "percent of time devoted to mission" for part-time faculty members?**
For part-time faculty members, something less than 100% should be specified. If the school uses a full-time equivalent (FTE) model for its human resource system, then FTE may be a reasonable approximation of "percent of time devoted to mission." For example, an individual teaching one class in both academic terms may be 25% devoted to mission. However, in the absence of an FTE model, the school should have a rational way of assigning the percentage to part-time faculty.

9. **How should faculty members who are on sabbatical leave (or other short term leave) be documented in the tables?**
Faculty members who are on sabbatical leave during periods in which accreditation reports on faculty must be filed should be included in the tables

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because they are part of "total faculty resources." Since faculty on sabbatical leave do not normally teach, schools should include them in Table 15-1 but clearly identify them as on sabbatical leave either in a footnote or other materials that support the data included in the tables. Their intellectual contributions would also be reflected on Table 2-1. The same guidelines apply for faculty members who are visiting at other schools, are on sick leave, Fulbright fellowships, etc.

10. **Should we include non-business faculty that teach in cross-disciplinary programs in our documentation and on our tables?**

Generally speaking, with cross-disciplinary programs, schools are not expected to document the qualifications of faculty teaching outside of the business discipline. If it were to be determined that the content of their courses contained traditional business content, the faculty teaching those courses may need to be included.

11. **Must faculty members publish in order to be qualified as Scholarly Academic, Practice Academic, or Scholarly Practitioner?**

Standard 15 provides a non-exhaustive list of activities normally expected of SA, PA, and SP status. While the standard does not specifically require publication of peer- or editorial-reviewed journal articles, schools normally are expected to have guidelines and criteria consistent with their mission and their peers. A peer review team may question a school's criteria if it appears the criteria are not in alignment with the school's mission and peer institutions. Note that Standard 2 does require that "The portfolio of intellectual contributions includes contributions from a substantial cross-section of the faculty in each discipline. Normally, a significant level of the contributions in the portfolio must be in the form of peer-reviewed journal articles or the equivalent."

12. **Standard 8 specifies a systematic process for assurance of learning. What do peer review teams usually expect in determining whether this standard is met?**

The assurance of learning process is designed to ensure systematic continuous improvement of curriculum. Peer review teams will seek evidence that shows learning goals for each degree program are in place. Generally, some commonly observed best practices of mature AoL programs include four to eight learning goals for each degree program and assessment of the objectives related to each learning goal twice and closing the loop once during the review cycle. Closing the loop is defined as making appropriate changes in the curriculum based on assessment results. Results of the assessment should be documented and available for peer review teams upon request. The assessment processes and results should lead to documented continuous improvement in curriculum.

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Accreditation Fees

Fees for Schools Seeking Accreditation	Current Fees	Description
Eligibility Application Fee	2,000 USD	One-time fee due following submission of the eligibility application.
IAC Process Acceptance Fee[1]	6,500 USD	One-time fee paid upon the IAC's acceptance of the eligibility application.
Initial Accreditation Fee (Business and Accounting)[2]	5,950 USD	Yearly fee paid while in the initial accreditation process. The fee is first assessed following acceptance of the eligibility application.
Initial Business or Initial Accounting Accreditation Visit Application Fee[3]	15,000 USD	One-time fee due following submission of the initial accreditation application.
Deferral Visit Fee	5,500 USD	One-time fee assessed if school is placed on a deferral review.

Fees for Accredited Institutions	Current Fees	Description
Annual Accreditation Fee (Business)	5,950 USD	Annual fee assessed to all business accredited institutions.
Annual Accreditation Fee (Accounting)	3,650 USD	Annual fee assessed to all accounting accredited schools in addition to the business fee.
Continuing Review Fee (CIR2, FR1, FR2)	5,500 USD	One-time fee assessed if school is placed on a continuing review.

1 *One-time fee paid following committee acceptance of the eligibility application.*
2 *Fee paid annually while in the initial accreditation process.*
3 *Due following the submission of the initial accreditation application.*

Please Note : *Costs associated with mentor and peer review team visits are paid by the host institution.*
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EQUIS assesses institutions as a whole. It assesses not just degree programmes but all the activities and sub-units of the institution, including research, e-learning units, executive education provision and community outreach. Institutions must be primarily devoted to management education. The system is not primarily focused on the MBA or any other specific programme. Its scope covers all programmes offered by an institution from the first degree up to the Ph.D. EQUIS looks for a balance between high academic quality and the professional relevance provided by close interaction with the corporate world. A strong interface with the world of business is, therefore, as much a requirement as a strong research potential. EQUIS attaches particular importance to the creation of an effective learning environment that favours the development of students' managerial and entrepreneurial skills, and fosters their sense of global responsibility. It also looks for innovation in all respects, including programme design and pedagogy.

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2018 EQUIS STANDARDS & CRITERIA

EFMD Quality Improvement System
The EFMD Accreditation for International Business Schools

2018 EQUIS
STANDARDS & CRITERIA

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EFMD QUALITY IMPROVEMENT SYSTEM

EQUIS STANDARDS & CRITERIA

Document Version 2018[1]

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[1] The EQUIS documents are revised periodically and it is the responsibility of the School to always use the latest version of the document. Older versions of the EQUIS document set are only an acceptable reference with the prior approval from the EQUIS Office. EQUIS documents are updated annually at the beginning of each calendar year.

Introduction

The present document sets out the full range of the EQUIS quality standards and the criteria against which achievement of these standards will be measured. The standards and the associated criteria are grouped into ten chapters covering the different areas that will be reviewed. The purpose of this document is twofold: on the one hand, to provide a comprehensive description of the standards and criteria and on the other to give guidance to Schools in preparing their Self-Assessment Report.

It is important to bear in mind that EQUIS has been designed as an international accreditation system rather than one rooted in any particular national system. As a consequence, it must take into account the great diversity of national cultures and educational systems around the world. With its base in Europe, EQUIS is confronted with astonishing diversity within its own geographical region. It is, therefore, essential to begin any assessment with an understanding of the particularities of the local context. This does not mean that EQUIS will lower its expectations regarding basic standards because of local constraints, but it does mean that the assessment must accept wide differences in the organisation and delivery of management education.

From the outset, it must also be remembered that the scope of EQUIS accreditation is institutional, the institution being defined as the organisational unit providing business and management education. This unit may in some cases be a free-standing business school; in others the unit is part of a wider institution, usually a university of which it is a faculty, school or department, depending on the organisation of the parent institution. There are cases where the unit may be part of an engineering school or affiliated to an institution such as a Chamber of Commerce. In all cases, the unit must demonstrate as a requirement for eligibility to enter the EQUIS process that it has reasonable autonomy in setting its strategic agenda and in managing its budget and that it has its own dedicated faculty and administrative staff. It should be noted that this organisational unit, whatever its name and status in its particular context, will be referred to as 'the School' in all EQUIS documents.

In the light of this 'institutional' focus, the first chapter Context and Strategy is of particular significance. It serves to describe the School and its position in the regulatory and competitive environment in which it operates. EQUIS does not prefer one type of institution to another, but it does seek to analyse what works well and what works less well in the School's organisational setup. Over the years, EQUIS has proved to be a very useful tool for helping Schools to address problems in their decision-making structure and processes. This first chapter also assesses the School's overall strategic agenda into which all its programmes and activities are expected to fit with a sufficient degree of coherence.

Five chapters look at the quality of the School's resources and of its operations. These relate to Programmes, Students, Faculty, Research and Physical Resources and may be considered central in defining the academic quality of the School. A major originality of the EQUIS approach is the inclusion of three transversal chapters dealing specifically with Internationalisation, Corporate Connections and Ethics, Responsibility & Sustainability, reflecting the importance that EQUIS attaches to these dimensions. Indeed, from the beginning, EQUIS has always differentiated itself as an international accreditation system and has worked hard to promote the internationalisation of the Schools with which it works. In the same way, it has constantly striven to defend a vision of management education in which a balance is

struck between academic quality and managerial relevance. The expanded coverage of Ethics, Responsibility & Sustainability reflects the need of business schools to contribute to the resolution of societal challenges and to act as 'good citizens' in the environment in which they operate. Each of the other chapters contain criteria relating to these three dimensions, but the purpose of the three separate chapters is to allow a focussed overview of the School's achievements in these areas and to address the policy issues raised.

Executive Education is also covered in a separate chapter because it is a very specific activity requiring a different administrative organisation, different skills in faculty and staff, and different programme design. The successful integration of executive education – that is, the education of working adults in non-degree programmes – is a difficult task for business schools and university faculties of management. This chapter, which has been drafted with the help of leading executive education directors, is intended to help Schools meet this challenge.

Each chapter begins with the EQUIS standard or standards relating to the area in question. Thereafter, an Introduction sets out the distinguishing features (or 'philosophy') of the EQUIS approach in order to help Schools to better understand the spirit that underlies the questions that are being put. The following section entitled "The Assessment Criteria" lists the criteria, which have been grouped into a variable number of 'key areas'. Within each key area, the School is invited through the bullet points to describe, explain, summarise, analyse, assess and so on. A series of questions is included to guide the School in the construction of its response.

In order to guide Schools in the preparation of supporting documents and statistics, there is a section indicating the material that should be included in the Self-Assessment Report itself and a section indicating the material that can be made available in the Base Room during the Peer Review Visit (hard copies or electronically). In most cases, there is a section entitled "Notes" in which helpful definitions or explanations are provided. In some cases, an additional section entitled Key Indicators has been included as a reminder of the points that are of particular importance in making an assessment regarding a particular criterion. Examples of this would be the number of students participating in exchange programmes in assessing the international exposure of students, the existence of an Advisory Board in assessing external input into the governance system, a process for collecting student feedback in assessing the course monitoring and review system.

Other supporting documents to the Self-Assessment Report should include information on all campus operations and collaborative activities, as described in full detail in Annexes 15 and 16 of the EQUIS Process Manual Annexes – Policy on Accreditation of Multi-Campus Operations and Policy on Accreditation of Collaborative Provision.

In addition, a Student Report is required from students of the EQUIS applicant School on issues of key interest in the EQUIS accreditation process. This Report should accompany the Self-Assessment Report and will be the focus of discussion when meeting those students during the Peer Review Visit. The purpose of this is to enable the peer reviewers to understand better the students' perspectives on the School, since they are key stakeholders. The process for this is outlined in Section 3 of this document and in the EQUIS Process Manual.

EQUIS Standards and Criteria
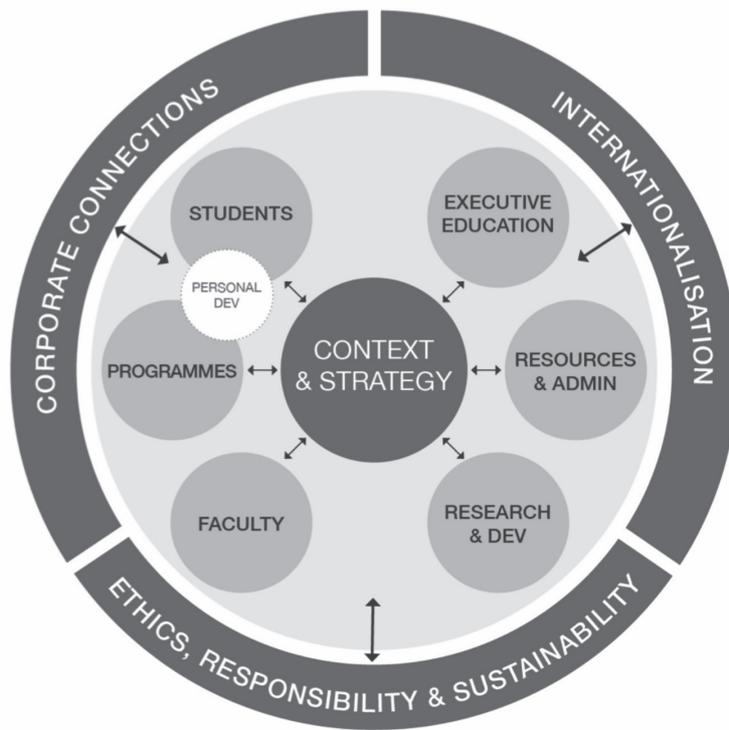
Chapter 1: Context, Governance and Strategy

The EQUIS Standard

Mission:
The School should have a clearly articulated mission that is understood and shared throughout the institution.

Governance:
The School should have an effective and integrated organisation for the management of its activities based on appropriate processes, with a significant degree of control over its own destiny.

Strategy:
The School should have a defined, credible and coherent strategy, realistically reflecting its market positioning, resources and constraints.

Introduction

The purpose of this first chapter is to situate the School's identity, mission and strategic objectives within the national and international context within which it operates. The chapter is crucial for three reasons: first of all, it should provide the Peer Reviewers, who will not all be familiar with the national environment, with a concise, but comprehensive summary of the School's organisation and positioning in its home country context. Secondly, the School must be able to demonstrate that it has a full awareness of its operating environment and a coherent strategy towards the national and international markets for its programmes and services. Thirdly, the School should be able to demonstrate that it acts as an ethical and responsible institution in society, that it is built on principles of effective and responsible governance and that it demonstrates explicit concerns for promoting sustainable behaviour in the environment in which it operates.

The report should provide a description of the national higher educational system with an explanation of the norms, expectations and constraints under which universities and business schools operate. It should include an analysis of the national market for management education and of the interface with the employment market.

The School should define its identity and legitimacy within the national context as set out above. This will require a brief history of the School from its founding and an explanation of how its current mission has evolved from this historical experience.

Since EQUIS assesses whole Schools and examines all their activities, the effectiveness of the governance and decision-making processes is an issue of paramount importance. Experience has shown again and again that ineffective managerial processes are a major handicap in achieving quality in management education. The School must show that it operates with reasonable decision-making autonomy in setting its own strategy for future development, in establishing its portfolio of programmes, and in the management of its resources. The report should

provide a full description of the system of governance, both in terms of external control over the School and in terms of internal management processes.

The School should explain its current strategic positioning as regards resources available, programmes offered, ability to generate intellectual output, target markets and populations, and employment markets served. EQUIS will in particular look for evidence that the School takes explicit account of the international dimension of its activities, of issues related to ethics, responsibility and sustainability and of the connections with the corporate world. EQUIS will also consider how different technology-enhanced learning (TEL)[2] modes add value to students and faculty. In this context, the School should describe how it strikes a balance between classroom, online and other delivery forms, and explain how this relates to its strategy.

The School should also describe its strategic vision for future development, with a realistic appraisal of the steps to be taken to achieve its objectives. In this section of the Self-Assessment Report, mention should also be made of the sub-strategies that derive from the overall strategy in areas such as learning and teaching, programme development, research, internationalisation, ethics, responsibility and sustainability, corporate connections, and HR processes. This is especially important in those areas where the achievements of the School are still limited.

Of course, it is understood that not everything can be undertaken as part of a pre-defined strategic plan and that Schools will seize opportunities as they arise and then integrate them *a posteriori* into their portfolio of activities.

Finally, the School should explain its policies and processes in the area of quality assurance and performance measurement. It is expected that the School's major stakeholders, and in particular its students, should be involved in these processes.

The Assessment Criteria

The key areas are:
a) Environment
b) Institutional Status
c) Governance
d) Mission, Vision and Values
e) Strategic Positioning
f) Strategic Direction and Objectives
g) Strategic Planning
h) Quality Assurance
i) Internationalisation
j) Ethics, Responsibility and Sustainability
k) Corporate Connections

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[2] EQUIS Documents use the term TEL (technology-enhanced learning) for the application of existing and emerging technologies that add value to learning and teaching in the School's programmes.

a) The Environment

■ Provide general information on the environment in which the School operates, e.g.

❖ The national educational system(s) within which it operates and grants degrees
❖ Programme features pre-determined by the national system and environment
❖ Student selection requirements within the national system
❖ Regulatory frameworks
❖ Degree certification procedures and the status of the degrees granted by the School within the existing hierarchy of existing national degrees

- Does the School have a keen awareness of the environment in which it operates, including the constraints which the national environment imposes on the School's activities, particularly in terms of:
  - the degree of freedom to innovate
  - access to resources and support (funding, faculty)
  - access to students
  - pricing of programmes
  - internationalisation

■ Describe briefly the history of the School since its creation. It is often helpful to provide a one-page summary table illustrating the evolution and key events in the development of the School, *e.g.* main events, creation of programmes, student numbers, teaching staff, support staff, facilities and premises, budgetary details, etc.

■ Provide a description of the national market and the nature of competition within the national system to include statements on:

❖ Key stakeholders, funding agencies and competitors
❖ The interface of the School with the job market for which it trains graduates
❖ The prevailing quality norms within the national system

■ Describe the School's competitive environment in all relevant market segments (including TEL-based provision).

■ Describe the current demand and trend regarding online and other modes of TEL in the School's market segments.

■ Describe the societal environment of the School, both at large and local.

b) Institutional Status

■ Provide a clear explanation of the School's legal status and affiliation within its national system to include:

❖ Type of institution (public, private, regulated/non-regulated, profit/not-for-profit, business school within a wider university framework)
❖ Parent organisation (e.g. Chambers of Commerce in the case of French Grandes Ecoles)

- ❖ Legal status and by-laws
- ❖ Relation to the national or regional educational and accreditation bodies
- ❖ Sources of funding which derive from the above
  - Do the legal status and by-laws for the School allow it freedom to pursue its mission without undue interference?
  - What constraints do the legal status and by-laws place on the activities of the School?

- ■ Identify, on the basis of the above information, the key factors which underpin the School's recognition and legitimacy within its own national context.

c) Governance

- ■ Describe the formal mechanisms through which the School is externally governed, either by the governance system of the parent university or by a governing body in the case of an independent business school with no university affiliation.

  - ❖ To whom is the Dean or Director of the School accountable?
  - ❖ How is the governance function exercised in terms of financial and strategic surveillance?
  - ❖ How is external academic surveillance exercised?

- ■ Identify the School's principal stakeholders and assess their impact on major issues such as strategic planning, autonomy and funding.

  - ❖ To what extent are external stakeholders such as companies, national education authorities and government agencies involved in the governance of the School?
  - ❖ Does the School have an Advisory Body providing input that is external both to the School and the University?

- ■ Describe the mechanisms for ensuring student participation in the School's governance.

- ■ Describe the School's internal organisational structures and decision-making processes. Evaluate these in terms of their effectiveness in contributing to the overall strategy.

  - ❖ How are internal decision making structures and processes reviewed and improved?
  - ❖ How do the current organisational structure and job responsibilities for individuals support the achievement of the School's strategic objectives?
  - ❖ How does the School apply to itself the principles of ethically and socially responsible governance?

- ■ Describe the interface between the external governance system and the School's internal management system.

  - ❖ How are decisions that require negotiation between the two levels taken?
  - ❖ Is the School able to demonstrate operational autonomy within this context?

d) Mission, Vision and Values

■ Define the School's mission and explain how it relates to its identity as described in the previous section.

  ❖ Does the School have a clear sense of its own identity and is this expressed in the mission? Does the mission of the School clearly define its role in society, its activities and its markets?
  ❖ Does the School have a mission statement that is published, periodically reviewed and revised as needed?
  ❖ Is the mission consistent with the parent organisation's mission and resources?

■ Describe the School's vision.

  ❖ Is it clear and widely known what the School aspires to be in the future? How challenging and realistic is this vision?
  ❖ What evidence is there for progress towards meeting the vision? What steps are taken to acquire key resources required by the vision?

■ Describe the School's values.

  ❖ Does the School have a clear understanding of its core values?
  ❖ Do the School's core values include an explicit commitment to ethically and socially responsible behaviour in the management profession?
  ❖ Are these values broadly accepted and adhered to across the School?

e) Current Strategic Positioning

■ Provide a clear description of the School's current strategic position in its national and international market, i.e.

  ❖ identify the strategic group to which it belongs and identify key competitors
  ❖ explain the School's resources available, programmes offered, ability to generate intellectual output, target markets and populations, and employment markets served
  ❖ describe how its strategic position has changed over the past five years
  ❖ explain its main strategic actions over the past five years

    • Is the School able to clearly define the strategic position it occupies and its differentiation from other institutions?
    • Who are the main stakeholders it serves? What is their relative importance and how is this reflected in the development of the strategy and the allocation of resources?
    • Has the School identified an appropriate set of measures to accurately pinpoint its competitive position in the market and its success in achieving the mission?

■ Provide a brief analysis of the School's strengths and weaknesses in maintaining this strategic positioning.

■ Explain the School's strategy for pedagogical innovation. What role, if any, does TEL have in this context?

  ❖ Is there an interest in developing TEL activities as part of its strategic positioning and teaching philosophy?

f) Strategic Direction and Objectives

■ Demonstrate how the mission, vision and values have been translated into strategic direction as shown by the School's long term goals.

■ Explain how medium term strategic objectives have been developed from the broad long term strategic direction and how their achievement is assessed.

■ Describe the relationship between the School's strategic objectives and the availability of resources. Identify the key constraints which limit future performance and the planned actions to eliminate them, decrease their impact or otherwise deal with them.

g) Strategic Planning

■ Describe the internal process by which its mission, vision, values and strategic objectives are converted into strategic and operational plans.

  ❖ How are the plans reviewed and updated and by whom?

■ Give a broad description of the strategic plans for the coming years.

  ❖ Does the overall strategic plan for the School reflect a keen awareness of the strategic context?
  ❖ Have sub strategies been developed for areas such as:

    • Learning & Teaching including TEL (if applicable)
    • Research & Development
    • Human resources
    • Marketing
    • Internationalisation
    • Corporate connections

    - How will the plans for future development change the School's current strategic positioning? Are these plans realistic?
    - What changes will have to occur within the School and within its portfolio of programmes and activities for the strategic objectives to be achieved?
    - Does the School have the financial and human resources that will be necessary to achieve the objectives?
    - Are there shorter-term operational plans with appropriate metrics to measure progress towards the achievement of the stated objectives?
    - Is the strategic plan clear and communicated effectively to all concerned?
    - How well does the School integrate its strategic planning processes into other improvement activities?

■ Explain how the School takes advantage of opportunities as they arise and how or whether the activities that are then developed are eventually incorporated into the strategy.

■ Describe the principal strategic risks that the School faces or may face in the future

■ List any policy and procedure documents that have been developed to support the implementation of the strategic plans.

h) Quality Assurance

■ Provide a brief description of the formal mechanisms for internal quality assurance.

❖ How do the formal quality systems fit the context in which the School operates?
❖ What policies are there for periodic reviews of academic departments, subject areas, research centres, programmes, etc.?
❖ What general processes ensure the quality of teaching and the effectiveness of learning (including online and other forms of TEL provision)?

■ Explain the processes and indicators used to monitor overall performance.

❖ What methods does the School use for tracking progress and completion of individual objectives?
❖ What are the key performance indicators?

■ Describe the ways in which students are involved in quality assurance processes

❖ How are students represented in the School's principal decision-making committees, either as voting or as non-voting members?
❖ Do students participate in internal strategic reviews or in the preparation of material for external accreditation?
❖ How has student input contributed to the preparation of this application for EQUIS accreditation?

■ Describe the ways in which other key external and internal stakeholders are involved in quality assurance processes.

i) Internationalisation

■ Summarise the evidence that the international dimension is reflected in the School's governance, culture and strategy (See also Chapter 8).

❖ To what extent do the Governing and Advisory Boards have international representation?
❖ Does the School have an explicit policy and strategy for international development?
❖ Are adequate resources allocated in support of this strategy?

j) Ethics, Responsibility and Sustainability

■ Summarise the evidence that ethics, responsibility and sustainability are reflected in the School's mission, vision and strategy (See also Chapter 9).

❖ Are ethics, responsibility and sustainability integrated into the School's mission and vision?
❖ Does the School have an explicit policy and strategy for ethics, responsibility and sustainability?
❖ Are policy and strategy broadly communicated and known among the School's stakeholders?
❖ Are adequate resources allocated in support of this strategy?

k) Corporate Connections

■ Summarise the evidence that the corporate dimension is reflected in the School's governance, culture and strategy (See also Chapter 10).

❖ Do business leaders from outside the School participate in its governance structures?
❖ Does the School have an explicit policy and strategy for managing its interface with the corporate world?

Supporting Information and Documents to be provided in the Self-Assessment Report

■ History of the School (1-page summary table)
■ Organisation Chart showing reporting lines
■ Chart showing the Committee structure
■ List of members in the School's Governing Body or Advisory Board (indicating name, position, organisation, nationality, year of appointment)
   Double passport holders should always be counted as nationals, if one of the passports is the domestic one.

Information and Documents to be provided in the Base Room during the Peer Review

Documents describing the School's strategic plans and related policies (if possible in English)

Notes

1. Mission
EQUIS defines 'mission' as the role for which the School was created or is currently mandated to fulfil. It derives, for example, from its status as part of a public university or as a private business school founded to serve a corporate market. The mission answers the questions: 'Why does the School exist? What is it for? What does it do?'

The notion of 'mission' is related, therefore, to the stakeholders to whom the School is accountable and to the markets that it is serving. The mission should reflect its situation at different points in time. However certain elements of the mission are embedded in the founding act that gave birth to the institution, or are rooted in its history and culture. A good mission statement will capture this historical legitimacy and give it resonance in today's circumstances.

2. Vision

EQUIS defines the term 'vision' as the way the School would like to position itself in the future. The term encompasses the School's ambition as it projects itself into the future. It is a dynamic concept, expressing a willingness to take up challenges. However, it is not expressed as a detailed set of objectives, but rather as one or two simple, but powerful ideas.

3. Strategy

It is the role of the strategy to plan out the route towards realising the vision but within the scope of the mission. EQUIS expects that a School will have developed a formal strategy which will include clear and measurable (medium term) objectives, an action plan for achieving them and an estimate of the resources required (with sources) to implement the plan.

Chapter 2: Programmes

The EQUIS Standard

Programmes should be well designed with clear learning outcomes and an appropriate balance between knowledge acquisition and skills acquisition. Delivery methods should be diverse and reflect up-to-date educational practice. The curriculum should emphasise student learning and allow for practical work. There should be rigorous assessment processes for monitoring the quality of students' work. Programmes should be regularly evaluated through feedback from students and other stakeholders. Programmes should be adequately staffed, managed and administered.

Introduction

Given the cultural diversity that exists at an international level, the aim of the EQUIS process is not to establish a common norm for the design, content and delivery of programmes. EQUIS will respect national and local diversity in an international context, leaving responsibility for national issues to the appropriate local associations. Nonetheless, the movement towards increased convergence of national systems and greater compatibility between programmes is gathering speed around the world. For all schools, the international positioning of their programmes has become a much more pressing concern than in the past. In Europe in particular, the Bologna inspired reforms that have been introduced across the entire continent are intended to create a convergent degree structure to facilitate the international "readability" of degrees and the mobility of students across academic borders. As an international accreditation system, EQUIS will seek to understand how schools are adapting their programmes to make them internationally compatible.

In order to help schools make sense of the proliferation of degrees, especially those carrying the Master label, EQUAL[3] has drawn up a series of guidelines that should be referred to in preparing the Self-Assessment Report (see Guidelines and Position Papers document, sections A to E). In the case of the MBA for example, the guidelines are intended to set certain limits regarding the use of the label, excluding its use for pre-experience degrees. Schools whose programmes do not conform to the EQUAL Guidelines should explain why this is the case.

Schools will also find in the annexes to the EQUIS Process Manual policy statements and additional assessment criteria relating to multi-campus operations and collaborative provision.

In writing the Self-Assessment Report, the School should begin by describing its overall strategy and policies as regards learning and teaching, and explain how these guiding principles are reflected in all areas of programme design and delivery. It should then give an overview of its total portfolio of programmes, explaining the different markets that are being targeted and the overall strategic coherence of its

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[3] EQUAL is a unique platform where national, regional and international business school associations and quality assurance agencies work together to systematically exchange views and insights into trends, developments, best practices in business and management education.

offering. A key issue here will be the adequacy of financial and teaching resources to support the portfolio. Common pitfalls in this area are overstretched and unnecessary proliferation of degree programmes.

The report should go on to describe the process chain by which individual programmes are planned, delivered, monitored and reviewed. The design, content and delivery of programmes consist of an integrated set of core processes, each of which plays a part in the total value chain. The concern of EQUIS will, therefore, be to measure how much each core process adds value to the students' overall learning experience and the extent to which a concern for quality is reflected in all aspects of the design, content and delivery of programmes.

The School should be able to provide evidence of the quality of teaching on its programmes, but also of the quality of processes for the management of these programmes. There should be clearly defined roles relating to academic leadership and administrative responsibility for all its programmes. The process for designing programmes should be rigorous and involve feedback from students and employers. Each programme must have clearly stated aims, objectives and learning outcomes. Students should also be given guidance on the way in which the School recognises, develops and assesses intellectual, analytical, personal, and enterprise qualities as well as the subject specific skills being developed on the programme.

The design and content of programmes should embrace a comprehensive range of theory, firmly connected to the practical world of business and management in a local and international context. Ethics, responsibility and sustainability should be integrated into the design, delivery and assessment of all programmes offered by the School. The School should employ a range of learning and teaching methods to optimise learning and the practical application of learning outcomes.

Recent years have seen a profound change in the use of technologies in Higher Education. Technology-enhanced learning refers to a variety of practices: from specific initiatives where new technologies are mainly used to enhance face-to-face learning (e.g. use of learning management systems to supplement classroom teaching, use of mobile devices, video-conferencing, etc.) to the delivery of online and blended programmes, including exclusive or significant web-based teaching. TEL is not a requirement for EQUIS accreditation and the EQUIS Standards and Criteria do not require employing TEL in any particular way or to any particular extent.

TEL-based provision must respect the same quality standards as regular on-campus provision. Schools that are significantly active in this field are asked to explain why certain technologies were adopted and the benefits that are associated with them. In addition, strategic coherence with the School's learning and teaching policy and the curriculum content should be transparent and comprehensible. In cases where the School offers (parts of) TEL activities in cooperation with a non-academic organisation, Annex 16 of the EQUIS Process Manual should be considered.

The assessment regime for grading students' work should support the course design in terms of its objectives and general philosophy, but should also be proven to be rigorous, valid and reliable. The relative weighting in the assessment of coursework should provide a good balance between intellectual development and the development of managerial competence.

The School should have processes in place to ensure the quality of its programmes, encompassing the relevance of course content, the quality of teaching, and the effectiveness of learning.

To the extent that the School offers programmes that significantly rely on TEL (i.e. programmes that have a majority web-based component to enable collaboration and access to content that extends beyond the classroom; also referred to as TEL programmes), issues specific to the provision of such programmes should be addressed.

In order to evaluate the effectiveness of the programme design, delivery and assessment processes, the EQUIS process not only takes an overview of the programme portfolio and the management thereof but it also reviews one sample programme in depth as a check on the effectiveness of the overall programme portfolio management. The School should name three of its major programmes from its programme portfolio (not off-shore programmes) such that there is a variety of programme types, e.g. an undergraduate (Bachelor), a pre-experience postgraduate (specialist Master), a post-experience postgraduate (MBA) programme and a doctoral (PhD) programme. One of these will be selected as the sample or selected programme by the EQUIS Committee on the advice of the EQUIS Office. The overall portfolio and the 'selected programme' should therefore be described in the Self-Assessment Report and they will then be assessed during the Peer Review Visit. Reference is made to the EPAS Standards and Criteria (chapters two to five) giving guidance on the information that EQUIS expects to be provided on the Selected Programme in the School's Self-Assessment Report.

The Assessment Criteria

The key areas are:
  a) The Programme portfolio
  b) Programme design
  c) Programme content
  d) Skills acquisition
  e) Programme delivery
  f) Student assessment
  g) Programme evaluation
  h) Internationalisation
  i) Ethics, Responsibility and Sustainability
  j) Corporate relevance

a) The Programme portfolio

■ Describe how the strategy of the School is reflected in its programme portfolio.

■ Describe the policies and processes used to develop the portfolio in line with the School's strategic objectives.

■ Describe the School's strategy and policy as regards learning and teaching.

- Describe the overall portfolio of programmes that the School currently offers. Explain the School's policy as regards the balance between programme offerings at different levels (undergraduate, Master, MBA, doctoral, executive education).

  - What are the strengths and weaknesses of the present portfolio and how are these assessed?
  - What are the criteria for assessing the overall coherence of the portfolio?
  - How are decisions regarding the positioning of programmes made?
  - What constituencies and markets is the School serving?

- Does the School's portfolio include TEL programmes? If so, describe their strategic fit within the School's overall portfolio.

  - What kind of opportunities has the School recognized for itself regarding the provision of such programmes?
  - What kind of risks does providing/not providing such programmes constitute for the School?
  - Have specific target groups of participants been defined for such programmes?

- Explain how the programme portfolio has changed over the past five years.

- Summarise plans for future programme creation, repositioning or development.

- Describe the School's system for managing its programmes.

b) Programme design

- Describe the process for designing programmes. Explain how the School ensures that programmes meet the needs of the market and of participants.

  - How does the development and review cycle ensure that the programme objectives and intended learning outcomes (ILOs)[4]. as well as, content, delivery methods and materials for programmes are relevant, up-to-date and of high quality?
  - In what ways are programmes and student profiles differentiated with respect to similar programmes at other schools?
  - How does the School encourage innovation and creativity in programme design?
  - Does the School have well-thought out descriptions of the values, attitudes, knowledge, skills and behaviours it is seeking to instil in its students for all programmes?
  - Where the design of programmes is strongly modular, are participants provided clear guidance as to the means by which the integration of individual subjects is achieved?
  - How do programmes provide for interdisciplinary integration?
  - Which pedagogical concepts form the basis of the School's TEL activities (if provided)?
    - To what extent do technologies designed for online delivery provide a learning resource? For example are they utilised across programmes with different delivery modes such as blended, block or face to face?

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[4] For a definition of Programme Objectives and Intended Learning Outcomes: see Notes at the end of this Chapter.

- How is the School's learning and teaching philosophy reflected in the design of specific TEL programmes?

■ Identify the key changes in programme design that have occurred in the last 5 years, together with an identification of key problems in the resourcing or design of current programmes.

  ❖ What steps does the School take to keep up-to-date with best practice, major trends and significant innovation in similar programmes around the world?

c) Programme content

■ For each programme:

  ❖ Describe the nature of the degree or qualification, its level of recognition in the national and international context, together with details of equivalencies as compared to other qualifications. Outline the qualifications which can be obtained after the successful completion of TEL programmes, if any. Do these comply with the general system of the School?

  ❖ Provide a summary of the course philosophy, key programme objectives and intended learning outcomes (ILOs). Do the learning outcomes of TEL programmes, if any, match those of equivalent programmes offered in traditional formats?

  ❖ Define the core content, options offered and the pedagogy adopted.

  ❖ Describe the course work involved and details of extracurricular or special activities involved in the programme.

    - Does each programme have clearly stated objectives and learning outcomes? Are staff and participants fully aware of these and do they explicitly explain to participants what they are expected to know and be able to do at the end of the programme?
    - How are the programme objectives and intended learning outcomes translated into the practical aspects of programme content?
    - Are any programme requirements set by the nature of the employment market? How are these taken into account?
    - Does the design and content of the programme embrace a comprehensive range of relevant business and management theory, which is firmly connected to the practical world of management?
    - Does the School make clear the way in which the School recognises and assesses personal skills and qualities as well as the subject-specific knowledge and skills being developed by each course?[5]
    - Does the programme design and content explicitly include aspects of social responsibility?
    - Does the School make available to its students full information about the programme?

d) Skills acquisition

■ Describe the means by which transferable intellectual skills appropriate to higher education are integrated into the curricula. Schools should explain how the

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[5] For a definition on the difference between Programme and Course or Module: see Notes at the end of this Chapter.

various learning and development outcomes for students are defined in their different programmes.

❖ Do the programmes have general education aims to develop intellectual skills such as the ability:

- to analyse, synthesize and critically assess complex material
- to formulate and defend independent judgments
- to conceptualise
- to communicate effectively in writing and orally
- to demonstrate an awareness of the wider context of the programme of study
- to apply general concepts to practical situations
- Does the School facilitate the development of a structured personal culture and a related set of values?
- How are these skills assessed?

■ Summarise the key managerial skills (team work, interpersonal skills, presentation skills, project management, leadership skills, etc.) which the School promotes in students and the methods used to achieve them. Discuss the role of practical work, internships and projects in developing these skills.

❖ What opportunities are provided in the curriculum for students to apply the targeted managerial skills?
❖ Is there an appropriate balance between intellectual development and the development of managerial skills in the delivery and assessment of coursework?
❖ How are these skills assessed?
❖ Does the programme include sufficient individual project work for the development and assessment of an individual's ability to integrate core subjects and to apply managerial skills?
❖ Are students provided with adequate opportunities to carry out practical project work?
❖ What opportunities are provided to allow students to benefit from group work and practical experience?
❖ Do students receive training in research and consultancy skills?

e) Programme delivery

■ Describe the teaching methods currently used in programme delivery (lectures, case studies, business games, group work, project-based learning, tutorials...).

❖ Does the School employ a sufficiently diverse range of learning and teaching methods to optimise learning and practical application of learning outcomes? What is the balance between different methods and how does this support programme aims?
❖ How aware is the School of programme delivery practices in other countries?
❖ To what extent is there an emphasis on learning as well as teaching?

■ Explain how the School's approach as regards pedagogical innovation translates into the educational process.

■ Regarding the use of technologies (if applied):

- ❖ Explain how the delivery of TEL programmes is leveraged by technologies. E.g.:
  - Which kind of opportunities for interaction do the School's TEL programmes offer? How is student-teacher and peer interaction facilitated?
  - Describe the mentoring and academic support provided to participants of TEL programmes.
  - How does the School ensure that participants are sufficiently skilled to be able to manage and use TEL technologies? What remedial support is in place for those who are not?
  - Are processes in place to assure quality of TEL programmes?
  - How does the School support students with challenges or specific accessibility requirements?
  - What data is collected on students in TEL programmes and for what purpose?

- ■ Identify the main constraints which limit the range or scope of teaching methods and materials employed in the School's programmes.

- ■ Describe processes for the allocation of staff to programmes.

- ■ Describe the mechanisms for maintaining quality control on an on-going basis. Explain how the criteria and processes used to monitor programme quality relate to the programme objectives.

f) Student assessment

- ■ Describe the assessment system for monitoring and grading students' work and progression through the programme (including assessments used for TEL, if provided).

  - ❖ How does the School ensure that participants meet the agreed objectives and learning outcomes for individual awards?
  - ❖ Does the assessment regime support the programme design in terms of its ILOs, objectives and general philosophy?
  - ❖ Does the assessment regime explicitly identify the criteria for assessment and the range and relative weighting of the various assessment methodologies employed?
  - ❖ To what extent does the assessment system distinguish between the attribution of a grade and marking designed to help students to understand their shortcomings and to improve? Is all assessment integral to learning? Are informative rather than summative methods used?
  - ❖ What provision is made for re-sitting assessments or examinations? Is this appropriate and does it support the programme's aims and objectives?
  - ❖ How does the School ensure that the assessment regime is applied with sufficient rigour?
  - ❖ How is the degree-awarding function handled by the School? What mechanisms are used to protect the integrity and validity of the process from abuse by individuals? What steps are taken to ensure objectivity in terms of the standards being applied?
  - ❖ Can the School provide evidence that the assessment regime itself is evaluated rigorously, particularly when new or innovative approaches are being applied?

- ❖ What measures are taken against cheating or plagiarism? How does the School deal with such cases?
- ❖ How does the School respond to gaps between ILOs and actual assessment results?

■ Demonstrate that the quality of the students' work is appropriate to the level of the programmes.

g) Programme evaluation

■ Describe the processes for the evaluation of programmes. Explain how the School ensures that programmes meet the needs of the market and of participants and includes key stakeholder groups in the process.

- ❖ How does the School evaluate the quality of the teaching input, in addition to evaluation by students? Is the feedback of participants used effectively in the reviewing process?

■ Summarise the evidence for satisfaction on the part of key stakeholder groups with regard to programme design, content and delivery.

■ Describe the process for the review and revision of programmes.

- ❖ What mechanisms exist for assuring consistency with programme standards required by external bodies? What have been the most recent actions in this area?
- ❖ What adjustments to the programme design have been made in the light of feedback from programme teams and key stakeholders?

h) Internationalisation

■ Explain how the School's programmes are positioned internationally.

- ❖ Which programmes are targeted at international students?
- ❖ How attractive are the School's programmes to international students?
- ❖ How many courses are delivered in a foreign language?

■ Provide a set of statistics indicating international student enrolment in the School's various programmes over the past three years (if appropriate, cross-reference to Chapter 3 "Students").

■ In the case of European schools, describe how the programmes are compatible with the Bologna-inspired reforms that have been introduced in most countries.

- ❖ Are the School's programmes for younger students organised into the two-tier Bologna Bachelor and Master levels
- ❖ Does the School use the ECTS?
- ❖ What arrangements exist for credit transfer arrangements with other schools?
- ❖ Does the School issue the Diploma Supplement?

■ Describe the international content of the School's programmes.

■ Describe the current arrangements with other business schools and academic networks for joint delivery of programmes.

- Describe the opportunities for student exchange provided within the School's programmes and provide a table with appropriate statistics for the past three years (if appropriate, cross-reference to Chapter 3 "Students").

- Explain how the School ensures the same quality for its collaborative, off-campus or franchised operations (see EQUIS Process Manual 12: "Policy on Accreditation of Collaborative Provision").

  ❖ What are the quality assurance mechanisms in this area?

i) Ethics, Responsibility and Sustainability

- Describe how ethics, responsibility and sustainability are integrated into the design, delivery and assessment of the School's degree programmes.

  ❖ Are there programmes that specifically address questions of ethics, responsibility and sustainability? Describe their orientation and content.
  ❖ How are ethics, responsibility and sustainability integrated into the other programmes? Describe their content.

j) Corporate Relevance

- Describe how the corporate perspective is built into the definition of learning objectives and into curriculum design.

  ❖ Does the School have formal processes for involving corporate stakeholders in programme design and monitoring?
  ❖ To what extent is the management community satisfied with the School's programmes and graduates?

- Summarise the extent of corporate practitioner input into the delivery of the School's programmes.

Supporting Information and Documents to be provided in the Self-Assessment Report

- A list of international academic or non-academic partners with an indication of the type of cooperation (joint degree, student exchange, research collaboration, faculty exchange, course or programme delivery)

- A table indicating international student enrolment in the School's various programmes over the past three years (if appropriate, cross-reference to Chapter 3 "Students")

- A table indicating student exchange flows in the School's various programmes (if appropriate, cross-reference to Chapter 3 "Students")

Information and Documents to be provided in the Base Room during the Peer Review

Schools are advised to provide a list of all the documents available in the Base Room (hard copies or electronically) and to use clearly earmarked folders. This list should follow the structure of the Self-Assessment Report.

General Programme Portfolio

(underlined documents should preferably be in English)

- Learning and teaching strategy (provide any available formal documents)
- List of programmes or programme sets (e.g. a common core but with named degree pathways or titles such as Bachelor of Arts in Business Studies in Marketing or in HRM designated as BABS (Marketing) and BABS (HRM))
- For each of the programmes or programme sets:
    - Aims and objectives
    - Programme Intended Learning Outcomes (ILOs)
    - Curriculum structure and its rationale
    - List of component courses
- Descriptions of the overall assessment regime and grading system and their relation to the programme ILOs (provide any available formal documents)
- Teaching evaluation questionnaires for completion by students
- Description of regular programme reviews
- Code of Ethical Conduct or similar document

Selected Programme

The term 'Selected Programme' refers to the programme chosen for more intensive assessment during the Self-Assessment and Peer Review (see above – final paragraph of the introduction).

For this programme, the documents listed below should be made available in the Base Room, in hard copy or electronically. Underlined items indicate that the materials should preferably be in English:

- Programme structure document including:
    - Programme objectives and overall Intended Learning Outcomes
    - Rationale for the programme structure with a table or diagram showing how the component courses develop academic progression and lead to the attainment of the programme ILOs
    - Methods for measuring and evaluating results vs. goals in relation to ILOs
    - Quality assurance

- **List of component courses including for each:**
  - Intended Learning Outcomes
  - Syllabus
  - Rubrics

- **Descriptions of the assessment regime and grading system**

- **Access to online material regarding course organisation and delivery**

- **Teaching evaluations (summary) by students for each course**

- **Teaching materials and student work:** Six courses, three core (mandatory) and three electives should be selected for sampling and a folder for each course should be provided. Where possible, at least half the courses should be in English. For programmes without electives, electives should be replaced by more core courses.

  Teaching materials should be provided for each of the selected courses to include the course notes or handouts, case studies, textbooks, journal readings, videos, projects, other online material.

  Student work should be sampled based on mark or grade schedules or distributions (list of student names with marks or grades) within the selected courses. Note that mark schedules must be provided for each of the selected courses. For each of the same six courses selected above, the following student work should be provided:

- the assignments/exams set
- a sample of 6 graded/marked student scripts matching those assignments/exams. These 6 scripts should include two with the highest mark (H), two with the lowest mark (L) and two with mid-level marks (M) for the course.

A sample of 12 graded final dissertations or internship reports (as appropriate, e.g. Master theses or first degree "stage" reports) should also be provided, with 3 each with the highest and lowest marks/grades and 6 with mid-level marks. Doctoral programmes as selected programmes should be supported with a broader sample of 18 final dissertations and a supplementary sample of publications documenting the doctoral students' ability to get their doctoral research published.

Notes

- All degree programmes should be included for assessment in this chapter, including those offered to corporate markets such as the EMBA or in-company MBAs. If an accredited school introduces new programmes to its portfolio, it will be sufficient to report on these changes in the next re-accreditation.

- "Certification" programmes, i.e. programmes offered on the continuing education and corporate markets, should not be included since these awards are not recognised university-level degrees and have no official recognition outside the School itself. These programmes should be described in Chapter 6 on Executive Education.

- Schools are invited to refer to the EPAS programme accreditation criteria, which may be of assistance in preparing this chapter (available from the EFMD website or from the EQUIS Office).

- Please refer to the "Policy on Accreditation of Collaborative Provision" in cases where the School offers its programmes in other locations outside its main campus in collaboration with other schools (see Annex 16 of the EQUIS Process Manual Annexes).

- In all EQUIS documents, 'programme' refers to a structured period of study, usually for a duration of one or more years, leading to a degree qualification as in 'MBA programme', 'undergraduate programme', 'Master programme', etc.

- The term 'course' refers to a single unit of study in a particular subject within the programme as in 'Marketing course' or 'Finance course'. Each course is usually assessed separately and leads to a grade and a pre-established number of credits.

- The term 'module' is sometimes synonymous with 'course' and sometimes used to refer to an organised sequence within a course. In this sense, a course may be structured as a series of modules.

- In the case of more loosely organised programmes that may not have a strict course structure, the term 'module' may refer to short sequences focusing on a particular topic. For example, an Executive MBA programme may be organised into a series of one to three week modules over a period of two years.

- It is useful to distinguish 'programme objectives' and 'intended learning outcomes'. The programme objectives are general in nature, covering, for example the target market, the profile of students to be recruited, the jobs for which students are to be prepared. The intended learning outcomes or ILOs are more specific and relate to what students are expected to know, what they are expected to be able to do, and how they are expected to behave.

Chapter 3: Students

The EQUIS Standard

Student Quality:
The School should ensure the quality of its students through appropriate selection processes, through the management of student progression in its programmes, and through the provision of appropriate student services. In particular, it should ensure the quality of the placement of its graduates through a well-resourced career service. It should strive to bring together in its programmes a well-balanced student body representing a diversity of backgrounds and nationalities.

Personal Development of Students:
The School should explicitly and effectively support the personal and professional development of its students beyond the acquisition of knowledge in such areas as managerial skills, values, ethics, leadership, etc. It should actively help students to define their future professional orientation.

Introduction

In this chapter, the assessment will address a range of issues regarding the School's management of its student population. Where appropriate, it will also include the management of the participants in its degree programmes for executives, such as the EMBA. The chapter covers the target markets, the School's selection processes, the quality of the students enrolled, the monitoring of students' progression during their studies, the support services for students in need of guidance, the career placement services, and the alumni association.

Where possible, the School should explain how the criteria for student selection, particularly to its programmes at the Master or postgraduate level, relate to its target market for these programmes.

EQUIS recognises that selection upon admission is not always possible, for example in many public universities in Europe. In these cases, the onus will be upon the School to demonstrate that high standards for progression through the programmes and for graduation at their end will compensate for the absence of selectivity upon entry.

The notion of quality in looking at the student body also encompasses students' motivation, commitment and seriousness of purpose as regards their programme of studies.

The School should demonstrate that it is successfully preparing students for potential careers in international management. The extent to which the School is able to attract students from other countries, both as regular students enrolled in its degree programmes and as exchange students, is a major indicator in assessing the degree of internationalisation. It is also expected that home country students should be open to international experience and have exposure to an international learning environment, including opportunities for study abroad.

An important indicator of student quality is their employability upon graduation, as evidenced by time to employment, level of employment, and salary. The School should show it has the professionally qualified resources to help students in their search for a job, through career counselling and placement services. It should proactively manage the interface with companies in order to bring students and employers together. It should further demonstrate that it maintains a statistical record of employment results for each graduating class.

This chapter will also look at the way in which the School maintains contact with and supports its students after graduation and mobilises alumni in the pursuit of its strategic objectives.

An essential function of all institutions of higher education is to facilitate the intellectual, social and personal development of students in preparation for their future lives as responsible and creative citizens. In addition, management education institutions have the particular responsibility of preparing students to assume managerial roles in which very specific behavioural skills are needed. Furthermore, younger students will require support in defining their career paths. Older students enter postgraduate programmes in order to prepare themselves for an acceleration or a redirection of their careers. Particularly in MBA programmes, objectives relating to personal and professional development will occupy a significant part of the educational experience. The expected outcomes relate as much to behavioural factors as to the acquisition of new knowledge. In the area of executive education, the emphasis is increasingly on management and leadership development in which behavioural objectives are paramount.

EQUIS expects that the development of skills relevant to international management will feature among the explicit objectives of an institution's programmes. Language skills, intercultural sensitivity, the ability to function in a multicultural environment, experience outside the home country are important attributes that the School should promote.

A further expectation is that the School will educate its students to act ethically in their professional lives. Values such as integrity, respect for others, socially responsible action, service to society should be an integral part of the personal development agenda.

In sum, business and management education institutions play a key role in developing personal awareness and the appropriate attitudes, values, skills and behaviours to equip students in their professional lives as managers. Schools should be able to demonstrate a concern for the type of managers they are trying to educate, backed by suitable processes for helping students to manage meaningful change, direct their energies and personal skills, and define their own future.

As a consequence, the educational experience organised by the School should go much beyond classroom instruction and provide students with structured and monitored opportunities to develop the personal and professional qualities that have been defined as learning outcomes.

The Assessment Criteria

The key areas are:
  a) Target profiles and criteria for selection
  b) Course preparation and progression
  c) Support and Counselling Services
  d) Personal and Professional Development
  e) Career placement and support
  f) Alumni Relations
  g) Internationalisation
  h) Ethics, Responsibility and Sustainability
  i) Corporate connections

a) Target profiles and criteria for selection

■ Describe the target markets and profiles for incoming students in the School's various programmes.

■ Describe the target profile for graduating students in terms of knowledge, values, managerial skills, professional competences, and entry level into corporate employment.

■ Provide a description of the selection processes and show how these relate to the objectives set for the School's different programmes.

  ❖ What steps does the School take to ensure that individuals are selected on the basis of their expected contribution to programmes and of their capacity for personal development?
  ❖ Can the School produce evidence that the procedures and standards applied for admission for each programme are rigorous, fair and appropriate?
  ❖ What standardised tools does the School use in evaluating the readiness of candidates to successfully complete the programme of study for which they are applying (e.g. aptitude tests, language tests, etc.)? How do these contribute to the quality of the student selection process?
  ❖ How do intake profiles relate to the target profile in the School's different programmes?

■ Describe the results of the selection for the different programmes, including the number of applications, the number of students to whom a place was offered, and the number of students effectively enrolled for each of the past three to five years.

  ❖ How selective is the admission process for the School's different programmes?
  ❖ Is there an adequate pool of candidates to ensure sufficient numbers of students of the right quality? Do the selection and enrolment ratios support this conclusion?
  ❖ How does the School evaluate the effectiveness of its selection criteria and processes? Is information for all programmes analysed in sufficient detail to improve the targeting and effectiveness of programmes?

■ In cases where selection upon entry is not possible, explain how quality is assured.

❖ How does the School manage the impact on the quality of the education of all students?

❖ How does the School assure the quality of its graduating students?

■ Describe the current student population in terms of origin, previous study, age, and gender. For post-experience programmes such as the MBA, indicate the number of years of professional experience before admission. This information should be presented in a table with statistics for the past three to five years.

❖ What trends emerge from the above statistics?

❖ What future changes would the School like to see in the student mix?

❖ What actions are planned to address issues in recruitment?

■ Describe the mechanisms in place to ensure that socially disadvantaged students have access to the School's programmes.

❖ Are scholarships available to help financially disadvantaged students?

b) Course preparation and progression

■ Describe the processes used to prepare students in advance of their entry into their course of study.

❖ How does the School ensure that all students are adequately prepared and informed about course requirements before enrolment?

❖ What steps are taken to identify barriers to learning or progression as early as possible?

❖ To what extent is assistance provided to students who experience difficulties or problems? How is the effectiveness of this support evaluated?

❖ What actions are carried out by the School before the formal start of programmes to convey their sense of mission and core values to students?

■ Describe the School's policy on credit transfer and exemptions.

❖ Are the processes used to manage credits or exemptions explicit, valid and reliable?

■ Provide a summary for each of the main programmes of progression, completion, failure and dropout rates. This should be accompanied by an explanation of these trends and the action taken to respond to them.

❖ How is student progression through their course of study monitored?

❖ Are dropout and success rates acceptable? Are there any fluctuations or trends in time and across programmes?

❖ How does the School evaluate the match between its selection processes and the subsequent progression/performance of individuals? Is information for all programmes analysed in sufficient detail to improve the targeting and effectiveness of programmes?

❖ How does the School evaluate progression, completion, failure and dropout rates including special arrangements for students on TEL courses, if any? What types of analytics are used to monitor student retention and progression?

c) Support and counselling services

■ Describe the processes used to provide learning support for students throughout their courses.

　❖ Does the School provide adequate support to develop learning skills in course participants who have been absent from formal education for an extended period of time?

　❖ How is student counselling organised? Does it work well? What evidence is there that problems are diagnosed at an early stage and remedied where possible?

　❖ Is special tutoring available to support disadvantaged students?

d) Personal and professional development

■ Identify the processes by which the School helps students to develop both personally and professionally.

　❖ What are the key personal skills that the School aims to develop in individuals?

　❖ Does the School encourage students to define their own personal and professional plans as they proceed through their course of study?

■ Explain the role of any special techniques and tools in diagnosing the personal qualities of individual students.

　❖ Does the School have faculty members who are specialised in personal development?

e) Career placement and support

■ Provide statistics on the employment of graduates, such as

　❖ distribution of employment by market sector and function
　❖ distribution of salaries offered to graduates
　❖ geographical distribution
　❖ percentage of employment on graduation and 6 months after graduation
　❖ list of major employers over the past 5 years
　❖ How do these employment trends meet the stated programme objectives?

■ Describe the arrangements for career development support for students and the alumni.

　❖ What services are provided to help students identify job opportunities and prepare themselves for interviews?

　❖ Can students obtain counselling in defining their career objectives?

f) Alumni Relations

■ Describe the way in which the School maintains and utilises contacts with its former students.

　❖ Is there an Alumni association?

- ❖ How is it used to support the School's strategy, programmes and students in their career development? How effective is it?
- ❖ How does the School support the Alumni?
- ❖ To what extent do the Alumni contribute to the funding of the School?

g) Internationalisation

- ■ Provide evidence for the international nature of the student body, e.g.

  - ❖ International marketing of the programmes
  - ❖ Admissions procedures
  - ❖ International mix in programmes
  - ❖ International placements

- ■ Describe the School's policy as regards language and intercultural skills.

  - ❖ Do language skills and international experience figure among the admissions criteria?
  - ❖ How does the School define the extent of language skills it considers should form an integral part of its programmes? What support is provided to achieve the agreed standards in language fluency? How successful are these?
  - ❖ How does the School help its students to acquire intercultural skills?

- ■ Assess the readiness of the School's graduates to manage in an international context, supported by the evidence gained from the student body and from employment destinations.

- ■ Describe the School's policy regarding international student exchange. Provide a table with information about outward and inward flows of exchange students.

  - ❖ How is the student exchange managed to provide an international learning experience to incoming and outgoing students?

- ■ Describe the School's policy regarding internships abroad. Provide relevant data conveying the activity of the School in this respect.

- ■ Describe the service provided to incoming international students.

  - ❖ Does the School have an International Student Affairs office?

h) Ethics, Responsibility and Sustainability

- ■ Describe how ethics, responsibility and sustainability are integrated into student recruitment, admissions and management (e.g. scholarships, awards, diversity).

- ■ Describe how challenges relating to ethics, responsibility and sustainability are integrated into the personal development of students.

- ■ Describe the curricular and extracurricular engagement of students in the areas of ethics, responsibility and sustainability.

  - ❖ Describe student organisations and initiatives focused on these areas.

  - ❖ How do School and faculty support these activities?

i) Corporate connections

- Describe the interface between the School and corporate world for employment and career support, e.g. corporate representation and support on campus, career days, forums, connections to international companies.

- Describe corporate involvement in the admissions process and evaluate its contribution to programme success.

Supporting Information and Documents to be provided in the Self-Assessment Report

- A Table providing for each programme the numerical data about the selection and admissions process (applications, offers, acceptances, enrolment, full-time equivalent in the case of part-time students)

- A list of major employers over the past 5 years

- A Table describing the outward and inward flows of international exchange students, with a breakdown by programme, by country of destination or by country of origin, by partner School, by length of stay

- A Student Report is required from students of the School on issues of key interest in the EQUIS accreditation process. A sufficiently large and representative group of students (rather than a group of student representatives) ideally coming from a selection of the School's main programmes, and if possible, including some exchange students, should focus on the questions provided in the EQUIS template (see Annex 10 of the EQUIS Process Manual Annexes). This Report should accompany the Self-Assessment Report and will be the focus of discussion when meeting those students during the Peer Review Visit.

Information and Documents to be provided in the Base Room during the Peer Review

- Documents relating to the selection process: information packs, application forms, interview reports, test material, process documents, etc.

- Documents for incoming international students

- Alumni Directory

- A Table showing the profile of each student cohort within the School's degree programmes (previous study, age, gender, percentage of international students, etc.). Indicate also the average number of years of professional experience for MBAs

- A Table for each programme detailing the job placement record of students graduating in the previous academic year

Notes

- International nature of the student body: double passport holders should always be counted as nationals, if one of the passports is the domestic one.

Chapter 4: Faculty

The EQUIS Standard

The School should recruit, develop and manage its faculty in accordance with its strategic objectives and have sufficient core faculty to cover the major disciplines and constitute a viable body of distinctive expertise (i.e. a minimum of 25 FTE).

Introduction

A key requirement for EQUIS accreditation is the existence of a permanent core faculty for whom the School is the principal employer and whose main allegiance is to the School. This definition excludes members of other schools employed on a part-time basis. EQUIS has set the minimum size of the core faculty at 25 FTE, because it is unlikely that all the multiple disciplines within the realm of business and management education can be covered adequately with less. These faculty members are the core group that ensures the continuity of the School, embodies its tradition and values, and builds up its distinctive expertise through research and programme innovation.

However, EQUIS recognises that most schools will deploy a second circle of teaching resources, beyond this essential core faculty. This group is comprised of contributors from other educational institutions and of practitioners from the professions or from business. The existence of a carefully selected and well-managed pool of external resources is a valuable asset in providing essential back-up to the core faculty and in enhancing the professional relevance of the courses offered.

The size, qualification, and composition of the faculty are expected to be sufficient to allow adequate servicing of the School's programmes and to be in accordance with the current position of the School. The appropriate size of the faculty in any given School will depend on the range of programmes offered and the number of students and participants enrolled. A small focused business school offering only postgraduate and executive education programmes will not require as large a faculty as a full service university Faculty offering first degree, postgraduate and executive programmes.

Again the profile of the faculty will depend on the mix of activities. A school with a primary focus on executive education will require a quite different faculty skills profile from a school that mainly offers full-time degree programmes. Many schools are currently in a process of strategic change, for example seeking to expand their activities into more market-oriented sectors through executive education or to strengthen their international positioning. Success in these endeavours will depend to a large extent on the Schools' ability to adjust the size and composition of the faculty in line with the strategic objectives.

Effective faculty management is a crucial function within management education institutions. There should be processes in place for the recruitment, deployment, evaluation and development of the faculty. Workloads should allow a reasonable

balance between teaching, research, new programme development, and internal managerial responsibilities. The pressure of teaching or management should not crowd out research and development.

The School should be able to demonstrate that it has an HR strategy, including a faculty development plan, linked to its strategic agenda and supported by an adequate budget. The School's faculty development plan should also reflect the institutional objectives with respect to ethics, responsibility and sustainability.

The Assessment Criteria

The key areas are:

a) Faculty size, qualification and composition
b) Faculty management
c) Faculty development
d) Internationalisation
e) Ethics, Responsibility and Sustainability
f) Corporate connections

a) Faculty size, qualification and composition

■ Provide a full description of the current core faculty as defined above, including the following information:

  ❖ the number of faculty members holding a doctoral degree
  ❖ the number of faculty members currently working towards a doctoral degree
  ❖ the distribution of the faculty by subject specialisms
  ❖ the organisation of the faculty (departments, chairs, professorial ranks)
  ❖ the age distribution of the faculty
  ❖ the gender mix of the faculty
  ❖ the distribution of the faculty by nationality
  ❖ the flows of new appointments and departures over the past five years

    • How does the School justify the current size, composition and qualification of the faculty?
    • What is the profile of the faculty in terms of expertise, academic qualification, business experience, etc.?
    • Are the size and the composition of the faculty in accordance with the strategic objectives of the School?
    • What learning and teaching qualifications or experience do the faculty have and are they appropriate to support the School's pedagogic approach?
    • Does the teaching faculty in terms of numbers and qualification ensure adequate coverage of the principal management disciplines?
    • Does the teaching faculty have an inter-disciplinary approach i.e. is it able to integrate a broad range of themes that transcend disciplinary boundaries?
    • What are the principal strengths and weaknesses of the current faculty?
    • What are the key areas of shortfall in faculty expertise and what actions are being taken to address these problems?
    • How has the faculty evolved over the past five years?

- What is the student/core faculty ratio?[6] How has this evolved over the last five years?

Much of this information can be presented in the supporting documents listed in the next section.

■ When appropriate, explain the impact of the national environment as regards the organisation of the faculty (civil servant status, promotion procedures, tenure, career tracks, remuneration, etc.).

■ Provide a full description of the non-core teaching resources available.

❖ How are these additional resources recruited and integrated into the School?
❖ What learning and teaching qualifications or experience does the non-core teaching resource have?
❖ How does the School coordinate the contributions of non-core faculty within programmes?
❖ How does the School evaluate the effectiveness of non-core faculty contributions?

■ Describe the School's current deployment of teaching resources, including both core faculty and non-core faculty, within its different programmes.

❖ What proportion of the total teaching provision is entrusted to non-core faculty? Is this balance considered to be optimal?
❖ Does the School's workload model allow participants sufficient access to faculty for tutoring and counselling?

b) Faculty management

■ Describe the management processes governing the operation of the faculty.

❖ How is responsibility for the management of the faculty allocated within the School? Is there a Dean of the Faculty with overall responsibility?
❖ Does the planning process integrate all the requirements needed to meet the strategic objectives, the balance in core activities and the international perspective of the School? How are conflicts between strategic demands resolved? Is there a faculty resourcing plan which addresses all these issues?
❖ Does the School provide a consistent framework of policy and practice which addresses the issues of School culture, workloads and the integration of faculty into the total learning and teaching environment? Does this consistently reflect the strategic plan?
❖ Is there an adequate balance within core faculty members' workload between:

- direct teaching and tutoring (both face to face and online)
- programme administration
- innovation, course development and the production of teaching materials
- research and publications
- service to the profession and the wider community

❖ How are workloads managed?

- Describe the current policy and practice regarding the recruitment and induction of faculty members.

  ❖ Is there a policy for the recruitment and selection process? What are the key factors that attract high quality faculty to the School? Can the School recruit faculty of a quality which is consistent with the strategy and programme requirements?

- Explain the processes in place for evaluating individual faculty members in both physical and virtual learning environments.

- Explain the processes in place for evaluating individual faculty members.

- Describe the processes for retention and promotion of faculty members.

- What are the formal processes for obtaining feedback from faculty members on critical issues?

c) Faculty development

- Describe current policy for the development of faculty and explain how this supports the strategic plan for the School.

  ❖ How are priorities for faculty development decided?
  ❖ What formal processes for faculty development exist? How is their effectiveness reviewed?
  ❖ What have been the major components of faculty development plans in recent years? What faculty time has been laid aside specifically for the purposes of individual development? What impact has the development plan had on programme quality and general innovation?
  ❖ How are faculty supported to keep up with pedagogic developments including the use of technology-enhanced learning, if provided?
  ❖ What opportunities exist for sabbatical periods and for periods as a visiting professor in other countries?
  ❖ What opportunities do faculty have to interact with the management community? How do these benefit individuals and programmes? How does the School enable faculty to be fully aware of modern business practice?
  ❖ Do faculty members participate in academic and professional organisations?
  ❖ How does the School ensure that faculty are aware of the latest developments in their field and are fully aware of modern business practice?

- Summarise the strategic plan for the future development of the faculty. Identify the key priorities for the future and the budgets involved.

d) Internationalisation

- Describe the international dimension of the faculty.

  ❖ What is the nationality mix of the faculty?
  ❖ How many external visiting professors are involved in the School's activities?
  ❖ What percentage of the home country faculty have had significant international exposure?
  ❖ What are the foreign language skills of the home country faculty?
  ❖ Is the current level of internationalisation of the faculty in line with the School's aspirations in terms of strategic positioning?

e) Ethics, Responsibility and Sustainability

■ Describe how the School integrates ethics, responsibility and sustainability into faculty training and development.

■ Describe how the School recognises and supports community and public engagement of faculty.

f) Corporate Connections

■ Describe the nature of the connections between the faculty and the corporate world (through consulting, executive education, Board membership, etc.).

❖ Is the exposure of the faculty to the world of management sufficient to ensure the professional relevance of the School's programmes?
❖ To what extent are practising managers part of the faculty or involved in programme delivery?
❖ What percentage of the core faculty participates actively in executive education programmes?
❖ What is the School's policy with respect to consulting by individual faculty?
❖ To what extent do faculty members engage in consulting activities?

Supporting Information and Documents to be provided in the Self-Assessment Report

■ A summary list of the core faculty indicating: name, academic rank, highest degree, where degree obtained, nationality, subject area, date of appointment, percentage of full time engagement in the case of contracts that are less than full time (i.e. 75%, 50%, etc.).

■ A table showing faculty staffing levels over the past five years, including the number of new appointments and the number of departures for each year, with a breakdown by category or rank.

■ Distribution of the core faculty by academic department when appropriate.

■ A table setting out for the current year the key statistics for the faculty (gender distribution, age distribution, nationality mix, number of PhDs, etc.).

Information and Documents to be provided in the Base Room during the Peer Review

■ HR strategy document

■ Copies of the Faculty Handbook or other documents setting out the missions, rights and responsibilities of the faculty

■ CVs in English for all the core faculty members including publications over the past five years (recommended format: 2 pages of CV plus publications list)

Notes

- Core faculty members are employed to conduct research or to teach within the School.

- The term "non-core faculty" is used to designate any person employed on an occasional basis to teach or to conduct research. These persons may have an annual contract with the School, but the School is not their principal employer. They include, for example, practitioners from business and the professions, academics from other institutions, and visiting professors.

- There will always be grey areas in the description of an institution's faculty resources, for instance between the notions of core and non-core faculty when it is hard to locate a part-time academic in one category or the other. In these cases, it is incumbent upon the School to explain clearly on what basis it has allocated a person to one group or another.

- In describing the size of the faculty, the "full-time equivalent" (FTE) is the total of faculty contract days divided by 5, assuming that 5 is 100% employment. For example, 5 faculty members with 3-day contracts would be the equivalent of 3 faculty members with 100% contracts. In this case, the headcount is 5 but the FTE is 3. The percentage of full-time employment refers to the number of contract days in the case of faculty members who are employed on a part-time basis. A four-day contract is thus the equivalent of 80%.

- The students/core faculty ratio is calculated by dividing the number of full-time equivalent students by the number of full-time equivalent core faculty. Calculating the full-time equivalent for students is obviously a question of reasonable estimation. For instance, the total number of part-time students on a two-year executive MBA programme can be divided by two in order to approximate the full-time equivalent. The resulting ratio has, of course, to be interpreted in the light of other variables such as the contribution of a well-structured non-core faculty. However, the ratio is useful as one indicator to measure faculty sufficiency.

- Distribution of the faculty by nationality: double passport holders should always be counted as nationals, if one of the passports is the domestic one.

Chapter 5: Research and Development

The EQUIS Standard

The School should regularly produce original contributions to knowledge that are effectively disseminated. These should demonstrably make an impact on one or more constituencies that are strategically important for the successful development of the School: academic peers, management professionals, students, etc.

Introduction

Research excellence contributes to the brand recognition of the School, to its capacity to attract high quality faculty and good students, to the quality of its programmes, to its capacity to attract funding, and to its ability to provide usable knowledge and new management methodologies to its corporate clients. In sum, the research effort allows the School to better fulfil its public service mission and to better serve its chosen markets.

EQUIS defines "research" as a broad spectrum of intellectual endeavour ranging from scholarly publication aimed primarily at the academic community, through professionally relevant publications and activities aimed at organisations and business practitioners, to educationally relevant productions aimed at learners and teachers in universities, schools and companies. Therefore, within the EQUIS criteria, the term is not restricted to the purely academic conception of research. EQUIS considers that the broader view of research and development encompasses a diverse range of activities, all of which enlarge managerial knowledge and understanding, and improve the quality of a business school.

For this purpose, EQUIS classifies research activity into **three categories**, with the understanding that the boundaries between them will never be absolute.

1. Academic Research

In approaching the assessment of research, EQUIS takes into account the particular circumstances of the business and management discipline within the world of higher education. On the one hand, university-based business schools must conform to the principle that one of the missions within all schools of higher education with university status is to produce and organise new knowledge, to develop new theory, and to design new methodologies within the discipline. In fact, these schools are often evaluated within their own national systems on their research performance from this academic perspective in the same way as any other discipline within the university. Of course, the criteria and the standards may vary considerably from one country to another. In addition, university based systems of faculty promotion and tenure reinforce research rooted in scientific methodologies and targeted principally at the academic community.

Business schools that are not part of a university, but that wish to be internationally recognised as high quality higher education schools, cannot disregard this academic dimension. Recognition by the international academic community and even by the relevant press depends partly on a certain perception of academic research excellence. In the group of the very best business schools of the world there are none that do not excel in academic research.

Scholarly research quality will be assessed by its impact on the international academic community. This impact may be measured by how often a publication is cited by other academic researchers or whether an article has been published in a widely read and reputed journal.

2. Practice-oriented Research

On the other hand, business and management education schools have, by their very nature, a professional and practice-oriented mission, as is the case for schools of medicine or schools of law for which research will always be judged by its relevance not only to new knowledge and theory, but also to clinical and legal practice. Therefore, original contributions to knowledge should not be confined to traditional academic research as described above. They should also include new knowledge contributing to the effective advancement of management practice. Research of this type is usually supported by methodologies based on in-depth and close observation of complex business situations, often by means of case studies, surveys or even the rigorous rationalisation of significant accumulated managerial or consulting experience.

The quality of practice-oriented research will be measured by its impact on practitioners. This impact may be estimated by looking at indicators of funding provided by corporations for specific research projects or research centres or academic chairs. It can be also gauged by assessing the number of participants in open or tailored executive courses, or specialised degree programmes, covering the topic where a practice-oriented research strength is claimed. It can also be estimated by the number of articles published in top practice-oriented professional journals and by references from client organisations on the impact made.

3. Pedagogic Development and Innovation

The provision of innovative pedagogical methodologies, educational tools and learning materials in support of more effective learning in business schools and companies should also be considered an important dimension of a school's intellectual activities.

Achievements in this area will be assessed by their impact within the School on its teaching mission and outside the School by their impact on other educational practitioners. In part this impact may be judged by the number of individuals or schools that make use of the pedagogic materials or techniques developed by the School..

Table 1 at the end of this chapter sets out accordingly **a typology of research and development activity**, categorising the objectives of the intellectual activity, the

audience for whom its relevance must be measured, and the dissemination vehicles (articles, books, online courses, case studies and so on). Whereas most accredited schools will have some production in all three areas, the main focus or the particular mix will depend very much on the type of school, the profile of its faculty, the funding available, the markets that it is serving and the strategic choices that have been made. A university business school will probably place greater emphasis on academic research, while an independent business school serving a corporate market will most likely seek professional relevance in its research effort. Whatever the mix, EQUIS will be looking for evidence of productive intellectual activity with measurable outcomes. The key measures of quality, in all three types of R&D will be **the relevance and impact** of the production for the different audiences, constituencies or stakeholders that the School is serving, as well as its contribution to **teaching quality**.

The expectation within EQUIS is not that all schools should conform to or aspire to the "academic" model often associated in people's minds with the research-driven US university business schools. The expectation is, however, that all schools that are accredited will be able to demonstrate that they are productive in some areas of the intellectual activity spectrum as described above, that there are processes in place for the management and monitoring of the research agenda, and that they allocate time and resources to support faculty members. Whatever the chosen emphasis by different schools, involvement in some form of intellectual activity is seen as essential for each faculty member in order to keep abreast of current developments in his or her discipline. The purely vocational or the exclusively practice oriented school with a sole emphasis on teaching will not qualify under the above definition.

It is further expected that schools will have an explicit, publicly stated strategy and policy regarding research in this broad sense of an extended spectrum of activities and production. At one extreme, this may only be a commitment to the principle that research is an individual concern and that it cannot be managed centrally. Nonetheless, even in these cases, recruitment policy, time allocation, evaluation and reward processes provide a context in which research can prosper. In most schools, the research effort itself requires some planned guidance in the form of targeted specialisations, centrally managed research centres, an encouragement to pursue collaborative research, and so on. This is particularly true of the many schools around the world that are currently striving to upgrade their research potential, often from a situation in which research was not seen as a value and only given low priority. However, a word of caution is in order: the pursuit of accreditation should not lead schools to set unrealistic objectives as regards their research profile. Their resource base in terms of faculty and funding may not be sufficient to support the aspirations.

Ideally EQUIS is once more seeking a balance between the academic and the managerial dimensions, taking into account that the centre of gravity will vary according to the nature of the School. However, in all cases, the School must demonstrate a commitment to creating knowledge as a foundation of quality in education. The School must be able to demonstrate that there is a structured connection between research excellence and quality of learning, both in the talent of individual faculty members and in the impact of its programmes. The intellectual production of the faculty will ensure that the knowledge and skills taught on programmes are broad-based, relevant, up-to-date and forward-looking.

Furthermore, EQUIS considers that there is a continuum between relevant research and the innovative development of the School's range of activities. It should, therefore, be able to demonstrate a broad commitment to innovation and creative development in all aspects of its operation: research, programme design, learning methods, service to stakeholders and the society at large, interface with the corporate world, international relations, internal management.

The assessment of the School at the time of the Peer Review will embrace both research and development.

This assessment should include the analysis of policies, processes and practices in place for the assurance of integrity of the School's research and development activities.

Table 2 provides a suggested list of types of production that fall within the research and development spectrum and is intended to serve as a basis for reporting research activity.

The Assessment Criteria

The key areas are:

a) Research activities
b) Development and Innovation
c) International features of R&D
d) Ethics, Responsibility and Sustainability
e) Connections between R&D and the corporate world

a) Research activities

■ Describe the School's overall research strategy and policy. Explain how the research agenda contributes to the strategic objectives of the School.

   ❖ What are the principal types of research carried out by the School?
   ❖ How are priorities established within the strategy?
   ❖ What is the current research potential of the core faculty?
   ❖ How has this potential evolved over the last five years?
   ❖ What methods have been used to attract key research staff to the School in recent years?
   ❖ What are the plans for future development of the research capacity?

■ Explain how research and development is interpreted within the national context. Describe any nationally organised research assessment schemes (e.g. the REF in the UK).

■ Describe how research is organised within the School.

   ❖ Is there a Dean or Director of Research?
   ❖ Is there a Research or Scientific Committee?
   ❖ Are there self-standing Research Centres or Institutes within the School?
   ❖ To what extent is the research agenda managed?

- Describe how research activity is integrated into the workload of individual faculty members.

  - ❖ What priority level is accorded to research?
  - ❖ Is research a value within the culture of the School?
  - ❖ How much time is allowed for research within faculty members' workload?
  - ❖ What is the link between the faculty developmental budget and research policy?

- Explain how research is funded (internal budgetary allocations, government funding, research grants, company sponsorship).
  - ❖ How did the research grants obtained develop over the last five years?

- Describe the processes for monitoring and evaluating research.

  - ❖ Is research a requirement for promotion and retention?
  - ❖ What is the reward system for excellence in research?
  - ❖ Is the School able to assess its total intellectual property, in terms of research and expertise?

- Summarise the research carried out by the core faculty over the past five years (Please use the attached Table 2 or a similar reporting format to provide this data). The data in this Table should be critically analysed in the Self-Assessment Report.

  - ❖ What strengths and weaknesses emerge from this data?
  - ❖ What have been the significant trends during this five-year period? In what areas has progress been made? In what areas has output declined?
  - ❖ What proportion of the faculty can be considered active in the area of research and intellectual activity?

- Describe the research activities of the non-core faculty to the extent that they contribute to the quality of the School's programmes and to its ability to serve its chosen markets. Clearly specify which of this output is produced by academics that work primarily for another academic institution.

- Describe how the outcomes of research contribute to the quality of learning and programme innovation.

- Describe the ways in which research has contributed to the accumulation of distinctive expertise within the School.

- If applicable, describe how the doctoral programmes contribute to the School's research profile.

b) Development and Innovation

- Describe the School's overall policy for promoting innovation and the mechanisms for determining priorities in this area.

- Explain how the School interprets innovation within the national context.

- Summarise the key achievements in the area of innovation, including the development of new courses, educational materials, and new learning and delivery methods that may or may not be based upon information and communication technologies.

- Describe any current and proposed activities designed to develop new tools for management or to increase the impact of the School in its corporate market.
- Describe how the School engages in knowledge development with business and other stakeholders through collaborative enquiry and other methods.

c) International features of R&D

- Summarise the contribution of the research agenda to the international dimension of the School.
- Describe how the School manages its R&D agenda in a way that contributes to global thought leadership.
- Give details of faculty involvement in joint research with schools or colleagues in other countries.
- Describe the contribution of international academic visitors to enhance R&D in the School.
- Identify in Table 2 the data relating to international publications or research activity of the core faculty.

d) Ethics, Responsibility and Sustainability

- Describe how the School integrates ethics, responsibility and sustainability into its research activities.
- Describe how the School integrates ethics, responsibility and sustainability into its development and innovation activities.
- Describe the fundamental principles of research integrity that underpin the research and development work of the School's faculty along with the mechanisms, policies and processes in place to provide assurances over good practices in research and development, publication and dissemination of results, as well as reviewing and evaluating work of another researcher.

e) Connections between R&D and the corporate world

- Describe how the School's overall R&D production can be considered relevant to its corporate markets.
- Describe R&D activities that are sponsored by companies.
- Describe R&D (research projects, cases, etc.) initiatives run in collaboration with companies.
- List consultancy missions that involve a R&D dimension.

Supporting Information and Documents to be provided in the Self-Assessment Report

- Numerical data on output using the format in Table 2 of the EQUIS Standards and Criteria document. Explain on the basis of what criteria research production numbers are placed into a particular category.

- It should be noted that Table 2 is intended as a guide to help schools in reporting the data that EQUIS is looking for. Schools may use their own reporting format provided that it covers the same information.

- A table listing the School's choice of the best 10 articles published over the past five years.

- A table listing funds received from research grants, commissioned research or company sponsorship over the past five years.

- Membership of the Research Committee.

Information and Documents to be provided in the Base Room during the Peer Review

- Materials published during the past year as reported in Table 2 (Articles, Books, Theses, Reports, Case Studies, Educational materials, etc). These can be made available in hard copy or electronically.

- Any written statements regarding research strategy, policy and processes.

- Brochures or other materials describing research centres or institutes.

Notes

Data on research and publication should only be reported for the core faculty, defined as those members of the faculty for whom the School is the principal employer. The publications of part-time staff from other schools, adjunct faculty, visiting professors, or business practitioners should not be included in Table 2.

It must be underlined, however, that non-core teaching resources can contribute substantially to innovation and development. Their contributions should be described separately.

Key indicators in this chapter are:

- A coherent strategy and policy in the field of research, aligned with the overall strategy of the School.

- Effective processes for implementing the research effort.

- The volume of intellectual production within the School as a whole.

- The quality of the production as measured by its impact: academic recognition, faculty qualification, programme quality, relevance to the School's markets and stakeholders, contribution to management practice, etc.

- The percentage of research active faculty.

- Distinctive expertise in some areas.

- Adequate funding to support the research effort.

- Evidence of a culture of innovation within the School.

Table 1: Research/Publication/Production

	Objectives	Target Audience	Target Production	Target Outlets	Characteristics Key Words
Academic Production	• Advance theory • Create new knowledge • Devise new methodologies • Sustain a doctoral programme • Underpin up-to-date and innovative teaching programmes	• Other academics • Graduate students • International market (necessarily in English)	• Articles • Conference presentations • Papers • Research monographs • Scholarly theses	• Scholarly journals • Conferences • Text books • University presses	• Discipline-based • Academic • Scholarly • Refereed • Rigorous
Practice-Oriented Production	• Inform practitioners • Educate students • Targeted research for specific companies or organisations • Improve management practice • Understanding of the environment • Updating of course content • Faculty development	• Executive education participants • Companies/organisations • Practitioners • Students • National & international markets	• Books • Studies • Reports • Articles	• Text books • Specialised publications • Practitioner journals	• Relevance • Useful knowledge • Applied practice-oriented • Field work
Pedagogical Development	• Create new course materials • Create new programmes • Define new learning methodologies • Create new learning tools	• Students • Programme directors • Other teachers • Executive education directors	• Case studies • Software • Innovative programmes • Online courses	• Case clearing houses • Commercial software outlets	• Transferable • Innovative • Tailor-made • New learning

Table 2: RESEARCH OUTPUT OF THE CORE FACULTY in the last five years

Types of Publication	Total Number of items in the category for the five-year period	Total Number of contributing core faculty members from within the School.***	Number of items jointly produced by two or more core faculty members from within the School	Number of items jointly produced in collaboration with other institutions	Research Activity Ratio: Number of items/ Total Number of core faculty members currently in the School
Academic Research Articles					
Practice-oriented Research Articles					
Studies and Reports commissioned by companies and gov't agencies					
Papers in academic conferences					
Papers in professional conferences					
Published Case Studies					
Books (e.g. research monographs)					
Chapters in books					
Textbooks					
Chapters in textbooks					
Articles on Pedagogic Development and Innovation					
Studies and Reports produced as part of an int'l network					
Published Teaching Materials					
Doctoral theses completed – supervised by core faculty					
Other (please describe)					
TOTALS					

*** Only include authors who are core faculty members at the time of production

Note: It should be noted that Table 2 is intended as a guide to help schools in reporting the data that EQUIS is looking for. Schools may use their own reporting format provided that it covers the same information.

Chapter 6: Executive Education

The EQUIS Standard

The School's programme offering in the field of Executive Education, if it exists, should be appropriately integrated into its overall strategy and into its central management systems. Whatever its organisational or legal structure, Executive Education should be seen as central to the strengthening of the School's connections with companies and organisations within the markets that it is serving. It should contribute to the development of the faculty in maintaining relevance in their teaching and research. It should contribute to the improvement of business practice by putting the School's distinctive expertise at the disposal of practising managers.

Introduction

In this chapter EQUIS is primarily concerned with the delivery of short courses and programmes to working professionals in companies and organisations. Some of the longer programmes may lead to the award of a certificate, but this is essentially a non-degree activity within business schools. Some schools choose to include part-time Executive MBAs in their executive education division since these programmes are also aimed at people in work, but they should be presented in Chapter 2 in which degree programmes are described.

It is understood that some schools applying for EQUIS accreditation may not be active in the field of executive education or may only have a marginal presence in this market. A portfolio of executive education programmes is not a formal requirement for EQUIS accreditation. However, to the extent that a school does have a significant offering in this area or considers it to be strategic, its executive education operations will be an integral part of the assessment, based on the criteria set out in this chapter.

The chapter covers the principal areas of the EQUIS framework from the specific perspective of executive education: strategic positioning, the programme portfolio, marketing, services to participants, programme quality, faculty and physical facilities, ethics, responsibility and sustainability. The criteria take into account the fact that the education of working adults is very different from that of full-time students. The faculty require an additional set of skills geared to the expectations of a very demanding audience. Programmes, particularly customised programmes, have to be designed to integrate both the organisational development objectives of the company and the personal development needs of the individual participants. This process requires an ability to understand the company's organisation and strategy and to propose appropriate education solutions to the expressed learning objectives. A strong customer orientation is essential.

Schools active in executive education should explain how this activity is integrated into their overall strategy and into their management systems. From the EQUIS perspective, executive education should be more than just an add-on or a commercial operation. It should be seen as a central, mainstream activity broadening the qualification of the faculty and involving the School meaningfully in the

development of management practice in companies. Executive education should support the relevance of the School's teaching in all its programmes and serve as a platform for its research agenda. It can, therefore, be a major dimension of the interface between the School, the corporate world and society at large.

It is particularly important to describe how the executive education provision is organised, resourced and managed within the School: as a centre, business unit, division or subsidiary.

The Assessment Criteria

The key areas are:

a) Positioning within the School
b) Product Portfolio
c) Marketing and Sales
d) Participant Management
e) Programme Quality and Impact
f) Faculty
g) Research and Development
h) Internationalisation
i) Ethics, Responsibility and Sustainability

a) Positioning within the School

■ If the School believes that its executive education activities do not currently contribute to its strategic objectives, the School should provide here an explicit argument for the exclusion of these activities from the accreditation. The questions below can be used to substantiate its case, for consideration by the Peer Review Team.

■ Explain how executive education fits into the School's overall strategy.

   ❖ Can the School show that its executive education contributes to its strategic objectives beyond mere income generation?
   ❖ How is executive education integrated into management systems?

■ Describe the positioning of the executive education provision within the School's organisation chart (Department responsibility or dedicated Centre, Division, Business Unit, Subsidiary, etc).

■ Indicate the faculty and staff allocated specifically to the running of this activity.

■ Describe the physical facilities available for executive education programme delivery.

   ❖ Does the School offer a well-designed learning environment with sufficient dedicated facilities to support high quality executive education?

b) Product Portfolio

■ Describe the portfolio of programmes and services offered in the area of executive education.

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* ❖ type of programmes: open/customised
* ❖ residential/non-residential/distance learning/TEL courses
* ❖ duration: short/long/modular
* ❖ content (functional, general management, issue-based, skills workshops, action oriented, etc.)

  * In the case of open programmes, how is the range of offerings determined? What process does the School follow to introduce new programmes and remove existing programmes?
  * How often is the programme catalogue renewed?

c) Marketing and Sales

■ Evaluate the School's positioning in the national and international market for executive education.

* ❖ Who are its main competitors?
* ❖ How strong is its brand image in the area of executive education?

■ Describe the composition of the School's customer base for executive education.

* ❖ nature of companies (market sector, size, etc.)
* ❖ level of managers (senior executives/ middle managers/ specialists, technical staff and lower-level managers)
* ❖ local/national/international

  * How extensive is the School's experience in dealing with senior executives?
  * Is the existing provision clearly focused on an understanding of market needs? How are needs identified?
  * What are the criteria for accepting or refusing a contract with a company?

■ Describe the School's approach to customer relationship management.

* ❖ Does the School have a strong customer service orientation in all aspects of its work?
* ❖ How well qualified are the business development and sales staff?

■ Describe the School's marketing and sales policy for its executive education activities.

* ❖ To what extent are faculty members involved in the sales of the School's programmes?
* ❖ How rapidly can the School respond to a request for a customised programme?
* ❖ Does the Executive Education organisation have a pricing policy that is consistent with its market positioning and strategic intent?

■ Explain how the School distinguishes between customers as organisations and customers as individual participants in its programmes.

* ❖ Is the School able to articulate the role of organisational development in its programmes?

d) Participant Management

- Describe the School's processes for selecting and managing the participants in its programmes.

  - ❖ What steps does the School take to ensure a close fit between participants and the aims of individual programmes?
  - ❖ Is the School selective regarding the participants it admits to its open and customised programmes? Does it cooperate with its corporate customers in the selection and nomination process?
  - ❖ How do staff deal with the sometimes conflicting demands made by companies and the individuals involved in programmes?

- Describe the support processes for participants before, during and after training.

  - ❖ Does the School provide a comprehensive and integrated package of support for its customers?
  - ❖ How do staff deal with customer complaints and service issues?

- Describe the processes for the longer term personal development of executive education participants.

  - ❖ What provision is there for coaching, lifelong learning and networking?
  - ❖ How does the School personalise the learning process for individuals?
  - ❖ Is the adult learning process clearly understood?

e) Programme Quality and Impact

- Describe the design process for open programmes.

- Describe the design process for customised programmes.

  - ❖ Does the School have faculty and staff skilled in the task of negotiating customised programmes?
  - ❖ How are customer requirements diagnosed prior to designing customised programmes (needs analysis)?
  - ❖ How do staff proceed from the needs analysis to the programme design stage? Is the faculty involved in this process?

- Describe the School's key areas of expertise in the area of executive education.

- Describe the delivery methods used in the School's executive education programmes.

  - ❖ What is the role and impact of technology in the provision of executive education? Does the School provide adequate computer facilities?
  - ❖ Does the School make use of electronic networking facilities and distance learning techniques in the delivery of its programmes?
  - ❖ What level of innovation in delivery is actually taking place?

- Describe specific TEL activities, if any, offered to the School's corporate partners.
  - ❖ Blended learning programmes
  - ❖ Virtual learning environments
  - ❖ Social networking
  - ❖ Other forms of e-learning

- Describe the School's approach to the management of quality in its executive education activities and the associated processes for monitoring, evaluating and reviewing programmes.

  - ❖ What processes are in place for the regular evaluation of programmes and the longer-term review of programmes?
  - ❖ Does the School have a keen eye for detail when it comes to the total image presented to customers? Do they pay attention to all the accessories and important details that can affect a programme's image (e.g. supporting materials, pens, wallets etc?

- Explain how the School measures the impact of its programmes on:

  - ❖ Individual participants
  - ❖ The participants' companies

f) Faculty

- Describe the faculty resources available for deployment in executive education programmes (core faculty, adjunct faculty, part-time faculty, visiting faculty, etc.).

  - ❖ What proportion of the core faculty is significantly involved in executive education?
  - ❖ Does the faculty as a whole have a clear understanding of the strategic role of executive education within the School's range of activities?

- Evaluate the sufficiency of the current faculty resources, both in number and profile to meet the requirements of executive education provision.

  - ❖ What proportion of the faculty has relevant professional and commercial experience? What limits to growth are set by the current composition of the faculty and its range of expertise?

- Describe the School's process for managing faculty deployment in executive education.

  - ❖ How is executive education integrated into faculty workloads? Is this activity considered on-load or off-load?
  - ❖ Is extra remuneration offered as an incentive to engage in executive education?
  - ❖ Where the School relies on the support of a high proportion of external practitioners, how is teamwork and a shared culture promoted in this 'virtual' faculty?

- Explain the processes for evaluating the contribution of individual faculty involved in executive education.

g) Research and Development

- Describe the School's approach towards research, development and innovation relating to executive education.

  - ❖ How is the School's research capability transferred into its executive education offerings?

❖ How do the School's executive education activities support its research agenda and improve the relevance of its research production?

❖ How rapidly is the School able to transform basic knowledge into applied knowledge for the benefit of its customers?

❖ How open are faculty to the application of new ideas and frameworks to their work? How is this reflected in its programmes?

❖ What are the key areas of innovation?

h) Internationalisation

■ Describe the international outreach of the School's executive education activity.

❖ Does the School market its programmes beyond its borders?

❖ How many international clients does it have?

❖ Do language skills and international experience figure among the criteria for acceptance onto international programmes?

❖ What percentage of the core faculty is competent to work with an international audience?

i) Ethics, Responsibility and Sustainability

■ Describe how the School integrates ethics, responsibility and sustainability into its executive education activities.

❖ Are there activities that specifically address questions of ethics, responsibility and sustainability? Describe their orientation and content.

❖ How does the School measure the impact of its activities in the area of ethics, responsibility and sustainability?

Supporting Information and Documents to be provided in the Self-Assessment Report

■ Budgetary information with the breakdown of revenues by open and customised programmes for the past three years.

■ Data concerning the number and type of programmes offered, the number of participants, the number of training days, etc. This information should be presented in the form of a table for the past three years.

■ A list of the School's key clients in the field of executive education in the past three years.

■ A list of academic and non-academic partners with an indication of the type of cooperation (course or programme delivery, TEL provision, skills development, etc.)

Information and Documents to be provided in the Base Room during the Peer Review

- Documents on Executive Education strategy, policy and processes.

- Brochures describing the various programmes on offer.

- The Catalogue of public, open courses offered.

- Examples of customised programme syllabi.

- Examples of course material delivered to participants, either electronically or in hard copy.

Notes

- EQUIS has chosen to use the term "executive education" to describe this segment of a business school's programme portfolio, but it is understood that many other terms may be used: management development, executive development, continuing education and so on.

Chapter 7: Resources and Administration

The EQUIS Standard

The School should be able to demonstrate financial viability and institutional continuity, with physical resources and facilities to provide a high quality learning environment and with sufficient high quality administrative staff and processes to support the School's range of activities.

Introduction

The purpose of this Chapter is to evaluate the adequacy of the School's physical and financial resources together with the associated management systems and staff.

The physical facilities should provide an adequate learning environment for the students and participants in the School's various programmes. The EQUIS assessment of adequacy will take into account the fact that the requirements for undergraduate students are very different from those for an MBA cohort or for executive education participants. The basic principle is that the physical facilities in terms of auditoriums, classrooms, breakout rooms, social space, etc. should be sufficient to support the particular pedagogical approach in each programme. It is usually the case that MBA programmes and executive education activities will require dedicated facilities.

The School should be adequately equipped with documentation services providing access to books, periodicals and electronic databases backed up by the appropriate information systems. It is expected that the School will have installed a computer based Intranet platform for technology-enhanced learning and internal and external communication and will provide a help service for students and faculty.

Appropriate office space and research facilities should be provided for the faculty in support of their various roles within the School.

In the context of this Chapter, EQUIS will also review the sufficiency of the School's financial performance and the supporting budgetary and financial management systems. An essential criterion here is the financial viability of the School and the adequacy of its resources in line with its strategic ambitions. In this context, the School should also demonstrate that its management accounting and reporting processes contribute to operational effectiveness by providing transparent information about revenues, costs and contribution of each programme or activity.

Viable business school operations require that financial as well as non-financial risks be adequately managed. The School should explain how it organises its risk management function and should further describe how it identifies, assesses and mitigates risks.

Another area that falls within the scope of this Chapter is the overall sufficiency and quality of the School's administrative services and staff. This will include its ability to market its activities.

Finally, the School should describe how it integrates ethics, responsibility and sustainability into its infrastructure planning and management, its operations, administration and staff training and development.

The Assessment Criteria

The key areas are:

a) Physical Facilities and the Learning Environment
b) Financial Performance
c) Financial Management
d) Risk Management
e) Information and Documentation Facilities
f) Computing Facilities
g) Marketing and Public Relations
h) Administrative Services and Staff
i) Ethics, Responsibility and Sustainability

a) Physical Facilities and the Learning Environment

- Provide a summary of premises, including the identification of any premises shared with other parts of the host Institution (if appropriate).

- Describe the educational facilities: auditoriums, classrooms, breakout rooms, individual work stations, social areas for students.

  - ❖ Are these facilities adequately equipped with educational support material: computer access, projectors, microphone systems, etc.?
  - ❖ How are these facilities shared between the different programmes?

- Evaluate the overall adequacy of the above facilities to meet the demands of the School's portfolio of activities.

  - ❖ What shortfalls in physical resources are foreseen in response to the School's future strategy? What steps are being taken to address these?

- How is the potential contribution of facilities to the personal experience and development of students evaluated?

b) Financial Performance

- Describe the School's financial performance for the past five years as well as the financial plan for the next three years (including the current budgeting year). The information should be sufficiently disaggregated so that the impact of the School's key activities on financial outcomes and projections can be understood.

❖ Present a summary of the consolidated income statement and consolidated cash flow statement for the School (if available) for the past five years as well as projections for the next three years.

❖ Present a summary of the School's financial assets and liabilities for the past five years as well as projections for the next three years (if applicable).

❖ Are any agreements (e.g. endowments, debts) in place which may affect the availability of financial resources.

❖ Present corresponding data for the parent institution if its financial performance may significantly impact the School's financial viability during the next three years.

■ Describe the School's investment plan for the next three years (including the current budgeting year).

❖ What are the School's main investment activities and how are they aligned with its strategic plan?

❖ Summarise the projected funding needs as well as the targeted funding resources.

■ Describe the other key assumptions underpinning the School's financial plan for the next three years.

■ Describe to what extent the School is able to cope with financial performance shortfalls (e.g. liquidity reserves, funding commitment by parent institution).

c) Financial Management

■ Describe the School's financial autonomy.

❖ What types of autonomy does the School have with respect to the use of funds?

❖ What autonomy does the School have for generating additional sources of funding? How are they currently utilised?

❖ What are the rules and regulations limiting the School's financial autonomy?

■ Describe the financial budgeting process applied by the School.

❖ Explain the process of compiling the annual budget as well as its approval

❖ How does the School monitor its budget and how does it manage budget over-runs?

❖ How does the School ensure that the budget is internally consistent between revenue and cost projections?

❖ How is the budgeting system linked to the School's strategic plan?

❖ How is the School's budget integrated into the budgeting system of the wider university or parent institution (if applicable)?

■ Describe the School's internal financial control and reporting systems.

❖ What key performance indicators does the School use to track financial performance? Present appropriate evidence for the past five years as well as projections for the next three years (including the current year).

❖ How is financial performance reported to the School's stakeholders?

❖ How much budgetary responsibility is devolved to the School's sub-units (e.g. programme management teams, departments)?

d) Risk Management

- Describe how the School's risk management is organised and how it is integrated into internal as well as external governance.
    - ❖ What is the risk management system? Who is responsible and to whom do they report?

- Describe the process of risk management applied by the School.
    - ❖ How does the School identify and assess risk?
    - ❖ What are the principal financial and non-financial risks facing the School? What is their potential impact on academic and financial performance?
    - ❖ How does the School mitigate risk?

e) Information and Documentation Facilities

- Describe the documentation services provided on site (documentation centre, library, databases, research facilities, etc.).

- Identify any special relationships with external libraries (including that of the parent institution/university) and research Institutions.
    - ❖ Are the library and research facilities adequate and are participants provided with adequate access outside normal working hours?
    - ❖ What special provision demanded by the international dimension of the School's activities is provided by the library and research facilities? What are the requirements for the future?
    - ❖ How does the School evaluate the support provided to individuals by these facilities? What evidence is there that student feedback has been used to develop facilities for the benefit of individuals?

- Describe the contribution of the documentation services to the internationalisation of the School (books and periodicals in other languages, international databases, etc.).

f) Computing Facilities

- Describe the facilities available: hardware, software, intranet, learning management systems, open-access computer rooms, help services, etc.
    - ❖ Are the computing facilities (on campus, outsourced or virtual) adequate and are participants provided with adequate access outside normal working hours?
    - ❖ What is the contribution of computing facilities and associated software to individual programme objectives? What specific knowledge, skills and qualities are developed through the use of information technology and how do these match programme objectives?
    - ❖ What learning management systems are available and how are they used by faculty members in programme delivery?

g) Marketing and Public Relations

- Describe the organisation for the marketing and promotion of the School's activities.

- Explain the nature of the Marketing and PR strategy and operations.
    - ❖ How are Marketing and PR operations staffed and financed?
    - ❖ How are the Marketing and PR resources allocated to different aspects of the School's activities?
    - ❖ What communication channels are used?
    - ❖ How is the effectiveness of Marketing and PR evaluated? With what result?

h) Administrative Services and Staff

- Describe the organisation of the support services (finance and accounting, human resource management, buildings and grounds, documentation centre, computer service, etc.).
    - ❖ Does the School have an HR strategy and accompanying policies for all staff?
    - ❖ Does the School have sufficient staff to provide adequate service to participants and customers?
    - ❖ How is the effectiveness of general support and administration facilities evaluated? What improvements to the quality of support have been achieved or are proposed in the near future?

i) Ethics, Responsibility and Sustainability

- Describe how the School integrates ethics, responsibility and sustainability into its infrastructure planning and management (e.g. waste management, energy management).

- Describe how the School integrates ethics, responsibility and sustainability into its operations (e.g. purchasing, transportation).

- Describe how the School integrates ethics, responsibility and sustainability into its administration (e.g. general HR policies, workforce diversity).

- Describe how the School integrates ethics, responsibility and sustainability into staff training and development.

Supporting Information and Documents to be provided in the Self-Assessment Report

- The School's financial accounts (income statements, statement of financial assets and liabilities) for the last five years broken down by main activity area, as well as the financial plan for the next three years. Financial data should be expressed in Euro (please provide the currency rate used for conversion from local currency).

- Marketing strategy/plan

Information and Documents to be provided in the Base Room during the Peer Review

■ Information distributed to students explaining the documentation facilities and services available (in the language of the country or in English)

■ HR strategy and policies (e.g. Staff Handbook, New Employees' Induction Pack)

■ The School's risk management guidelines (if available)

Notes

■ Confidentiality regarding financial information

The Peer Reviewers are informed that all information to which they have access in the documents provided by the School is confidential and must not be revealed to anyone external to the assessment process. The School is free, however, to withhold information that it considers strategic. In this case, it is expected that a verbal response to key questions will be provided.

Chapter 8: Internationalisation

The EQUIS Standard

The School should have a clearly articulated strategy and policies for internationalisation. It should demonstrate its commitment to educating and preparing students and participants for management in an international environment. This should be underpinned by active collaboration with international partner institutions in fields such as student exchanges, joint programmes, research activity and corporate connections. The School should be able to attract students and faculty from other countries and with professional and study experience of other countries. It should carry out and disseminate research of international relevance and scope.

Introduction

Alongside corporate connections and ethics, responsibility and sustainability, the international dimension of a School is one of the overarching dimensions in the EQUIS framework. This chapter requires the School to synthesise the international aspects that are presented in each part of the framework. It is important to explain the School's strategy and policies as regards internationalisation, as well as the processes and resources available for the implementation of the strategy.

EQUIS has been designed as an international accreditation system, recognising schools and university faculties that are more than just good standard national institutions. It is expected that they will have qualities that make them credible in a wider international market. This supposes that they can attract students and faculty from other countries, deliver programmes up to internationally accepted standards, effectively prepare their graduates for international management and maintain academic and corporate connections outside their home country. In all cases, it is expected that schools can demonstrate a sufficient degree of internationalisation as measured through a broad series of indicators that are listed at the end of this section.

In assessing this crucial area, it is important to make a certain number of distinctions. EQUIS recognises that internationalisation can take many forms and that the degree of internationalisation will vary considerably across a broad spectrum of activities. It is not expected that all schools will resemble those few institutions that act independently of any particular national culture and that have a student and faculty mix in which no one nationality dominates. Most schools have their roots in the mainstream of their national system of higher education. The challenge for them is to introduce a culture of internationalisation into their own national culture, without repudiating the latter.

A second point is that schools pursue very different strategic objectives in the area of internationalisation. In some cases, the aim is to position the School's programmes in the international market rather than the national market. In most cases, this has only been a feasible objective in the case of the MBA and other postgraduate programmes. In the post-Bologna market in Europe, there is now also room for pre-experience Master programmes aimed at the international mobility market.

Programmes of this type have to be specifically designed for an international group of students and require a very different marketing effort. In the case of schools in non-English-speaking countries, this often means that the programmes have to be offered in English. In all cases, a different faculty profile will be required and the administrative staff must be able to adapt to the intercultural challenge.

For many, even most schools, the main objective in its Bachelor and pre-experience Master programmes is to ensure that the knowledge and skills imparted by their programmes are in line with the realities of management in an internationally inter-dependent world. Programme content must be designed from this perspective. Giving home students international exposure is usually achieved by study abroad opportunities and by internationalising the classroom through the influx of visiting exchange students. However, the programmes are positioned to recruit students primarily on the national market, in which the degree of internationalisation can be a competitive advantage. The threshold requirement for EQUIS accreditation is that the School must offer programmes that provide an internationally oriented education with sufficient outreach beyond its own borders.

Some schools pursue quite different strategic objectives by setting up "offshore" operations. These may be in the form of wholly owned satellite campuses on which the School offers its degree programmes, joint ventures with an international partner to offer its degrees, or franchising of the degrees to an independent provider. The objective may in some cases be primarily commercial, but these operations can also play a strategic role in internationalising the School by opening up new markets in strategic regions and by giving faculty the opportunity to teach and to manage projects in distant places. However, schools should be aware that there are risks in this type of international development. It is very hard to maintain quality standards at a distance and the School may jeopardise its reputation in the long run. Furthermore, these activities can distract the School and its faculty from developing its core operations in its home base.

It is expected that the School's faculty members will have an overall profile that qualifies them to operate adequately in the international arena. This is not measured only by the nationality mix of the faculty, but also by the international qualifications and experience of the faculty members, by their intercultural and linguistic skills, and by their demonstrated ability to teach international audiences. The faculty's ability to engage in meaningful research with an international impact will also be significant.

Furthermore, the School should be able to maintain connections with the corporate world beyond the frontiers of its home environment. These can take many forms, including student recruitment channels, research partnerships, internship destinations, executive education provision, alumni relations, sources of funding, etc.

The Assessment Criteria

■ Describe the School's international strategy and policies.

■ Summarise the evidence that the international dimension is reflected in the School's mission, governance, strategy and current operations.

  ❖ How does the School integrate the international dimension within the normal structures and processes governing the activities of the School?

- ❖ How does TEL provision, if any, contribute to the internationalisation of the School?
- ❖ What are the key processes used to manage the School's international policy and relationships?
- ❖ What are the resources specifically allocated to the management of the School's international activities? Does the School have an adequately resourced international office?
- ❖ How is the School positioned on the international market? How competitive are its programmes outside its home market?

- ■ Describe the current level of internationalisation as reflected in the profile of the faculty, the student body and the alumni.

  - ❖ To what extent has the School internationalised the classroom on its home campus as measured by the intercultural mix of students and the international perspective in its programmes?
  - ❖ How do TEL courses, if any, impart an international experience to participants?
  - ❖ How does the School support and manage its Alumni internationally?

- ■ Summarise the School's international activities outside its home country (exchange students abroad, faculty mobility, joint programmes, off-campus operations, etc.).

- ■ How can TEL contribute to the international integration of programme delivery in the context of collaborative provision? Does the School offer TEL courses of other institutions?

- ■ Describe the School's network of international academic relations.

  - ❖ Which of these can be considered high quality strategic partnerships?
  - ❖ How are international alliances and partnerships established? What are the criteria for the selection of organisations targeted for special relationships?

- ■ Describe the School's connections to the international corporate world.

  - ❖ Does the School engage in executive education with clients outside its home country and with international clients headquartered domestically?
  - ❖ To what extent are its graduates recruited by international companies to work outside the School's home country?

- ■ List key relationships with international organisations.

  - ❖ How does the School use membership of international organisations to support its own quality improvement processes? What commitment is given by Deans and Directors to involvement with international associations?

- ■ Describe the international dimension in the School's research and development activity. As appropriate, cross-reference to Chapter 5 on Research.

- ■ Evaluate the key changes in the international operation of the School that have occurred in the past 5 years.

Supporting Information and Documents to be provided in the Self-Assessment Report

- List of international academic or non-academic partners showing the nature of relationship (e.g. student exchanges, research collaboration, joint programmes, course or programme delivery, etc.).

- The Chapter on Internationalisation should include cross-references to statistical tables included in other chapters, notably as regards students, faculty and research.

Information and Documents to be provided in the Base Room during the Peer Review

- International strategy and policy documents
- Documents relating to off-shore provision and multi-campus operations

Notes

In preparing this Chapter, Schools will find it helpful to refer to the documents entitled "EFMD Quality Services: Guidelines for Defining the International Dimension of Higher Education Institutions in Management and Business Administration" and Assessing the Degree of Internationalisation of a Business School" (see Annex G and H of the EFMD Guidelines & Position Papers: Supporting material for the EQUIS & EPAS accreditation systems).

Key Indicators

- Internationalisation of the student body

  Evidence of this can include:

  - The recruitment of students from and with experience of other countries.
  - The existence of exchange programmes to provide a two-way flow of students.
  - A concern for intercultural exchange in the classroom.
  - The provision of internships or project work across borders.
  - The international placement of graduates.
  - The language ability of graduates.

- Internationalisation of the faculty

  Evidence of this can include:

  - The recruitment of non-nationals to the faculty.
  - The international qualifications and professional experience of faculty.
  - The ability of faculty to teach in English.
  - The foreign language skills of faculty.
  - The involvement of international visiting professors.
  - The opportunities for faculty to serve as visiting professors abroad.
  - The involvement of faculty in international networks.
  - Participation in international conferences.
  - Research and publication of an international nature.

- Internationalisation of programmes

Evidence of this can include:
- Teaching which focuses on global business environments.
- International case studies and learning materials.
- Courses taught in English in non-English speaking countries.
- An international perspective in all the main functional areas.
- Courses jointly designed and taught with partner Schools abroad.
- Internships and study abroad as an integral part of programmes.

Chapter 9: Ethics, Responsibility and Sustainability

The EQUIS Standard

The School should have a clear understanding of its role as a "globally responsible citizen" and its contribution to ethics and sustainability. This understanding should be reflected in the School's mission, strategy and activities. There should be evidence that the School's contribution is reflected in its regular activities, covering education, research, interactions with businesses and managers, community outreach and its own operations.

Introduction

The purpose of this section is to assess the School's role as an ethical and globally responsible citizen and its contribution to sustainability.

Ethics refer to the School's behaviour that should be based on the values of honesty, equity and integrity. These values imply a concern for people, society and the environment and the commitment to encourage and promote ethical behaviour of its faculty, staff and students by identifying, stating and applying standards of ethical behaviour in the School's decisions and activities.

The essential characteristic of **responsibility** is the willingness to incorporate broader social and environmental considerations into its decision-making and to be accountable for the impacts of its decisions and activities on society and the environment. Responsibility is closely linked to sustainability.

Sustainability is about the social, environmental and economic challenges and the School's related goals. It refers to issues such as sustainable resource use, sustainable consumption and developing a sustainable society and an economy.

This implies that responsible and ethical behaviour should be an integral part of the School's values and strategy and should be reflected in its regular activities. In particular, it should act as a catalyst for the development of business communities, as a forum for debate, and as a source of dissemination of new ideas and solutions. The School should be actively engaged in promoting business ideas and solutions to sustainability challenges. This implies that faculty, staff and students are encouraged and supported to participate in these activities as an integral part of their professional engagement.

An important dimension within this chapter is the attention paid to the issue of responsibility and sustainability in the business world, as a matter of both policy and practice. The concern for responsibility and sustainability will be evidenced not only in the School's approach to management education, but also in its research, its public outreach and its own behaviour. Evidence of this commitment to responsible and sustainable business practice is requested in other chapters, but should be summarised in this section of the report.

The Assessment Criteria

■ Describe the School's strategy for ethics, responsibility and sustainability.

■ Summarize the evidence that ethics, responsibility and sustainability are reflected in the School's mission, governance, strategy and current operations.

■ List the School's formal commitments to ethics, responsibility and sustainability (e.g. U.N. PRME).

■ Provide a short summary describing the School's integration of ethics, responsibility and sustainability into its educational offerings. As appropriate, cross-reference to other chapters of the report.

■ Describe how the School protects the academic integrity of its TEL offerings.

■ Provide a short summary describing the School's integration of ethics, responsibility and sustainability into its research and development activities. As appropriate, cross-reference to other chapters of the report.

■ Describe the School's overall contribution to the local and global communities in the area of ethics, responsibility and sustainability and its role in serving as a catalyst for fostering the responsible and sustainable development of business and society.

   ❖ How does the School integrate ethics, responsibility and sustainability into its contributions to the business community and the wider society?
   ❖ What services does the School provide concerning ethics, responsibility and sustainability to the management profession?
   ❖ How does the School integrate ethics, responsibility and sustainability into its contributions to the academic community?
   ❖ What is the School's policy for faculty and staff involvement in ethics, responsibility and sustainability?
   ❖ How does the School integrate ethics, responsibility and sustainability into its communications?

■ Evaluate the key changes in the School's activities regarding ethics, responsibility and sustainability that have occurred in the past 5 years.

■ Describe the role of the School in community outreach and public service.

   ❖ What is the School's strategy on the development and management of community relations and public engagement?
   ❖ How does the School manage and coordinate community relations and public engagement activities?
   ❖ What is the School's policy towards faculty and staff involvement in these activities?
   ❖ How does the School monitor, evaluate and communicate its community outreach and public engagement activities?

- Summarise the School's overall contribution to the local, national and international environment, its role in developing the community and in acting as a catalyst for debate and dissemination of knowledge.

Supporting Information and Documents to be provided in the Self-Assessment Report

- Brief description of policies and projects in these areas

- Brief description of student-led projects in these areas

- Approaches to the assessment of ethics, responsibility and sustainability

- Examples of community outreach and public service activities

Information and Documents to be provided in the Base Room during the Peer Review

- Representative selection of educational materials (syllabi, teaching materials, assessments, etc.)

- Representative selection of research outcomes (published articles, research project reports, etc.)

- Copies of School policies and reports relating to ethics, responsibility and sustainability

- Minutes of committee meetings dealing with ethics, responsibility and sustainability issues

Chapter 10: Corporate Connections[7]

The EQUIS Standard

The School should have a clearly articulated strategy and policy with regard to its corporate connections. It should demonstrate that it develops students and participants with a practical understanding of business and management through interaction with the corporate world. Faculty should be involved with current management practice through research and consultancy undertaken in collaboration with corporate partners and through executive education. Corporate input should be a key feature of the School's activities.

Introduction

A cornerstone of the EQUIS approach is that business and management education must satisfy two sets of objectives: on the one hand it must provide an intellectually rigorous education corresponding to the criteria of academic excellence and on the other it must provide practical skills for a managerial career. Schools have, therefore, a responsibility to ensure the professional relevance of their programmes. This can only be achieved if there is an interface between the School and the organisations, companies and professions in which its graduates will subsequently work.

As in the case of internationalisation, the interface with the world of business and management is not treated solely as a separate chapter, but is seen as an overarching concern that impacts upon all dimensions of the School's activities. In each of the chapters in this document, items relating to these connections are included in the assessment criteria. The purpose of this chapter is to bring together all these diverse strands into a coherent assessment of the School's overall achievement in this area.

It is expected that a School will have an explicit strategy and policies for managing its relations with the corporate world and will have processes in place to implement the strategy. These concerns will be reflected in the School's overall strategic priorities, in its system of governance, in its definition of programme outcomes, in its internship and career placement services, in its faculty profile, in its research agenda, and of course in its executive education provision.

It should be underlined that, whereas involvement in executive education is not a requirement for accreditation, the existence of strong institutional connections with the corporate world is essential.

EQUIS will take into account that the extent and intensity of the corporate interface will vary considerably between schools. Public university faculties of management do not necessarily define their mission as being to serve a corporate constituency. On

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[7] Corporate connections refers to any organisation that needs to be managed, e.g. government and public sector organisations, NGOs, not-for-profit charities, private sector companies including multinationals, SMEs, professional firms, etc.

the other hand, a non-university School delivering postgraduate and executive education will probably see the corporate sector as its main target market. Nonetheless, in all cases, a structured and effective relationship with the professional world is seen as a necessary service to students individually and to society collectively. An adequate balance between academic quality and managerial relevance is one the fundamental principles of EQUIS.

The Assessment Criteria

- Describe the School's strategy and policies regarding the interface with the corporate world.
    - ❖ Do the overall strategic objectives make explicit reference to this dimension?
- Describe the key processes used to manage the School's relationships with the corporate world.
    - ❖ To what extent does the School have a customer orientation?
    - ❖ Does the School have a 'corporate relations' office or department?
    - ❖ Does the School ensure corporate input into its TEL activities, if provided?
- Summarise the nature and extent of the School's interface with the corporate world as reflected in the various chapters of the EQUIS criteria framework.
- Summarise the flow of funding from corporate sources in the investment and operational budgets.
- Describe the key relationships with corporate partners.
    - ❖ To what extent does the School enter into partnership with targeted companies and organisations?
- Describe the international features of the School's relations with the corporate world.
- Evaluate the key changes in the corporate involvement in the affairs of the School that have occurred in the past 5 years.

Supporting Information and Documents to be provided in the Self-Assessment Report

- List of the School's principal corporate partners indicating the nature of their relationships (the information must be presented in a sufficiently detailed form so that the strength and quality of corporate interactions can be evaluated).
- Provide details of corporate funding when applicable.

Information and Documents to be provided in the Base Room during the Peer Review

- Strategy and policy documents relating to the School's corporate connections.

EFMD PROGRAMME ACCREDITATION SYSTEM

EPAS STANDARDS & CRITERIA

Document Version 2018[1]

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[1] The EPAS documents are revised periodically and it is the responsibility of the Institution to always use the latest version of the documents. Older versions of the EPAS documents are only an acceptable reference with the prior approval from the EPAS Office. The EPAS documents are updated annually at the beginning of each calendar year.

LIST OF ACRONYMS

AB	EPAS Accreditation Board
BL	Blended Learning
BSc	Bachelor of Science
DBA	Doctor of Business Administration
DipBA	Diploma in Business Administration
DL	Distance Learning
DS	Datasheet
ECTS	European Credit Transfer and Accumulation System
EPAS	EFMD Programme Accreditation System
EQUAL	European Quality Link
ERS	Ethics, Responsibility and Sustainability
FT	Full-time
FTE	Full-time Equivalent
HE	Higher Education
ILOs	Intended Learning Outcomes
MA	Master of Arts
MBA	Master of Business Administration
MSc	Master of Science
OL	Online Learning
OCL	Out-of-class Learning
PhD/DPhil	Doctor of Philosophy
PRT	Peer Review Team
PRV	Peer Review Visit
PT	Part-time
QA	Quality Assurance
QP	Quality Profile
QS	Quality Services
SAR	Self-Assessment Report
SR	Student Report
TEL	Technology Enhanced Learning

Introduction

The EFMD Programme Accreditation System (EPAS) is concerned with assessing whether a programme (or suite of programmes) meets a level of quality at international levels in order to justify the granting of EFMD Programme Accreditation. The standards and criteria for accreditation are based on a model for design, delivery and outcomes achieved within an environmental context and supported by appropriate quality assurance processes, as summarised in the diagram below.

Fig.1: EPAS Programme Accreditation Framework

INSTITUTIONAL CONTEXT		
· Mission & strategic objectives · International positioning incl. compliance with European HE Area standards (if applicable) · Internal governance & management	· Physical learning environment & information infrastructure · Adequacy of faculty for the programme (qualifications, size, subject profile, internationalisation)	· Faculty's intellectual contribution to teaching & teaching ethos towards academic depth & rigour · Faculty links to corporate world

PROGRAMME DESIGN	PROGRAMME DELIVERY & OPERATIONS	PROGAMME OUTCOMES
· Programme objectives · Target market & intended graduate profile · Marketing & promotion · Intended learning outcomes (ILOs) · Programme rationale, coverage, content and international focus · Balance of academic & managerial dimension · Delivery modes · Assessment methods	· Student entry requirements & selection · Quality of student intake · International student mix · Quality of pedagogy & learning materials · Personal development · International work/study opportunities · Corporate interactions · Coverage of ERS · Preparation as international managers	· Objectivity & rigour of assessment process · Standards of student work (exams, theses) · Progression & pass rates · Quality of graduates & jobs obtained · Graduate career paths · Alumni support & involvement · Programme reputation

QUALITY ASSURANCE		
· Institutional quality assurance system · Programme design & approval processes	· Internal & external review processes · Inclusion of stakeholder perspectives · Student feedback processes	· Monitoring of teaching quality · Monitoring of assessment regime

Programme Accreditation Standards and Criteria

Standards are stated for each broad area and these are further explained by the criteria. The criteria are generally given in the form of questions without setting quantitative norms since they are generalizable to all levels and types of programmes. However, the degree of emphasis on the questions and the types of answers will vary for different types of programmes. It is expected that the appropriate EQUAL[2] Guidelines (see p. 24) will be respected for the designation of degree titles. Interpretation of these Standards and Criteria and the Guidelines for different programmes lies with the Peer Review Teams and ultimately with the EPAS Accreditation Board which aims to ensure consistency.

This document should be used by Institutions as the basis for their Self-Assessment Report (SAR) **which should follow the sequence of this document and the Quality Profile** (see EPAS Process Manual Annex 9). It is also the basis for discussions with

the Peer Review Team (PRT) and their subsequent report and for their recommendations.

In writing the SAR, Institutions should use the bullet points in each of the criteria sections as a guide to what to describe, explain, summarise, analyse, assess and so on. However, it should be noted that **Institutions are not expected/required to answer every single question but only those that are relevant for the specific programme(s) being put forward for accreditation**. Specific data requirements are listed either to be included in the SAR (as appendices) or in the Base Room as exhibits and both should be referenced in the SAR text. Lists of what should be included in the SAR and what should be available in the Base Room as exhibits are given in Annexes 5 and 6 of the EPAS Process Manual. At the end of some chapters there is a section entitled "Notes" in which definitions or explanations are provided.

Programmes to be accredited

Institutions should specify on the front cover of the Self-Assessment Report which programmes are to be assessed by EPAS. The programmes must aim to produce graduates in the field of business and management. These may cover a diversity of programme types or levels such as:

A.   Bachelors or Licence (3 or 4 years)
B.   Masters (1 or 2 years, often Bologna style)
    a.   Generalist - e.g. MSc in Management
    b.   Specialist - e.g. MSc in Marketing or Finance
C.   Masters pre-Bologna (5 or more years) - e.g. French Grande Ecole ESC programme
D.   MBA (post-experience)
E.   Doctorate - e.g. PhD or DBA (see EPAS Process Manual Annex 11)

Eligibility for EPAS requires that a programme has had at least 2 graduating classes (normally over at least 2 years) and has produced at least 30 graduates over the last 2 years (see the Eligibility Guidelines in EPAS Process Manual, Section 4). However, a programme that has developed from one format to another will also be eligible provided that in total the 2-year graduations rule applies. This would typically be the case of a change from a Type C pre-Bologna Masters to a post-Bologna Type A Bachelors plus Type B Masters. Additionally, the Institution offering the programme should be of higher education status or level, rather than vocational. It must have been in existence for at least 5 years.

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[2] EQUAL (European Quality Link) is the international association of quality assessment and accreditation agencies in the field of business and management education as well as national or regional associations of universities, business schools or graduates in management (www.efmd.org/equal).

Chapter 1: The Institution in its National and International Context

1.1 The institutional context

Standard: The Institution should be able to demonstrate that it understands how both the national context and the international contexts (including the European Higher Education Area and the Bologna reforms where appropriate) may impact on its portfolio of programme offerings and its market positioning.

The Institution should be legitimate in its national context, have a clear strategy, be financially viable and be well resourced and managed such that it is able to offer the programmes on a sustainable basis. It should demonstrate that it is able to project itself credibly in its national and international contexts. It should also be able to demonstrate that it has a clear commitment to offering students an international learning experience, developing corporate activities and that it both practises and teaches socially responsible management.

a) The environmental context

- Explain the national Higher Education system and its associated legal and regulatory framework.
- How does the national and international context impact on the positioning and strategy of the Institution?
- How does this context affect its ability to offer and deliver particular programmes?
- If appropriate, how does the development of the European Higher Education Area (EHEA) and its associated Bologna Agreement on the harmonisation of qualification structures impact on the Institution's mission and programmes?
- If appropriate, how have the Bologna proposals impacted on the design of the programmes being accredited? Are these programmes compatible with other European systems? Are there credit transfer arrangements with other institutions?
- How does the Institution ensure compatibility of its programmes with other international systems?

b) The Institution

- What body holds the authority for degree awarding powers (e.g. the State, the parent University, an accreditation agency or other stakeholder body or the Institution itself) and how are particular degree programmes authorised?
- What are the Institution's mission, vision and strategic objectives? Does it have a coherent strategic plan?
- Is the Institution resourced, organised and managed in such a way as to facilitate the achievement of its objectives?
- What is the evidence for the established reputation and positioning of the Institution nationally and internationally?
- How does competition with other institutions impact on the Institution's programmes?

- To what extent is providing an international learning experience[3] an integral part of the Institution's ethos and activities?
- To what extent is the corporate world involved in the Institution's ethos and activities?
- To what extent are the concepts of Ethics, Responsibility and Sustainability (ERS) part of the Institution's ethos and activities?

Data requirements:

Base Room
a) Strategic plan
b) Financial statements – previous 3 years' accounts and next year's budget
c) Policy documents on the international learning experience, corporate connections and ERS
d) Relevant Institution brochures
e) Minutes of the Management Committee meetings for the past year
f) External audit reports, evidence of rankings

1.2 Resources and facilities

Standard: The Institution's infrastructure should be of such quality as to support the programmes.

- Are the pedagogic facilities appropriate to the level of the programme?
- Are the social and welfare facilities appropriate to the student mix?
- Are the facilities and learning infrastructure appropriate for students with disabilities?
- Are the IT systems, library and other resources appropriate and modern?
- Is a learning platform (e.g. Blackboard, Moodle) available and is it widely used by faculty for interactive learning (in addition to using it for the logistics of course management, e.g. electronic submission of assignments)?

Data requirements:

SAR
Brief description of IT resources and of other facilities (appendix)

1.3 Faculty

Standard: The faculty* should be of sufficient quality and size to meet the needs of delivering the programme(s) under review. The Institution should demonstrate that the faculty have sufficient expertise and are sufficiently intellectually active for the level of the programme and that they are also engaged in pedagogic innovation and development. They should have appropriate experience and links to international and corporate communities. There should be appropriate faculty management processes.

[*Faculty may be interpreted as core (i.e. mainly employed by this Institution), adjunct, professional, or visiting faculty. Whatever the mix for a particular programme, the faculty body must be integrated into the programme team.]

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[3] See note on Internationalisation at the end of Chapter 1.

The expectations on faculty quality should match the level of the programme(s) under review. As a minimum, all faculty teaching on any programme should be expected to have a Master's degree or equivalent and to be sufficiently scholarly in their subject area as well as able to blend theory and practice. In programmes where there may be increasing levels of specialisation, e.g. 3rd year electives, MBA electives, the levels of qualifications and scholarly activity[4] should match the programme level. For a taught specialist Masters programme, e.g. a Masters in Finance or in Marketing, most faculty should hold a relevant doctorate, or have an equivalent publication record and/or professional qualifications. At MBA level, the qualifications and research activity requirements should demonstrate that faculty can show the relevance to post-experience participants of their teaching input both of theory and practice. Finally at doctoral level, it is essential that the faculty involved are recognised as experts in their area.

Some programmes may be delivered primarily by visiting or virtual faculty which is acceptable in the EPAS system. However, the PRT should be convinced that the programme design and delivery are coherent, that the visiting faculty have input both to programme design and review and to operational issues of teaching methods and assessment, and that the students are able to receive appropriate support throughout the programme and not just on visit days.

- Do the faculty profiles match the demands of the programme?
- Do the faculty undertake sufficient scholarly activity (e.g. case writing, applied practice orientated research, and pedagogical development) to underpin the academic development of the programme and its students as well as having an impact on the practice of management?
- Do the faculty have a teaching ethos that requires students to read further academic literature around the topics being taught (in addition to the faculty's own teaching notes)? Do they expect students to make reference to academic literature in the assessment process? Does this lead to appropriate academic depth and rigour in the programme?
- Do the entire faculty understand and make use of the ILO (Intended Learning Outcomes) concept in course design and delivery?
- Are the faculty engaged in pedagogic developments and especially do they make use of technologies as appropriate within the learning and teaching process? How innovative is the pedagogy in general?
- Do they have the background and ability to bring an international dimension to the programme?
- Are the faculty sufficiently well connected to the world of business and management to facilitate the development of students as potential business people and managers?
- Do the faculty actively pursue the practice of socially responsible management and are these ideas incorporated into their teaching and other intellectual activity? Please set out the faculty's engagement with ERS.
- What are the faculty management processes including recruitment, workload allocation, performance appraisal and professional development?

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[4] See note on Research at the end of Chapter 1.

Data requirements:

SAR	*Aggregate data on all faculty members (whether core, adjunct, professional or visiting faculty) teaching in the applicant programme(s) by grade/category, age, gender, qualifications / doctorates, extent of research activity, international background, corporate interactions*
Base Room	*Faculty list of the applicant programme by subject area with a table of all the modules/courses taught by each member and their CVs/resumes*

Notes

❖ EPAS defines '**mission**' as the role for which the Institution was created or is currently mandated to fulfil. It answers the questions: 'Why does the Institution exist? What is it for? What does it do?'.

❖ EPAS defines '**vision**' as the way the Institution would like to position itself in the future, usually expressed as one or two simple but powerful ideas.

❖ It is the role of the '**strategy**' to plan the route towards realising the vision of the Institution within the scope of its mission. EPAS expects that there will be a formal strategy which will include clear and measurable (medium term) objectives, an action plan for achieving them and an estimate of the resources required (with sources) to implement the plan.

❖ **Internationalisation** is one of the transversal pillars of the EFMD accreditation systems. One of the distinguishing aspects of EFMD is also our capacity to apply standards and criteria in a given context without sacrificing quality or lowering standards. Within the EPAS framework, the teaching materials, delivery methods, including virtual interactions along with the programme content, the qualifications, background and diversity of faculty and students alike, and partnerships, all contribute to the students' international learning experience. The learning experience in itself cultivates other values such as tolerance, cultural sensitivities, between and among faculty and students alike that are equally important in an increasingly changing business and management environment.

❖ With regard to **Research**, the EPAS Standards and Criteria are suitably general and lend themselves to a wide range of differing interpretations. Research is often characterised as relating to the production of highly rated academic journal articles primarily directed at other academic readers and has, therefore, limited impact on the practice of management. Practice-Orientated Production is aimed at practitioners and students (who may also be practitioners) and may have a much wider impact in management practice. Pedagogical Development is a fundamental element in learning and teaching. In the light of this, the EPAS Committee and EPAS Accreditation Board agreed in 2015 that EPAS should focus on Practice-Orientated and Pedagogical Development and research-informed teaching when considering the research aspect of the programme(s) under review. This will allow broader dimensions of the research-practice continuum to be considered.

❖ **Technology Enhanced Learning (TEL)** in the EPAS Standards and Criteria is covering an area of increasing importance to business schools and to programme development. It is an area of strategic importance. Is the business school able to invest in TEL and is it a part of the school's learning strategy? TEL is about how to use modern learning technologies to improve the students' learning process. In the EPAS context it is about faculty engagement in pedagogical development and

the use of technology for this purpose. Consideration of TEL is also about curriculum design both pedagogically and the personal development of students, like digital skills as a part of ILOs and the content of the programme. TEL is also concerned with the delivery modes like online or blended or at a distance. Digitalisation might also be a part of the counselling and the follow up of students' progression, such as the use of robots and big data as well as links to the assessment scheme. Last but not at least, it is a question of new, innovative, flexible and effective ways of interactive learning. TEL is present in most dimensions of the EPAS Standards and Criteria.

Chapter 2: Programme Design

2.1 Programme objectives and target markets

Standard: The programme objectives should be aligned with the overall strategy of the Institution and the needs of its stakeholders. The target market should be appropriate to the strategy and the programme team should be explicit about the student profile to be recruited and the graduate profile to be developed. Marketing and promotion of the programme should be of professionally high quality.

a) Programme objectives

- What are the programme objectives?
- How do these link with the institutional objectives?
- How will these meet the anticipated needs of the programme's stakeholders and how do they fit the national and international context?

b) Target market and target graduate profile

- What is the student or participant target market, e.g. entry level, geographic and international mix?
- How is the programme promoted in these markets? How integral is this promotion to the Institution's overall promotion activities?
- For what roles on graduation is the programme preparing students?
- What are the expectations of organisations recruiting graduates of the programme?
- What are the key attributes expected of the students on graduation?

Data requirements:

SAR   *Web site address for programme publicity*

Base Room   a) *Programme brochure*
                b) *Minutes from Committees dealing with programme strategy, design/reviews and modifications for the past year*

2.2 Curriculum design

Standard: The Intended Learning Outcomes (ILOs)* should be explicit and show how the programme objectives** will be achieved. The programme management team should have a clear rationale for the curriculum design and should demonstrate how the curriculum design achieves the ILOs and how it incorporates international and corporate aspects as well as awareness of the broader trends in society.

[* The ILOs are defined as: What should the students know and be able to do by the end of the programme?]
[** It is useful to distinguish 'programme objectives' and 'intended learning outcomes'. The programme objectives are general in nature covering, for example, the target market, the profile of students to be recruited, the jobs for which students are to be prepared. For example, an MSc Finance may aim to recruit good Bachelor graduates in economics, or a cognate subject, to prepare them for roles in the financial services

sector. The intended learning outcomes are more specific and relate to what graduates are expected to know and be able to do, and how they are expected to behave, i.e. knowledge, skills and attitudes.]

a)   Intended learning outcomes (ILOs)

- What are the intended learning outcomes of the programme in terms of:
  - Knowledge
  - Skills including interpersonal, analytical, digital and intercultural skills for example
  - Behaviours
  - International perspective
  - Understanding of the business world
  - Awareness of the broader trends in society (e.g. social responsibility)

b)   Programme coverage and content

- Describe and explain the rationale for the broad curriculum structure for the programme:
  - Why does the curriculum consist of the particular list of courses and how do they link together in order to achieve the programme objectives and ILOs? Provide a diagram or matrix that shows how the course ILOs are achieved and how they then achieve the programme ILOs and objectives.
  - Explain how specialist options/majors depend on and relate to the core courses (where appropriate).

- Describe in more detail:
  - Sequence of courses and progression to more advanced courses, including specialist options/majors (where appropriate)
  - Expected teaching and learning commitments (i.e. hours in and out of class)
  - Broad teaching aims (e.g. fostering enthusiasm for the subject) and methods
  - Broad assessment aims and methods

- List the component modules or courses and make available module information such as:
  - Module description
  - Intended learning outcomes
  - Module syllabus or content
  - Pedagogic methods
  - Assessment objectives and methods

c)   Academic depth and rigour

- Does the design incorporate an appropriate level of depth and rigour relative to the qualification being awarded?
- Does the design draw on current research in the field of study?
- Does the design promote an appropriate blend of theory with business practice?
- Is there an appropriate balance between intellectual development and the development of managerial skills?

d)   Other curriculum design aspects

- Are the guidelines of external bodies (such as statutory and professional bodies and relevant subject associations) taken into account in the design, e.g. EQUAL Guidelines for MBA and other programmes or PRME[5] for ERS?
- To what extent is the design up-to-date and/or innovative?
- How explicit is the international focus of the programme design in terms of:
  - Curriculum design
  - Course and module content
  - Development of intercultural and managerial skills
  - Availability of study or work abroad programmes
  - Development of knowledge of language(s) other than native tongue
- To what extent are the needs of the corporate world embedded in the design?
- How are the broader trends in society, including ERS, incorporated into the design?

Data requirements:

SAR   *The overall programme rationale, definition and matrix of ILOs - the description of the structure and design should be brief but explicit*

Base Room   *Formal documentation on programme specification and module descriptions as listed in p. 31 of the EPAS Process Manual Annexes (Annex 6).*

2.3   Design of delivery modes and assessment methods

Standard: The methods of programme delivery should match the needs of the target market but also be designed to achieve the programme objectives and ILOs. The assessment regime should be designed so as to test the achievement of the ILOs by students with sufficient rigour and integrity.

a)   Delivery modes

- Define the delivery modes which may include
  - Full time study
  - Part time or modular
  - Distance, online, open or blended learning
  - Work based learning, etc.
- How do these meet the needs of the defined target markets and the programme objectives?
- How do the delivery modes operate (e.g. PT schedule)?
- Explain the structure and balance between in-class learning hours and out-of-class learning hours (e.g. do the total hours of students' work meet the requirements of the ECTS system, if applicable?) Do students receive adequate guidance for out-of-class learning (assignments, eLearning support, etc.)?
- How does the delivery mode stimulate the international learning process?

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[5] Principles for Responsible Management Education (PRME): see www.unprme.org.

- How are the programmes managed (e.g. separate programme managers for each year group)?
- Are the management and administrative structures, processes and non-academic staff assigned to the programme appropriate?
- Are the student handbooks and guidance notes of appropriate standard?

b)   **Assessment methods**

- Are the assessment methods designed to ensure that participants meet the agreed ILOs for the programme?
- Does the assessment regime explicitly identify the criteria for assessment and the range and relative weighting of the various assessment methodologies employed? Are these methods objective?
- Is there an appropriate range of assessment methods, e.g. individual examinations, course work, group assignments, projects or dissertations?
- Is there sufficient individual assessment in each course, e.g. more than 50%?
- What proportion of the course assessment is based on multiple choice question papers? The EPAS recommendation is for not more than 20%.
- Are there guidelines on the objective assessment of class participation?
- Is out-of-class learning adequately reflected in the design of the assessment regime?
- What provision is made for re-taking failed assessments or examinations? Is this appropriate and does it support the programme's aims and objectives?
- Is there a code of ethics (e.g. dealing with plagiarism)?
- Is there an appeals system?

Data requirements:

Base Room   a) Programme schedule for each year of study
               b) Table of number of students registered for each course
               c) Assessment regulations

Notes

❖ In all EPAS documents, '**programme**' refers to a structured period of study, usually for a duration of one or more years, leading to a degree qualification as in 'MBA programme', 'Undergraduate programme', 'Masters programme', etc.

❖ The term '**course**' refers to a single unit of study in a particular subject within the programme as in 'Marketing course' or 'Finance course'. Each course is usually assessed separately and leads to a grade and a pre-established number of credits.

❖ The term '**module**' is sometimes used synonymously with 'course' and sometimes used to refer to an organised sequence within a course. In this sense, a course may be structured as a series of modules. For example, an Executive MBA programme may be organised into a series of one to three week modules over a period of two years.

Chapter 3: Programme Delivery & Operations

3.1 Student recruitment

Standard: *The entry requirements for the programme should be appropriate for the target market but also be sufficiently rigorous so that the students can expect to achieve the programme objectives and to match the target graduate profile. The selection processes should be explicit and be applied consistently. The Institution should present potential students with a customer focus which should include appropriate induction processes.*

The programme(s) submitted for accreditation must meet specific criteria in terms of the number of graduates and the number of students on the programme that are set out in the Datasheet and Section 4 of the EPAS Process Manual.

- What are the entry requirements for the programme in terms of academic and/or vocational qualifications and work experience (if appropriate)?
- What are the processes for handling enquiries, selection and admission to the programme? Are the stated entry requirements (e.g. a GMAT score of 600 or more) explicitly used in selection decision-making?
- What is the entry profile of the student body in terms of qualifications, age, nationality, diversity, and work experience?
- Is there a match between the entry and target profiles? How does the Institution evaluate the effectiveness of its recruitment processes?
- What induction processes are in place for the enrolment of new students or participants?

Data requirements:

SAR   *Tables of student profiles (updated from Datasheet)*

Base Room   a) *Sample of selection interview template, if appropriate*
                          b) *Documentation on induction processes*

3.2 Pedagogy

Standard: *The Institution should provide a high quality educational experience to the students appropriate to the level of the programme. There should be a variety of pedagogic methods and appropriate use of innovation and modern technologies. The learning materials should be of high quality. Furthermore, there should be focus on student learning.*

- Does the Institution employ a sufficiently diverse range of learning and teaching methods and what is the balance between them? How do these support the programme aims?
- To what extent are modern technologies employed, e.g. interactive learning platforms?
- Explain how faculty are encouraged to use effective learning and teaching methods.

- Does the content of the learning materials cover the content required by the curriculum design and the ILOs?
- How professional are the learning materials in style and production?
- Is additional academic literature made available and what are the expectations for additional reading?
- Is the quality of teaching satisfactory?
- Explain the methods used to ensure that learning is student centred rather than teacher centred.

Data requirements:

Base Room   Samples of learning materials (see p. 31 of the EPAS Process Manual Annexes, Annex 6) and additional academic readings

3.3   Personal development of students

Standard: The Institution and the programme should support the development of students as well-rounded and confident individuals and as potential international managers.

- Does the Institution provide adequate support to develop learning skills in course participants? How is student counselling organised? What evidence is there that problems are diagnosed at an early stage and remedied where possible?
- Does the programme have general educational aims to develop transferable intellectual skills such as the ability:
  - to communicate clearly in various media
  - to argue rationally and draw conclusions based on a rigorous, analytical and critical approach to data
  - to carry out academic research
  - to demonstrate an awareness of the wider context of the programme of study
  - to develop interpersonal and team working skills
  - to synthesise general concepts and apply them to practical situations
  - to make a contribution to the community
  - to develop intercultural and international skills
  - to operate in an international context?
- How is student progress and development managed on an individual basis? How does this contribute to their overall success?
- Does the programme include sufficient individual project work for the development and assessment of a student's ability to integrate core subjects and to apply managerial skills?
- Are students provided with adequate opportunities to make practical project work as relevant and productive as possible? Are there opportunities for work based learning and/or internships and how many students take part?
- What opportunities are provided to allow students to benefit from group work and practical experience? How do these support the programme objectives?
- If applicable, show how Technology Enhanced Learning (TEL) courses or modules enhance the personal development of students and how the use of TEL supports group work.

Data requirements:

Base Room   Handbooks and guidance notes

3.4   International aspects

Standard: To develop as potential international managers, students should be exposed to a diverse mix of students, faculty, teaching materials and international links.

- How is the international learning experience of the programme developed in terms of:
  - A diverse mix of students
  - International perspectives facilitated by international teaching materials and course content, plus a diverse team of core and visiting faculty
  - If applicable, how TEL supports the development of international interactions for the programme
  - Language development
  - Uptake of study or work abroad programmes (where applicable)
- Show how the mix of international partnerships enhances the international learning experience of the programme.
- What are the links to international organisations (private, public and not-for-profit) institutions in the context of the programme? How are these selected, established and managed?
- How well prepared are the graduates for careers in international management?

Data requirements:

SAR   List of international academic partners and business institutions, and the nature of the partnerships

3.5   Corporate interactions

Standard: The Institution should utilise its corporate links in order to enhance the practical relevance of the programme and to facilitate the employability of its graduates.

- What links exist to the corporate or business world? How are these links selected and managed?
- How do these corporate links impact on the programme in terms of:
  - Programme governance
  - Student recruitment and selection
  - Curriculum and module design
  - Teaching, facilitating, mentoring, project supervision
  - Provision of an international perspective
  - Internships, career placement

Data requirements:

SAR   List of corporate links and their nature (the information must be presented in a sufficiently detailed form so that the strength and quality of corporate interactions can be evaluated at the module level)

3.6　Ethics, Responsibility and Sustainability (ERS)

Standard:　*The Institution should provide students with a perspective of the role of ERS in modern management so that, as future managers, they contribute to societal well-being.*

- Are institutional or programme-level ERS policies in place? How do they affect the programme?
- How is ERS incorporated into the programme in terms of:
  - Programme objectives
  - Intended Learning Outcomes
  - Curriculum and course design (dedicated courses, extent of transversal coverage of ERS)
  - Pedagogy (e.g. project work supporting social causes)
  - Assessment regime (in particular student thesis writing)
- Are there extracurricular student activities in support of social causes?

Data requirements:

Base Room	a) Policy documents related to ERS
	b) Syllabi and sample of course materials
	c) Sample of student project papers or theses with ERS focus

Chapter 4: Programme Outcomes

4.1 Quality of student/participant work

Standard: The quality of the assessed students' work should reflect the intended learning outcomes and the intended graduate profile. Pass rates and progression statistics should be appropriate for the level of the programme.

- Are the assessments actually set at an appropriate standard for the level of the programme and have they been properly marked or graded?
- Does the assessment regime explicitly ensure that the course ILOs have been achieved and that in turn these ensure achievement of the programme level ILOs?
- Does the standard of students' work, including projects/theses, meet the programme objectives?
- Is the assessment regime applied with sufficient rigour?
- Does the students' work show evidence of academic depth and rigour (appropriate to the degree level), i.e. understanding of theory underpinning practice evidenced by references to academic literature?
- Does project work normally require problem solving, data collection and analysis, conclusions and critical thinking (e.g. understanding of limitations)? (NB: Purely descriptive work is unlikely to be adequate.)
- What steps are taken to ensure objectivity in terms of the standards being applied?
- How does the Institution ensure that the assessments relate to the individual student's own work and ability? For TEL modules and on-line assessments, set out how the Institution utilises technology to correctly identify students.
- Set out how the Institution ensures that processes for inputting student grades to the student data system are rigorous and comprehensive with appropriate checks and balances.
- What are the module pass rates and the overall progression statistics? Do these meet contextual expectations? (e.g. 100% pass rate at Bachelor level is unlikely to be acceptable)
- Where results for the final award or qualification are based on grades, what is the grade profile and does it meet international expectations?

Data requirements:

SAR	*Module pass rates for the core courses and overall progression statistics for the last 3 years*
Base Room	*Samples of course materials (a binder for each course) including exam papers (including resits), course work assignments, etc. and student answers to those assessments plus summary marks for each sample assessment. The PRT should be able to track from the questions set to the answers given by the students to the summary marks schedule.*

4.2 Graduate quality and career placement

Standard: *The quality of graduates produced should match the target graduate profile and meet international norms for the level of the programme. The Institution should provide assistance with career placement and the resulting jobs profile should match the programme expectations.*

a) Graduate quality

- Do the graduates appear to have developed the qualities expected from the programme?
- Does the actual range of jobs or careers obtained by graduates match the target profile? What kind of organisations employ the graduates and in what functions?
- What views do potential employers hold on the programme and are they recruiting from it?

b) Career placement

- Are the career placement services appropriate to the programme and sufficiently resourced?
- What kind of links are made to potential recruiting organisations?

Data requirements:

SAR
a) Final graduation statistics for the last 3 years including grade profile where appropriate (e.g. % merit/distinction or honours grades)
b) Table of proportions of graduates employed within 3 or 6 months of completing the programme and distribution of starting salaries
c) Table of sample job functions
d) Data, where available, on career progression profiles

4.3 Alumni

Standard: *The Institution should offer appropriate support to alumni activities for the mutual benefit of both.*

- What alumni services are available to graduates and are these appropriate? What is the take-up or usage of these services?
- Are alumni active in the Institution/programme activities and in what way, e.g. programme promotion, teaching sessions, provision of project work, graduate recruitment, etc.?
- Are the alumni active in fundraising?

Data requirements:

SAR
Data, where available, on % membership and activity levels of the alumni association and career progression profiles

Base Room
Brochures and programmes for alumni activities

4.4 Programme reputation

- What evidence is there that the programme has high national and/or international standing?
- What evidence is there that graduates are highly sought after by recruiting organisations?

Data requirements:

Base Room   Press rankings and clippings

Chapter 5: Quality Assurance Processes

Standard: *The Institution is expected to operate a formal, effective and rigorous quality assurance system to cover the design and approval of programmes, the monitoring of programme delivery, and undertaking periodic review of all aspects of the programme.*

5.1 Design and review processes

a) Institutional systems

- What formal institutional quality systems are applied to programmes and how do they contribute to the achievement of the Institution's strategy?
- How does the Institution handle the degree-awarding function? What mechanisms are used to protect the integrity and validity of the process?
- What formal quality assurance systems are in place on the institutional level and how are they applied to the programme?
- How is quality assurance embedded in the Institution's governance (assignment of monitoring responsibilities, definition of reporting lines, external oversight, etc.)? What mechanisms are in place to ensure compliance?
- Are the Institution's quality assurance activities and systems periodically subjected to internal and external review?
- Has a Chief Quality Officer (or equivalent) been appointed within the Institution? Do dedicated staff support the Institution's quality assurance activities?
- Is an operational quality management system in place, which ensures the efficiency of administrative processes (e.g. handling of grades), their continuity and transparency? Does the quality management system meet the expectations of stakeholders, in particular students, faculty and administrative staff?
- Has the applicant programme or the Institution as a whole been subjected to audits by regulatory agencies, statutory bodies, professional associations or the parent organisation within the last three years?

b) Programme design/review and approval process

- What organisation structure supports the design/review process?
- How are various faculty perspectives (including virtual faculty) captured in the process?
- How do the student body, alumni and the corporate world influence the design? Is feedback from these stakeholders collected systematically?
- What mechanisms exist for the assessment of consistency with the standards required by external bodies, where appropriate, for the programme content?
- How does the Institution assess the successful integration of core subjects and the application of cross-functional approaches to programme design and delivery issues?
- What are the (formal and informal) approval processes and what is the final validation procedure?

c)   Periodic programme review

- What is the process for the review and revision of programmes?
- How is an internal review carried out and how often?
- What adjustments to the programme design have been made in the light of feedback from programme teams and key stakeholders?
- Is there a process for periodic fundamental reviews? Does this involve external input, e.g. external academics?

Data requirements:

SAR   *Chart showing the QA process sequence*

Base Room   *a) Audit reports from regulatory agencies or statutory/professional bodies (if any)*
b) Documentation on programme approval or validation and periodic review reports

5.2   Quality assurance on operations

- What quality messages arise from the student evaluations of individual faculty and if applicable, from TEL?
- How is the effectiveness of learning and teaching evaluated by management? Are peer observations utilised? Explain how TEL courses or modules, if any, are evaluated.
- How is the assessment regime itself evaluated by management, particularly when new or innovative approaches are being applied?
- How is consistency of standards across courses assured, e.g. is there a system of sample double marking?
- Do students receive appropriate feedback on their assessed work?

Data requirements:

SAR   *Tables of summary student evaluations of teaching*

Base Room   *a) Evidence of monitoring of assessments*
b) Samples of completed student evaluation forms

EQUAL Guidelines

The following Guidelines, which can be found in the document entitled *Guidelines and Position Papers: Supporting Material for the EQUIS and EPAS Accreditation Systems*[6], may be applicable:

Cat.	Degree type	Guidelines
A	Bachelors	Guidelines on Undergraduate Degrees in General Business & Management
B	Masters (1 or 2 yrs)	Position Paper on Master's Degree Titles in Management Education in Europe
C	Masters (5 yrs)	Position Paper on Master's Degree Titles in Management Education in Europe
D	MBA	EQUAL MBA Guidelines
E	Doctorates	Guidelines for Doctoral Programmes in Business and Management

EQUAL (European Quality Link) is the international association of quality assessment and accreditation agencies in the field of business and management education as well as national or regional associations of universities, business schools or graduates in management (www.efmd.org/equal).

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[6] Available on the EFMD website: https://www.efmd.org/accreditation-main/epas/epas-guides

Section 4:   Eligibility Guidelines

4.1.   EPAS Eligibility Criteria

EPAS is designed to accredit high quality programmes which aim to develop graduates for careers in international business and management. Institutions offering such programmes are likely to have a strong national or international reputation and to have a clear international perspective. The Eligibility criteria for EPAS therefore consider both institutional and programme dimensions.

Item 1.   Institutional status and reputation:

The Institution must demonstrate that its activities fall within the scope of institutions covered by the EPAS system. It must produce evidence that:

a.   It is an EFMD member in good standing; it needs to maintain this status while going through the accreditation process as well as during the entire period of accreditation.

b.   It is an Institution of higher education status or level, and has a mission of knowledge creation as well as of programme delivery. It must have been in operation for at least 5 years, which can involve the transition from a previous to the current structure.

c.   It has a strong national and preferably international reputation. Evidence for reputation should be factual and objective. Indicators may include accreditation by other bodies, highly positive national audit reports, strong media rankings, graduate employment data, list of high quality international partners or other equivalent measures of recognition.

d.   The Institution should be financially viable such that it is able to offer the programmes on a sustainable basis.

Item 2.   Faculty:

The faculty (including adjunct or visiting faculty) must be of a size and be qualified appropriately for the level of the programme offered. A significant number are likely to hold doctorates and the faculty mix should have significant international expertise and experience. There should be evidence (e.g. publications) of high quality intellectual activity or scholarship (e.g. case development, consulting projects, applied research, and academic research) by faculty members so as to underpin the academic depth of the programme(s) under review.

Item 3.   Programme nature:

The applicant programme must aim to produce graduates qualified within the broad field of business and management. The programme may have other components as well, but the core content (normally at least 50%) must be related to business and/or management. It must have a sound academic but also an appropriate practical approach and

include an international perspective. The programme should enjoy a good national reputation and be accredited at the national level (where available and appropriate).

Item 4.   Programme level:

The programme must be at Bachelors (or equivalent) level or above. Programmes which are deemed to be at sub-Bachelors level or are essentially vocational or training programmes will not be eligible.

Item 5.   Programme quality:

The programme length must be appropriate to the level of programme, e.g. minimum length equivalent to 3 years full-time for Bachelors and 1 year full-time for Masters. The programme content must have appropriate academic depth and rigour matching the level of degree offered and must be designed to develop the relevant intellectual skills and managerial competences of students and graduates.

Item 6.   Credibility and sustainability:

In order to have an established reputation and credibility and to ensure its long-term viability, the programme should have been producing graduates for at least 2 cohorts (normally over at least 2 years). However, programmes that are in transition from one format to another (e.g. pre-Bologna 5 year programmes moving to post-Bologna 3 or 4 plus 1 or 2 year BA/MA structure) may be eligible if in total they meet the 2 cohort criterion. There must have been at least 30 graduates from the programme in the 2 years up to the date of EPAS application.

Item 7.   Minimum size of each intake for mutual learning:

To ensure interaction between students for mutual learning, programmes must have a minimum cohort size, or group intake of a number of students, appropriate to the programme level *for a programme to be eligible*. Normally there should be a minimum cohort size of 25 students for general management programmes and 20 students for specialist programmes for each mode of delivery and intake. In the case of continuous entry, numbers in each core course must exceed these minima. This minimum must be maintained throughout the accreditation process and accreditation period.

Item 8.   International perspective:

In order to produce graduates prepared for an international management career, the programme must provide students with an international learning experience. This is likely to require an international/multicultural mix of students (or at least incoming exchange students), an international/multicultural mix of faculty (including visiting faculty), a diverse academic content, a mix of delivery methods, the opportunity for study/work abroad, a range of international partnerships, and the delivery of some course elements in English or another major foreign language.

Item 9.   Corporate perspective:

The programme must develop an understanding of the business world which is likely to require strong corporate input to the programme and

the opportunity for work based learning or internships. Students should be able to develop practical transferable skills.

Item 10. **Ethics, responsibility and sustainability (ERS) perspective:**

The programme must develop an understanding of the role of ethics, responsibility and sustainability in order to prepare students for the challenges and constraints of managing a modern organisation in its societal context.

Item 11. **EPAS Standards and Criteria:**

The perceived ability to meet the EPAS Standards and Criteria is **the key factor** for the Committee in making the decision on eligibility. The programme must have a reasonable prospect of satisfying the EPAS Standards within 2 years of being declared Eligible.

(Additional Eligibility criteria apply to **Doctoral programmes** – see Annex 11.)

4.2. General Guidance

Items 1-7 of the above Eligibility criteria are largely specific and/or quantitative in nature and therefore indicate quite clearly whether a particular programme satisfies those conditions, or not.

Items 8-10 however are judgemental and the standard sought for each of these criteria will vary according to the level of programme for which accreditation is sought. No quantitative norms have been set for these criteria since they are generally applicable to all levels and types of programmes. It is therefore the responsibility of the applicant Institution to present a convincing case that the programme being put forward satisfies the general standard indicated in the above list.

Institutions must continue to meet the Eligibility criteria during the eligibility period and the period of accreditation. They must inform the EPAS Office about any development that may affect their eligibility status in a material way. Institutions must immediately report if they no longer meet the Eligibility criteria. Their case will then be considered by the EPAS Committee or the Accreditation Board as appropriate.

Clarification of any of the above Eligibility criteria with respect to its application to a specific programme may be sought from the EPAS Office.

4.3. Specific Cases

Programmes that have recently undergone a change in format

Eligibility for EPAS requires that a programme has had at least 2 graduating classes (normally over at least 3 years) and has produced at least 30 graduates over the last 2 years (see above). However, a programme that has developed from one format to another will also be eligible provided that in total the 2 year graduations rule applies, e.g. a change from a pre-Bologna 5 year Masters to a post-Bologna Bachelors plus Masters (see Section 1, paragraph 3.1 of this Manual and also the document entitled "Guidelines and Position Papers: Supporting Material for the EQUIS and EPAS Accreditation Systems").

Consortium-run programmes

EPAS is able to accept consortium-run programmes as well as those run by single Institutions. The policy and procedure for accrediting joint programmes is explained in detail in Annex 14 – Policy on Collaborative Provision and Joint Programmes.
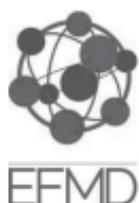
EPAS FEE SCHEDULE

2018

This fee schedule covers new EPAS applications and re-accreditation applications submitted in 2018. For accredited Institutions starting the re-accreditation process in 2018, no eligibility fee will be due. The fee schedule at the time of the (re-)application remains valid throughout that cycle of the Institution's accreditation process.

ADMINISTRATIVE FEES

Application Fee   € 6,720

Invoiced upon receipt of a formal application to EPAS.
For accredited programmes, due at the time of starting the
re-accreditation process.

Eligibility Fee   € 6,720

*Invoiced only upon a **positive** Eligibility decision by the*
EPAS Committee and due 30 days after the date on which
the Committee granted Eligibility.
*This fee is charged **only** to Institutions in the initial*
accreditation cycle, not to those starting a re-accreditation
cycle.

Review Fee

Review of first programme (or programme set)   €14,440
Review of second programme (or programme set)   € 3,840

Due 30 days before the programme is due to be
presented to the EPAS Accreditation Board for
(re-)accreditation.

Accreditation Fee

1st programme:	€ 960 per year or	€ 4,800 for 5 years
€ 2,880 for 3 years
2nd programme:	€ 960 per year or	€ 4,800 for 5 years
€ 2,880 for 3 years

The accredited Institutions have 2 options regarding payment of the Accreditation Fee:

Option 1: The above amount can be paid in annual instalments of € 960 (or € 1,920 when 2 programmes have been accredited) each year no later than 30 days after the date on which the Accreditation Board conferred the EPAS label.

Option 2: The above amount can be paid at once no later than 30 days after the date on which the Accreditation Board conferred the EPAS label.

EXPENSES

Travel, lodging and other direct expenses incurred by Peer Reviewers are to be paid without delay by the Institution.

Peer Reviewers are advised to book their flights at the earliest opportunity to minimise the costs to the Institution. Peer Reviewers should ask approval from the Institution before ticket purchase, copying the EPAS Office, and should endeavour to keep the costs as low as possible (a maximum of € 6,000 is envisaged but cannot be considered as the norm).

CANCELLATION, POSTPONEMENT AND LATE PAYMENTS

a)   Should the Institution decide to cancel or postpone the Peer Review Visit (PRV), the Institution will be liable for any non-refundable costs incurred by the Peer Reviewers at that time.

b)   The EPAS Office may cancel or postpone the Peer Review Visit
   - if the Self-Assessment Report (SAR), Datasheet and Student Report are inconsistent, have significant problem areas or are submitted with major delay; or
   - if it is evident that the programme(s) do not meet the eligibility criteria as set out in the EPAS Process core documents; or
   - if the visit is not conducted in an orderly manner even if the Peer Review Team (PRT) is already on site, with the explicit agreement between the EPAS Office, the Chairperson and another member of the PRT.

   The Institution will have to cover any non-refundable costs incurred by the Peer Reviewers (e.g. flight tickets) up to the time of cancellation or postponement of the visit.

Any postponement, re-scheduling or cancellation of the Peer Review Visit by the Institution or the EPAS Office will require the payment of an administration fee of € 1,500 should this occur more than 6 months in advance of the planned PRV date. A fee of € 5,000 will be charged should this occur within less than 6 months from the scheduled PRV date.

In order to advance in the accreditation process, an Institution must be up to date in all its payments to EFMD.

Further Information and Contacts

If you have any questions concerning the EQUIS Standards and Criteria, or would like to receive more information about the EQUIS accreditation system in general, please consult the EFMD website where all documentation is available to download:

http://www.efmd.org/EQUIS

Alternatively you can contact the EFMD Quality Services Office:

equis@efmd.org

Further Information and Contacts

If you have any questions concerning the EPAS accreditation system, or would like to receive more information, please consult the EFMD website where all documentation is available to download:

http://www.efmd.org/EPAS

Alternatively, you can contact the EPAS Office at EFMD Quality Services:

epas@efmd.org

ASSOCIATION OF AMBAs
Association of MBAs

ACCREDITATION

RESEARCH

Year of Establishment : 1967

Accredited Schools

200+ **10**

Global **Indian**

MDI, Gurugaon; IMI, Delhi; IIM-I, Indore; The Great Lakes, Chennai; S. P. Jain, Mumbai; NMIMS, Mumbai; XLRI, Jamshedpur; IIM-C, Calcutta; IIM-L, Lucknow; and IIM-K, Kozhikode.

Association of MBAs, AMBA based in London has had a change of its logo and also of its outlook to align with the dynamics of the schools it has been accrediting worldwide. The recent years have been highly successful for AMBA worldwide and even in India, it has reached the ten schools mark. AMBA started out as an association of MBA graduates and still maintains the ethos behind its founding, to cater to the student community. Incorporating this core theme into the newer Blue Diamond which is the symbol of its synergy with its constituent business schools.

Association of MBAs believes that programmes that accredit should be of the highest standards and reflect changing trends and innovation in postgraduate management education. To achieve this, the agency works with Business Schools to accredit MBA, MBM and DBA programmes globally, against defined criteria. The process includes input from all stakeholders including business school staff, students, graduates and employers.

Association of MBAs also reviews all its accredited programmes once every five years to ensure that quality is maintained and continuous improvement is achieved. The entire system is now online. The Assessment Management System (AMS) is the new easy-to-use online system which allows current and new business schools to manage their accreditation process seamlessly. Association of MBAs believes that accreditation gives business schools international credibility and status.

Website : www.mbaworld.com

THE ASSOCIATION OF MBAs (AMBA)

CRITERIA FOR THE ACCREDITATION OF MBA PROGRAMMES

Framework & Eligibility

This document sets out the criteria for MBA programme accreditation. While setting the standards that accredited provision is expected to meet, these criteria are not intended to be so prescriptive as to stifle innovation or to preclude other measures by which quality may be assessed.

At the core of the accreditation scheme is full recognition of the autonomy of individual degree-awarding Institutions to offer MBA programmes and of the need for individuals and employers to have an internationally recognised accreditation process based on external and peer review of MBA provision.

Accreditation assesses the current standards of postgraduate management education offered at an Institution while promoting a developmental philosophy and a commitment to continuous improvement and quality enhancement. Institutions gaining accreditation are expected to maintain and demonstrate this commitment to regular improvement within their own programmes over the duration of each accreditation period.

Assessors will base their recommendation on the overall context of the MBA provision under assessment, taking into account the quality of the Institution offering the MBA.

An Institution must have been graduating MBA students for a minimum of three years in order to be eligible for accreditation. Only one programme needs to meet this requirement and any additional or new programmes must be submitted as part of the portfolio. As an assurance of continuity and sustainability of quality provision, an Institution and its MBA provision will have conformed to the majority of the Association's criteria for a minimum period of three years prior to its first assessment.

Principle 1: The MBA Portfolio

In order to ensure clarity and transparency in the marketplace, all programmes awarded by the Institution bearing the designation MBA must be submitted for accreditation.

1.1   An Institution's MBA provision in its entirety must be tabled for assessment and meet the accreditation criteria. This includes any programmes that are offered and awarded which bear the name 'MBA'. All MBAs in the portfolio should meet the criteria below although with a different emphasis considering the target market. The School is responsible for fully identifying and communicating its MBA portfolio to AMBA, as well as to other stakeholders.

1.2 Portfolio assessment will include all programmes delivered at the Institution, outreach programmes, franchises, and programmes delivered in conjunction with partner Institutions. Programmes offered at multiple campuses should each undergo an on-site assessment to ensure the equivalence of experience for students at each site. All Institutions involved in the delivery of collaborative provision should normally expect an on-site assessment visit to assess the quality and equivalence of experience offered on the specific programmes, and partner Institutions with unaccredited MBA provision will be expected to apply for accreditation within the current review cycle of the multi-centre programme.

1.3 The awarding Institution must assume full responsibility for the quality of collaborative delivery, and is expected to make the initial application for AMBA accreditation.

1.4 Where an MBA programme is to be awarded jointly by more than one Institution, one (accredited) Institution is to be designated the lead provider and will be responsible for delivery by the partner Institution(s). This also applies to programmes which allow students to undertake exchanges or modules delivered by other Institutions.

Principle 2: Institutional Integrity, Sustainability & Distinctiveness

The Institution offering an MBA must be sustainable, financially viable, and committed to quality and continuous improvement. It should possess a distinctive market identity which provides the basis for a high quality and successful MBA portfolio.

2.1 The assessment of MBA provision will take account of the Institution offering the programmes. The Institution is generally expected to be the Business School or equivalent unit that offers degree programmes, including the MBA portfolio. Institutions offering accredited MBA programmes should have:

(i) an appropriate mission, explicitly expressed and regularly reviewed, which reflects its key strengths and underpins the design of the MBA portfolio;

(ii) a well-defined, credible and coherent strategy, realistically reflecting its resources and constraints as well as its stated mission, with specific reference to the MBA;

(iii) an effective and integrated organisation for the management and leadership of activities, with a significant degree of autonomy and control over its future;

(iv) a commitment to sustainability, good governance and continuous improvement which impact on the MBA, underpinned by well-defined and implemented policies. The Institution should therefore be able to demonstrate satisfactory outcomes from its own internal, national and possibly international audit processes, and should provide evidence that it has responded successfully to any recommendations resulting from these processes;

(v)   market legitimacy, secured financial viability and Institutional continuity;

(vi)   a discrete identity and an appropriate degree of autonomy (e.g. from the wider University) for decision-making on issues such as strategic development and resourcing with respect to educational provision and management of educational resources, particularly with regards to the MBA;

(vii)   identified its target population and have a developed sense of the market for its products, understanding the particular nuances required for an MBA;

(viii) a clearly articulated and effective policy with regards to its relations with the organisational and managerial world, with demonstrable impact on the MBA, including means of regular access to employer opinion and a well-developed customer orientation. Executive Education activity is expected in order to enhance the relationship between academia and business which will benefit MBA teaching; and

(ix)   a clearly articulated strategy for partnerships with other academic Institutions, which enhances a range of opportunities for the benefit of the MBA portfolio.

2.2   Institutions should demonstrate that the level of overall resourcing is appropriate for postgraduate / post-experience students, which may include exclusive MBA facilities. Library, computing and research facilities must be of a high standard and should be accessible, at least electronically, out of normal working hours and at weekends. Access to industry-standard hardware and software is important, as is the availability of business databases and literature search facilities. Sufficient resources should be dedicated to innovation, improvement and the development of the MBA.

Principle 3: Faculty Quality & Sufficiency

The Institution must be able to provide the MBA portfolio with sufficient and balanced expertise in teaching, research and consultancy that guides the MBA learning experience in a cohesive and integrated way.

3.1   In order to provide suitably resourced and high quality faculty available for the MBA, it is expected that the Institution will have an explicit, mission-led faculty strategy as well as an efficient organisational structure.

3.2   The MBA teaching faculty should be of a size which can, with regard to the overall supervision and number of participants, fully resource the provision to the required standard for which accreditation is being sought.

3.3   The Institution should have a thorough and inclusive faculty development and recruitment policy to ensure that staff are suitably diverse, innovative, reflect the Institution's commitment to continuous improvement and continue to meet high standards.

3.4   Faculty teaching at MBA level must be appropriately qualified and credible. Therefore at least 75 percent of the Institution's teaching staff should have a relevant postgraduate degree. It is expected that the majority of faculty will hold a Doctorate. The Institution must also be able to provide relevant

evidence of the quality of teaching from within its faculty, and that those teaching on the MBA possess the highest teaching standards. The Institution must demonstrate that high quality faculty are selected for the MBA in a balanced manner.

3.5 The Institution should be able to demonstrate high levels of quality across its faculty as evidenced by relevant management research, scholarship and consultancy. The majority of the MBA teaching team should be actively involved in all three activities, and the Institution should be able to demonstrate that there are effective mechanisms by which results from research, consultancy and contact with the corporate world are regularly incorporated into the MBA provision.

3.6 To ensure that MBA learning is cutting-edge and innovative, research quality should be of a high standard in some areas of activity and show evidence of an international dimension. It is expected that a significant proportion of research output is relevant and demonstrably contributes to organisations and to society.

3.7 The Institution should formally address the issues of collegiality and integration of staff into the total teaching and learning environment of the School, including part-time faculty, faculty from another part of the Institution, staff from other Institutions and practitioners. All members of the MBA teaching team, irrespective of origin, should be fully integrated and subject to the Institution's quality assurance policy.

Principle 4: Programme Design & Leadership

Each MBA programme must be supported and periodically reviewed in a systematic way, with sufficient academic oversight and operational support. The MBA should be designed to represent best practice in management education, taking into account market trends and practices.

4.1 Sustainable academic leadership is essential for a high quality MBA, regardless of the primary faculty teaching model. There should be clearly defined roles relating to the academic leadership and administrative responsibilities for the MBA programmes with individuals identified for each. Those assigned roles of academic leadership should be credible and committed to the programme.

4.2 The Institution should be able to demonstrate a level and quality of professional leadership and support appropriate to the size of the MBA provision.

4.3 Mechanisms must exist to ensure sufficient feedback and response to student reactions to course delivery and content on the MBA.

4.4 MBA programmes must be regularly reviewed to ensure that they continue to meet the needs of the market, taking into account input from all stakeholders. The design and content of the programme should embrace a range of relevant theory firmly linked to the practical world of sustainable leadership, business and management. Formal programme re-design is expected to take place on a cycle approximately every five years, based on a re-evaluation of the currency and achievement of learning outcomes.

Principle 5: The Student Cohort Experience

The MBA is designed to be a postgraduate, post-experience qualification for high potential leaders; the admissions process must be rigorous in ensuring that an appropriate, sustainable and diverse cohort is recruited and maintained.

5.1   There should be an expectation on the part of the provider that the student will be able to fulfil the objectives of the programme and achieve the standard required for the award. Evidence will be required to show rigour in procedures and standards for admission, for example, standard testing and interviewing. Interviews are expected to form an important component of the admissions process.

5.2   The MBA is intended for a variety of able candidates, primarily graduates from any discipline; and / or, holders of an equivalent professional qualification. Exceptionally, mature and experienced managers with the potential to meet the learning requirements of the MBA may also be considered as candidates.

5.3   Students are expected to have a minimum of three years appropriate and relevant postgraduate work experience upon entry and the student body as a whole should average at least five years of such experience.

5.4   Evidence of language proficiency will be required to a suitable standard for Masters-level learning and for meaningful cohort interaction. Where teaching is in English, standardised evaluation of students for whom English is not a first language will be expected.

5.5   Cohesion and integrity of the student cohort is a key component of the MBA in order to maximise the learning experience. As such, admission with credit, advanced standing and / or exemptions in any form is not encouraged, and, exceptionally, should be limited to no more than 20 percent of the course of study. This can be increased to 33 percent for students from an accredited MBM programme. Additionally, no more than 20 percent of a student cohort may be admitted with any level of credit, advanced standing and exemptions. Where credit, advanced standing and exemptions are awarded, the Institution must be able to demonstrate that any learning undertaken prior to enrolment on an MBA programme, either within the Institution or elsewhere, is at Masters level and is comparable to that offered to students admitted directly onto the programme. Any prior learning for which credit, advanced standing and exemptions are awarded must have been acquired no later than five years before enrolment to an MBA programme.

5.6   In order to promote mutual learning among peers, students should be selected on the basis of the contribution they may be expected to make as well as the benefit they may gain. Given the important role members of the cohort play in enriching the learning process, student diversity across a range of metrics (such as nationality, gender, academic and work background) is essential. To achieve adequate group interaction and diversity, the expected intake on each accredited programme would be a cohort size (distinct learning group) of at least 20 students. Due regard will be given to the following factors: the need for a critical mass of participants; geographical factors which may serve to constrain a local market; and, the combination of cohorts from

different entry points (carousel) and modes of delivery – providing that cohort cohesion and integrity is maintained and managed above the 20 minimum threshold in each core class.

5.7 In order to ensure programme diversity and sustainability, individual cohorts should be internationally diverse and balanced where possible. This is especially important for full-time programmes where the international experience offered by the MBA is an industry standard.

5.8 Single Company and Consortia MBA programmes should ensure that final decisions on admissions, student progress, curriculum, assessment and award of the MBA remain under the control of the Institution. Since a major source of learning flows from the interaction between managers from a variety of backgrounds, it is essential that the profile of the student cohort conforms to criterion 5.6.

5.9 Mechanisms must be in place to ensure that students, especially international students, receive adequate pastoral care and support throughout their course of study. The Institution should also have a formal policy to support students with disabilities. All student policies should be clearly articulated.

5.10 Where students have been away from formal education for an extended period of time, explicit help in learning skills should be provided.

Principle 6: Competences, Graduate Attributes & Learning Outcomes

The MBA should have clearly articulated learning outcomes which can be measured and mapped through to course learning outcomes and assessment. Outcomes should broadly reflect AMBA MBA attributes and be aligned to the mission of the Institution.

6.1 Each individual MBA programme must have clearly stated aims, objectives and learning outcomes, which reflect the mission and strengths of the Institution. Learning outcomes should be clear and explicit in describing what participants are expected to know and be able to do as a result of the programme. They should make clear the ways in which the Institution recognises and assesses intellectual, analytical, personal and enterprise qualities as well as the specific knowledge developed by the programme.

6.2 Learning outcomes should be mapped and measured against curriculum design and assessment, to ensure that the programme is cohesive and that all intended graduate outputs are achieved.

6.3 Evidence must be provided that the MBA programme enables its participants to build on their prior professional experience and academic background to acquire a broad base of management knowledge and skills that enables them to:

(i) lead themselves and others in the achievement of organisational goals, contributing effectively to a team environment;

(ii) think critically and make decisions based on complex information;

(iii) maximise resources for the benefit of organisations and society;

(iv) know and understand organisations and their stakeholders;

(v)   integrate functional knowledge and apply strategic management skills at a senior level in changing business environments;

vi)   operate effectively in cross-cultural settings, understanding the importance of globalisation;

(vii) understand the complexities of business ethics in a global environment and act with integrity;

(viii) analyse complex data, understanding the financial implications of managerial decision-making; and

(ix) enhance their careers and their commitment to lifelong learning.

Principle 7: Curriculum Breadth & Depth

The MBA curriculum should be comprehensive and integrative, and clearly delivered at the Masters level.

7.1   An MBA is a Masters-level programme of study and is postgraduate in nature. Institutions should be able to demonstrate that Masters-level learning is achieved across the programme, which should be embedded in either national or international definitions. The design of an MBA programme is based on the utilisation of significant relevant previous experience of the participants.

7.2   While all programmes should reflect the general character of the MBA, individual courses may be designed to meet the needs of a specific business function or sector. While it is encouraged that a programme includes some specialisation appropriate to the Institution's resources and strengths, the MBA should retain its generalist, broad character. Where an Institution offers the MBA designation for a programme which is recognisably functional, or specialist in nature, the Institution is expected to provide an explicit rationale for the MBA designation.

7.3   An MBA programme should encompass relevant knowledge and understanding of organisations, the external context in which they operate, their stakeholders and how they are managed. While a specific module is not expected for each of the below, all programmes should demonstrate that students acquire a significant understanding of the major areas of knowledge which underpin general management, including:

(i)   the concepts, processes and Institutions in the production and marketing of goods and / or services and the financing of business enterprise or other forms of organisation;

(ii) the concepts and applications of accounting, of quantitative methods and analytics, and management information systems including digital innovations;

(iii) organisation theory, behaviour, HRM issues and interpersonal communications;

(iv) the processes and problems of general management at the operational and strategic level;

(v)   macro and micro economics;

(vi) business research methods and consultancy skills;

(vii)   the impact of environmental forces on organisations, including: legal systems; demographics; ethical, social, and technological change issues and risks;

(viii)   explicit coverage of the ability to respond to and manage change;

(ix)   business policy and strategy;

(x)   leadership and entrepreneurship;

(xi)   an understanding of the impact of sustainability, ethics and risk management on business decisions and performance, and on society as a whole;

(xii)   further contemporary and pervasive issues, such as creativity, enterprise, innovation, e-commerce, and knowledge management; and

(xiii) the international dimension to the above, including political risk and contemporary processes of regionalisation, emerging markets, global governance and globalisation.

7.4   To ensure an international dimension to the programme, the curriculum should take care to incorporate an understanding of management styles and practices from different regions and cultures, and to include diversity in examples and / or case studies. Examples should encompass a range from prevalent international business standards to local norms and expectations. International study opportunities are to be encouraged where they enhance the student learning experience.

7.5   An MBA should contain substantial evidence of programme integration. In many cases this is achieved primarily as an in-company project, which demonstrates each individual student's ability to integrate the functional areas of management. Where included, such a project should be practically based and allow candidates to demonstrate an understanding of theory and its application at Masters level. The expectations, learning outcomes and assessment criteria should be made explicit. Research and consultancy skills training should be provided in preparation for the above. Any other methods of integration are acceptable but evidence that such methods are effective and substantial is expected. Where programmes are designed on a modular basis, the design should, given the importance of a multi-disciplinary approach to management problems, clearly provide means by which the integration of individual subjects is achieved.

7.6   Evidence will be sought that programme design and review has incorporated an understanding of the balance between theory and practice, and between functional and integrative teaching.

7.7   Personal growth is an important element of an MBA, and should be a key and integrated element of an accredited programme. The programme must be explicit about the means by which transferable management skills are developed throughout the programme. Such skills include, but are not restricted to: ability to manage change and risk; communication; leadership; teamwork; dealing with ambiguity; negotiation; problem solving; critical thinking; and ethical values.

7.8   Innovation in MBA programme design and delivery is strongly encouraged, particularly in the ways in which such developments enhance integration, sustainability, personal growth, and the sharing of cohort experiences.

Principle 8: Assessment Rigour & Relevance

The MBA assessment strategy must be robust, varied and to standards that are consistently applied at the Masters level.

8.1   The key purpose of student assessment is to enable students to demonstrate that they have met the objectives and achieved the learning outcomes of the programme at the standard required for the award of an MBA degree. The assessment scheme should have detailed criteria and specify the range and relative weights of the various assessment methods used; it should be comprehensive and consistent across the various subject areas, and underpinned by a suitable assessment strategy.

8.2   The assessment scheme should reflect the particular aims and characteristics of the course. A diverse approach to assessment methods is expected, and individual examinations should play a balanced role in any such scheme since they are seen as testing intellectual rigour under controlled conditions. While innovation in assessment methods is encouraged, particularly where new teaching and learning methods are being used, detailed evaluation by the School of such innovations will also be looked for.

8.3   Assessment should also be used to provide feedback to students in a consistent and timely manner and assist in the subsequent individual and group learning.

8.4   Evidence is required that steps are taken to ensure that the individual's own work is being assessed, with an explicit policy with regards to plagiarism.

8.5   Assessment standards should be consistently reviewed and applied at Masters level across the programme and the portfolio. This includes instances where delivery and assessment is undertaken at partner sites and on student exchanges.

Principle 9: Delivery & Interaction

In order to develop sufficient generalist management knowledge, skills and values, the MBA programme requires substantial interaction between faculty and the cohort group, in addition to providing appropriate space for private study and reflection.

9.1   The applied nature of much of the MBA demands a variety of teaching and learning methods, including lectures, seminars, workshops, action learning, reading, individual and group projects, distance learning, computer-based training and in-company training. Cooperation of employers is to be encouraged and it is expected that much of the learning will be practically based.

9.2   The duration of an MBA programme is expected to be equivalent to at least one year's full-time study and normally at least two years' part-time study.

More flexible modes of delivery should be expected to take between two to three years to complete, with a clear and managed progression rate and an upper limit in exceptional circumstances of not more than seven years.

9.3   An MBA programme will correspond to the equivalent of at least 1,800 hours learning effort, which should incorporate suitable time for faculty – cohort interaction (contact time), group work, individual reading and preparation, and reflection. The design of the programme must ensure that this can be achieved within the standard set duration, accounting for other responsibilities that students will have outside of the study environment.

9.4   The total number of contact hours is expected to be at least 500. Contact hours are defined as compulsory interaction between the learning group and faculty, which in traditional delivery modes would be delivered completely synchronously. The minimum requirement for any synchronous element is expected to be 120 hours, usually reserved for online delivery, which can include the use of demonstrably effective technologies that enable synchronous interaction between the student cohort and faculty. In all cases the balance of 500 contact hours must be mandatory interactive student-faculty learning, although this can be delivered asynchronously.

9.5   Acceptable delivery modes range across a spectrum from traditional face-to-face through to fully online, with many blended variations in-between. Innovative approaches to design and delivery are welcomed if they enhance learning opportunities and can maintain the coherence and integrity of the course, while meeting the general standards outlined in this document. It is expected that cohort integration is achieved through programme and delivery design even on the most flexible of delivery modes.

9.6   Much of the learning in an MBA is expected to take place between members of the learning group, and opportunities for collaborative learning should be provided. Such interaction can be face-to-face and / or through the application of a virtual learning environment, as long as this encourages and supports substantial synchronous interaction.

9.7   It is expected that all programmes will contain some element of support through an online platform which students can access off-campus and out-of-hours.

9.8   Some programmes may be designed to deliver a significant part – or indeed all – of the learning experience at a distance, ranging along a spectrum from offering one section or module of the course online, to 'blended learning', to 'distance learning' in its purest sense. In such cases, it is expected that all standards outlined in this document will continue to be met. Programmes delivered by such modes must ensure that students receive an equivalent learning experience to that of students studying on a face-to-face basis. Flexibility is an important feature but should not be to the detriment of the student cohort learning experience, which is a cornerstone of the MBA. Within this framework, the criteria may be adapted to account for a significant evolution in technology-assisted learning that may occur throughout the lifecycle of this document. Accreditation will therefore focus particularly on examining evidence that there is:

(i) a physical base from which the programme operates, which provides an effective logistical and administrative infrastructure that ensures that all participants engage with the programme as intended, that monitors this engagement, and that consistency is maintained year on year. This should also extend to include local teaching and support facilities where appropriate;

(ii) a specifically designed quality assurance system to ensure the continued quality and currency of all staff, systems and teaching materials, with a systematic process of periodic quality review;

(iii) remote out-of-hours access for all students to the necessary study materials, library resources and software, with dedicated technical support available and readily accessible;

(iv) consistent and accessible academic leadership which provides cohesion for the programme underpinned by appropriate research and scholarly activity, and with responsibility for the review of course content, delivery and academic standards;

(v) a tailored system of programme management and support, ensuring transparent coordination and regular communication between the various departments involved in the delivery of the programme;

(vi) a customised system for regular and responsive student engagement with the Institution, to include access to academic and support staff, student feedback and pastoral care;

(vii) a means to ensure that students studying at a distance receive appropriate career development opportunities, in addition to evidence that the development of transferable skills are addressed explicitly;

(viii) a transparent system to regularly monitor student interaction and progression on the programme, with effective means to remedy any issues that arise as a result of this monitoring;

(ix) a structured, effective and interactive platform to provide, encourage and monitor interaction between the peer group / cohort, and with faculty / tutors, both synchronously and asynchronously, across key elements of the course. This should provide an effective means for group work as well as an opportunity for networking and peer support; and

(x) a robust and secure assessment system, which guards against plagiarism, ensures the correct identity of submitted work, and allows for appropriate feedback to students, both formative and summative.

Principle 10: Impact & Lifelong Learning

Graduates should be able to demonstrate significant career enhancement as a result of their MBA and should be supported in their continual development by the Institution.

10.1 Facilities should exist to assist in employment for students at the conclusion of their studies, with career development opportunities available irrespective of delivery mode and employment status. Employment services should be

cognisant of the specific requirements and career aspirations demanded by MBA students.

10.2 A well-established and active association of MBA alumni is expected, which provides tangible networking and lifelong learning opportunities for its members.

10.3 An accredited MBA should be able to provide evidence of significant impact and return on investment for its graduates and other stakeholders. When assessing the overall quality of the programme, consideration will be given to the value added by the MBA programme to work experience and career development. The views and experiences of appropriate alumni, employers and sponsors will also be sought. The transfer of learning from the programme to the place of work will be evaluated, and evidence that these outcomes are being met by graduates in the workplace is expected. An inclusive view of the measurement and articulation of impact and the return on investment of the MBA is encouraged, taking into account the contribution to society and value creation.

10.4 The Institution should have appropriate mechanisms to regularly review the long term success and impact of graduates, and to evaluate the currency and achievement of programme learning outcomes.

CRITERIA FOR THE ACCREDITATION OF MBM PROGRAMMES

Framework & Eligibility

This document sets out the criteria for MBM programme accreditation. While setting the standards that accredited provision is expected to meet, these criteria are not intended to be so prescriptive as to stifle innovation or to preclude other measures by which quality may be assessed.

At the core of the accreditation scheme is full recognition of the autonomy of individual degree-awarding Institutions to offer MBM programmes and of the need for individuals and employers to have an internationally recognised accreditation process based on external and peer review of MBM provision.

Accreditation assesses the current standards of postgraduate management education offered at an Institution while promoting a developmental philosophy and a commitment to continuous improvement and quality enhancement. Institutions gaining accreditation are expected to maintain and demonstrate this commitment to regular improvement within their own programmes over the duration of each accreditation period.

Assessors will base their recommendation on the overall context of the MBM provision under assessment, taking into account the quality of the Institution offering the MBM.

An accredited MBA portfolio is normally a pre-requisite for the assessment of an Institution's MBM portfolio; however, if an Institution does not offer an MBA, then MBM accreditation may be permitted in exceptional circumstances. In such cases, an Institution must have been graduating MBM students for a minimum of three years in order to be eligible for accreditation. As an assurance of continuity and sustainability of quality provision, an Institution and its MBM provision will have

conformed to the majority of the Association's criteria for a minimum period of three years prior to its first assessment.

Principle 1: The MBM Portfolio

While the Institution may choose the programmes that it wishes to submit for MBM accreditation, in order to ensure clarity and transparency in the marketplace, all programmes that bear the same title, irrespective of delivery mode or location, must be assessed.

1.1   The designation 'MBM' can be applied to any management degrees that have a substantial general management component. An Institution may choose the programmes that it wishes to submit for MBM accreditation. The School is responsible for fully identifying and communicating its accredited MBM portfolio to AMBA, as well as to other stakeholders.

1.2   In order to ensure clarity and transparency in the marketplace, all programmes with the same name, irrespective of delivery mode or location, must be assessed. Programmes offered at multiple campuses should each undergo an on-site assessment to ensure the equivalence of experience for students at each site. All Institutions involved in the delivery of collaborative provision should normally expect an on-site assessment visit to assess the quality and equivalence of experience offered on the specific programmes, and partner Institutions with unaccredited MBM provision will be expected to apply for accreditation within the current review cycle of the multi-centre programme. The awarding Institution must assume full responsibility for the quality of collaborative delivery, and is expected to make the initial application for AMBA accreditation where applicable.

1.3   Where an MBM programme is to be awarded jointly by more than one Institution, one (accredited) Institution is to be designated the lead provider and will be responsible for delivery by the partner Institution(s). This also applies to programmes which allow students to undertake exchanges or modules delivered by other Institutions.

Principle 2: Institutional Integrity, Sustainability & Distinctiveness

The Institution offering an MBM must be sustainable, financially viable, and committed to quality and continuous improvement. It should possess a distinctive market identity which provides the basis for a high quality and successful MBM portfolio.

2.1   The assessment of MBM provision will take account of the Institution offering the programmes. The Institution is generally expected to be the Business School or equivalent unit that offers degree programmes, including the MBM portfolio. Institutions offering accredited MBM programmes should have:

(i)   an appropriate mission, explicitly expressed and regularly reviewed, which reflects its key strengths and underpins the design of the MBM portfolio;

(ii)   a well-defined, credible and coherent strategy, realistically reflecting its resources and constraints as well as its stated mission, with reference to Masters programmes;

(iii) an effective and integrated organisation for the management and leadership of activities, with a significant degree of autonomy and control over its future;

(iv) a commitment to sustainability, good governance and continuous improvement which impact on the MBM, underpinned by well-defined and implemented policies. The Institution should therefore be able to demonstrate satisfactory outcomes from its own internal, national and possibly international audit processes, and should provide evidence that it has responded successfully to any recommendations resulting from these processes;

(v) market legitimacy, secured financial viability and Institutional continuity;

(vi) a discrete identity and an appropriate degree of autonomy (e.g. from the wider University) for decision-making on issues such as strategic development and resourcing with respect to educational provision and management of educational resources, which support the MBM;

(vii) identified its target population and have a developed sense of the market for its products, understanding the specific needs of the MBM portfolio;

(viii) a clearly articulated and effective policy with regards to its relations with the organisational and managerial world, with demonstrable impact on the MBM, including means of regular access to employer opinion and a well-developed customer orientation; and

(ix) a clearly articulated strategy for partnerships with other academic Institutions, which enhances a range of opportunities for the benefit of the MBM portfolio.

2.2 Institutions should demonstrate that the level of overall resourcing is appropriate for postgraduate students. Library, computing and research facilities must be of a high standard and should be accessible, at least electronically, out of normal working hours and at weekends. Access to industry-standard hardware and software is important, as is the availability of business databases and literature search facilities. Sufficient resources should be dedicated to innovation, improvement and the development of the MBM.

Principle 3: Faculty Quality & Sufficiency

The Institution must be able to provide the MBM portfolio with sufficient and balanced expertise in teaching, research and consultancy that guides the MBM learning experience in a cohesive and integrated way.

3.1 In order to provide suitably resourced and high quality faculty available for the MBM, it is expected that the Institution will have an explicit, mission-led faculty strategy as well as an efficient organisational structure.

3.2 The MBM teaching faculty should be of a size which can, with regard to the overall supervision and number of participants, fully resource the provision to the required standard for which accreditation is being sought.

3.3   The Institution should have a thorough and inclusive faculty development and recruitment policy to ensure that staff are suitably diverse, innovative, reflect the Institution's commitment to continuous improvement and continue to meet high standards.

3.4   Faculty teaching at MBM level must be appropriately qualified and credible. Therefore at least 75 percent of the Institution's teaching staff should have a relevant postgraduate degree. It is expected that the majority of faculty will hold a Doctorate. The Institution must also be able to provide relevant evidence of the quality of teaching from within its faculty, and that those teaching on the MBM possess the highest teaching standards. The Institution must demonstrate that high quality faculty are selected for the MBM in a balanced manner.

3.5   The Institution should be able to demonstrate high levels of quality across its faculty as evidenced by relevant management research, scholarship and consultancy. The majority of the MBM teaching team should be actively involved in all three activities, and the Institution should be able to demonstrate that there are effective mechanisms by which results from research, consultancy and contact with the corporate world are regularly incorporated into the MBM provision.

3.6   To ensure that MBM learning is cutting-edge and innovative, research quality should be of a high standard in some areas of activity and show evidence of an international dimension. It is expected that a reasonable proportion of research output is relevant and demonstrably contributes to organisations and to society.

3.7   The Institution should formally address the issues of collegiality and integration of staff into the total teaching and learning environment of the School, including part-time faculty, faculty from another part of the Institution, staff from other Institutions and practitioners. All members of the MBM teaching team, irrespective of origin, should be fully integrated and subject to the Institution's quality assurance policy.

Principle 4: Programme Design & Leadership

Each MBM programme must be supported and periodically reviewed in a systematic way, with sufficient academic oversight and operational support. The MBM should be designed to represent the latest thinking in management education, taking into account market trends and practices.

4.1   Sustainable academic leadership is essential for a high quality MBM, regardless of the primary faculty teaching model. There should be clearly defined roles relating to the academic leadership and administrative responsibilities for the MBM programmes with individuals identified for each. Those assigned roles of academic leadership should be credible and committed to the programme.

4.2   The Institution should be able to demonstrate a level and quality of professional leadership and support appropriate to the size of the MBM provision.

4.3 Mechanisms must exist to ensure sufficient feedback and response to student reactions to course delivery and content on the MBM.

4.4 MBM programmes must be regularly reviewed to ensure that they continue to meet the needs of the market, taking into account input from all stakeholders. The design and content of the programme should embrace a range of relevant theory firmly linked to the practical world of sustainable business and management. Formal programme re-design is expected to take place on a cycle approximately every five years, based on a re-evaluation of the currency and achievement of learning outcomes.

Principle 5: The Student Cohort Experience

The MBM is designed to be a postgraduate, general management qualification for high quality career entrants; the admissions process must be rigorous in ensuring that an appropriate, sustainable and diverse cohort is recruited and maintained.

5.1 There should be an expectation on the part of the provider that the student will be able to fulfil the objectives of the programme and achieve the standard required for the award. Evidence will be required to show rigour in procedures and standards for admission, for example, standard testing and interviewing. Interviews are expected to form an important component of the admissions process.

5.2 The MBM can be aimed at graduates from any discipline, and any specific admissions requirements must be made clear to all applicants in the admissions procedures.

5.3 It is not necessary to require prior work experience for accredited MBM programmes, and any such admissions requirements must be made clear to all applicants in the admissions procedures, as well as having a clear rationale with regards to the pedagogy of the programme.

5.4 Evidence of language proficiency will be required to a suitable standard for Masters-level learning. Where teaching is in English, standardised evaluation of students for whom English is not a first language will be expected.

5.5 In order to ensure a rounded learning experience for students from a wide range of backgrounds and to maintain cohesion and integrity of the student cohort, admission with credit, admission with advanced standing and exemptions will not normally be accepted for accredited MBM programmes.

5.6 In order to promote mutual learning among peers, students should be selected on the basis of the contribution they may be expected to make as well as the benefit they may gain. Given the important role members of the cohort play in enriching part of the learning process, student diversity across a range of metrics (such as nationality, gender, academic and work background) is expected. To achieve adequate group interaction and diversity, the expected intake on each accredited programme would be a cohort size (distinct learning group) of at least 20 students. Due regard will be given to the following factors: the need for a critical mass of participants; geographical factors which may serve to constrain a local market; and, the combination of cohorts from different entry points (carousel) and modes of delivery –

providing that cohort cohesion and integrity is maintained and managed above the 20 minimum threshold in each core class.

5.7 In order to ensure programme diversity and sustainability, individual cohorts should be internationally diverse and balanced where possible.

5.8 Single Company and Consortia MBM programmes should ensure that final decisions on admissions, student progress, curriculum, assessment and award of the MBM remain under the control of the Institution.

5.9 Mechanisms must be in place to ensure that students, especially international students, receive adequate pastoral care and support throughout their course of study. The Institution should also have a formal policy to support students with disabilities. All student policies should be clearly articulated.

5.10 In cases where students have been away from formal education for an extended period of time, explicit help in learning skills should be provided.

Principle 6: Competences, Graduate Attributes & Learning Outcomes

The MBM should have clearly articulated learning outcomes which can be measured and mapped through to course learning outcomes and assessment. Outcomes should broadly reflect AMBA MBM attributes and be aligned to the mission of the Institution.

6.1 Each individual MBM programme must have clearly stated aims, objectives and learning outcomes,

which reflect the mission and strengths of the Institution. Learning outcomes should be clear and explicit

in describing what participants are expected to know and be able to do as a result of the programme.

They should make clear the ways in which the Institution recognises and assesses intellectual, analytical,

personal and enterprise qualities as well as the specific knowledge developed by the programme.

6.2 Learning outcomes should be mapped and measured against curriculum design and assessment, to ensure that the programme is cohesive and that all intended graduate outputs are achieved.

6.3 MBM graduates will be able to utilise the broad theoretical knowledge, skills and practical experience gained during their studies to:

(i) think critically and formulate reasoned opinions based on complex information;

(ii) integrate functional knowledge and apply strategic management skills at a junior level in changing business environments;

(iii) understand organisations and their stakeholders;

(iv) operate effectively in cross-cultural settings, understanding the nature of globalisation;

(v) understand the importance of business ethics in a global environment and act with integrity;

(vi)   analyse complex data, understanding the financial implications of managerial decision-making;

(vii) work effectively within a diverse team environment; and

(viii) develop a management career and a commitment to lifelong learning.

Principle 7: Curriculum Breadth & Depth

The MBM curriculum should be comprehensive and integrative, and clearly delivered at the Masters level.

7.1   An MBM is a Masters-level programme of study and is postgraduate in nature. Institutions should be able to demonstrate that Masters-level learning is achieved across the programme, which should be embedded in either national or international definitions. The design and approach of the programme should reflect the nature of students who may not have completed a first degree in business and management, and who may not have any practical managerial experience.

7.2   While all programmes should reflect the general character of the MBM, individual courses may be designed to meet the needs of a specific business function or sector. While it is encouraged that a programme includes some specialisation appropriate to the Institution's resources and strengths, the MBM should retain its generalist, broad character. Where an Institution offers the MBM designation for a programme which is recognisably functional, or specialist in nature, the Institution is expected to provide an explicit rationale for the designation within a general management orientation.

7.3   An MBM programme should encompass relevant knowledge and understanding of organisations, the external context in which they operate, their stakeholders and how they are managed. While a specific module is not expected for each of the below, all programmes should demonstrate that students acquire a significant understanding of the major areas of knowledge which underpin general management, including:

(i)   the concepts, processes and Institutions in the production and marketing of goods and / or services and the financing of business enterprise or other forms of organisation;

(ii)   the concepts and applications of accounting, of quantitative methods and analytics, and management information systems including digital innovations;

(iii) organisation theory, behaviour, HRM issues and interpersonal communications;

(iv)   the processes and problems of general management at the operational and strategic level;

(v)   macro and micro economics;

(vi)   business research methods and consultancy skills;

(vii) the impact of environmental forces on organisations, including: legal systems; demographics; ethical, social, and technological change issues;

(viii) explicit coverage of the ability to respond to and manage change;

(ix)   business policy and strategy;

(x)   theories of leadership and entrepreneurship;

(xi)   an understanding of the impact of sustainability, ethics and risk management on business decisions and performance, and on society as a whole;

(xii)   further contemporary and pervasive issues, such as creativity, enterprise, innovation, e-commerce, and knowledge management; and

(xiii)   the international dimension to the above, including political risk and contemporary processes of regionalisation, emerging markets, global governance and globalisation.

7.4   To ensure an international dimension to the programme, the curriculum should take care to incorporate an understanding of management styles and practices from different regions and cultures, and to include diversity in examples and / or case studies. Examples should encompass a range from prevalent international business standards to local norms and expectations. International study opportunities are to be encouraged where they enhance the student learning experience.

7.5   An MBM should contain substantial evidence of programme integration. In many cases this is achieved primarily as a final project, which demonstrates each individual student's ability to integrate the functional areas of management. Where included, such a project should be practically based and allow candidates to demonstrate an understanding of theory and its application at Masters level. The expectations, learning outcomes and assessment criteria should be made explicit. Research and consultancy skills training should be provided in preparation for the above. Any other methods of integration are acceptable but evidence that such methods are effective and substantial is expected. Where programmes are designed on a modular basis, the design should, given the importance of a multi-disciplinary approach to management problems, clearly provide means by which the integration of individual subjects is achieved.

7.6   Evidence will be sought that programme design and review has incorporated an understanding of the balance between theory and practice, and between functional and integrative teaching. Given the likely lack of work experience for most MBM students, opportunities for explicit practical learning and work experience during the programme is strongly encouraged.

7.7   The programme should be explicit about the means by which transferable management skills are developed throughout the programme. Such skills include, but are not restricted to: communication; teamwork; dealing with ambiguity; negotiation; problem solving; critical thinking; and ethical values.

7.8   Innovation in MBM programme design and delivery is strongly encouraged, particularly in the ways in which such developments enhance integration, sustainability, personal growth, and the sharing of cohort knowledge and ideas.

Principle 8: Assessment Rigour & Relevance

The MBM assessment strategy must be robust, varied and to standards that are consistently applied at the Masters level.

8.1 The key purpose of student assessment is to enable students to demonstrate that they have met the objectives and achieved the learning outcomes of the programme at the standard required for the award of a Masters degree. The assessment scheme should have detailed criteria and specify the range and relative weights of the various assessment methods used; it should be comprehensive and consistent across the various subject areas, and underpinned by a suitable assessment strategy.

8.2 The assessment scheme should reflect the particular aims and characteristics of the course. A diverse approach to assessment methods is expected, and individual examinations should play a balanced role in any such scheme since they are seen as testing intellectual rigour under controlled conditions. While innovation in assessment methods is encouraged, particularly where new teaching and learning methods are being used, detailed evaluation by the School of such innovations will also be looked for.

8.3 Assessment should also be used to provide feedback to students in a consistent and timely manner and assist in the subsequent individual and group learning.

8.4 Evidence is required that steps are taken to ensure that the individual's own work is being assessed, with an explicit policy with regards to plagiarism.

8.5 Assessment standards should be consistently reviewed and applied at Masters level across the programme and the portfolio. This includes instances where delivery and assessment is undertaken at partner sites and on student exchanges.

Principle 9: Delivery & Interaction

In order to develop sufficient generalist management knowledge, skills and values, the MBM programme requires substantial interaction between faculty and the cohort group, in addition to providing appropriate space for private study and reflection.

9.1 The nature of the MBM, combining management theory with an introduction to its practical implications, requires a variety of teaching and learning methods, including lectures, seminars, workshops, action learning, reading, individual and group projects, distance learning, computer-based training and in-company training. Cooperation of employers is to be encouraged and it is expected that some of the learning will be practically based.

9.2 The duration of an MBM programme is expected to be equivalent to at least one year's full-time study and normally at least two years' part-time study. More flexible modes of delivery should be expected to take between two to three years to complete, with a clear and managed progression rate and an upper limit in exceptional circumstances of not more than seven years.

9.3 An MBM programme will correspond to the equivalent of at least 1,800 hours learning effort, which should incorporate suitable time for faculty – cohort

interaction (contact time), group work, individual reading and preparation, and reflection. The design of the programme must ensure that this can be achieved within the standard set duration, accounting for other responsibilities that students may have outside of the study environment.

9.4 The total number of contact hours is expected to be at least 300. Contact hours are defined as compulsory interaction between the learning group and faculty, which in traditional delivery modes would be delivered completely synchronously. The minimum requirement for any synchronous element is expected to be 100 hours, usually reserved for online delivery, which can include the use of demonstrably effective technologies that enable synchronous interaction between the student cohort and faculty. In all cases the balance of 300 contact hours must be mandatory interactive student-faculty learning, although this can be delivered asynchronously.

9.5 Acceptable delivery modes range across a spectrum from traditional face-to-face through to fully online, with many blended variations in-between. Innovative approaches to design and delivery are welcomed if they enhance learning opportunities and can maintain the coherence and integrity of the course, while meeting the general standards outlined in this document. It is expected that cohort integration is achieved through programme and delivery design even on the most flexible of delivery modes.

9.6 Some of the learning in an MBM is expected to take place between members of the learning group, and opportunities for collaborative learning should be provided. Such interaction can be face-to-face and / or through the application of a virtual learning environment, as long as this encourages and supports synchronous interaction where appropriate.

9.7 It is expected that all programmes will contain some element of support through an online platform which students can access off-campus and out-of-hours.

9.8 Some programmes may be designed to deliver a significant part – or indeed all – of the learning experience at a distance, ranging along a spectrum from offering one section or module of the course online, to 'blended learning', to 'distance learning' in its purest sense. In such cases, it is expected that all standards outlined in this document will continue to be met. Programmes delivered by such modes must ensure that students receive an equivalent learning experience to that of students studying on a face-to-face basis. Flexibility may be enabled but should not be to the detriment of the student learning experience, which requires a certain intensity to allow for suitable knowledge transfer and integration to occur. Within this framework, the criteria may be adapted to account for a significant evolution in technology-assisted learning that may occur throughout the lifecycle of this document. Accreditation will therefore focus particularly on examining evidence that there is:

(i) a physical base from which the programme operates, which provides an effective logistical and administrative infrastructure that ensures that all participants engage with the programme as intended, that monitors this engagement, and that consistency is maintained year on year. This

should also extend to include local teaching and support facilities where appropriate;

(ii) a specifically designed quality assurance system to ensure the continued quality and currency of all staff, systems and teaching materials, with a systematic process of periodic quality review;

(iii) remote out-of-hours access for all students to the necessary study materials, library resources and software, with dedicated technical support available and readily accessible;

(iv) consistent and accessible academic leadership which provides cohesion for the programme underpinned by appropriate research and scholarly activity, and with responsibility for the review of course content, delivery and academic standards;

(v) a tailored system of programme management and support, ensuring transparent coordination and regular communication between the various departments involved in the delivery of the programme;

(vi) a customised system for regular and responsive student engagement with the Institution, to include access to academic and support staff, student feedback and pastoral care;

(vii) a means to ensure that students studying at a distance receive appropriate career development opportunities, in addition to evidence that the development of transferable skills are addressed explicitly;

(viii) a transparent system to regularly monitor student interaction and progression on the programme, with effective means to remedy any issues that arise as a result of this monitoring;

(ix) a structured, effective and interactive platform to provide, encourage and monitor interaction between the peer group / cohort, and with faculty / tutors, both synchronously and asynchronously, across key elements of the course. This should provide an effective means for group work as well as an opportunity for networking and peer support; and

(x) a robust and secure assessment system, which guards against plagiarism, ensures the correct identity of submitted work, and allows for appropriate feedback to students, both formative and summative.

Principle 10: Impact & Lifelong Learning

Graduates should be able to demonstrate significant career growth as a result of their MBM and should be supported in their continual development by the Institution.

10.1 Facilities should exist to assist in employment for students at the conclusion of their studies, with career entry opportunities and support available irrespective of delivery mode and employment status.

10.2 A well-established and active association of MBM alumni is expected, which provides tangible networking and lifelong learning opportunities for its members.

10.3 An accredited MBM should be able to provide evidence of impact and return on investment for its graduates and other stakeholders. When assessing the overall quality of the programme, consideration will be given to the value added by the MBM programme to career entry professionals and / or entrepreneurs. The views and experiences of appropriate alumni, employers and sponsors will also be sought. An inclusive view of the measurement and articulation of impact and the return on investment of the MBM is encouraged, taking into account the contribution to society and value creation.

10.4 The Institution should have appropriate mechanisms to regularly review the long term success and impact of graduates, and to evaluate the currency and achievement of programme learning outcomes.

CRITERIA FOR THE ACCREDITATION OF DBA PROGRAMMES

Framework & Eligibility

This document sets out the criteria for DBA programme accreditation. While setting the standards that accredited provision is expected to meet, these criteria are not intended to be so prescriptive as to stifle innovation or to preclude other measures by which quality may be assessed.

At the core of the accreditation scheme is full recognition of the autonomy of individual degree-awarding Institutions to offer DBA programmes and of the need for individuals and employers to have an internationally recognised accreditation process based on external and peer review of DBA provision.

Accreditation assesses the current standards of postgraduate management education offered at an Institution while promoting a developmental philosophy and a commitment to continuous improvement and quality enhancement. Institutions gaining accreditation are expected to maintain and demonstrate this commitment to regular improvement within their own programmes over the duration of each accreditation period.

Assessors will base their recommendation on the overall context of the DBA provision under assessment, taking into account the quality of the Institution offering the DBA.

The key component and metric of DBA quality is the research thesis itself, which must demonstrate Doctoral quality as well as a significant contribution to management practice. As such, only programmes which have graduated at least three DBA students over the last three years are eligible for DBA accreditation. As an assurance of continuity and sustainability of quality provision, an Institution and its DBA provision will have conformed to the majority of the Association's criteria for a minimum period of three years prior to its first assessment. An accredited MBA portfolio is normally a pre-requisite for the assessment of an Institution's DBA portfolio; however, if an Institution does not offer an MBA, then DBA accreditation may be permitted in exceptional circumstances.

Principle 1: The DBA Portfolio

In order to ensure clarity and transparency in the marketplace, all programmes awarded by the Institution bearing the designation DBA must be submitted for accreditation.

1.1 An Institution's DBA provision in its entirety must be tabled for assessment and meet the accreditation criteria. This includes any programmes that are offered and awarded which bear the name 'DBA'. All DBAs in the portfolio should meet the criteria below although with a different emphasis considering the target market. The Institution is responsible for fully identifying and communicating its DBA portfolio to AMBA, as well as to other stakeholders.

1.2 Portfolio assessment will include all programmes delivered at the Institution, outreach programmes, franchises, and programmes delivered in conjunction with partner Institutions. Programmes offered at multiple campuses should each undergo an on-site assessment to ensure the equivalence of experience for students at each site. All Institutions involved in the delivery of collaborative provision should normally expect an on-site assessment visit to assess the quality and equivalence of experience offered on the specific programmes, and partner Institutions with unaccredited DBA provision will be expected to apply for accreditation within the current review cycle of the multi-centre programme. The awarding Institution must assume full responsibility for the quality of collaborative delivery, and is expected to make the initial application for AMBA accreditation.

1.3 Where a DBA programme is to be awarded jointly by more than one Institution, one (accredited) Institution is to be designated the lead provider and will be responsible for delivery by the partner Institution(s). This also applies to programmes which allow students to undertake exchanges or modules delivered by other Institutions.

Principle 2: Institutional Integrity, Sustainability & Distinctiveness

The Institution offering a DBA must be sustainable, financially viable, and committed to quality and continuous improvement. It should possess a distinctive market identity and a research culture which provides the basis for a high-quality and successful DBA portfolio.

2.1 The assessment of DBA provision will take account of the Institution offering the programmes. The Institution is generally expected to be the Business School or equivalent unit that offers degree programmes, including the DBA portfolio. Institutions offering accredited DBA programmes should have:

(i) an appropriate mission, explicitly expressed and regularly reviewed, which reflects its key strengths and underpins the design of the DBA portfolio, acknowledging the significance of research and research training;

(ii) a well-defined, credible and coherent strategy, realistically reflecting its resources and constraints as well as its stated mission, with specific reference to high-quality research;

(iii) an effective and integrated organisation for the management and leadership of activities, with a significant degree of autonomy and control over its future;

(iv) a commitment to sustainability, good governance and continuous improvement which impact on the DBA, underpinned by well-defined and implemented policies. The Institution should therefore be able to

demonstrate satisfactory outcomes from its own internal, national and possibly international audit processes, and should provide evidence that it has responded successfully to any recommendations resulting from these processes;

(v) market legitimacy, secured financial viability and Institutional continuity;

(vi) a discrete identity and an appropriate degree of autonomy (e.g. from the wider University) for decision-making on issues such as strategic development and resourcing with respect to educational provision and management of educational resources, including with regards to the DBA;

(vii) identified its target population and have a developed sense of the market for its products, understanding the particular target market for the DBA;

(viii) a clear and effective policy with regards to its relations with the organisational and managerial world, with demonstrable impact on the DBA, particularly with respect to applied trans-disciplinary research; and

(ix) a clearly articulated strategy for partnerships with other academic Institutions, which enhances a range of opportunities for the benefit of the DBA portfolio.

2.2 Institutions should demonstrate that the level of overall resourcing is appropriate for post-experience researchers. Library, computing and research facilities must be of a high standard and should be accessible, at least electronically, out of normal working hours and at weekends. Access to industry-standard hardware and software is important, as is the availability of business databases and literature search facilities. Sufficient resources should be dedicated to innovation, improvement and the development of the DBA.

2.3 The Institution must be able to offer an explicit rationale for offering a DBA, as opposed to, or in addition to, an MPhil or a PhD.

Principle 3: Supervision Quality & Sufficiency

The Institution must be able to provide the DBA portfolio with sufficient and balanced expertise in research and consultancy that creates a platform for highly qualified and relevant supervisory teams available for each DBA participant.

3.1 In order to provide a suitably resourced and high-quality pool of supervisors and faculty available for the DBA, it is expected that the Institution will have an explicit, mission-led faculty strategy as well as an efficient organisational structure, with a strong research focus.

3.2 The DBA supervisory and teaching team should be of a size which can, with regard to the overall supervision and number of participants, fully resource the provision to the required standard for which accreditation is being sought.

3.3 The Institution should have a thorough and inclusive faculty development and recruitment policy to ensure that staff are suitably diverse, innovative,

reflect the Institution's commitment to continuous improvement and continue to meet high standards. In addition, the supervisory staff must be able to demonstrate appropriate networks and structures for their professional development as researchers and supervisors, which may take place outside of the Institution.

3.4   The Institution should provide a high-quality research environment for the DBA, and be able to demonstrate high levels of quality in the DBA teaching and supervisory team as evidenced by past and current trans-disciplinary management research that demonstrably impacts management practice, scholarship and consultancy, and that exemplifies the research interests and outcomes within an organisational context. It is expected that a significant proportion of research output is of international quality, relevant, and demonstrably contributes to organisations and to society.

3.5   Faculty, including DBA supervisors and those teaching on any taught element of the DBA programme, must be appropriately qualified and credible, and be able to teach at Doctoral level. It is expected that the majority of faculty will hold a Doctorate, or have a credible research and research publication record.

3.6   Adequate thesis supervision for DBA students by experienced members of the School's faculty is essential. Each DBA student should preferably be allocated at least two supervisors as part of a supervisory team, in order to provide a range of research expertise and to ensure continuity. Both supervisors must display excellence in recent research output, and at least one supervisor must have experience as a PhD and / or DBA supervisor, having been part of a supervisory team for at least one successful Doctoral candidate. One supervisor must also be experienced in the subject / topic area being researched by the DBA student. The supervisors must be able to devote adequate time to each student they are supervising.

3.7   All supervisors should normally hold a Doctorate, unless there is other evidence of research expertise in their field.

3.8   The Institution should formally address the issues of collegiality and integration of staff into the total teaching and learning environment of the School, including part-time faculty, faculty from another part of the Institution, staff from other Institutions and practitioners. All members of the DBA teaching team, irrespective of origin, should be fully integrated and subject to the Institution's quality assurance policy.

Principle 4: Programme Design & Leadership

Each DBA programme must be supported and periodically reviewed in a systematic way, with sufficient academic oversight and operational support. The DBA should be designed to represent best practice in management research and application, taking into account market trends and practices.

4.1   Sustainable academic leadership is essential for a high-quality DBA programme, independent of the supervisory model. There should be clearly defined roles relating to the academic leadership and administrative responsibilities for the DBA programmes with individuals identified for each.

Those assigned roles of academic leadership should be credible and committed to the programme.

4.2 The Institution should be able to demonstrate a level and quality of professional leadership and support appropriate to the size of the DBA provision.

4.3 Mechanisms must exist to ensure sufficient feedback and response to student reactions to course delivery and content on the DBA.

4.4 DBA programmes must be regularly reviewed to ensure that they continue to meet the needs of the market, taking into account input from all stakeholders. Formal programme re-design is expected to take place on a cycle approximately every five years, based on a re-evaluation of the currency and achievement of learning outcomes.

4.5 The relationship between the supervisor and the student, and the requirements of both parties, must be clearly outlined, and progress of these responsibilities must be officially monitored. Supervisors and students should communicate formally at regular intervals and appropriate junctures. Informal meetings and / or communication are expected with greater regularity. In order to monitor and support progression there should also be a formal annual review of the student's progress by a DBA supervisory panel. The supervisory team should include one first point of contact for the student, and this should be clearly communicated to all parties.

4.6 The supervisor must ensure that the student receives constructive and effective feedback, and has input into the assessment of the student's developmental requirements.

Principle 5: The Participant Experience

The DBA is designed to be a Doctoral, applied post-experience qualification for senior executives; the admissions process must be rigorous in ensuring that an appropriate intake is recruited and aided in progression and completion.

5.1 There should be an expectation on the part of the provider that the student will be able to fulfil the objectives and demands of the programme and achieve the standard required for the award. Evidence will be required to show rigour in procedures and standards for admission, for example, standard testing and interviewing. Interviews are expected to form an important component of the admissions process.

5.2 The DBA is intended for those with previous managerial experience who wish to make a significant contribution to the enhancement of professional practice in the management area via the critical review and systematic application of appropriate theories and research to professional practice. The DBA is targeted at holders of an MBA or a Masters-level degree in Management, or holders of an equivalent professional qualification, and mature and experienced managers with the potential to meet the learning and research requirements of the DBA.

5.3 In general, students are expected to have a minimum of five years postgraduate work experience prior to DBA study, with a three-year minimum

allowed in exceptional cases. At least some of this experience should be at a senior level.

5.4 Evidence of suitable language proficiency will be required. In most cases the DBA thesis should be prepared and presented entirely in English, unless a specific rationale is provided for using a local language. Where teaching is in English, standardised evaluation of students for whom English is not a first language will be expected.

5.5 DBA selection should take into account the motivation and likely progression of students to complete within the expected timescale. Demonstrably effective mechanisms must exist to support student progression throughout the course of study.

5.6 As part of the research process, each student must submit a research proposal, and evidence of its evaluation by the Institution will be required.

5.7 There should be mechanisms in place to ensure interaction between DBA students, and other members of the postgraduate research body as part of a wider and inclusive research community.

5.8 The entitlements and responsibilities of being a research student should be clearly defined and articulated to the student prior to commencing the DBA.

5.9 Where a DBA student is involved in teaching at the Institution, training and adequate development opportunities should be provided.

5.10 There will be no exemptions allowed for the DBA thesis. Exemptions may be allowed on any part of the research methods taught element of the DBA, provided that any prior learning is at the appropriate Doctoral level standard, and that the prior learning was achieved in the last five years.

5.11 Mechanisms must be in place to ensure that students, especially international students, receive adequate pastoral care and support throughout their course of study. The Institution should also have a formal policy to support students with disabilities. All student policies should be clearly articulated.

5.12 Where students have been away from formal education for an extended period of time, explicit help in learning skills should be provided.

Principle 6: Competences, Graduate Attributes & Learning Outcomes

The DBA should have clearly articulated learning outcomes which can be measured and mapped through to course learning outcomes and assessment. Outcomes should broadly reflect AMBA DBA attributes and be aligned to the mission of the Institution.

6.1 Each individual DBA programme must have clearly stated aims, objectives and learning outcomes, which reflect the mission and strengths of the Institution. Learning outcomes should be clear and explicit in describing what participants are expected to know and be able to do as a result of the programme. They should make clear the ways in which the Institution recognises and assesses intellectual, analytical, personal and enterprise qualities as well as the specific research expertise developed by the programme.

6.2 Learning outcomes should be mapped and measured against curriculum design and assessment, to ensure that the programme is cohesive and that all intended graduate outputs are achieved.

6.3 Evidence must be provided that the DBA programme enables its participants to build on their prior professional experience and academic interests to develop research expertise that enables them to:

(i) contribute to the enhancement of trans-disciplinary professional practice in management;

(ii) bring new and relevant scholarship to bear on new business and management problems;

(iii) create, apply, and then integrate new knowledge;

(iv) provide an evidence-based approach to critically analyse and evaluate management problems understanding the role and limitations of research in solving these problems;

(v) be able to present scholarly research to both academic and non-academic audiences;

(vi) adopt innovative and creative solutions to business problems and opportunities;

(vii) provide leadership for change in multiple contexts for a variety of stakeholders; and

(vii) work in a variety of organisational contexts.

Principle 7: Research Output & Support

The DBA should produce a significant Doctoral-level transdisciplinary research output that advances research in business and management and is relevant to practice.

Thesis

7.1 The DBA thesis, based on research carried out throughout the DBA programme, is the primary piece of work that will be assessed for the award of the DBA degree. The thesis should make a contribution to the enhancement of professional practice in management as well as a contribution to knowledge via the application and development of theoretical frameworks, methods, and techniques.

7.2 Assessment by a portfolio of publishable research is acceptable, but this must be accompanied by an assessed linking document which encompasses elements of critical thinking and the contribution to practice.

7.3 Any thesis not written and presented in English must be accompanied by a full English translation of results and implications to enable wider dissemination of research outputs.

7.4 There should be a clearly defined progression rate with regards to the completion of the thesis, including submission of the thesis and deadlines for progression.

7.5 Regular support, feedback and progression monitoring during the thesis stage

is essential to provide appropriate guidance and to encourage timely completion.

Taught Courses

7.6 The DBA is a research based, rather than a taught qualification. However, taught components are acceptable and can be useful in developing knowledge and skills, as long as such components allow adequate time for research and the preparation of the final thesis.

7.7 Research methodology training is an essential part of the DBA. Such training should be formally scheduled at a level appropriate for Doctoral study (at least at the Masters level) and should include: research design; data collection and analysis; the application of various research methods; management of research projects; and research presentation. This training should be assessed to certify the student's competence in these areas.

7.8 Any DBA taught components should be taught and assessed at the Doctoral level and have clearly stated aims, objectives and learning outcomes. Learning outcomes should be clear and explicit in describing what participants are expected to know and be able to do as a result of the component. They should make clear the ways in which the Institution recognises and assesses intellectual, analytical, personal and enterprise qualities as well as the specific knowledge being developed by any taught element of the programme.

7.9 Personal growth is an important element of a DBA, and should be a key and integrated element of an accredited programme. The programme must be explicit about the means by which transferable management skills are developed throughout the programme. Such skills include, but are not restricted to: ability to manage change; communication; leadership; teamwork; dealing with ambiguity; negotiation; problem solving; critical thinking; and ethical values.

7.10 Innovation in DBA programme design and delivery is strongly encouraged, particularly in the ways in which such developments enhance integration, sustainability, personal growth, and the sharing of experiences amongst researchers.

Principle 8: Assessment Rigour & Relevance

The DBA assessment strategy must be robust and rigorous to ensure that output meets the requirements for Doctoral-level study with demonstrable practical relevance.

8.1 The DBA thesis is the primary form of assessment for the award of the DBA qualification. The assessment criteria should be explicit, readily available and require a standard to Doctoral level. The criteria should also express and evaluate the applied nature of the research outcomes, with specific and explicit attention to the expected impact of the research on management practice.

8.2 Assessment of the thesis should include an in-depth, face-to-face Viva Voce (oral) examination.

8.3 The Viva should be assessed by a minimum of two appropriately qualified examiners, who hold a Doctoral level research degree. At least one of these examiners should come from outside the Institution. At least one external examiner should be research active in the field being assessed. Examiners must be independent of each other, and not previously involved in the research being assessed.

8.4 Examiners should be provided with guidelines on assessing the thesis prior to the Viva, and are expected to produce individual reports prior to, and following the Viva, detailing the reasons for the judgement reached. In order to ensure DBA outcomes, the Viva and the reports should include specific examination and feedback on the practical application and impact of the research.

8.5 There should be clear processes to deal with split decisions of the examination panel.

8.6 There should also be processes in place to ensure that each Viva is conducted in a fair and consistent manner. Appeals or complaints procedures should be clearly stated and available to the student.

8.7 The key purpose of assessment is to enable students to demonstrate that they have met the objectives and achieved the learning outcomes of the programme at the standard required for the award of a DBA degree. The assessment scheme for any taught components should have detailed criteria and specify the range and relative weights of the various assessment methods used; it should be comprehensive and consistent across the various subject areas, and underpinned by a suitable assessment strategy.

8.8 While innovation in assessment methods is encouraged, particularly where new teaching and learning methods are being used, detailed evaluation by the School of such innovations will also be looked for.

8.9 Assessment should also be used to provide feedback to students in a consistent and timely manner and assist in the subsequent individual and group learning.

8.10 Evidence is required that steps are taken to ensure that the individual's own work is being assessed, with an explicit policy with regards to plagiarism.

8.11 Assessment standards should be consistently reviewed and applied at Doctoral level across the programme and the portfolio. This includes instances where delivery and assessment is undertaken at partner sites and on student exchanges.

8.12 Any policy regarding fall-back qualifications for those that do not complete the DBA must be made explicit, with rigorous criteria for the evaluation of these qualifications applied.

Principle 9: Delivery & Access

The programme should be designed and delivered in such a way to enable busy senior executives to develop sufficient skills in applied research methods and to produce Doctoral-level research, in addition to providing appropriate space for personal development and reflection.

9.1 Programmes may be full-time, part-time, distance / open learning or multi-mode. Innovative approaches to design and delivery are welcomed if they enhance learning opportunities and can maintain the coherence and integrity of the course. It is essential that the Institution can demonstrate that students are integrated into a wider research community, irrespective of the delivery mode by which they are studying.

9.2 Distance / open learning DBA programmes will be expected to meet these criteria in full, with particular attention being paid to the effective operation of the following:

(i) access to research and library facilities;

(ii) integration of the supervisory and faculty team;

(iii) both formal and informal interaction between the supervisory team and the student;

(iv) interaction between students and other members of the postgraduate research body both as part of the student learning group and a wider research community;

(v) the monitoring and maintenance of student progression;

(vi) quality of the delivery and learning process for taught courses, including research methods; and

(vii) policies and procedures to ensure that the individual's own work is being considered, and that assessment standards are consistent.

9.3 The duration of a DBA programme shall meet the general Doctoral requirement that it should be equivalent to three year's full-time study. For what might be regarded as a standard course for a normal entrant, the minimum duration is likely to be four calendar years on a part-time basis.

Principle 10: Impact & Lifelong Learning

Graduates should be able to demonstrate significant impact as a result of their DBA in a variety of organisational contexts, and should be supported in their continual development by the Institution.

10.1 Facilities should exist to assist in employment for students at the conclusion of their studies where necessary, with career development opportunities available irrespective of delivery mode and employment status.

10.2 A well-established and active association of DBA alumni is expected, which provides tangible networking and lifelong learning opportunities for its members.

10.3 An accredited DBA should be able to provide evidence of significant impact and return on investment for its graduates and other stakeholders providing DBA holders with legitimacy among both academics and practitioners. When assessing the overall quality of the programme, consideration will be given to the value added by the DBA programme to work experience, research impact and career development. The views and experiences of appropriate alumni, employers and sponsors will also be sought. The transfer of learning from the programme to the place of work will be evaluated, and evidence

that these outcomes are being met by graduates in the workplace is expected. An inclusive view of the measurement and articulation of impact and the return on investment of the DBA is encouraged, taking into account contribution to society and value creation.

10.4 The Institution should have appropriate mechanisms to regularly review the long-term success and impact of graduates, and to evaluate the currency and achievement of programme learning outcomes.

GLOSSARY

Asynchronous: interaction that is not in real time. This can be enabled through effectively managed and monitored interaction through discussion boards, for example.

Contact Hours: compulsory interaction between the learning group and faculty. This does not normally include one-to-one interaction, or student group work without faculty support. One contact hour is expected to be 60 minutes.

Franchise: an Institution offering another Institution's programme and degree award, but delivering the majority of teaching.

Institution: the Business School, or equivalent organisational unit offering the programme / portfolio seeking accreditation. AMBA will also consider the relationship between the Institution and any parent body, particularly where any other programmes are offered that may require inclusion into the Institutional portfolio on the basis of market clarity.

Master in Business & Management (MBM): a blanket term to describe any postgraduate general management programmes that do not meet the post-experience requirements and outcomes of an MBA. Programme titles that may be eligible can include, but are not limited to Master in Management, Master in International Business, Master in Finance, Master in Entrepreneurship, Master in Leadership.

Masters-level Learning: many academic Institutions refer to the Dublin Descriptors for the requirements of Masters-level learning.

Portfolio: all programmes bearing the designation 'MBA' awarded by the Institution must be submitted for assessment and pass accreditation standards. In the interest of market clarity, any programmes offered outside of the Institution but bearing the same degree award is also expected to be included in the portfolio, unless agreed by AMBA on the basis of market separation.

Student Learning Hours: total student activity required to complete the programme. While in many respects a notional figure, due to the fact that students learn at different speed and in different ways, this would include contact hours, group work, one-to-one student / faculty sessions (supervision), private study and reflection.

Synchronous: real time interaction, traditionally face-to-face but can be enabled through the use of appropriate technology.

❖   ❖   ❖

AMBA DEVELOPMENT NETWORK

ASSOCIATION of AMBAs
DEVELOPMENT NETWORK

DEDICATED TO SUPPORTING
HIGH POTENTIAL BUSINESS SCHOOLS

Join the world's premier MBA Business School Network

www.mbaworld.com/adn
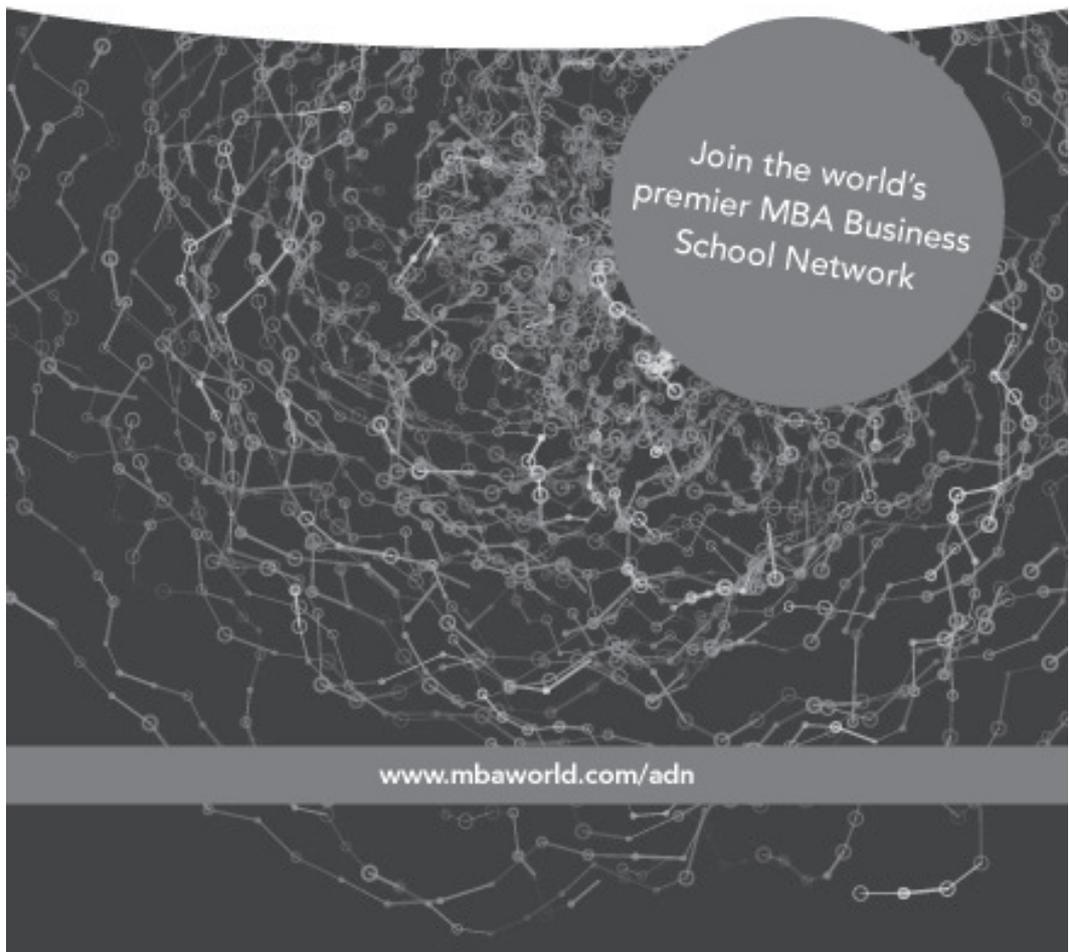
THE WORLD'S PREMIER MBA BUSINESS SCHOOL NETWORK

THE AMBA DEVELOPMENT NETWORK

The AMBA Development Network (ADN) was launched with one key mission in mind: to provide high-potential Business Schools with the opportunity to be part of a community that promotes continuous improvement. The ADN has been shaped to support Schools who share AMBA's values and seek assistance in reaching our accreditation standards.

Joining the ADN enables Business Schools to leverage the strength and support of the AMBA family to aid their development and goals. The ADN offers numerous tools, connections, and research, which can help create positive initiatives and changes to your management education portfolio.

By joining the AMBA Development Network, you join a prestigious group of Business Schools dedicated to improving management education around the world.

ABOUT THE ASSOCIATION OF MBAs

Founded in 1967, AMBA's mission has always been to promote and uphold high standards for postgraduate management education internationally. AMBA encourages students to enrol with Business Schools that not only offer quality programmes, but develop capable leaders who will contribute to changing the world for the better.

The AMBA ecosystem also promotes unparalleled interaction between quality Business Schools, ambitious students, and innovative employers, ensuring rich dialogue and the exchange of ideas between these stakeholders.

MEMBER BENEFITS

ADN Desktop Review and Institutional Mentorship

Joining the ADN entitles your School to tailored advice from an experienced, AMBA-approved Business School expert through our Desktop Review, which is an in-depth consideration of your MBA portfolio. External reviewers will provide constructive feedback on how the MBA portfolio is positioned in relation to the AMBA accreditation criteria as well as industry best practice. You can also have a conversation with

AMBA accreditation staff should you choose to commence the accreditation process. Alongside the review, we also offer institutional mentorship for an additional fee to Schools looking for a bespoke process to guiding you towards AMBA accreditation standards.

AMBA Resources

The ADN provides members with access to a wealth of resources including bespoke research, case studies, and video interviews with some of the world's most influential leaders. Alongside this, all members receive access to our monthly AMBITION magazine which provides insight into the business education market

and the latest trends affecting the industry. Members have the option to also partake in tailored research projects with AMBA and be featured in our publications.

Online Community Network

ADN membership includes an online platform where you can actively engage and network with other Business Schools in the AMBA community. This will allow you to establish faculty or student exchanges, set up joint-research projects, or share content with the rest of the community. You can also advertise employment opportunities should you seek to expand your faculty or professional service staff. ADN Schools are also listed on the AMBA website which is visited by pre-MBA students seeking to select a study programme as well as industry professionals looking to hire new graduates.

Events

Be among the first to hear about AMBA's Global Conference, Accreditation Forum, Latin America Conference, Business School Professionals Conference, Employer Forum and Asia Pacific Conference. All ADN members receive discounted delegate rates to all our events. Meet both new and old connections, and join thought-provoking discussions and workshops. In addition to our conferences we also deliver a number of free webinars and social events around the world, which ADN members are welcome to attend

The Accreditation Advantage

Being part of the ADN puts you on the path towards AMBA accreditation, enabling ongoing conversations with AMBA accreditation staff should you choose to commence the accreditation process. Being the world's only MBA, MBM, and DBAspecific accreditation and student/alumni membership organisation, AMBA brings together a unique mix of Business Schools from around the world that have succeeded in meeting AMBA's rigorous accreditation criteria. Accrediting more than 250 Business Schools from six continents, in more than 70 countries, AMBA is truly global in scope. Our accredited Schools make up approximately 3% of the world's best business education providers, forming an unmatched gold standard for postgraduate management courses. We work with Business Schools to accredit MBA, DBA and Master's Degree programmes globally, against defined criteria and include input from a variety of stakeholders, including Business School staff, students, graduates and employers. Accredited programmes are reviewed at least every five years to ensure that quality is upheld and improvements are continuous. In addition, AMBA connects over 30,000 MBA, MBM, and DBA students and alumni, forming a truly exclusive and talent-rich global network.

Eligibility

In order to join the ADN, Business Schools are required to :

• Provide evidence of national market credibility, financial sustainability and institutional continuity

- Demonstrate commitment to continuous improvement
- Be recommended by a dean at an AMBA-accredited Business School.

To begin the application process, please express your interest by filling out our form at: www.mbaworld.com/adn

Membership Fees

- Annual ADN Fee .... £4,750 GBP
- Two-year commitment Annual Fee .... £4,500 GBP
- Three-year commitment Annual Fee .... £4,250 GBP

Please note that fees can vary according to region and reduced fees are available for Schools in some emerging markets. Please contact AMBA to find out more.

For details, contact :

AMBA Development Network

25 Hosier Lane, London

EC1A 9LQ, UK

T: +44 (0)207 246 2686

E: info@mbaworld.com

www.mbaworld.com/adn

ACBSP
GLOBAL BUSINESS
ACCREDITATION

World Headquarters
11520 West 119th Street
Overland Park, KS 66213
Phone: (913) 339-9356

European Office
Rue Abbé Cuypers, 3
Brussels, 1040, Belgium
Phone: +32 274124 26

Latin American Office
1 Jr. Las Calandrias 151 -291
Santa Anita – Lima 43 - Perú
Phone: +51 999963742

Membership
Accreditation
Events
Knowledge
Publications
Opportunities
Store
Advertise, Exhibit, Sponsor
Social Media

Year of Establishment : 1988

Accredited Schools

1000+   **15**
Global   Indian

PSG Institute of Management, Tamil Nadu Amity University School of Business, Noida; Amity University School of Business, Gurgaon; ICBM — School of Business Excellence, Hyderabad; Jansons School of Business, Coimbatore; Ramaiah Institute of Management Studies, Bengaluru; Regional College of Management Autonomous, Orissa; School of Communication & Management Studies, Cochin; Apeejay School of Management Studies, New Delhi; C K Shah Vijapurwala Institute of Management, Vadodara; Lovely Professional University, Punjab; Xavier Institute of Management & Entrepreneurship, Karnataka; Asian School of Business Management, Bhubaneshwar; Justice K. S. Hegde Institute of Management, Udupi; and SIES College of Management Studies, Navi Mumbai.

ACBSP accredits business schools and their programmes. Following approval of the application for candidacy, the accreditation journey begins. A mentor who is familiar with the process will be assigned to work with the schools through the accreditation process. Work begins with Preliminary Visit Questionnaire. Two separate documents are used, one for associate degree programs and one for baccalaureate/graduate degree programs. This is done with the assistance of the mentor with a final response to their mentor. The candidate will develop an action plan intended to help all involved determine the readiness of the business school to enter the self-study process. After the preliminary visit questionnaire is complete, an evaluation (gap analysis) is made by the mentor, staff, and institution business unit to determine readiness to begin the self-study. An action plan is developed to close the gaps found during the analysis. When all agree the school is ready, the self-study begins. The self-study is based on the ACBSP Standards and Criteria for Demonstrating Excellence and identifying possible areas for improvement. When the self-study is complete, it is submitted to the ACBSP office, the Board of Commissioners would study the self-study and make the final decision.

Website: www.acbsp.org

ACBSP STANDARDS AND CRITERIA FOR DEMONSTRATING EXCELLENCE IN BACCALAUREATE/GRADUATE DEGREE SCHOOLS AND PROGRAMS

ACCREDITATION COUNCIL FOR BUSINESS
SCHOOLS AND PROGRAMS (ACBSP)
11520 West 119th Street
Overland Park, KS 66213 U.S.A.
Phone: 913-339-9356
FAX: 913-339-6226
info@acbsp.org

GENERAL INFORMATION

Introduction

This document presents the criteria by which ACBSP member institutions may demonstrate compliance with the accreditation standards of the Baccalaureate/Graduate Degree Commission. The standards have been approved by vote of the membership of the commission. The criteria have been developed and approved by the Board of Commissioners.

The Board of Commissioners is elected by the members of the Baccalaureate/Graduate Degree Commission and has the responsibility for administering all accreditation activities for the Baccalaureate/Graduate degree-granting institutions, including developing and interpreting the standards, and making final decisions pertaining to accreditation.

The accreditation process begins with determining that the institution meets the eligibility requirements, budgets for anticipated costs on the timetable established to complete the process, and files an Application for Candidacy Status. To access the process book for obtaining accreditation select this hyperlink: Accreditation Process Book

The ACBSP accreditation philosophy is based on a mission-driven systematic approach to continuously advance academic quality. Promoting access and inclusiveness that recognizes the diversity of institutional missions, worldwide, is an ACBSP guiding principle. The ACBSP standards and criteria present historically validated, leading-edge practices that business schools and programs can use to evaluate, plan, perform, and measure results.

Qualitative Scoring Band Tables

The following process tables provide the user with information about qualitative scoring bands. These bands are used by peer review evaluators and members of the Board of Commissioners when evaluating a member's self-study report and/or site visit data to determine the approximate degree to which a business unit meets the ACBSP accreditation Standards and Criteria for Educational Performance Excellence.

Table O1 Qualitative Process Scoring Band

Qualitative Score	Approach	Deployment	Learning	Integration
Best in Class	An effective, systematic approach, fully responsive to the overall requirements of the standards and criteria, is evident.	The approach is fully deployed without significant weaknesses or gaps in any areas or work units.	Fact-based, systematic evaluation and improvement and organizational learning are key organization-wide tools; refinement and innovation, backed by analysis and sharing, are evident throughout the organization.	The approach is well integrated with organizational needs identified in response to the other standards.
Very Good to Excellent	An effective, systematic approach, responsive to the overall requirements of the standards and criteria, is evident.	The approach is well deployed, with no significant gaps.	Fact-based, systematic evaluation and improvement and organizational learning are key management tools; there is clear evidence of refinement and innovation as a result of organizational-level analysis and sharing.	The approach is integrated with organizational needs identified in response to the other standards.
Very Good	An effective, systematic approach, responsive to the overall requirements of the standards and criteria, is evident.	The approach is well deployed, although deployment may vary in some areas.	A fact-based, systematic evaluation and improvement process and some organizational learning are in place for improving the efficiency and effectiveness of key processes.	The approach is aligned with organizational needs identified in response to the other standards.
Good	An effective, systematic approach, responsive to the basic requirements of the standards is evident.	The approach is deployed, although some areas are in early stages of deployment.	The beginning of a systematic approach to evaluation and improvement of key processes is evident.	The approach is in early stages of alignment with basic organizational needs identified in response to the other criteria.
Improvements Needed	The beginning of a systematic approach to the basic requirements of the standards is evident.	The approach is in the early stages of deployment in most areas inhibiting progress in achieving the basic requirements of the standard.	Early stages of a transition from reacting to problems to a general improvement orientation are evident.	The approach is aligned with other areas or work units largely through joint problem solving.
Major Improvements Needed	No systematic approach is evident; information is anecdotal.	Little or no deployment of an approach is evident.	An improvement orientation is not evident; improvement is achieved through reacting to problems.	No organizational alignment is evident; individual areas or work units operate independently.

Table O2 Qualitative Results Scoring Band

Qualitative Score	Levels	Trends	Comparisons	Linkages
Best in Class	Current performance is excellent in most areas of importance to the criteria.	Excellent improvement trends and/or sustained excellent performance levels are reported in most criteria.	Evidence of industry and benchmark leadership is demonstrated in many criteria.	Results fully address key customer, market, process, and action plan requirements.
Very Good to Excellent	Current performance is good to excellent in most areas of importance to the criteria.	Most improvement trends and/or current performance levels are sustained.	Many to most reported trends and/or current performance levels, evaluated against relevant comparisons and/or benchmarks, show areas of leadership and very good relative performance.	Results address most key customer, market, process, and action plan requirements.
Very Good	Improvement trends and/or good performance levels are reported for most areas addressed in the criteria.	No pattern of adverse trends and no poor performance levels are evident in areas of importance to your organization's key business requirements.	Some trends and/or current performance levels, evaluated against relevant comparisons and/or benchmarks, show areas of good to very good relative performance.	Results address most key customer, market, and process requirements.
Good	Improvements and/or good performance levels are reported in many areas addressed in the criteria.	Early stages of developing trends are evident.	Early stages of obtaining comparative information are evident.	Results are reported for many areas of importance to your organization's key business requirements.
Improvements Needed	A few business results are reported; there are some improvements and/or early good performance levels in a few areas in criteria reported.	Little or no trend data are reported.	Little or no comparative information is reported.	Results are reported for a few areas of importance to your organization's key business requirements.
Major Improvements Needed	There are no results or poor results in criteria reported.	Trend data are either not reported or show mainly adverse trends.	Comparative information is not reported.	Results are not reported for any areas of importance to the organization's key business requirements.

Mission Statement

"ACBSP promotes continuous improvement and recognizes excellence in the accreditation of business education programs around the world."

ACBSP fulfills its mission by establishing, promoting, and recognizing educational practices that contribute to the continuous improvement of business education and by accrediting business programs that adhere to these teaching and learning practices of excellence. ACBSP provides mission-based accreditation and quality assurance services to associate, baccalaureate, masters, and doctorate degrees for business programs throughout the United States and the world. It is the only association that offers specialized business accreditation for all four levels of degree programs.

Guiding principles of the association that are inherent in the adoption of standards and criteria leading to teaching excellence have been a part of ACBSP from the beginning. These principles are:

➢ ACBSP embraces the virtues of teaching excellence, emphasizing to students that it is essential "to learn how to learn."
➢ ACBSP views research as a tool to facilitate improved teaching. Institutions are strongly encouraged to pursue a reasonable, mutually beneficial balance between teaching and research.
➢ ACBSP emphasizes the importance of high-quality classroom performance and of faculty involvement within the contemporary business world.
➢ ACBSP encourages creative approaches to teaching and the use of advanced technology.
➢ ACBSP focuses on providing leadership to develop global alliances for improving business curricula throughout the world.
➢ ACBSP continually pursues its quest to implement student outcomes assessment programs necessary to further enhance the quality of business education.
➢ ACBSP continually develops new services and activities to support the attainment of the organization's strategic vision and mission.

The mission, core values and concepts, and guiding principles are ACBSP's foundation. Nevertheless, ACBSP is dedicated to the continued revision and updating of criteria in order to fulfill the standards that lead to teaching excellence.

The ACBSP standards and criteria draw heavily from the Malcolm Baldrige National Quality Award Performance Excellence in Education Criteria, the Excellence in Missouri Foundation and the Kansas Center for Performance Excellence award programs, and historically proven ACBSP standards and criteria. Permission from both state organizations to utilize their criteria is acknowledged and is greatly appreciated.

These criteria are built upon a set of core values and concepts. These values and concepts are the foundation for developing and integrating all requirements.

These core values and concepts are:

Learning-Centered Education
The focus of education is on learning and the needs of learners. Business programs need to focus on students' active learning and development of problem-solving skills.

Leadership
Administrators and leadership ensure the development of the strategies, systems, and methods for achieving excellence and the creation of clear and visible directions and high expectations.

Continuous Improvement and Organizational Learning
Business programs should pursue regular cycles of planning, execution and evaluation of every process and system. Ongoing improvement of these processes and systems leads to ever higher quality and student/stakeholder satisfaction.

Faculty and Staff Participation and Development
Success in improving performance depends critically upon the capabilities, skills, and motivation of the faculty and staff. Faculty and staff success depends upon having meaningful opportunities to develop and practice new knowledge and skills. Business programs should invest in faculty member and staff development efforts.

Partnership Development
Business programs should seek to build internal partnerships (those that promote cooperation among the faculty, staff and student groups) and external partnerships (those with other schools, businesses, business associations, and the community) to better accomplish overall goals.

Design Quality
Design of educational programs, curricula, and learning environments should include clear learning objectives, taking into account student needs, and an effective means for gauging student progress.

Management by Fact

Measurement information, data, and analysis are critical to sound planning and improvement. Business programs should put systems in place to collect, analyze, and utilize accurate and timely data.

Long-Range View

Business programs must be willing to make a long-term commitment to students and all stakeholders. This includes anticipating changes and creating an assessment system focused on learning.

Public Responsibility and Citizenship

Business programs should understand the importance of serving as a role model in their operation as an institution. They should also recognize the need to lead and support publicly important purposes within reasonable limits of their resources.

Fast Response

An important measure of institutional effectiveness is fast and flexible response to the needs of students/stakeholders. Such an emphasis can help simplify work systems and processes.

Results Orientation

The performance system of the business programs should focus on results that reflect and balance the needs and interests of students and all stakeholders.

Policies on Accreditation

ACBSP will realize its vision by being committed to mission-based accreditation, which serves the dual role of promoting accountability (i.e., assuring multiple audiences that member programs are meeting acceptable standards of excellence, academic quality, and integrity) and promoting continuous academic improvements (i.e., assisting institutions to improve the quality of education and services).

In performing the dual role of accreditation for its members, ACBSP will adhere to and be governed by the following principles:

1. Creating a link between criteria and standards and institutional/program mission.
2. Allowing flexibility in defining quality.
3. Linking the assessment process to outcomes instead of input measures.
4. Creating an environment that supports innovation and experimentation.
5. Encouraging broad consultation in the development of standards.
6. Emphasizing student assessment in accreditation.
7. Coordinating accreditation with institutional planning.
8. Coordinating accreditation visits with regional accreditors to reduce cost and duplication.
9. Eliminating excessive and irrelevant data requests.
10. Developing a minimal baseline database.
11. Decreasing the costs of accreditation.
12. Lengthening the time cycle between reviews, when appropriate.
13. Maintaining and strengthening confidentiality in reporting.
14. Increasing the consistency of comments and recommendations from different reviewers at different institutions.
15. Separating accreditation from advocacy for more resources.
16. Recognizing the broader institutional goals.
17. Stating accreditation requirements clearly.
18. Ensuring that accreditation does not dictate program curriculum.
19. Assuring a continual review process of all standards and criteria.
20. Compressing the timeline of any self-study from initiation through conclusion, when appropriate.

Unwavering adherence to these policies will enhance the usefulness of ACBSP's specialized accreditation for business programs.

INSTITUTIONAL OVERVIEW

The contents of the self-study begin with completing and submitting information about the institution in general, and business programs specifically in the ACBSP online reporting portal (request access from ACBSP accreditation staff if access has not already been provided). Following is an outline that may be used to create the overview.

The intent of the overview is to address what is most important to the business programs, the key factors that influence how business programs operate, and where the business programs are headed. The information provided here establishes the foundation to evaluate to the standards and criteria.

1. **Contact Information**

   Name of institution:

   Name of business school or program:

   Name/title of president/chancellor:

   Address of president (if different from primary contact address below):

   Name/title of chief academic officer:

   Name/title of business unit head:

   Academic year covered by the self-study:

The institution's self-study coordinator contact information:

   Name: Title:

   Campus Address: Country:

   City   State/Province: Zip/Postal Code:

   Phone: FAX: E-mail:

Date of submission of this self-study:

The primary institutional contact information during the accreditation site visit:

   Name: Title:

   Campus Address: Country:

   City   State/Province: Zip/Postal Code:

   Phone: FAX: E-mail:

Proposed date of accreditation site visit:

2. Identification of Individuals Who Helped Prepare the Self-study

Name	Title

3. Review of All Academic Activities

a. Business Courses Offered by Business Unit. ACBSP accredits degree programs in business and business-related fields. The ACBSP accreditation process takes into account the traditional specializations in business, including accounting, business administration, finance, marketing, and management. Any of these specialized programs offered by the business unit seeking accreditation must be included in the self-study to be considered for accreditation.

b. Business Degrees Offered by Business Unit. The accreditation process includes a review of all academic activities associated with the business programs. In other words, if an institution offers business degrees at the associate, bachelor, master, and doctorate levels, the accreditation process embraces all of these in the self-study.

If an institution has only a bachelor or master degree program at the time of accreditation, but adds the bachelor or the master degree at some later date, the institution will have a maximum of five years from the date of the program's inception to achieve accreditation. When a new degree program in business is added after the programs have been accredited, it must be referred to in the business program's quality assurance report to ACBSP. The new degree program needs to be operational, with enrolled students, for at least two years and have graduates before it can be considered for accreditation.

c. Business Content Courses Not Offered by Business Unit. At the institution's written request, other business-related programs may be either included or excluded from the accreditation process. If they are to be excluded, appropriate justification should be set forth in the self-study material, and evidence must be included to ensure that the general public is clearly informed that these programs are not accredited.

d. Branch Campuses/Extension Centers. If an institution has a branch campus or campuses or if there are extension centers or other types of auxiliary operations where business courses are taught, then the accreditation process will include all of these locations in the self-study. On a case-by-case basis, such entities may be excluded.

If they are to be excluded, appropriate justification should be set forth in the self-study material, and evidence must be included to ensure that the general public is clearly informed that these programs are not accredited. There also must be sufficient distinction between accredited degrees and those degrees offered by excluded segments, to justify their exclusion. An institution may ask in advance of conducting the self-study for a determination of inclusion or exclusion from the self-study.

TABLE 1 Review of all Academic Activities

Column A: List all business or business-related programs (including those with designations in the degree or major title such as "business," "industrial," "administration," "management," or "organizational").

Column B: Indicate with "yes" or "no" whether the business unit administers the program.

Column C: Indicate with "yes" or "no" whether the program is to be accredited by ACBSP.

If no, provide justification explaining why the program should be excluded from the accreditation process and how you will communicate with the public what is and what is not accredited.

Column D: Indicate number of degrees conferred during self-study year

A. Business or Business Related Programs	B. Program in Business Unit	C. To be Accredited by ACBSP	D. Number of Degrees Conferred During Self-Study Year

4. Organizational Charts

Place in an Appendix of the self-study a copy of:
1) the institution's organizational chart; and
2) business program's organizational chart

Identify here the Appendix number: _____

5. Conditions of Accreditation

a. Institutional Accreditation. Institutions operating in the United States must be accredited by their regional body. Non-U.S. institutions must have equivalent accreditation or recognition as appropriate. For non-U.S. institutions, this is typically a copy in an Appendix of a certified translation of an official document from an appropriate government organization in their respective countries stating recognition, accreditation, and/or their right to grant degrees.

Membership in ACBSP requires regional accreditation or the filing of the official document by non-U.S. institutions. It is not necessary to provide these documents unless ACBSP staff cannot verify this information or there have been changes in the status. If this cannot be verified or is questioned, the institution will be required to provide documentation before the process can continue. Please note below any changes in regional or national accreditation status.

Changes:
_____

_____

b. Statement of Mission—Institution. Provide the approved statement of mission for the institution and state whether it is listed in the institution's catalog or program offerings bulletin (see subsection d).

Statement of Mission:
_____

_____

_____

c. Statement of Mission—Business Unit's. The business unit will be evaluated to the ACBSP Standards and Criteria within the framework of institutional and business unit mission. Business programs must have a mission consistent with that of ACBSP. State the mission of the business programs and whether the mission is listed in the catalog or program offerings bulletin (see subsection d).

Statement of Mission:

_____

_____

_____

d. Public Information (See 5g below for additional requirement). An electronic copy or website link to the catalog or bulletin and an electronic copy of the completed self-study should be submitted to ACBSP using the ACBSP online reporting system. Access to the online system will be available once candidacy status has been established.

Please state the catalog page number(s) where each of the following is located:
1) listing of the business degree programs - page number(s) _____
2) the academic credentials of all faculty members - page number(s) _____
3) the academic policies affecting students, along with a clear description of the tuition and fees charged the students - page number(s) _____
4) the statement of mission of the institution - page number(s) _____
5) the statement of mission of the business unit or Program - page number(s) _____

e. Accreditation of Doctoral Programs. Accreditation of doctoral programs requires meeting the following requirements:
1) Institution must have ACBSP accredited programs at the baccalaureate and/or master's level;
2) Institution must perform a self-study addressing the six general standards and criteria and related subcategories to the extent appropriate;
3) Program must be authorized by the appropriate regional accrediting organization and/or the appropriate governmental agency; and
4) Accreditation can only be awarded after individuals have graduated from the program.

If this self-study includes accreditation of a doctoral program, please indicate below that you have met these requirements or you intend to meet these requirements. (Attach documents as required).

_____

_____

_____

f. Please list below all campuses of your institution where a student can earn a business degree.

_____
_____
_____
_____
_____
_____

g. The business unit must routinely provide reliable information to the public on its performance, including student achievement, such as assessment results.

To demonstrate compliance with this criterion:

Accredited business programs must routinely provide reliable information to the public on their performance, including student achievement. **A direct link to aggregate business student results should be placed on your business page website.** The following items must be available to the public for accreditation.

1. Student Learning Outcome Assessment Results: Such as what you report in standard #4, ETS, MFT, accounting assessment, management assessment, critical thinking, communication, etc. **A link to results such Figure 4.2 should be placed on your website.**

2. Program Results for Business Students: Such as graduation rates, retention rates, job placement, etc. How do you make the results public? **A link to results such Figure 6.10 should be placed on your website.** Ensure the link goes directly to business students' results such as the example on the ACBSP website located under baccalaureate/graduate degree accreditation.

6. Business Program's Organizational Profile

The Organizational Profile is a snapshot of your business programs, the key influences on how you operate, and the key challenges you face. It consists of two parts: Organizational Description and Organizational Challenges.

The importance of Beginning with Organizational Profile. Your Organizational Profile is critically important because:

- It is the most appropriate starting point for self-assessment;

- It helps the institution identify potential gaps in key information and focus on key performance requirements and organizational performance results;

- It is used by ACBSP in all stages of review, including the site visit, to understand your organization and what you consider important;

- It also may be used by itself for an initial self-assessment; and

- If you identify topics for which conflicting, little, or no information is available, you can use these topics for goal-setting and action-planning.

Submit your responses to both the Organizational Description and the Organization Challenges on documents included within the self-study as an Appendix, or immediately following these pages. Limit the response to the Organizational Profile to not more than five pages.

a. Organizational Description

Describe your organization's environment and key relationships with students and other stakeholders.

Within your response, include answers to the following:

1) Organizational Environment
   a) What delivery mechanisms are used to provide your education programs, offerings, and services to students?
   b) What is your organizational context/culture?
   c) What is your stated vision?
   d) What are your stated values?
   e) What is your faculty and staff profile? Include education levels, workforce and job diversity, organized bargaining units, and use of contract employees?
   f) What are your major technologies, equipment, and facilities?

2) Organizational Relationships
   a) What are your key student segments and stakeholder groups? What are their key requirements and expectations for your programs and services? What are the differences in these requirements and expectations among students and stakeholder groups?
   b) What are your key partnering relationships and communication mechanisms?

Notes: Student segment and stakeholder group requirements might include special accommodation, customized curricula, reduced class size, customized degree requirements, student advising, dropout recovery programs, and electronic communication.

Communication mechanisms should be two-way and might be in person, electronic, by telephone, and/or written. For many organizations, these mechanisms might be changing.

b. Organizational Challenges

Describe your organization's competitive environment, your key strategic challenges, and your system for performance improvement.

Within your response, include answers to the following questions:

1) Competitive Environment
   a) What is your competitive position? Include your relative size and growth in the education sector and the number and type of competitors.
   b) What are the principal factors that determine your success relative to that of your competitors and other organizations delivering similar services? Include any changes taking place that affect your competitive situation.

2) Strategic Challenges
    What are your key strategic challenges? Include education and learning,
    operational, human resource, and community challenges, as appropriate.

3) Performance Improvement System
    How do you maintain an organizational focus on performance
    improvement? Include your approach to systematic evaluation and
    improvement of key processes and to fostering organizational learning and
    knowledge sharing.

*Notes: Factors might include differentiators such as program leadership, services,
e-services, geographic proximity, and program options.*

*Challenges might include electronic communication with key stakeholders, reduced
educational program introduction cycle times, student transitions, entry into new
markets or segments, changing demographics and competition, student persistence,
and faculty/staff retention.*

STANDARDS AND CRITERIA

STANDARD #1. Leadership

Administrators (chief academic officers, deans, department chairs) and the faculty must personally lead and be involved in creating and sustaining values, business program directions, performance expectations, student focus, and a leadership system that promotes performance excellence. These values and expectations must be integrated into the business program's leadership system; and the business programs must continuously learn, improve, and address societal responsibilities and community involvement.

CRITERIA
Use the following criteria to document the extent to which the business programs meet the standard for Leadership. Justify any omissions.

For each criterion, list key things administrators and the faculty do (or have recently done) that prove compliance.

Criterion 1.1 The leader of the business unit is to be accountable for the development, execution and continuous improvement of the programs and processes in the business unit, and for their compliance with the ACBSP Standards and Criteria.

State key actions of the leader of the business unit that promote compliance.

Criterion 1.1.a. Administrators and the faculty must set, communicate, and deploy business programs values and performance expectations.

State key actions of administrators and faculty pertinent to this criterion.

Criterion 1.1.b. Administrators and the faculty must review business programs performance and capabilities to assess business programs success and your business program's ability to address its changing needs.

List the key performance measures regularly reviewed by your administrators and faculty, specifying who uses which measures and for what purposes.

Criterion 1.1.c. Business programs must have processes in place for evaluating the performance of both administrators and the faculty.

Explain how the performances of administrators and the faculty are evaluated.

Criterion 1.2 Social Responsibility

Criterion 1.2.a. Administrators and the faculty must create an environment that fosters and requires legal and ethical behavior.

State key actions by administrators and the faculty pertinent to this criterion.

Criterion 1.2.b. Business programs should address the impacts on society of its program offerings, services, and operations.

Explain how societal impacts are addressed and measured.

Criterion 1.2.c. Business programs should ensure ethical business and academic practices in all student and stakeholder transactions and interactions.

Explain how ethical business practices are ensured.
Explain how ethical academic practices are ensured.

Criterion 1.2.d. Business programs should have processes in place for monitoring regulatory and legal compliance.

Explain how regulatory and legal compliance are ensured.

Note: Many examples of tables are provided throughout the criteria to help organize data and information. These tables are examples that may be modified to fit the institution's needs.

Figure 1.1
Example - Table for Impact on Society

	Societal Requirements	Key Compliance Process	Measures
Programs			
Services			
Operations			

Figure 1.2
Example - Table for Ethical Behavior

Key Process for Measuring/Monitoring Ethical Behavior	Measures or Indicators	Frequency of Measure
Within your Business programs		
With your Key Partners		
In your Governance Structure		

STANDARD #2. Strategic Planning

Business programs must have a process for setting strategic directions to better address key student and program performance requirements. The strategy development process should lead to an action plan for deploying and aligning key plan performance requirements. It should also create an environment that encourages and recognizes innovation and creativity.

CRITERIA
Use the following criteria to document the extent to which the business programs meet the standard for Strategic Planning. Justify any omissions.

Criterion 2.1. The <u>business unit</u> must have a formal process by which its strategic direction is determined, its action plans are formulated and deployed, and innovation and creativity are encouraged.

Describe your formal process for strategic planning.

Criterion 2.1.a. The faculty and staff members of the business unit should have significant input into the strategic planning process.

Explain how the faculty and staff members participate and/or have a voice in the strategic planning process.

Criterion 2.1.b. The strategic plan should identify the business school's or program's key strategic objectives and the timetable for the current planning period.

Present your current strategic plan in an appendix, and summarize it using a table (such as Figure 2.1).

Figure 2.1 Example - Table for Strategic Direction		
Please list your business programs' strategies and most important *goals* for the current period (such as 2013-2018) in a table similar to this:		
Key Strategic Objectives	Goals	Timetable

Criterion 2.2 Strategy Deployment

Criterion 2.2.a. Strategic action plans should address both short- and long-term objectives.

Summarize your short- and long-term action plans and objectives (as in Figure 2.2).

Note: If you develop your key human resource plans as part of your business programs' short- and long-term strategic objectives and action plans, please list "HR Plans (See Std. 5)" here, but describe those plans under Standard 5.

Figure 2.2
Example - Table for Action Plans

Current year action plans:
Long-term action plans:

Criterion 2.2.b. The business unit shall have established performance measures for tracking progress relative to strategic action plans.

Identify the performance measure(s) pertaining to each action item in your strategic plan (See Figure 2.3).

Figure 2.3
Example - Table for Action Plan Measurement

List the Key Measures for your Action Plans in a table similar to this:	
Short-Term Action Plans	Key Measures
Long-Term Action Plans	

Criterion 2.2.c. The leadership of the business unit should communicate strategic objectives, action plans, and measurements to all faculty, staff, and stakeholders, as appropriate.

Show evidence of how strategic objectives, action plans, and measurements are communicated to all faculty members, staff, and stakeholders.

STANDARD #3. Student and Stakeholder Focus

Business programs must have a systematic procedure to determine requirements and expectations of current and future students and stakeholders, including how the business programs enhances relationships with students and stakeholders and determines their satisfaction. Stakeholders may include parents, employers, alumni, donors, other schools, communities, etc.

CRITERIA

Use the following criteria to document the extent to which the business programs meet the standard for Student and Stakeholder Focus. Justify any omissions.

Criterion 3.1 Business programs must determine (or target) the student segments its educational programs will address.

State targeted and served student segments.

Criterion 3.2 The business unit will have identified its major stakeholders, and found methods to listen and to learn from its stakeholders in order to determine both student and stakeholder requirements and expectations.

List your business unit's major stakeholders other than your students.

Briefly describe how you gather and use relevant information from students and stakeholders.

Criterion 3.3 The business unit will periodically review listening and learning methods to keep them current with educational service needs and directions.

Describe your periodic review processes pertinent to this criterion.

Criterion 3.4 The business unit will have a process to use the information obtained from students and stakeholders for purposes of planning educational programs, offerings, and services; marketing; process improvements; and the development of other services.

Describe your processes pertinent to this criterion. (See Figure 3.1.)

Figure 3.1
Example - Table for Student and Stakeholder Groups

List your key student and stakeholder groups identified above and/or in the Organizational Profile, their requirements, and the features of your educational program that meet their requirements (a table is the most effective way to display this information as in the example below).		
Student/Stakeholder Group	Student/Stakeholder Requirement	Educational Program Addressing Requirement

Criterion 3.5 The business unit should have processes to attract and retain students, and to build relationships with desired stakeholders.

Define and describe your processes pertinent to this criterion.

Criterion 3.6 The business unit should have a process to seek information, pursue common purposes, and receive complaints from students and stakeholders.

Describe processes pertinent to this criterion.

Criterion 3.7 The business unit should have a system to determine student and key stakeholder satisfaction and dissatisfaction.

Describe your system of assessing student and stakeholder satisfaction or dissatisfaction. (See Figure 3.2.)

Criterion 3.8 The business unit should present graphs or tables of assessment results pertinent to this standard.

Figure 3.2
Example - Table for Student and Stakeholder Satisfaction

Briefly describe the measures/indicators used to monitor student and stakeholder satisfaction and dissatisfaction in a table similar to this:		
Student/Stakeholder Group	Satisfaction Measure	Dissatisfaction Measure

Figure 3.3
Student and Stakeholder Focused Results

Figure 3.3 - Standard Three: Student- and Stakeholder-Focused Results - Criterion 3.8

Use this format to respond to Criterion 3.8. If you are submitting a self-study for reaffirmation, this is the same table used in your QA report.

Student- and stakeholder-focused results examine how well your organization satisfies students and stakeholders key needs and expectations.

Performance measures may include: satisfaction and dissatisfaction of current and past students and key stakeholders, perceived value, loyalty, persistence, or other aspects of relationship building, end of course surveys, alumni surveys, Internship feedback, etc.

Measurement instrument or processes may include end of course surveys, alumni surveys, Internship feedback, etc.

Each academic unit must demonstrate linkages to business practitioners and organizations, which are current and significant, including an advisory board.

Periodic surveys should be made of graduates, transfer institutions, and/or employers of graduates to obtain data on the success of business programs in preparing students to compete successfully for entry-level positions.

Performance Measure: What is your goal? The goal should be measurable.	What is your measurement instrument or process? (indicate length of cycle)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)
(Example) Alumni Satisfaction for business programs will be at or above 80%	Annual alumni survey	Three years of positive trend data exceeding goal	Overall satisfaction exceeded the goal, but students requested additional internships & job placement assistance.	Increased the opportunities for internships and assistance with job placement.	 Alumni Satisfaction Results

STANDARD #4. Measurement and Analysis of Student Learning and Performance

Business schools and programs must have an outcomes assessment program with documentation of the results and evidence that the results are being used for the development and improvement of the institution's academic programs. Each business program is responsible for developing its own outcomes assessment program.

CRITERIA

Use the following criteria to document the extent to which the business programs meet the standard for Measurement and Analysis of Student Learning and Performance. Justify any omissions.

ACBSP believes that the learning outcomes of the education process are of paramount importance. Student learning outcomes cover a wide range of skills, knowledge, and attitudes that can be influenced by the educational experience. Therefore, when implementing a student learning outcomes assessment program, careful consideration must be given to the learning outcomes that are most important to the missions of the institution and business programs and the level of the degree awarded. Accordingly, business programs must have established a learning outcomes assessment program to indicate the effectiveness of the process, as well as new directions it might take.

The diversity of educational institutions, coupled with other characteristics unique to a given college or university, suggests that learning outcomes assessments may be conducted differently at each school. While the emphases may vary, the learning outcomes assessment plan implemented must approximate the learning outcomes assessment standard herein described.

Criterion 4.1. The business unit shall have a learning outcomes assessment program.

To demonstrate compliance with this criterion:

a. State the learning objectives for each program (MBA, Ph.D., BBA, AA, etc.) to be accredited. A program is defined as follows: a plan of study is considered a program when it requires a minimum of 12 credit hours of coursework beyond the CPC and/or is recorded on a student's transcript (ex. Business Administration: major/concentration/option/specialization in Accounting, Finance, Marketing, etc.)

Note: Include learning objectives for each program. For example, for students completing the CPC courses and then 12 or more required credit hours in accounting, international business, or human resources, there must be measurable learning outcomes for the accounting, international business, and human resources programs.

b. Describe your learning outcomes assessment process for each program;

c. Identify *internal* learning outcomes assessment information and data you gather and analyze; (See Figure 4.1.)

d. Identify *external* learning outcomes assessment information and data you gather and analyze; (See Figure 4.1.) and

e. Identify *formative and summative* learning outcome assessment information and data you gather and analyze. (See Figure 4.1.)

Figure 4.1
Example - Table for Student Learning Outcomes Assessment Data

To summarize for c. and d., above, you might list your internal and external data and information in a table similar to this:		
Degree Program	Internal Data and Information	External Data and Information
	Summative Data and Information	Formative Data and Information

Criterion 4.2. To identify trends, the business programs should report, at a minimum, three successive sets of periodic assessment results.

To demonstrate compliance with this criterion:

In tables and graphs using Figure 4.2, provide **three to five** consecutive sets of assessment results for almost all of your programs as defined in the note below. Do not use course grades or grade point averages.

Note: You must have learning outcome competencies that are measurable in each core business program, as well as competencies in each concentration (12 or more credit hours) associated with the core. As an example, you will have measurable competencies for the MBA program and, if the MBA program has a concentration in International Business (12 or more credit hours) and you have an MBA with a concentration in Finance (12 or more credit hours), then you must have a measurable competency in both concentrations, as well as the core.

Describe how these assessment results are made systematically available to the faculty, administration, students, or other stakeholders, as appropriate.

*Note: Ideally, report three to five years of trend data, but at a minimum, ACBSP requires **three cycles** of learning outcomes measurement data.*

Figure 4.2
Measurement and Analysis of Student Learning and Performance

Figure 4.2 - Standard #4 Measurement and Analysis of Student Learning and Performance	
Use this table to supply data for Criterion 4.2.	
Performance Indicator	**Definition**
1. Student Learning Results	A student learning outcome is one that measures a specific competency attainment. *Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).* Add these to the description of the measurement instrument in column two: **Direct** - Assessing student performance by examining samples of student work **Indirect** - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information. **Formative** – An assessment conducted during the student's education. **Summative** – An assessment conducted at the end of the student's education. **Internal** – An assessment instrument that was developed within the business unit. **External** – An assessment instrument that was developed outside the business unit. **Comparative** – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.

Identified in Criterion 4.2	Identified in Criterion 4.1	Analysis of Results			Identified in Criterion 4.2
		Identified in Criterion 4.2		Identified in Criterion 4.4	
		Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)
	What is your measurement instrument or process?	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	
Measurable goal	Do not use grades.				
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative				
(Example) Knowledge of foundation areas for MBA program will score 150 and above	Summative, External, Comparative data derived from Business MFT	A goal of 150 was set as a benchmark with an average score of 152 in 2013	Evaluation of all course learning outcomes for consistency, more oral presentations and more written assignments were added.	Increased use of Blackboard platform to support course, Uploaded syllabi, videos, documents, etc.	**MFT Knowledge of Foundation Areas** — Score: 155, 150, 145, 140, 135

Criterion 4.3. Assessment plans should be designed to yield comparative information and data both over time and with respect to benchmarks and intended outcomes.

Report your comparative assessment results. (See Figure 4.3.)

Describe the business schools or program's selection, management, and use of benchmarking (comparing to best practices) or comparison (comparing with other business schools or programs) information and data to improve overall performance.

Figure 4.3
Example - Table for Comparative Information and Data

You may summarize by listing your targets/performance improvements in a table similar to this:		
Comparative Information and Data	Targets/Performance Improvements	Results

Note: Results reported could be based upon a variety of assessment methods and should include current and past comparisons, as developed in pursuit of Criterion 4.3. The methods used should reflect the school's or program's primary improvement objectives and together represent holistic appraisals of students (e.g., appraisals with respect to quantitative skills and communication skills, ethical awareness and global awareness, etc.).

Criterion 4.4. The business unit shall make use of the learning outcomes assessment results analyzed in criterion 4.2 to improve its educational processes in the interest of continuously improving student learning outcomes. The business unit must describe specific improvements it has made to its programs, based on information obtained from its learning outcomes assessment results, for a minimum of three improvement cycles.

To demonstrate compliance with this criterion:

Identify specific program improvements based on what the business unit has learned from analyses of assessment results.

STANDARD #5. Faculty and Staff Focus

The ability of business programs to fulfill the mission of the department or unit the business programs are in and meet its objectives depends on the quality, number, and deployment of the faculty and staff. Hence, each institution seeking ACBSP accreditation for its business programs must:

1) develop and implement policies and plans that ensure an excellent faculty, including a staffing plan that matches faculty credentials and characteristics with program objectives;

2) evaluate the faculty based on defined criteria and objectives;

3) provide opportunities for faculty development to ensure scholarly productivity to support department and individual faculty development plans and program objectives; and

4) foster an atmosphere conducive to superior teaching.

CRITERIA

Use the following criteria to document the extent to which the business programs meet the standard for Faculty and Staff Focus. Justify any omissions.

Section 5.1   Human Resource Planning

Criterion 5.1 The business unit will have a human resource plan that supports its strategic plan.

a. In an appendix, present your current human resource (HR) plan.
b. In a brief statement here, explain your HR plan's relationship to your strategic goals.

Section 5.2   Employment Practices

Criterion 5.2.1 The business programs must show how the composition of the full-time and part-time faculty (in terms of their practical experience and academic credentials) matches program objectives.

In doing so, you may address:

a. how the composition of your faculty provides for intellectual leadership relative to each program's objectives;

b. how the composition of your faculty provides for required depth and breadth of theory and practical knowledge to meet your student learning outcomes.

Criterion 5.2.2 In your institution's use of multiple delivery systems and/or your program's use of part-time (adjunct) faculty, your human resource management process must include policies for recruiting, training, observing, evaluating, and developing faculty for these delivery systems.

Explain or describe:

a. how you develop qualified full-time and part-time faculty members;

b. how you orient new faculty members to the program;

c. how you orient new faculty members to assigned course(s);

d. how you provide opportunity for part-time and/or full-time faculty members to meet with others teaching the same courses;

e. how you provide guidance and assistance for new faculty members in text selection, testing, grading, and teaching methods; and

f. how you provide for course monitoring and evaluation.

Section 5.3. Faculty Qualifications, Workload, and Coverage

Criterion 5.3.1. The composition of the faculty must include sufficient academic credentials and business or professional experience to ensure appropriate emphasis on both business theory and practice to meet program objectives.

To demonstrate compliance with Criterion 5.3.1, please:

a. Present your faculty qualifications in a table such as Figure 5.1.

Figure 5.1
Example of a Table for Faculty Qualifications

Faculty Member	Year of Initial Appointment	Highest Degree		Assigned Teaching Discipline(s)	Prof. Cert.	Level of Qualifi-cation	Tenure
		Type	Discipline				
Brown, K	1981	MA	Accounting	Accounting	CPA	Prof	No
Fritz, R	1984	DBA	MIS, Finance	Accounting MIS	CPA	AQ AQ	Yes
Link, Y	1978	PhD	Economics	Economics Finance	Minor	AQ AQ	Yes
True, D	1978	EdD	Bus Educ	Bus Educ Marketing	Note 1	AQ AQ	Yes
Worhall E	1992	MBA	Gen Mgmt	Management		Min	No
Zilche, K	1989	JD	Law	Bus Law Accounting	CPA	AQ AQ	Yes

Note 1. Dr. True is considered academically qualified to teach marketing at the undergraduate level because she has taken five graduate-level marketing courses, has 10 years as CEO with XYZ Publishing Company, and has successful teaching

experience in the field. (See portfolio containing complete transcripts and vita, with detailed description of professional experience.)

b. Provide credit-hour production data by faculty member, separating full-time and part-time faculty. (See Figure 5.2)

Figure 5.2
Example - Table for Faculty Credit-Hour Production or Equivalent

Faculty Members	Total Student Credit Hours (or equivalent) in Business Program									
	Fall Semester		Spring Semester		Qualification Level Undergraduate			Qualification Level Graduate		
FULL-TIME	UG	Grad	UG	Grad	AQ	Prof.	Other	AQ	Prof.	Other
Brown, K	490		300			790				
Fritz, R	207		183	84	390			84		
Link, Y (1)	267	66	246	87	513			153		
True, D	213		381		81	513				
Worhall E	378		258				636			
Zilche, K	300	99	336	75	636			99	75	
PART-TIME										
Baker, C (2)	48		69				117			
Thomas, T	141		120	81		261			81	
TOTALS	2044	165	1893	327	1620	1564	753	336	156	0

Note (1). Dr. Link also taught a statistics course for the math department, but since this is a service course for non-business majors, it is not considered a part of the business program and, therefore, not included in this table.

c. Present your coverage of programs by academically- and/or professionally-qualified faculty members in a table such as Figure 5.3

Figure 5.3
Example - Table for Faculty Coverage Summary

During the Self-Study Year:	Under-grad Level	Gradu-ate Level
Total Student Credit Hours in Business Program Taught by Faculty Members in the Business Unit	3,937	492
Total Credit Hours Taught by Academically- and Professionally-Qualified Faculty Members	3,184	492
Percent of Total Credit Hours Taught by Academically- and Professionally-Qualified Faculty Members	80.9	100
Total Credit Hours Taught by Academically-Qualified Faculty Members	1,620	336
Percent of Total Credit Hours Taught by Academically-Qualified Faculty Members	41.1	68.3

Criterion 5.3.2.a

Document every full-time and part-time faculty member teaching courses in the business unit. A recent curriculum vitae (not more than two years old) for all business faculty should be provided and included as an appendix in the self-study report.

Note: Faculty members who are not a part of the business unit, but teach a course required in the core business curriculum (e.g., Mathematics, Computer Science, Communications, etc.), should not be counted as business faculty because the student credit hours produced by them are not coded as business courses. On the other hand, if a non-business faculty member teaches a required course for the business unit and the course is coded as a business course (and, therefore, part of the total business student credit hours), then that faculty member would be counted in this qualifications standard. The rule here is to "count all faculty members who teach courses that are under the direct administration of the business unit head and coded as business courses."

Criterion 5.3.2.b.

Historically, accredited programs have focused on faculty input as a basis for demonstrating quality. The following levels were considered appropriate:

- **at least 80 percent of the undergraduate credit hours in business and 90 percent of the graduate credit hours in business are taught by academically- or professionally-qualified faculty.** (See Glossary of Terms for definitions of *academically* and *professionally qualified*.)

- **at least 40 percent of the undergraduate credit hours in business and 70 percent of the graduate credit hours in business are taught by academically-qualified faculty.**

- **one hundred percent of the doctorate credit hours in business are taught by academically-qualified faculty.**

If your faculty qualifications as presented in Figure 5.3 meet these historically acceptable levels, you may consider this section complete, and proceed to Section 5.4.

If your institution does not come within five percent of these historically acceptable faculty-credentialing levels, you must present your rationale for the differences and provide detailed records of student learning outcomes to demonstrate that your faculty composition supports your mission and program objectives.

Section 5.4   Faculty Deployment

Criterion 5.4. Each school or program must deploy faculty resources among the disciplines, units, courses, departments, and major fields to ensure that every student attending classes (on or off campus, day or night, or online) will have an opportunity to receive instruction from an appropriate mix of the faculty to ensure consistent quality across programs and student groups. For each academic major offered, a school or program must provide sufficient academic leadership at each location where the program is offered to ensure effective service to students and other stakeholders.

To demonstrate compliance, present your deployment pattern in a table such as Figure 5.4

Figure 5.4
Example - Table for Deployment of Faculty by Program

DEPLOYMENT OF FACULTY BY PROGRAM

Faculty Member	Number of Classes/Sections Taught in the Business Program									
	Fall Semester				Spring Semester				FTE	
	Undergraduate		Graduate		Undergraduate		Graduate		Undergraduate	Graduate
FULL-TIME	Day	Eve.	Day	Eve.	Day	Eve.	Day	Eve.		
Brown, K	3	1			4				1	
Fritz, R	3				2			1	.625	.125
Link, Y	3			1	1	1		2	.625	.375
PART-TIME										
Baker, C		1			1				.25	
Thomas, T	1	1			1	1		1	.50	.125
TOTAL									3.00	.625

Criterion 5.4.1. The business unit shall have at least one full-time academically- and/or professionally-qualified faculty member teaching in each academic program, major, or concentration at each location where the program is delivered.

Prepare a listing of all academic majors and concentrations at each location where a program is offered and show the name of one full-time academically- and/or professionally-qualified faculty member who teaches in that major field at that location. Please label this listing **"Deployment of Faculty by Major and Location."**

If your business programs do not meet this criterion, you must present your rationale for the differences, and provide detailed records of student learning outcomes to demonstrate that your faculty composition supports your mission and program objectives.

Criterion 5.4.2. The business unit must ensure that sufficient human resources are available at each location to provide leadership (including advising and administration) for each program and that assessment processes are in place to ensure that this leadership is being provided.

Describe the leadership, advisement and assessment processes for each location at which business unit programs are delivered. A narrative or tabular format may be used.

Section 5.5 Faculty Size and Load

The number of faculty members in the business programs should be sufficient to effectively fulfill its mission of excellence in educating business students.

Provide a table such as Figure 5.5 to summarize your faculty loads.

Figure 5.5
Example - Table for Faculty Load

FACULTY LOAD, FULL-TIME FACULTY MEMBERS

Full-Time Faculty Members	Semester (Quarter) Hours Taught/Academic Year	Number of Preps./Year	Number of Disciplines/Semester (Qtr.)		Number of Advisees	Scholarly Activity	Professional Activities	Number of Committees	Community Service	Administrative Duties	Business and Industry Interaction	Special Projects	Travel to Off-Campus Locations	Number Theses Supervised
			Fall	Spr										
Baker, C	24	4	1	1	27	Yes	No	2	Yes	No	Yes	Yes	No	0
Thomas	18	3	2	2	43	No	Yes	3	Yes	MBA Dir.	Yes	No	No	0

Criterion 5.5.1.

ACBSP considers the following functions to be essential responsibilities of the faculty and staff. Though other qualified individuals may participate in these functions, the faculty must play an essential role in each of the following:

- classroom teaching assignments
- student advising and counseling activities
- scholarly and professional activities
- community and college service activities
- administrative activities
- business and industry interaction
- special research programs and projects
- thesis and dissertation supervision and direction, if applicable
- travel to off-campus locations and/or non-traditional teaching, if applicable

Teaching Loads:

The appropriate teaching load for a full-time faculty member at ACBSP-Accredited Baccalaureate Institutions has historically been limited to not more than 12 credit hours per semester, with appropriate release time granted for administrative duties or for graduate teaching. Overload teaching has been prohibited as a business unit policy and has been accepted by ACBSP only under emergency circumstances.

With regard to Criterion 5.5.1, please address:

a. how you determine the appropriate teaching load for your faculty members;

b. how you demonstrate that the faculty and staff are of sufficient number to ensure performance of the above nine functions;

c. the institutional policy that determines the normal teaching load of a full-time faculty member;

d. how the combination of teaching and other responsibilities for full- and part-time faculty members is consistent with fulfilling all nine functions effectively; and

e. how your part-time faculty members participate in these essential functions.

If your business programs do not meet this criterion, you must present your rationale for the differences and provide detailed records of student learning outcomes to demonstrate that your teaching loads support your mission and program objectives.

Criterion 5.5.2. A faculty member who is extensively engaged beyond what is normally expected in any one of the nine functions (e.g., one who teaches graduate level courses, has significant administrative duties, directs multiple graduate theses and/or dissertations, or is engaged in extensive approved research) should have an appropriate reduction in other professional responsibilities.

Explain your institution's policies with respect to the granting of release time for faculty members performing the sorts of exceptional duties referred to in Criterion 5.5.2.

Section 5.6 Faculty Evaluation

Criterion 5.6.1 Each business program must have a formal system of faculty evaluation for use in personnel decisions, such as the awarding of tenure and/or promotion, as well as retention. This system must also provide processes for continuous improvement of instruction through formative evaluations.

This standard requires justification of personnel decisions based on the mission of the business programs. The actual system of annual evaluation is within the jurisdiction of the individual school or program. The system of evaluation must provide for some measurement of instructional performance and should consider related areas as appropriate, not limited to these topics:

a. how you monitor/evaluate your faculty's teaching.

b. how you monitor/evaluate your faculty's student advising and counseling.

c. how you monitor/evaluate your faculty's scholarly, professional, and service activities (see glossary of terms for scholarly activities).

d. how you monitor/evaluate your faculty's business and industry relations.

e. how you monitor/evaluate your faculty's development activities.

f. how you monitor/evaluate your faculty's consulting activities.

g. how your faculty and staff demonstrate and promote a student focus.

h. how your compensation and recognition approaches for individuals and groups, including faculty and staff, reinforce the overall work system, student performance, and learning objectives, and

i. how you improve your faculty/staff evaluation system.

Section 5.7 Faculty and Staff Operational Procedures, Policies and Practices, and Development

Criterion 5.7.1 Each institution (school or program) must have a written system of procedures, policies, and practices for the management and development of faculty members. Written information on all of these must be available to faculty and staff members.

A. Present in an appendix a copy of your faculty handbook, or equivalent, and here explain how it is disseminated in your institution. If this appendix does not address these bulleted items, please explain why not.

- faculty development, including eligibility criteria
- tenure and promotion policies
- evaluation procedures and criteria
- workload policies
- service policies
- professional expectations
- scholarly expectations
- termination policies

B. Explain how your institution improves these procedures, policies, and practices.

Criterion 5.7.2 Each business program must provide an opportunity for faculty and staff development consistent with faculty, staff, and institutional needs and expectations. Part-time faculty members should participate in appropriate faculty development activities.

In addressing Criterion 5.7.2, please describe or explain:

a. how you determine faculty and staff development needs;

b. what orientation and training programs are available;

c. how you get input from the faculty and staff about their development needs;

d. how you allocate faculty and staff development resources;

e. how you make development activities available to part-time faculty members; and

f. whether the faculty and staff development process employs activities, such as sabbaticals, leaves of absence, grants, provision for student assistants, travel, clerical, and research support, etc.

Section 5.8   Scholarly and Professional Activities

Criterion 5.8.1. Faculty members must be actively involved in professional activities that will enhance the depth and scope of their knowledge and that of their disciplines, as well as the effectiveness of their teaching. The institution must demonstrate a reasonable balance of scholarly and professional activities by the faculty as a whole, consistent with the stated institutional mission.

5.8.1 Scholarship:

To demonstrate compliance with Criterion 5.8.1, describe or explain:

- the types of scholarly research in which your faculty members are involved;

- the publications in which your faculty members have recently published; and

- how you improve the balance and degree of faculty involvement in scholarly and professional activities that support the fulfillment of the institution's mission.

Scholarship is defined to include four types of intellectual activity. They are: (1) the scholarship of teaching; (2) the scholarship of discovery; (3) the scholarship of integration; and (4) the scholarship of application. These four types of scholarship are to be equally recognized, accepted, and respected, and the overall performance of each faculty member is to be carefully accessed and held to a high standard of excellence. Each of these types of scholarship is discussed further below:

The scholarship of teaching can be the most rigorous scholarship of all. It starts with what the teacher knows—teachers must be widely read and intellectually engaged in their fields—but teaching becomes consequential only when knowledge can be conveyed and is understood by others. The scholarship of teaching has to do with understanding how students learn in different fields. To be a good teacher means not just knowing the field, but also understanding and using the most effective teaching methodologies available. This includes the development of new teaching materials, development and evaluation of new methods of instruction, and the development of techniques to evaluate the effectiveness of instruction. Each of these activities must be documented and assessed. Documentation could include publications dealing with pedagogy and/or teaching techniques, participation in workshops and seminars devoted to improving teaching skills, written evaluations of teaching materials, and the development of outcomes assessment tools.

The scholarship of discovery is the closest to what is meant by the term "basic research." Freedom of inquiry and freedom of scholarly investigation is an essential part of higher education. The capacity to carry out the scientific method and to conduct meaningful research is an important aspect of learning. In institutions whose primary mission is undergraduate teaching, the dissertation or other comparable piece of creative work could suffice for this; however, institutions having research missions and graduate programs would be expected to have on-going research activities.

The scholarship of integration seeks to interpret, to draw together, and to bring new insights to bear on original research. The scholarship of integration means fitting one's work into larger intellectual patterns. The scholarship of integration is necessary in dealing with the boundaries of the human problems of today, which do not always neatly fall within defined disciplines. It is essential to integrate ideas and then apply them to the world in which we live. Writing comprehensive articles and monographs, participating in curricular innovation, conducting interdisciplinary seminars, and textbook writing are examples of the scholarship of integration.

The scholarship of application moves toward the active engagement of the scholar. It focuses on the responsible application of knowledge to consequential problems. In the past, this type of activity has been called applied research and/or development. Note that this is not to be a catch-all category. The scholarship of application does not include regular service activities or routine consulting. (These are considered professional activities and are discussed below.) The scholarship of application must be tied directly to one's field of knowledge and relate to, and flow directly out of, creative professional activity. The engagement in applied research and/or development may take the form of contract research, consultation, technical assistance, policy analysis, or program evaluation--if these are meaningful intellectual activities. This kind of scholarship requires creativity and critical thought in analyzing real problems. These activities must be documented and should include an evaluation from those receiving these services.

5.8.2 Professional Activities:

The concept of "actively involved" intentionally implies that meeting attendance, though desirable as a professional activity, is not sufficient to demonstrate active engagement in scholarship.

The concept of "reasonable balance" indicates that all four areas of scholarship (teaching, discovery, application, and integration) and professional activities described below should be represented in the activities of the faculty as a whole. Though the extent of representation and the balance may vary from institution to institution based on mission, it is expected that students will be exposed to faculty members with a full range of scholarly and professional activities.

It is also expected that each faculty member be continuously and actively engaged in scholarship and professional development activities. If adjunct faculty members provide a significant portion of instruction, they must also demonstrate their contribution to the scholarship and professional development activities of the department or school.

For the purposes of this standard, **professional activities** are defined as:

- activities involving the use of professional expertise in helping solve practical problems in either the private or public sectors (e.g., professionally-related consultation, policy analysis, etc.);
- activities in support of professional organizations (e.g., attending and participating in professional meetings and performing in leadership roles in professional organizations); and
- professionally-related service activities directly tied to the academic discipline of the faculty member and consistent with the stated mission of the business programs. (Community and university service activities not directly related to the faculty member's discipline do not satisfy this standard.)

This category is designed to include the routine application of the faculty member's professional expertise in helping solve problems in either the private or public sectors. These may include activities for which the faculty member is paid, as well as for volunteer services. The key determination is "professionally-related." Community activities that are not professionally related are not to be included. For instance, general community service, such as coaching a little league soccer team or delivering meals to shut-ins, would not be considered professionally related.

The determination of "professionally related" depends upon the nature of the activity. For example, if a CPA conducts a men's bible class, it is not professionally related; however, if the CPA conducts an annual audit of the church's financial affairs and prepares an opinion letter, it would be considered professionally related.

Professionally related also includes activities in support of professional organizations. This might include: serving as an officer of a professional organization; participation in a professional meeting as a program chairperson, paper presenter or a discussant; or participation in seminars, symposia, short courses, and/or workshops intended as professional development or enrichment activities.

A. To demonstrate compliance with Criterion 5.8.2, please describe or explain:

- professional activities in which your faculty members are involved; and

- how you improve the balance and degree of faculty involvement in scholarly and professional activities that support the fulfillment of the institution's mission.

B. Summarize each faculty member's scholarly and professional activities for the last three years in a table similar to Figure 5.6.

Another consideration to this example could be to add a column for classroom activities and take credit for developing case studies and exercises as scholarly activities.

Figure 5.6 is an example that assumes the Boyer model. If your school uses another model or process to determine scholarly activities, please describe your process.

List the faculty member's name, highest earned degree, and any professional certificate held. Professional certificates must be the result of a written test monitored and graded by a professional organization (e.g., a Certified Public Accounting examination).

Figure 5.6
Scholarly and Professional Activities

Faculty Member	Highest Degree Earned	Professional Certification	Scholarly Activities				Professional Activities				
			Papers Presented	Published Articles/ Manuscripts/ Books	Unpublished Articles/ Manuscripts/ Books	Consulting	Professional Related Service	Professional Conferences/ Workshops	Professional Meetings	Professional Memberships	Other
Smith, Mary Most Recent Year	Ph.D.		B = 2 C = 1 D = 1	A = 1 B = 2 D = 1	B = 1	D = 1	C = 2	3	2	3	
Year 2 etc.			A = 2	A = 1 C = 1	B = 2 C = 1	2	C = 1 D = 1	1	2	3	

Codes to Use for Scholarly Activities
A = Scholarship of Teaching
B = Scholarship of Discovery
C = Scholarship of Integration
D = Scholarship of Application

Criterion 5.8.3 Scholarship for Doctoral Programs:

A minimum of 80 percent of the academically- and/or professionally-qualified faculty members providing education to doctoral students should actively participate in the scholarship of teaching, discovery, integration, or application. If your institution deviates significantly (five percent or more) from this research participation level, you must explain your explicit rationale for the alternate requirements and provide performance evaluation results to demonstrate that your participation level is sufficient, as related to your student learning and scholarship program objectives.

STANDARD #6. Educational and Business Process Management

In order to prepare business graduates for professional careers, the curriculum must encompass not only business subjects, but also subjects dealing with the specifics of the global work place and the more general aspects of global society. Since business graduates must be equipped to interact with other members of society, adapt to societal changes, and serve as business advocates, students must be encouraged to study global topics that will prepare them for these challenges.

Given these academic demands, business schools and programs are encouraged to be innovative and to provide flexible curriculum options. Two of the major goals of the curriculum should be the development of intellectual curiosity and the creative capacity for independent thought and action. However, regardless of their major, all business graduates are expected to have received a general exposure to economic institutions, the complex relationships that exist between business, government, and consumers, and a basic knowledge of the functional areas of business.

Thus, business students share common professional requirements. Common subjects such as the Common Professional Component (CPC) and areas of specialization are expected to be covered in baccalaureate degree programs in business.

The CPC is an implicit graduation requirement for graduate-level business programs as well, whether required for admission to a graduate program, or delivered within a program as added coursework above the base of graduate program credit hours.

Financial resources, physical facilities, library and other learning resources, equipment, including computing hardware and software, and resources at off-campus sites must be adequate to support a strong curriculum and excellence in teaching.

Business programs must have policies and procedures addressing the areas of recruiting, admitting and retaining its students.

CRITERIA
Use the following criteria to document the extent to which the business programs meet the standard for Educational and Business Process Management. Justify any omissions.

Section 6.1 Education Design and Delivery

This section examines the key learning-centered processes that create student, stakeholder, and organizational value. Emphasis is on how processes are designed, delivered, and improved to maximize student learning and success.

Criterion 6.1.1 Educational Design

Business programs must describe and explain approaches to the design of educational programs and offerings, its method(s) of making curricular changes related to the business school's or program's mission statement and strategic plan, and its use of student and stakeholder input in these processes.

To fulfill this criterion, provide a narrative statement and a table such as Figure 6.1.

Figure 6.1
Example - Table for Educational Design

You could develop a table similar to this:			
	Curricular Changes	Student/Stakeholder Input	Measures
Programs			
Marketing	Added a class MK303 International Marketing	Input from the business advisory committee	Capstone class international presentation
Management			

Criterion 6.1.2 Degree Program Delivery

Describe the degree program delivery for each degree program to be accredited.

To fulfill this criterion, you must provide the following information:

a. the length of time that it takes for a full-time student to complete the degree (both as cataloged and actually, on-average);

b. the program delivery methods employed in each program (classroom, competency based, independent study, online, etc.);

c. the number of contact (coverage hours or equivalent) hours required to earn three (3) semester hours (four (4) quarter hours) of credit or equivalent; and

d. **if your unit confers nontraditional business degrees, such as accelerated, competency based, executive, etc.**, specially designed to meet the needs of specific stakeholders other than traditional college students, etc., describe how:

   1. nontraditional degrees support and/or relate to the business school or program's mission and objectives;
   2. credits are earned in these programs;
   3. you assess their academic merit; and
   4. you provide trend data of results comparing traditional to nontraditional students SLOs as required in Criteria 4.2 and 4.3.

Note: Historically, 45 actual classroom contact (or coverage) hours have been considered the minimum acceptable to constitute three (3) semester credit hours. This number is equivalent to 15 weeks of classes at three scheduled classroom hours per week. (In some ACBSP institutions, a "scheduled classroom hour" is somewhat fewer than 60 minutes in duration to allow time for students to go from class to class.) For any program not meeting or exceeding this minimum, the business unit must justify, with course content, learning outcomes, and/or stakeholder satisfaction data, that the courses in its program are equivalent to traditional, semester-long three credit-hour courses.

To fulfill Criterion 6.1.2, provide both a narrative statement and a table, such as Figure 6.2.

Figure 6.2
Example of a Table for Degree Programs

You could develop a table similar to this:			
	Time to Degree	Delivery Methods	Coverage Hours/3 Semester Hours or equivalent
Programs:			
Executive MBA			
Accelerated Organizational Leadership and Management (OLM)			
Etc.			

Criterion 6.1.3 Undergraduate Common Professional Component (CPC)

Programs that include a B.A. (with a business major), B.S. (with a business major), B.B.A., B.S.B.A., or objectives that imply general business preparation with or without a functional specialization must include coverage of the Common Professional Component (CPC) at the level prescribed by the ACBSP. The CPC as outlined below must be included in the content of the courses taught in the undergraduate programs of all accredited schools and programs. Each CPC area must receive a minimum coverage of two-thirds of a three (3) semester credit-hour course (or equivalent) or approximately 30 coverage hours.

UNDERGRADUATE COMMON PROFESSIONAL COMPONENT

Functional Areas	a. Marketing
	b. Business Finance
	c. Accounting
	d. Management, including Production and Operations Management, Organizational Behavior, and Human Resources Management
The Business Environment	e. Legal Environment of Business
	f. Economics
	g. Business Ethics
	h. Global Dimensions of Business
Technical Skills	i. Information Systems
	j. Quantitative Techniques/Statistics
Integrative Areas	k. Business Policies or
	l. A comprehensive or integrating experience that enables a student to demonstrate the capacity to synthesize and apply knowledge and skills from an organizational perspective.

Note: If your institution deviates significantly from these historically-proven coverage levels, you must explain your explicit rationale for the reduced requirements and provide performance evaluation results to demonstrate that your coverage is sufficient, as related to your program objectives.

CPC topics covered in business core courses are not mutually exclusive. The CPC hours shown in this summary total more than 45 because certain topical areas of the CPC are covered along with the primary subject of marketing. For example, a lecture on international marketing could include hours under CPC headings of both "Marketing" and "Global" dimensions.

To demonstrate compliance with Criterion 6.1.3, identify where the topical areas of the CPC are covered in the required course offerings by completing Figure 6.3, entitled Abbreviated Course Syllabus, for each undergraduate required course taught in the business core. An example of a completed course syllabus is provided in

---

Figure 6.4. Then, summarize the CPC content of your required undergraduate courses in a table such as Figure 6.5.

Special Note: For required courses in the business core that are taught by an academic department outside of the business unit, prepare an Abbreviated Syllabus and include it with this section of the self-study (e.g., statistics taught by Math Department).

Figure 6.3
Abbreviated Course Syllabus

Course Number: _____   Course Title:_____

List all faculty members who taught this course during the self-study year:

1. _____   4. _____

2. _____   5. _____

3. _____   6. _____

List all textbooks and required supplementary readings used:

_____
     (Author)   (Title)

_____
         (Publisher)

Provide a brief course description (relate course description to undergraduate CPC topics where appropriate):

_____

_____

_____

List the course outline (topics/chapters) and class sessions

Summarize the undergraduate CPC coverage in terms of hours

_____

_____

Figure 6.4
Example - Completed Abbreviated Course Syllabus

Course Number:	Marketing 3723
Course Name:	Principles of Marketing
Instructors:	Brown, Smith and True
Required Text:	McCarthy, Perreault: BASIC MARKETING, Irwin
Course Description:	A description and analysis of business activities designed to plan, price, promote, and distribute products and services to customers. Topics studied include the marketing environment, consumer buying habits and motives, types of intermediaries, marketing institutions and changes, government regulations, advertising and current marketing practices.

Topic Outline: Hours/Minutes
                                                              (or %t of a 3-hour course)

I. Introduction to Principles   9
    A. Environmental Factors
    B. Market Segmentation, Sales Forecasting
    C. Buyer Behavior
    D. Market Research and Marketing
       Information Systems

II. Product Variable   3
     A. Classification, Branding, Packaging,
        and Labeling
     B. Product Mix, Product Assortments,
        Product Positioning

III. Place/Distribution Decisions   9
      A. Channels of Distribution
      B. Wholesaling
      C. Retailing
      D. Physical Distribution/Logistics

IV. Promotion Decisions   7 1/2
     A. Advertising and Publicity
     B. Personal Selling

V. Pricing Decisions   6
    A. Pricing Concepts
    B. Setting Prices

VI. Uncontrollable Variables   3

VII. Selected Applications   7 1/2
       A. Marketing Management
       B. Industrial Marketing
       C. International Marketing
       D. Non-business Marketing
                                                            _____

       Total Sessions (coverage hours)   45

	Summary of Undergraduate CPC Topics Covered in this Course:	Hours/Minutes (or % of a 3-hour course*)
a.	Marketing	45
d.	Management	4
e.	Legal environment of Business	1
f.	Economics	2
g.	Business Ethics	1
h.	Global Dimensions of Business	2
i.	Quantitative Techniques and Statistics	2
j.	Comprehensive or Integrating Experience	1
	Total Estimated CPC Coverage Hours	58

[End of Example Abbreviated Syllabus]

| CORE COURSES | Hour Class Sessions by CPC Topic | | | | | | | | | | | Total |
	a. MKT	b. FIN	c. ACC	d. MGT	e. LAW	f. ECON	g. ETH	h. GLO	i. IS	j. QM STAT	k. l. POL/ COMP	
MATH 1203		6								45		51
ACCT 2143			45		2		7		2			51
ACCT 2243	8	2	45	15			7					72
BUAD 2153			3						45	2		50
BUAD 2203									5	45		50
ECON 2333			2		3	45	3	9		2	10	69
ECON 2433	2	1	2	9	2	45	1	9		1	1	68
MGMT 3013		1	1	45	4	1	4	9	3	1	2	66
MGMT 3113	3	2	3	8	1	1	2	2	45			67
BUAD 3233					45		6					51
MKTG 3723	45			4	1	2	1	2		2		58
FINC 3733		40	8		2	10	1		7			68
MGMT 4853	3	3	8	10	3	2	3	4	9	5	45	95
TOTALS	61	55	117	91	63	106	35	35	116	103	58	

Note: **The totals that are less than 30 on this table would require additional coverage.** The substance of this requirement also applies to schools measuring coverage by percentage of a three credit-hour course.

Criterion 6.1.4.a. Curriculum Design Beyond CPC

For each program or major, curriculum design must provide breadth and depth beyond the Common Professional Component through advanced and specialized business courses and general education and elective courses, all aimed at meeting student and stakeholder expectations and requirements.

Use Figure 6.6 to support your presentations for Criteria 6.1.4.a.

Criterion 6.1.4.b. Curriculum Design for General Education

Schools of business and programs should demonstrate a sufficient foundation in general education which should, generally, be the equivalent of 40 percent of the hours required for the degree. Communication and critical thinking skills should be addressed.

Use Figure 6.6 to support your presentations for Criteria 6.1.4.b.

In your narrative on Criteria 6.1.4.a. & 6.1.4.b., explain how your educational processes focus on students' active learning for the development of problem solving skills, intellectual curiosity, and capacity for creative and independent thought and action.

Figure 6.6
Example of a Table of Baccalaureate Curriculum Credits

MAJOR	Minimum Credit Hours in General Education	Business			General Electives Credit Hours	Total Credit Hours Required for Graduation
		Core Requirements	Requirements Beyond Core	Business Electives		
ACCOUNTING	55	39	15	9	10	128
ECONOMICS	55	39	15	9	10	128
FINANCE	55	39	15	12	7	128
GENERAL BUSINESS	55	39	15	9	10	128
MANAGEMENT	55	39	15	9	10	128
MANAGEMENT SCIENCE	55	39	15	9	10	128
MARKETING	55	39	15	12	7	128

Note: Each institution should have on file and available for inspection by the evaluators, syllabi, curriculum sheets, degree plans, degree audit forms, or other documents that reflect deployment of the curriculum design.

If your business programs do not meet this criterion you must present your rationale for the differences and provide detailed records of student learning outcomes to demonstrate that your general education coverage supports your mission and program objectives.

Criterion 6.1.5 Other Business-related Programs

Other business-related programs must include sufficient coverage of undergraduate CPC topics to meet the long-term needs of students and other stakeholders. Other business-related programs that lead to bachelors or master's degrees must have a minimum of 25 percent of the total curriculum devoted to business. Other business-related programs might include programs such as organizational management and leadership, sports management, master of science in management, hotel and motel management, computer information systems, masters of information systems, etc.

In your narrative regarding this criterion, use the information from Figure 6.6 for each "other business-related program" to compute and report the percentage of the undergraduate or graduate curriculum devoted to business. Also, report the hours of CPC coverage for undergraduate degrees, or CPC competency for a graduate degree. Explain how that coverage meets the long-term needs of students and other stakeholders, given the objectives of the program.

Criterion 6.1.6 Curriculum Design in Graduate Programs

Master's degree programs in business should require at least 30 semester credit hours or 45 quarter hours (or equivalent) of graduate level work in business coverage beyond the basic undergraduate Common Professional Component (CPC). The undergraduate CPC (excluding the comprehensive or integrating experience) may be determined through a competency based evaluation or by completing undergraduate or graduate courses. The 30 semester credit hours (45 quarter hours) of graduate-level work beyond the CPC topics normally should be in courses reserved for graduate students.

Doctoral programs in business should require that graduates have completed the equivalent of the undergraduate CPC, the master's level degree requirements in a business field, and doctoral courses equivalent to 30 semester hours (45 quarter hours) beyond the master's level. Doctoral program requirements will normally include courses in research methods, data analysis and statistical inference, formal academic writing and publication, as well as independent research and the preparation of a doctoral dissertation. While it is acceptable for doctoral students to take some master's-level courses in a doctoral program, a substantial percentage of the required course work should be in courses reserved for doctoral students.

Note: If your institution deviates significantly from this curriculum design, you must explain your explicit rationale for the alternate requirements and provide student learning performance evaluation results to demonstrate that your coverage is sufficient, as related to your program objectives.

In addressing Criterion 6.1.6., present in an appendix your catalog descriptions of all your graduate programs and tabulate here for each program:

a. the hours of graduate level work in business coverage beyond the CPC;

b. how you determine the appropriate number of hours of graduate-level work in business coverage beyond the basic Common Professional Components topics that will provide your students with a quality business education appropriate for graduate level learning;

Note: If your business programs offers graduate programs (master and doctorate), the assessment requirements of Standards 3 and 4 apply to those programs. The assessment of student and stakeholder satisfaction and of learning outcomes for those programs, at that level, must be fully explained and reported in your self-study under Standards 3 & 4.

If your business programs do not meet this criterion you must present your rationale for the differences and provide detailed records of student learning outcomes to demonstrate that your curriculum design in graduate programs support your mission and program objectives.

6.1.7   Education (Design and Delivery) Evaluation

The school and/or program must provide evidence that ongoing educational programs and offerings are systematically tracked and regularly evaluated.

In addressing Criterion 6.1.7., report and explain your methods and processes for program evaluation. These observations and/or indicators could include such measures as: enrollment and participation figures; student evaluations of courses and instructors; success/completion rates; attendance rates; dropout rates; complaints; student feedback; and observations by school and/or program leaders. Explain whether these evaluations are internal to the business unit or required by your institution and, in either case, how and by whom they are used in the continuous improvement of the business programs' offerings.

A table such as Figure 6.8 should be included.

Figure 6.8
Example - Table for Education Evaluation

Develop a table similar to this			
	Student Evaluation of Course/Instructor	Dropout Rates	Observations by School and/or Program Leaders
Programs			
Marketing			
Management			

Section 6.2 Management of Educational Support Service Processes and Business Operation Processes

Criterion 6.2.1 Education Support Processes

Business programs should describe its use of education support processes (counseling, advising, placement, tutorial, computer facilities, equipment, classrooms, office space, and libraries) and explain how they are designed, managed, and improved, including those at all educational locations and on the Internet.

In addressing Criterion 6.2.1, present both a brief narrative and a table such as Figure 6.9.

Figure 6.9
Example - Table for Education Support Processes

Develop a table similar to this:			
	Usage Rates	Success Rates	Student and Stakeholder Feedback
Counseling			
Advising			
Placement			
Library			
Computer Facilities			
Office Space			

Suggested topics for the narrative;

    a. how you ensure that education support processes are performing effectively;

    b. how the following types of information are used to evaluate your support processes:

        1. feedback from students, stakeholders, faculty members and staff

        2. benchmarking

        3. peer evaluations and

        4. data from observations and measurements

Criterion 6.2.2 Business Operation Processes

Business programs should ensure effective management of its key business operation processes (financial resources, secretarial and other administrative services, marketing, information services, public relations, etc.).

In addressing Criterion 6.2.2., use a table such as Figure 6.10. for all educational locations and the Internet. Explain or describe:

    a. your key business operation processes;

    b. how you determine your key customer requirements;

    c. how you set measures and/or indicators and goals;

    d. how you monitor performance;

    e. how you evaluate and improve business operation processes to achieve better performance, including cost and productivity; and

    f. how you use the following types of information to evaluate your key business operation processes:

        1. feedback from students, stakeholders, faculty members, and staff;

        2. benchmarking;

        3. peer evaluations; and

        4. data from observations and measurements.

Figure 6.10
Example of a Table for Business Operation Processes

Standard #6 - Organizational Performance Results, Figure 6.10

Complete the following table

Figure 6.10 Standard 6, Criterion 6.2.2 - Business Program Performance Results

Organizational Effectiveness Results	Organizational effectiveness results examine attainment of organizational goals. Each business unit must have a systematic reporting mechanism for each business program that charts enrollment patterns, **student retention, student academic success,** and other characteristics reflecting students' performance. Key indicators may include: **graduation rates,** enrollment, hiring equity, increased use of web-based technologies, use of facilities by community organizations, contributions to the community, or partnerships, **retention rates by program,** and what you report to governing boards and administrative units.			
Performance Measure	**Current Results**	**Analysis of Results**	**Action Taken or Improvement made**	**Insert Graphs or Tables of Resulting Trends** (3-5 data points preferred)
What is your measurement instrument or process? (Indicate length of cycle)	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	
Measurable goal What is your goal?				
(Example) Increase retention for Business programs from 80% to 90% by 2020	Retention rates as reported to the VPAA every January	85% in 2014	In a positive trend for the last three years	Increased number of meetings to three meetings a year with business students regarding continued education and completion plans

Retention of Business Program Students

Section 6.3 Enrollment Management

Criterion 6.3.1. Admissions Policies and Procedures

The business unit should include in an appendix (or refer to the page in the catalog wherein are found) the policies and procedures for undergraduate admission to its programs in the business unit.

In addressing Criterion 6.3.1 you should provide:

   a. the policies and procedures for admission of first-year students (freshmen); and

   b. the policies and procedures for admission of transfer students from within the institution to the undergraduate business programs.

Criterion 6.3.2. External Articulation Process
The business unit should include in an appendix (or refer to the page in the catalog wherein are found) the policies and procedures for articulation with relevant two-year business programs, and admission of undergraduate transfer students from other institutions to programs in the business unit.

For the purpose of satisfying Criterion 6.3.2, use a table such as Figure 6.11, and to explain or describe any articulation and/or course transfer arrangements you have with other institutions, and report on the following areas as appropriate for your institution:

   a. what ongoing communication exists between the administration and the faculty of the business unit and representatives of two-year institutions from which the business unit regularly receives transfer students;

   b. the principal institutions from/to which the institution receives/sends transfer students;

   c. the policies and procedures pertaining to the admission of transfer students from outside institutions into your business programs;

   d. any mechanisms in place to avoid requiring students to unnecessarily duplicate course work and the student advisement process that counsels students as to the transferability of course work;

   e. policies for acceptance of transfer of credit from other institutions and the method of validating the credits for both undergraduate and graduate programs.

   f. persistency rates and other key student performance-related indicators of transfer students from ACBSP-accredited institutions; and

   g. total amount of transfer credits earned at previous ACBSP-accredited member institutions versus total amount of credits applied toward business degree requirements at receiving institution.

Figure 6.11
Example - Table for External Articulation

Develop a table similar to this:			
	University U	Great College	Internal
Agreement in Place			
Business Unit Process			
Institution Process			

Criterion 6.3.3 Graduate Program Articulation & Admissions Policy

A graduate program must have an admissions policy that accepts students who can reasonably be expected to succeed in a graduate business school.

In addressing this criterion, report and explain or describe:

a. the admission policies of the business unit for each of the graduate level programs;

b. the page numbers in the academic catalog that describe the admission policy for graduate programs in business;

c. each type of student classification given to graduate students in the business unit (i.e., unclassified, post-baccalaureate, non-degree, provisional, conditional, probationary, etc.) and how these classifications are administered. (Also, give the student catalog page number as a reference.);

d. any difference between the day and evening graduate program in business in terms of admission and classification;

e. whether admissions requirements allow entry to students who can reasonably be expected to succeed in graduate business studies. Please explain and give reasons for this conclusion.

Criterion 6.3.4. Academic Policies for Probation, Suspension, and Readmitting of students will be clearly stated.

Describe the academic policies used by the business unit for placing students on probation, for suspending students, and for readmitting students who were suspended.

Criterion 6.3.5. Academic Policies for Recruiting, Admitting, and Retaining Students will be clearly stated.

Describe the academic policies used by the business unit for recruiting students; admitting students; and retaining students.

Criterion 6.3.6. Results of Enrollment Management will be reported.

Summarize results for enrollment management not reported elsewhere in the report.

You could include measures/indicators that reflect effectiveness in areas such as student retention, graduation rates, recruitment, and relationships with suppliers of students. The use of graphs, such as Figure 6.12, is encouraged.

Figure 6.12
Example - Graph for Enrollment Management

Annual Numbers of Students Recruited, Retained, and Graduated
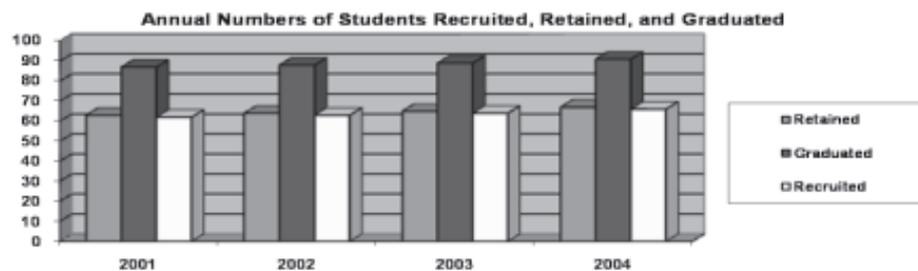
Criterion 6.3.7 Improvement in Enrollment Management will be pursued on a continuous basis.

Explain how you improve the enrollment management processes and how the improvements are deployed across the organization.

Appendix A Glossary of Terms

This Glossary of Key Terms defines and briefly describes terms used throughout the Education Criteria booklet that are important to performance management.

Academic Quality
Achieving quality in higher education is a complex, mission-driven relationship of systems and processes effectively linked to provide positive results. Leadership, strategic planning, students, faculty members, and other stakeholders set the strategic direction. Measurement, analysis, and knowledge management form a composite of results from student outcomes, customer outcomes, and faculty outcomes. Results serve as a learning fulcrum for continuous improvement to advance academic quality.

Academically Qualified
To be considered academically qualified a faculty member must successfully complete a minimum of fifteen (15) graduate credit hours in the discipline in which she/he is teaching. In addition, the faculty member must:

1. **Hold a doctorate in business with** graduate level major, minor, or concentration in the area of teaching responsibility.
2. **Hold a doctorate in business with** professional certification in the area of teaching responsibility.
3. **Hold a doctorate in business with** five or more years of professional and management experience directly related to the area of teaching responsibility.
4. **Hold a Juris Doctor (JD) and** teach business law, legal environment of business or other area with predominantly legal content.
5. **Hold an out of field doctorate,**
   (a) Demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (b) demonstrate scholarly productivity evidenced by publications in the discipline considered as expert work by external colleagues (refereed journals) or papers in the teaching discipline presented at a national meeting.
6. **Hold an out of field doctorate,**
   (a) Demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes and (b) demonstrate successful professional practice evidenced by significant involvement in professional organizations related to the teaching field.
7. **Hold an out of field doctorate,**
   (a) Demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes and (b) demonstrate successful professional practice evidenced by substantial professional or management level practice.

8. **Hold an out of field doctorate,**
   (a) Demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes and (b) demonstrate successful professional practice evidenced by significant consulting activity.
9. **Hold an out of field doctorate,**
   (a) A master's degree in business with a major, concentration or specialization in the field; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate scholarly productivity evidenced by publications in the discipline considered as expert work by external colleagues (refereed journals) or papers in the teaching discipline presented at a national meeting.
10. **Hold an out of field doctorate,**
    (a) Master's degree in business with a major, concentration or specialization in the field; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate successful professional practice evidenced by substantial professional or management level practice.
11. **Hold an out of field doctorate,**
    (a) A master's degree in business with a major, concentration or specialization in the field; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate successful professional practice evidenced by significant involvement in professional organizations related to the teaching field.
12. **Hold an out of field doctorate,**
    (a) A master's degree in business with a major, concentration or specialization in the field; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate successful professional practice evidenced by significant consulting activity.

In lieu of successfully completing a minimum of fifteen (15) graduate credit hours in the discipline, a faculty member may satisfy one of the following criteria:

1. **Hold a Juris Doctor (JD) and** hold a business related master's degree with a specialization in the area of teaching responsibility.
2. **Hold a Juris Doctor (JD) and** hold professional certification and teach in the area of the certification.
3. **Hold a Juris Doctor (JD) and** have five (5) or more years of professional and management experience directly related to the area of teaching responsibility.
4. **Hold an out of field doctorate,**
   (a) Possess professional certification in the area; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate scholarly productivity evidenced by publications in the discipline considered as expert work by external colleagues (refereed journals) or papers in the teaching discipline presented at a national meeting.

5. **Hold and out of field doctorate,**
    (a) Possess professional certification in the area; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate successful professional practice evidenced by substantial professional or management level practice.

6. **Hold an out of field doctorate,**
    (a) Possess professional certification in the area; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate successful professional practice evidenced by significant involvement in professional organizations related to the teaching field.

7. **Hold an out of field doctorate,**
    (a) Possess professional certification in the area; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate successful professional practice evidenced by significant consulting activity.

8. **Hold an out of field doctorate,**
    (a) Have completed a special post-graduate educational program (AVBSP approved) especially designed to improve the faculty member's knowledge and teaching skills in the area of the assigned teaching responsibilities; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate scholarly productivity evidenced by publications in the discipline considered as expe3rt work by external colleagues (refereed journals) or papers in the teaching discipline presented at a national meeting.

9. **Hold an out of field doctorate,**
    (a) Have completed a special post-graduate educational program (ACBSP approved) especially designed to improve the faculty member's knowledge and teaching skills in the area of assigned teaching responsibilities; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate successful professional practice evidenced by substantial professional or management level practice.

10. **Hold an out of field doctorate,**
    (a) Have completed a special post-graduate educational program (ACBSP approved) especially designed to improve the faculty member's knowledge and teaching skills in the area of the assigned teaching responsibilities; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate successful professional practice evidenced by significant involvement professional organizations related to the teaching field.

11. **Hold an out of field doctorate,**
    (a) Have completed a special post-graduate education program (ACBSP approved) especially designed to improve the faculty member's knowledge

and teaching skills in the area of the assigned teaching responsibilities; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate successful professional practice evidenced by significant consulting activity.

NOTE: The intent is that for faculty members with out of field doctorates to be academically qualified, they must demonstrate content knowledge, teaching effectiveness, and scholarly productivity or successful professional practice. The credentials committee will review those portfolios of faculty members who meet the general criteria in alternative ways or where the degree of meeting stated criteria is unclear. Credential review is at the request of an individual institution rather than the individual faculty member.

Action Plans
The term "action plans" refers to specific actions that respond to short- and longer-term strategic objectives. Action plans include details of resource commitments and time horizons for accomplishment. Action plan development represents the critical stage in planning when strategic objectives and goals are made specific so that effective, organization-wide understanding and deployment are possible. In the Criteria, deployment of action plans includes creating aligned measures for work units. Deployment might also require specialized training for some faculty and staff or recruitment of personnel. An example of a strategic objective for an education organization might be to achieve student performance in the top quartile of the state's schools on a normalized test that is given annually. Action plans could entail determining in which subjects students have had the lowest scores, understanding skill deficiencies in those subjects, and developing curricula that enable students to master those skills. Deployment might include faculty training in instructional and assessment methods. Organizational-level analysis and review likely would emphasize student learning, budgetary performance, and student and stakeholder satisfaction.

Active Learning
The term "active learning" refers to interactive instructional techniques that engage students in such higher-order thinking tasks as analysis, synthesis, and evaluation. Students engaged in active learning might use resources beyond the faculty, such as libraries, Web sites, interviews, or focus groups, to obtain information. They may demonstrate their abilities to analyze, synthesize, and evaluate through projects, presentations, experiments, simulations, internships, practicums, independent study projects, peer teaching, role playing, or written documents. Students involved in active learning often organize their work, research information, discuss and explain ideas, observe demonstrations or phenomena, solve problems, and formulate questions of their own. Active learning is often combined with cooperative or collaborative learning in which students work interactively in teams that promote interdependence and individual accountability to accomplish a common goal. In addition, active learning may address multiple intelligences.

Alignment

The term "alignment" refers to consistency of plans, processes, information, resource decisions, actions, results, and analysis to support key organization-wide goals. Effective alignment requires a common understanding of purposes and goals. It also requires the use of complementary measures and information for planning, tracking, analysis, and improvement at three levels: the organizational level/senior leader level; the key process level; and the program, school, class, or individual level.

Analysis

The term "analysis" refers to an examination of facts and data to provide a basis for effective decisions. Analysis often involves the determination of cause-effect relationships. Overall organizational analysis guides process management toward achieving key organizational results and toward attaining strategic objectives. Despite their importance, individual facts and data do not usually provide an effective basis for actions or setting priorities. Effective actions depend on an understanding of relationships, derived from analysis of facts and data.

Anecdotal

The term "anecdotal" refers to process information that lacks specific methods, measures, deployment mechanisms, and evaluation/improvement/learning factors. Anecdotal information frequently uses examples and describes individual activities, rather than systematic processes. An anecdotal response to how senior leaders deploy performance expectations might describe a specific occasion when a senior leader visited all of the organization's facilities. On the other hand, a systematic process might describe the communication methods used by all senior leaders to deliver performance expectations on a regular basis to all faculty members and staff, the measures used to assess effectiveness of the methods, and the tools and techniques used to evaluate and improve the communication methods.

Approach

The term "approach" refers to the methods used by an organization to address the criteria requirements. Approach includes the appropriateness of the methods to the requirements and the effectiveness of their use.

Benchmarks

The term "benchmarks" refers to processes and results that represent best practices and performance for similar activities, inside or outside the education community. Organizations engage in benchmarking as an approach to understand the current dimensions of world-class performance and to achieve discontinuous (non-incremental) or breakthrough improvement.
Benchmarks are one form of comparative data. Other comparative data organizations might use/include appropriate data collected by a third party (frequently averages for other organizations), data on performance of comparable education organizations and competitors, and comparisons with similar organizations in the same geographic area.

Criteria

The criteria are used within each of the six standards to help evaluate and communicate how the standards are met. All of the criteria do not have to be met to meet the intent of the standards. The criteria are identified in each of the six standards by sub-numbers and letters such as in STANDARD #4.   Measurement and

Analysis of Student Learning and Performance - *Criterion 4.1. The business unit shall have a learning outcomes assessment program.*

Cycle Time
The term "cycle time" refers to the time required to fulfill commitments or to complete tasks. Time measurements play a major role in the criteria because of the great importance of responsiveness and of time performance to improving competitiveness. "Cycle time" refers to all aspects of time performance. Cycle time improvement might include time to respond to changing student and stakeholder needs, design time for new programs and processes, and other key measures of time.

Deployment
The term "deployment" refers to the extent to which an approach is applied in addressing the requirements of criteria. Deployment is evaluated on the basis of the breadth and depth of application of the approach to relevant work units throughout the organization.

Education Delivery
The term "education delivery" refers to the deployment of instructional approaches—modes of teaching and organizing activities and experiences so that effective learning takes place. Education delivery may include active learning, cooperative or collaborative learning, distance education, distributed learning, online tutorials, guided discussion lists, video streaming, teleconferencing, or self-paced learning.

Effective
The term "effective" refers to how well a process or a measure addresses its intended purpose. Determining effectiveness requires the evaluation of how well a need is met by the approach taken and its deployment or by the measure used.

Empowerment
The term "empowerment" refers to giving faculty members and staff the authority and responsibility to make decisions and take actions. Empowerment results in decisions being made closest to students and stakeholders, where work-related knowledge and understanding reside. Empowerment is aimed at enabling faculty members and staff to respond to students' educational needs, to improve processes, and to improve student learning and organizational performance results. Empowered faculty members and staff require information to make appropriate decisions; thus, an organizational requirement is to provide that information in a timely and useful way.

Ethical Behavior
The term "ethical behavior" refers to how an organization ensures that all its decisions, actions, and stakeholder interactions conform to the organization's moral and professional principles. These principles are the foundation for the organization's culture and values and define "right" and "wrong." Senior leaders should act as role models for these principles of behavior. The principles apply to all individuals involved in the organization, from faculty members and staff to members of the governing board, and need to be communicated and reinforced on a regular basis. Although there is no universal model for ethical behavior, senior leaders should ensure that the organization's mission and vision are aligned with its ethical

principles. Ethical behavior should be practiced with all students and stakeholders, faculty members and staff, partners, suppliers, and the organization's local community. While some organizations may view their ethical principles as boundary conditions restricting behavior, well-designed and clearly articulated ethical principles should empower people to make effective decisions with great confidence.

Formative Assessment

The term "formative assessment" refers to frequent or ongoing evaluation during courses, programs, or learning experiences that gives an early indication of what students are learning, as well as their strengths and weaknesses. Formative assessment is often used as a diagnostic tool for students and faculty members, providing information with which to make real-time improvements in instructional methods, materials, activities, techniques, and approaches. Approaches to formative assessment might include daily, weekly, or midterm projects, portfolios, journals, observations of the learning process and learning outcomes, discussion groups, performances, self-assessments, or examinations that occur during courses, when students and faculty members can benefit from the information and improve.

Goals

The term "goals" refers to a future condition or performance level that one intends to attain. Goals can be both short term and longer term. Goals are ends that guide actions. Quantitative goals frequently referred to as "targets," include a numerical point or range. Targets might be projections based on comparative and/or competitive data. The term "stretch goals" refers to desired major, discontinuous (non-incremental) or breakthrough improvements, usually in areas most critical to your organization's future success. Goals can serve many purposes, including: clarifying strategic objectives and action plans to indicate how success will be measured, fostering teamwork by focusing on a common end, encouraging "out-of-the-box" thinking to achieve a stretch goal, and/or providing a basis for measuring and accelerating progress

Governance

The term "governance" refers to the system of management and controls exercised in the stewardship of your organization. It includes the responsibilities of your governing body, e.g., board of education, board of trustees/overseers, and the senior leaders of your organization; in some private education institutions, it may also include owners/shareholders. A combination of federal, state, and municipal regulations, charters, by-laws, and policies documents the rights and responsibilities of each of the parties and describes how an organization will be directed and controlled to ensure: (1) accountability to stakeholders; (2) transparency of operations; and (3) fair treatment of all stakeholders. Governance processes may include approving strategic direction, creating and enforcing policy, monitoring and evaluating senior leaders' performance, succession planning, financial auditing, establishing senior leaders' compensation and benefits, and managing risk. Ensuring effective governance is important to stakeholders' and the larger society's trust and to organizational effectiveness.

High-Performance Work

The term "high-performance work" refers to work processes used to systematically pursue ever-higher levels of overall organizational and individual performance, including quality, productivity, innovation rate, and cycle time performance. High-

performance work results in improved programs and services for students and stakeholders. Approaches to high-performance work vary in form, function, and incentive systems. High-performance work frequently includes cooperation among senior leaders, administrators, faculty members, and staff. This kind of cooperation may involve: workforce bargaining units; cooperation among work units, often involving teams; self-directed responsibility/faculty and staff empowerment; faculty and staff input to planning; individual and organizational skill building and learning; learning from other organizations; flexibility in job design and work assignments; a flattened organizational structure where decision making is decentralized and decisions are made closest to the students and stakeholders; and effective use of performance measures, including comparisons. Many high-performance work systems use monetary and nonmonetary incentives based on factors such as organizational performance, team and/or individual contributions, and skill building. Also, high-performance work processes usually seek to align the organization's structure, work, jobs, faculty and staff development, and incentives.

Innovation

The term "innovation" refers to making meaningful change to improve programs, services, and processes and to create new value for students and stakeholders. Innovation involves the adoption of an idea, process, technology, or product that is either new or new to its proposed application.
Successful organizational innovation is a multi-step process that involves development and knowledge sharing, a decision to implement, implementation, evaluation, and learning. Although innovation is often associated with technological innovation, it is applicable to all key organizational processes that would benefit from change, whether through breakthrough improvement or change in approach or output.

Integration

The term "integration" refers to the harmonization of plans, processes, information, resource decisions, actions, results, and analysis to support key organization-wide goals. Effective integration goes beyond alignment and is achieved when the individual components of a performance management system operate as a fully interconnected unit.

Knowledge Assets

The term "knowledge assets" refers to the accumulated intellectual resources of your organization. It is the knowledge possessed by an organization and its faculty members and staff in the form of information, ideas, learning, understanding, memory, insights, cognitive and technical skills, and capabilities. Faculty members and staff, curricula, software, databases, documents, guides, and policies and procedures are repositories of an organization's knowledge assets. Knowledge assets are held not only by an organization, but also reside within its students and stakeholders, suppliers, and partners as well.

Knowledge assets are the "know how" that your organization has available to use, to invest, and to grow. Building and managing its knowledge assets are key components for the organization to create value for its students and stakeholders and to help sustain competitive advantage.

Leadership System

The term "leadership system" refers to how leadership is exercised, formally and informally, throughout the organization—the basis for and the way that key decisions are made, communicated, and carried out. It includes structures and mechanisms for decision making; selection and development of senior leaders, administrators, department heads, and faculty leaders; and reinforcement of values, directions, and performance expectations. An effective leadership system respects the capabilities and requirements of the faculty and staff and other stakeholders, and it sets high expectations for performance and performance improvement. It builds loyalties and teamwork based on the organization's values and the pursuit of shared goals. It encourages and supports initiative and appropriate risk taking, subordinates organization structure to purpose and function, and avoids chains of command that require long decision paths. An effective leadership system includes mechanisms for the leaders to conduct self-examination, receive feedback, and improve.

Learning

The term "learning" refers to new knowledge or skills acquired through evaluation, study, experience, and innovation. In addition to their focus on student learning, the criteria address two other kinds of learning: organizational and personal. Organizational learning is achieved through research and development; evaluation and improvement cycles; ideas and input from the faculty, staff, students, and other stakeholders; best practice sharing; and benchmarking. Personal learning (pertaining to faculty members and staff) is achieved through education, training, and developmental opportunities that continue individual growth. To be effective, these types of learning should be embedded in the way an organization operates. In addition, they contribute to a competitive advantage for the organization and its faculty and staff.

Levels

The term "levels" refers to numerical information that places or positions an organization's results and performance on a meaningful measurement scale. Performance levels permit evaluation relative to past performance, projections, goals, and appropriate comparisons.

Measures and Indicators

The term "measures and indicators" refers to numerical information that quantifies input, output, and performance dimensions of programs, offerings, processes, services, and the overall organization (outcomes). Measures and indicators might be simple (derived from one measurement) or composite. The criteria do not make a distinction between measures and indicators. However, some users of these terms prefer the term "indicator" (1) when the measurement relates to performance, but is not a direct measure of such performance (e.g., the number of complaints is an indicator of dissatisfaction but not a direct measure of it) and (2) when the measurement is a predictor ("leading indicator") of some more significant performance (e.g., a gain in student performance or satisfaction might be a leading indicator of student persistence).

Mission

The term "mission" refers to the overall function of an organization. The mission answers the question, "What is this organization attempting to accomplish?" The mission might define students, stakeholders, or markets served; distinctive competencies; or technologies used.

Partners

The term "partners" refers to other schools, employers and workplaces, social service organizations, private foundations, and parents, as appropriate, with which your organization has cooperative relationships for purposes of ensuring that effective learning occurs for students. Partners might include schools with which "feeder" relationships exist, into or out of your school. Partnerships with social service organizations might involve helping students make effective transitions. Private foundations might support targeted or comprehensive reform efforts through a partnership with the school.

Performance

The term "performance" refers to output results and their outcomes obtained from processes and services that permit evaluation and comparison relative to goals, standards, past results, and other organizations. Performance might be expressed in nonfinancial and financial terms. The criteria address four types of performance: (1) student- and stakeholder-related; (2) program and service; (3) budgetary, financial, and market; and (4) operational. "Student- and stakeholder-related performance" refers to performance relative to measures and indicators of student and stakeholder perceptions, reactions, and behaviors. Examples include admissions, retention, complaints, and survey results. Student- and stakeholder-related performance generally relates to the organization as a whole. "Program and service performance" refers to performance relative to measures and indicators of program and service characteristics important to students and stakeholders. Examples include the effectiveness of curriculum and instruction, assessment of student learning, participation in professional development opportunities, and student placement following program completion. "Budgetary, financial, and market performance" refers to performance relative to measures of cost containment, budget utilization, and market share. Examples include instructional and general administration expenditures per student; income, expenses, reserves, endowments, and annual grants/awards; program expenditures as a percentage of budget; annual budget increases or decreases; resources redirected to education from other areas; scholarship growth; the percentage of budget for research; and the budget for public service. "Operational performance" refers to the faculty and staff, organizational, and ethical performance relative to effectiveness, efficiency, and accountability measures and indicators. Examples include cycle time, productivity, accreditation, faculty and staff turnover, faculty and staff cross-training rates, regulatory compliance, fiscal accountability, and community involvement. Operational performance might be measured at the organizational/senior leader level; the key process level; and the program, school, class, or individual level.

Performance Excellence

The term "performance excellence" refers to an integrated approach to organizational performance management that results in (1) delivery of ever-improving value to students and stakeholders, contributing to improved education

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quality; (2) improvement of overall organizational effectiveness and capabilities; and (3) organizational and personal learning.

Performance Projections

The term "performance projections" refers to estimates of future performance. Projections may be inferred from past performance; may be based on the performance of comparable or competitive organizations that must be met or exceeded; may be predicted based on changes in a dynamic education market; or may be goals for future performance. Projections integrate estimates of your organization's rate of improvement and change, and they may be used to indicate where breakthrough improvement or change is needed. Thus, performance projections serve as a key management planning tool.

Persistence

The term "persistence" refers to the continued attendance by students (from term-to-term, semester-to-semester, grade-to-grade, or class-to-class) toward the completion of an educational goal or training objective.

Program

A program is defined as follows: a plan of study is considered a program when it requires a minimum of 12 credit hours of coursework beyond the CPC and/or is recorded on a student's transcript (ex. Business Administration: major/concentration/option/specialization in Accounting, Finance, Marketing, etc.)

Process

The term "process" refers to linked activities with the purpose of producing a program or service for students and/or stakeholders within or outside the organization. Generally, processes involve combinations of people, machines, tools, techniques, and materials in a defined series of steps or actions. In some situations, processes might require adherence to a specific sequence of steps, with documentation (sometimes formal) of procedures and requirements, including well-defined measurement and control steps. In service situations such as education, particularly when those served are directly involved in the service, process is used in a more general way, i.e., to spell out what must be done, possibly including a preferred or expected sequence. If a sequence is critical, the service needs to include information to help those served understand and follow the sequence. Such service processes also require guidance to the providers of those services on handling contingencies related to possible actions or behaviors of those served. In knowledge work such as teaching, strategic planning, research, development, and analysis, process does not necessarily imply formal sequences of steps. Rather, process implies general understandings regarding competent performance such as timing, options to be included, evaluation, and reporting. Sequences might arise as part of these understandings.

Productivity

The term "productivity" refers to measures of the efficiency of resource use. Although the term often is applied to single factors such as staffing, machines, materials, and capital, the productivity concept applies, as well, to the total resources used in meeting the organization's objectives. The use of an aggregate measure of overall productivity allows a determination of whether the net effect of overall changes in a process—possibly involving resource tradeoffs—is beneficial.

Professionally Qualified
To be considered professionally qualified a faculty member must:

1.   Hold an MBA plus three years relevant work and/or teaching experience to be qualified to teach principle or introductory level business courses only.

2.   Be ABD, (All But Dissertation, meaning the individual has completed all course work required for a Ph.D. in business or DBA and passed the general exams, but has not completed a dissertation) with a major, minor or concentration in the area of assigned teaching responsibilities.

3.   Hold a master's degree in a business-related field and professional certification (e.g., CPA, CDP, CFM, CMA, PHR., etc.) appropriate to his or her assigned teaching responsibilities.

4.   Hold a Master's degree and have extensive and substantial documented successful teaching experience in the area of assigned teaching responsibilities, and demonstrate involvement in meaningful research directly related to the teaching discipline.

5.   Hold a master's degree and have five or more years of professional and management experience in work directly related to his or her assigned teaching responsibilities.

6.   Hold a master's degree and successfully complete a minimum of fifteen (15) graduate credit hours in the discipline in which she/he is teaching or have completed a special post-graduate training program (ACBSP approved) especially designed to improve the faculty member's knowledge and teaching skills in the area of the assigned teaching responsibilities.

Minimum Qualifications The minimum qualifications for a faculty member must include a master's degree in a business-related discipline. An institution may make an exception to this minimum requirement only in emergency cases or special situations where the faculty member has unique qualifications that meet a specialized need.

Purpose
The term "purpose" refers to the fundamental reason that an organization exists. The primary role of purpose is to inspire an organization and guide its setting of values. Purpose is generally broad and enduring. Two organizations providing different educational services could have similar purposes, and two organizations providing similar educational services could have different purposes.

Quality
The term "quality" refers to educational systems and processes that meet or exceed the needs of students and stakeholders and are continuously improved over time.

Results
The term "results" refers to outputs and outcomes achieved by an organization in addressing the requirements of the criteria. Results are evaluated on the basis of

current performance; performance relative to appropriate comparisons; the rate, breadth, and importance of performance improvements; and the relationship of results measures to key organizational performance requirements.

Segment

The term "segment" refers to a part of an organization's overall base related to students; stakeholders; markets; programs, offerings, and services; or the faculty and staff. Segments typically have common characteristics that can be logically grouped. In Results Items, the term refers to disaggregating results data in a way that allows for meaningful analysis of an organization's performance. It is up to each organization to determine the specific factors that it uses for segmentation. Understanding segments is critical to identifying the distinct needs and expectations of different student, stakeholder, market, faculty, and staff groups and to tailoring programs, offerings, and services to meet their needs and expectations. Student segmentation might reflect such factors as the educational service delivery (e.g., classroom or Web-based) or students' career interests, learning styles, living status (e.g., residential versus commuter), mobility, or special needs. Faculty and staff segmentation might be based on geography, skills, needs, work assignments, or job classifications.

Senior Leaders

The term "senior leaders" refers to those with the main responsibility for managing the overall organization. Senior leaders might include administrators, chair or department heads, and/or faculty leaders. In many organizations, senior leaders include the head of the organization and his or her direct reports.

Stakeholders

The term "stakeholders" refers to all groups that are or might be affected by an organization's actions and success. Examples of key stakeholders include parents, parent organizations, faculty members, staff, governing boards, alumni, employers, other schools, funding entities, and local/professional communities. Although students are commonly thought of as stakeholders, for purposes of emphasis and clarity, the criteria may refer to students and stakeholders.

Standards

There are six ACBSP standards that must be met to achieve ACBSP accreditation. The standards are identified by numbers such as STANDARD #4. Measurement and Analysis of Student Learning and Performance.

Strategic Challenges

The term "strategic challenges" refers to those pressures that exert a decisive influence on an organization's likelihood of future success. These challenges frequently are driven by an organization's future competitive position relative to other providers of similar programs, services, or offerings. While not exclusively so, strategic challenges generally are externally driven. However, in responding to externally driven strategic challenges, an organization may face internal strategic challenges. External strategic challenges may relate to student, stakeholder, or market needs or expectations; changes in educational programs or offerings; technological changes; or budgetary, financial, societal, and other risks. Internal strategic challenges may relate to an organization's capabilities or its faculty, staff, and other resources.

Strategic Objectives

The term "strategic objectives" refers to an organization's articulated aims or responses to address major change and improvement, competitiveness issues, and/or education advantages. Strategic objectives generally are focused externally and relate to significant student, stakeholder, market, program, service, or technological opportunities and challenges (strategic challenges). Broadly stated, they are what an organization must achieve to remain or become competitive. Strategic objectives set an organization's longer-term directions and guide resource allocations and redistribution.

Summative Assessment

The term "summative assessment" refers to longitudinal analysis of the learning and performance of students and alumni. Summative assessments tend to be formal and comprehensive, and they often cover global subject matter. Such assessments may be conducted at the conclusion of a course or program and could be compared to the results of pre-testing to determine gains and to clarify the causal connections between educational practices and student learning. They may be used for purposes of determining final grades, placement, and promotion, as well as for licensure or certification.

Systematic

The term "systematic" refers to approaches that are repeatable and use data and information so learning is possible. In other words, approaches are systematic if they build in the opportunity for evaluation, improvement, and sharing, thereby permitting a gain in maturity.

Trends

The term "trends" refers to numerical information that shows the direction and rate of change for an organization's results. Trends provide a time sequence of organizational performance. A minimum of three data points, generally, is needed to begin to ascertain a trend. The time period for a trend is determined by the cycle time of the process being measured. Shorter cycle times demand more frequent measurement, while longer cycle times might require longer periods before meaningful trends can be determined. Examples of trends called for by the criteria include student learning results; student, stakeholder, faculty, and staff satisfaction and dissatisfaction results; education design and delivery and student service performance; budgetary, financial, and market performance; and operational performance, such as cycle time, support process, supplier/partner, and safety performance.

Value

The term "value" refers to the perceived worth of a program, service, process, asset, or function relative to cost and possible alternatives. Organizations frequently use value considerations to determine the benefits of various options relative to their costs, such as the value of various educational offerings and service combinations to students or stakeholders. Organizations need to understand what different student and stakeholder group's value and then deliver value to each group. This frequently requires balancing value for students and stakeholders, such as businesses, faculty members, staff, and the community.

Value Creation
The term "value creation" refers to processes that produce benefit for students and stakeholders and for the organization. They are the processes most important to "running your organization"—those that involve the majority of faculty and staff and generate programs, services, and offerings, as well as positive organizational results for students and key stakeholders.

Values
The term "values" refers to the guiding principles and behaviors that embody how your organization and its people are expected to operate. Values reflect and reinforce the desired culture of an organization. Values support and guide the decision making of all faculty members and staff, helping the organization to accomplish its mission and attain its vision in an appropriate manner.

Vision
The term "vision" refers to the desired future state of your organization. The vision describes where the organization is headed, what it intends to be, or how it wishes to be perceived in the future.

Work Systems
The term "work systems" refers to how your faculty and staff are organized into formal or informal units to accomplish your mission and your strategic objectives; how job responsibilities are managed; and your processes for compensation, faculty and staff performance management, recognition, communication, hiring, and succession planning. Organizations design work systems to align their components to enable and encourage all faculty members and staff to contribute effectively and to the best of their ability.

For an out-of-field doctorate (i.e., an earned doctorate conferred by a school other than a college or school of business administration), the institution must provide the evaluation team with a "portfolio" on the qualifications of the out-of-field doctorate.

The administration may request a review by the credentials committee for faculty members that do not clearly meet the descriptions provided in the ACBSP Standards and Criteria glossary of terms. Complete the spreadsheet from the following link and submit it to the credentials committee. Request for Faculty Qualifications Review

A portfolio consists of:

1. Current curriculum vitae (see format in Appendix C).
2. Transcripts of all graduate work. Graduate courses that relate to the discipline(s) in which the faculty member is teaching should be highlighted and separately identified. The listing of these courses should be presented in a manner that allows the reader to evaluate the content of the course (e.g., course description).
3. A descriptive statement of the teaching experience of the faculty member, including an analysis of the quality of teaching that is performed (e.g., peer evaluations, student evaluations, etc.).
4. A descriptive statement of the professional experience a faculty member has performed as it relates to the enhancement of teaching in the discipline(s) taught within the business unit.
5. A descriptive statement of the consulting experience a faculty member has performed as it relates to the enhancement of teaching in the discipline(s) taught within the business unit.
6. Scholarly and professional activities in which a faculty member has been involved, as listed on the current curriculum vitae and recorded in Figure 6, located in 5.9, Scholarly and Professional Activities on page 34. A succinct, descriptive narrative statement should be developed for each of the four categories of Scholarly and Professional Activities and included in the statements should be a reference to the codes used in Figure 6, located in 5.9, Scholarly and Professional Activities. In other words, Figure 6 summarizes the activities of each faculty member and the descriptive statements should be included in each faculty member's curriculum vitae describing the activities in more detail (e.g., title of paper presented, where or for whom the consulting was done, and what the assignment was).

There should be one portfolio submitted for each faculty member being reviewed. In compiling the portfolio, substance in the narrative is more important than length.

Please submit electronically.

APPENDIX C
VITA

I.   Name:

     Rank:

     Tenure/Nontenure

     Department or Division:

     Year Joined the Institution:

     Teaching Experience:

         Areas of Involvement (in teaching)

II.   Education Background (include fields of specialization)

III.   Prior Experience not in Education

IV.   Professional Memberships (include offices held)

V.   Professional Meetings Attended (include dates)

VI.   Papers Presented (include dates)

VII. Publications

VIII. Other Research Activity

IX.   Consulting

X.   Professional Growth Activities

XI.   Seminars, Training Programs, etc., Conducted for Business and Industry

XII. Professional Presentations, Speeches, etc.

XIII. Institutional Services Performed

XIV. Recognition and Honors

XV. Professionally-Related Community Activities

IACBE
International Assembly for Collegiate Business Education

Assisting colleges and universities
in preparing today's business students
for tomorrow's workplace
Sunday • 27 October • 2013

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About the IACBE   Membership   Accreditation   Quality Assurance   Member Services   Conferences-Workshops   Regional Assemblies   Newsroom   Special Initiatives

Promoting Excellence in Business Education Worldwide

The International Assembly for Collegiate Business Education (IACBE) is the leading outcomes-based professional accrediting organization for business programs in student-centered colleges and universities throughout the world. The IACBE exists to promote, develop, and recognize excellence in business education.

Year of Establishment : 1997

Accredited Schools

800+	7
Global	**Indian**

Alliance Business School, Bangalore; M. S. Ramaiah Institute of Management Studies, Bangalore; Acharya Institute of Management & Sciences, Bangalore; Indus Business Academy, Bengaluru; Acharya Bangalore B-School, Bengaluru; UPES, Dehradun; and Indus Business Academy, Bangalore.

The International Assembly for Collegiate Business Education (IACBE) was founded in response to the expressed needs of presidents, chief executive officers, chief academic officers, and business deans and chairs who wanted an accreditation process that was not driven by prescriptive standards relating to inputs and resources, but was mission-driven and outcomes-based. At that time, the majority of the four-year colleges and universities in the United States that offered degrees in business were not recognized, and could not become recognized, by the existing business accrediting bodies. Similarly, hundreds of institutions of higher education located outside of the United States were unable to obtain specialized accreditation for their business programs.

Various facets of the IACBE's approach to accreditation provide a unique "diamond-standard" value proposition for the quality assurance of business programs in higher education institutions around the world. This value proposition is central and fundamental to the IACBE's entire accreditation process, and serves to distinguish the IACBE as the leader in performance- and results-based accreditation for colleges, universities, and other higher education institutions worldwide that focus on student learning and success.

The 4 Facets of the IACBE's Value Diamond :

• Outcomes-Based Quality Assurance in a Deming-Porter Framework

• Developmental Accreditation Philosophy Based on the Deming Cycle of CQI

• Collaborative and Cooperative Approach to Accreditation

• Flexible and Adaptable Accreditation Process

Website : www.iacbe.org

PREFACE

The International Accreditation Council for Business Education (IACBE) was founded in 1997 in response to the expressed needs of presidents, chief academic officers, and business deans, chairs, and heads of departments who wanted an accreditation process that was mission-driven and outcomes-based. The IACBE provides specialized accreditation for the business programs of hundreds of institutions of higher education throughout the world whose primary purpose is excellence in teaching and learning. The IACBE's innovative approach to the accreditation of business programs is based on the assessment of educational outcomes and the characteristics of excellence in business education.

This manual is organized into the following five sections:

❑ **Section One**: This section contains an introduction that describes (i) the mission of the IACBE and business accreditation, (ii) the IACBE's philosophy of business accreditation, (iii) the IACBE's Characteristics of Excellence in Business Education, (iii) the scope of business accreditation, and (iv) eligibility criteria for business accreditation.

❑ **Section Two**: This section provides instructions for preparing the self-study.

❑ **Section Three**: This section contains general background information pertaining to the academic business unit and the business programs that it offers.

❑ **Section Four**: This section contains the IACBE's business accreditation principles, evaluation criteria, and guidelines for addressing each principle in the self-study.

❑ **Section Five**: This section contains appendices.

SECTION ONE: INTRODUCTION

Mission of the IACBE and Business Accreditation

The mission of the IACBE is to promote and recognize excellence in business education in institutions of higher education worldwide, at both the undergraduate and graduate levels, through specialized accreditation of business programs.

Characteristics of Excellence in Business Education

The IACBE promotes and recognizes excellence in business education in institutions of higher education worldwide. However, excellence in business education is multidimensional and may be interpreted in different ways depending on the educational, historical, cultural, legal/regulatory, and organizational environments in which the academic business unit operates. The IACBE recognizes and respects this fact, but however it is interpreted, excellence in business education normally exhibits the following common characteristics:

❏ The academic business unit acts with integrity and responsibility in its interactions with all of its stakeholders.

❏ The academic business unit has a clearly-defined mission and broad-based goals that are consistent with those of the institution and that explicitly encompass business education.

❏ The academic business unit strives for higher levels of performance consistent with its mission as reflected in the student learning outcomes in its business programs, its operational effectiveness, and the accomplishment of its mission and broad-based goals.

❏ The academic business unit engages in a strategic planning process that is driven by its mission and that incorporates processes for involving external stakeholders from the business community and business and industry.

❏ The academic business unit has developed and implemented an outcomes assessment process that promotes continuous improvement in its business programs, and is linked to the strategic plans of both the academic business unit and the institution.

❏ The academic business unit develops students, both personally and professionally, into well-educated, ethical, and competent business professionals.

❏ The academic business unit encourages and fosters innovation and creativity in business education.

❏ The academic business unit implements clear and effective policies, procedures, and processes governing its interactions with internal and external stakeholders.

❏ The academic business unit has meaningful and effective linkages between the classroom and practitioners in the business community, thereby contributing to the assurance of currency and relevance of its business programs.

❏ The academic business unit encourages external cooperative relationships with other educational units and institutions that are consistent with its mission and broad-based goals and that contribute to the academic quality of its business programs.

❏ Business faculty members in the academic business unit integrate ethical viewpoints and principles in their teaching activities.

- Business faculty members in the academic business unit strive to be effective teachers who are current in their professional fields and are active in contributing to their institutions and disciplines.

- Business faculty members are positively engaged within their academic business unit and contribute to its mission and broad-based goals through appropriate faculty development and faculty evaluation processes.

- The mix of academic and professional credentials of the business faculty is worthy of the respect of the academic, business, and business communities.

- The institution provides resources to the academic business unit that are adequate to support its business programs and to accomplish its mission and broad-based goals.

- The curricula in business programs reflect the missions of the institution and its academic business unit, and are consistent with current, acceptable business practices and the expectations of professionals in the academic, business, and business communities.

- The curricula in business programs ensure that students understand and are prepared to deal effectively with critical issues in a changing global business environment.

- The content of business courses is delivered in a manner that is appropriate, effective, and stimulates learning.

- The academic business unit is accountable to its stakeholders for the value and quality of the education that it provides.

These Characteristics of Excellence in Business Education are critical factors in demonstrating academic quality in business education. In addition, they have been shown to be elements of high-quality business programs and highly-performing academic business units regardless of the environmental settings in which they operate.

Furthermore, the Characteristics of Excellence in Business Education serve as the basis for the IACBE's business accreditation principles – the Assembly's evaluation criteria for the accreditation of business programs – with each principle being linked to one or more of the characteristics of excellence.

Scope of Accreditation

The IACBE accredits business programs that lead to degrees at the associate, bachelor's, master's, and doctoral levels in institutions of higher education worldwide that grant bachelor's and/or graduate degrees.

The IACBE does accredit business programs of institutions of higher education that offer only associate degrees in business, but the accreditation of these programs is not yet included in the IACBE's CHEA-recognized scope of accreditation. As soon as the criteria for CHEA recognition are met, the IACBE will submit the required documentation to request that its' scope of accreditation be changed to include institutions that offer only associate degrees in business.

For the purposes of inclusion in the IACBE's scope of accreditation, a program of study is considered to be a 'business program' if and only if it satisfies all of the following three criteria:

❑ The program leads to the awarding of a degree, diploma, or other equivalent credential at the associate, bachelor's, master's, or doctoral level;

❑ The credit hours (or contact hours as applicable) in the traditional areas of business education[1] in the courses, modules, subjects, etc. comprising the program constitute 20 percent or more of the total hours required for an undergraduate degree, diploma, or other equivalent credential,[2] or 50 percent or more of the total hours required for a graduate degree, diploma, or other equivalent credential;[3]

❑ The program appears on a student's official transcript, diploma supplement, or other official record of program completion.

Furthermore, all majors, concentrations, specializations, emphases, options, and tracks contained within a program will also be encompassed by the IACBE's scope of accreditation if and only if they satisfy the following two criteria:

❑ Fifty percent or more of the credit hours (or contact hours as applicable) required for any major, concentration, specialization, emphasis, option, or track are in the traditional areas of business education;[4]

❑ The majors, concentrations, specializations, emphases, options, and tracks appear on a student's official transcript, diploma supplement, or other official record of program completion.

Consequently, programs of study and all majors, concentrations, specializations, emphases, options, and tracks contained within the programs that satisfy the criteria listed above will normally be included in IACBE accreditation reviews and self-studies.

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[1] The following typical disciplinary areas are considered to be the "traditional areas of business education": business administration, accounting, finance, human resources, information management, international business, management, marketing, economics (principles of microeconomics and macroeconomics), business law, business ethics, business communication, and business-related quantitative methods.

[2] For example, if a bachelor's degree requires 120 credit hours for graduation, and 24 or more credits in the program are in the traditional areas of business education, then the program is considered to be a business program.

[3] For example, if a master's degree requires 36 credit hours for graduation, and 18 or more of credits in the program are in the traditional areas of business education, then the program is considered to be a business program.

[4] For example, suppose that an academic business unit offers a Bachelor of Business Administration degree with concentrations in accounting, computer information systems, and marketing, and that the business program within the BBA consists of a set of courses common to all concentrations and 18 additional credits in each of the concentrations. Furthermore, suppose that all 18 credits in the accounting and marketing concentrations (100% of the required credits) and 6 credits in the computer information systems concentration (33.3% of the required credits) are in the traditional areas of business education. Then, the accounting and marketing concentrations would be included in the accreditation review and the computer information systems concentration would not be included.

For the purpose of further defining the scope of IACBE accreditation:

❑ The IACBE expects that business programs will normally be offered through the academic business unit. However, the IACBE respects the differences that exist within institutions of higher education, and realizes that institutions may have valid reasons for offering some business programs outside of the academic business unit. All business programs normally will be included in the IACBE accreditation review regardless of whether they are administered or delivered solely by the academic business unit or through cooperative or interdisciplinary arrangements with other units of the institution.

❑ All business programs offered at multiple degree levels (associate-, bachelor's-, master's-, and doctoral-level programs) normally will be included in the IACBE accreditation review.

❑ All off-campus locations of an institution that offer programs in business normally will be included in the IACBE accreditation review, as long as those programs are under the degree-granting authority of the institution seeking accreditation. Where multiple campuses exist within the framework of one institution, the IACBE Board of Commissioners will determine which campuses may be included in a single accreditation review.

❑ All business programs, regardless of mode of delivery, normally will be included in the IACBE accreditation review. This includes online programs, distance learning programs, adult degree completion programs, accelerated programs, and other "nontraditional" programs, regardless of whether these programs are administered by the academic business unit.

SECTION TWO: PREPARING THE SELF-STUDY

Accreditation is a formal process in which a written document – a self-study – is produced for review and evaluation by an external team of professional peer reviewers. The completion of a comprehensive self-study for an institution's academic business unit is a requirement for achieving IACBE accreditation or reaffirmation of accreditation of the unit's business programs.

The time-period encompassed by the self-study (self-study year) must cover one full academic year; this should be the full academic year immediately preceding, and not including any portion of, the calendar year in which the site visit takes place. For example, if the site visit is scheduled for the calendar year of 2017, use the preceding academic year (2015-2016 academic year) as the self-study year.

A preliminary draft copy of the self-study must be submitted to IACBE headquarters no fewer than 120 days prior to the site visit. Upon receipt of the draft self-study, IACBE staff will contact the academic business unit to schedule a telephone consultation to conduct an initial technical review of the self-study for completeness and accuracy. This technical review will not include any judgments regarding the quality of the responses contained in the self-study, nor will it evaluate the extent of the academic business unit's compliance with the IACBE's accreditation principles, policies, and requirements. These determinations are the prerogative of and will be made by the site-visit team and the Board of Commissioners.

The purposes of the technical review are (i) to identify any technical issues associated with the academic business unit's self-study (i.e., missing, incomplete, and/or inaccurate information) and (ii) to help to ensure a smooth visit by the site-visit team. Any missing or incomplete responses and inaccurate information will be communicated to the academic business unit during the technical review consultation. Subsequent to the review, the academic business unit should revise its self-study to ensure that it is complete, addresses all accreditation principles, and is in the appropriate format with accurate tables.

The revised, final self-study must be submitted to IACBE headquarters no fewer than 60 days prior to the scheduled site visit. No explicit site visit travel arrangements will be made, and no site visits will be conducted until the IACBE has received the final self-study documents.

The remainder of this section addresses the organization of the self-study and provides a description of the information that you are to include. The self-study should consist of two volumes: Volume 1 for your responses to the organizational and programmatic profile and business accreditation principles (including required tables), and Volume 2 for the appendices to accommodate bulky items such as strategic planning documents, outcomes assessment plan, faculty vitae, etc. It is recommended that you use electronic file folders to separate the materials in Volume 2 of the self-study. The self-study and all supporting materials must be written in English.

Terminology

In this manual **the term course is used synonymously with any and all of the following: courses, modules, subjects, etc.**

In this manual **the term major is used synonymously with the following: majors, concentrations, specializations, focus areas, emphases, options, tracks, fields, or streams, etc.**

The self-study should be organized in the following manner:

Volume 1

1. **Table of Contents**: This table should delineate the major sections of Volume 1 of the self-study document, including sections for the organizational and programmatic profile and each of the IACBE's business accreditation principles.

2. **Cover Page**: The cover page should be the first page of the self-study. A copy of a cover page template is provided in Appendix B of this manual.

3. **Organizational and Programmatic Profile**: This section provides essential background information and conveys a general profile of the academic business unit and the business programs that it offers.

4. **Documentation of Compliance with Business Accreditation Principles**: To prepare this section of the self-study, use the structure and guidelines found in Section Four: Business Accreditation Principles of this manual. List each principle in the order shown in Section Four, and then respond to each principle using the self-study guidelines for that principle. This manual is available in electronic form, and can be used as a template to develop your self-study.

Volume 2

1. **Table of Contents**: This table should list each of the appendices contained in Volume 2 of the self-study document.

2. **Appendices**: Materials that are sufficiently long to hinder the readability of your narrative responses in Volume 1 should be placed in an appendix. Many of these materials are identified in Section Four: Business Accreditation Principles of this manual. Electronic file folders should be used for each of the appendices in Volume 2 and the name of the electronic file folder should be included in the narrative in Volume 1.

SECTION THREE:
ORGANIZATIONAL AND PROGRAMMATIC PROFILE

This section provides essential background information and conveys a general profile of the academic business unit and the business programs that it offers.

Self-Study Guidelines for Documentation

In the self-study:

1. Provide the following information pertaining to the academic business unit:

   a. A description of the relationship between the academic business unit and the institution.

   b. A copy of the academic business unit's organizational chart (this should be placed in an appendix of the self-study).

2. Provide Table OPP-1: Business Programs Included in the Accreditation Review. This table should provide a listing of each business program included in the accreditation review (including all majors contained within the program), and an identification of all of the locations at which they are offered. If the program is delivered in partnership with other institutions, identify those institutions as well. This information should be presented by program level as shown in sample Table OPP-1 in these guidelines.

   If these programs (including all majors contained within the program) and/or locations differ from the ones that appear in the institution's catalog, bulletin, prospectus, marketing brochures, or other materials for the self-study year, provide an explanation for this difference.

   Please do not use any colloquialisms to identify the business programs; use instead the official institutional degree designations or program names, i.e., the degree or program names that appear on students' official transcripts, diploma supplements, or other official records of program completion.

3. For each of the business programs listed in item 2 above (including all majors contained within the program), provide a copy of an official student transcript, diploma supplement, or other official record of program completion on which the degree or program name appears (these should be placed in an appendix of the self-study). Student names and other confidential information on these documents may be redacted.

4. Provide Table OPP-2: Public Notification of Accreditation. This table should provide the following information:

   a. If you are pursuing reaffirmation of your business program accreditation, provide the website path to the page on the institution's website containing your public notification of special business accreditation by the IACBE.

   b. This does not apply to academic business units pursuing first-time accreditation.

5. Provide Table OPP-3: Institutional and Business Program Enrollments. This table should provide the following information:

   a. Figures for the total number of students by headcount who were enrolled in the institution for the self-study year and the previous two academic years.

   b. Figures for the total number of students by headcount who were enrolled in the for the self-study year and the previous two academic years

The figures in the table should be those for the overall institutional and program enrollments, not just the figures for the number of students who were admitted in these years.

6. Provide Table OPP-4: Number of Students in Business Programs. For each of the business programs listed in item 2 above (including each major contained within the program), provide figures for the total number of students by headcount in the program for the self-study year and the previous two academic years. This information should be presented by program level as shown in sample Table OPP-4 in these guidelines.

   If a student pursued multiple programs during a given year, include the student in the figures for each program in the relevant year. For example, if a student pursued both a Bachelor of Business Administration with a Concentration in Business and a Bachelor of Science in Accountancy during the self-study year, then include that student in the figures for each of the two programs in the self-study year.

7. Provide Table OPP-5: Number of Business Students by Program Level. This table should provide figures for the number of associate-, bachelor's-, master's-, and doctoral-level students for the self-study year and the previous two academic years. This information should be presented as shown in sample Table OPP-5 in these guidelines.

8. Provide Table OPP-6: Degrees Conferred in Business Programs. For each of the business programs listed in item 2 above (including each major, contained within the program), provide figures for the number of such degrees conferred during the self-study year and the previous two academic years. This information should be presented by program level as shown in sample Table OPP-6 in these guidelines.

9. Provide Table OPP-7: Number of Business Faculty. This table should provide figures for the number of full-time and part-time/adjunct faculty members for the self-study year. This information should be presented as shown in sample Table OPP-7 in these guidelines.

   Full-time business faculty includes regular full-time business faculty, full-time visiting professors in business, and full-time business faculty with administrative loads, such as deans, and department and division chairs. Part-time business faculty includes adjunct faculty, administrative personnel, staff, and full-time faculty from other academic units in the institution who, on a part-time basis, teach business courses, modules, subjects, etc. offered by the academic business unit.

10. Provide evidence that the institution is authorized to award degrees in each of the countries where the business programs included in the review are offered. This can be in the form of a link to the accreditor's website, or written confirmation of the authorization

11. Describe any situations present at your institution requiring a special understanding during the business accreditation process.

Table OPP-1: Business Programs Included in the Accreditation Review

PROGRAMS	LOCATIONS	PARTNER INSTITUTIONS
ASSOCIATE-LEVEL PROGRAMS		
Associate of Applied Science in Business	Location #1	None
BACHELOR'S-LEVEL PROGRAMS		
Bachelor of Business Administration with a Concentration in Marketing	Location #1 Location #2	Partner #1
Bachelor of Science in Accountancy	Location #1	None
MASTER'S-LEVEL PROGRAMS		
Master of Business Administration with a Specialization in Marketing	Location #1 Location #2	Partner #1
Master of Public Accountancy	Location #1	None
DOCTORAL-LEVEL PROGRAMS		
Ph.D. in Business	Location #1	None

Table OPP-2: Public Notification of Accreditation

a. PUBLIC NOTIFICATION OF ACCREDITATION OF BUSINESS PROGRAMS	
Click on:	
1.	Academics
2.	School of Business
3.	IACBE Accreditation
4.	

Table OPP-3: Institutional and Business Program Enrollments

a. INSTITUTIONAL ENROLLMENT BY HEADCOUNT		
SELF-STUDY YEAR	YEAR PRIOR	TWO YEARS PRIOR
980	890	810
b. NUMBER OF STUDENTS BY HEADCOUNT IN ACCREDITED BUSINESS PROGRAMS		
SELF-STUDY YEAR	YEAR PRIOR	TWO YEARS PRIOR
197	186	173

Table OPP-4: Number of Students in Business Programs

PROGRAM	NUMBER OF STUDENTS BY HEADCOUNT		
	SELF-STUDY YEAR	YEAR PRIOR TO SELF-STUDY YEAR	TWO YEARS PRIOR TO SELF-STUDY YEAR
ASSOCIATE-LEVEL PROGRAMS			
Associate of Applied Science in Business	8	10	7
BACHELOR'S-LEVEL PROGRAMS			
Bachelor of Business Administration with a Concentration in Marketing	16	15	14
Bachelor of Science in Accountancy	14	13	12
MASTER'S-LEVEL PROGRAMS			
Master of Business Administration with a Specialization in Marketing	11	10	8
Master of Public Accountancy	15	12	11
DOCTORAL-LEVEL PROGRAMS			
Ph.D. in Business	9	5	3

Table OPP-5: Number of Business Students by Program Level

PROGRAM-LEVEL	NUMBER OF STUDENTS BY HEADCOUNT		
	SELF-STUDY YEAR	YEAR PRIOR TO SELF-STUDY YEAR	TWO YEARS PRIOR TO SELF-STUDY YEAR
Associate-Level Students	8	10	7
Bachelor's-Level Students	25	24	23
Master's-Level Students	26	12	19
Doctoral-Level Students	9	5	3
TOTALS	68	61	52

Table OPP-6: Degrees Conferred in Business Programs

PROGRAM	NUMBER OF DEGREES CONFERRED		
	SELF-STUDY YEAR	YEAR PRIOR TO SELF-STUDY YEAR	TWO YEARS PRIOR TO SELF-STUDY YEAR
ASSOCIATE-LEVEL PROGRAMS			
Associate of Applied Science in Business	3	4	5
BACHELOR'S-LEVEL PROGRAMS			
Bachelor of Business Administration with a Concentration in Marketing	4	3	2
Bachelor of Science in Accountancy	6	5	7
MASTER'S-LEVEL PROGRAMS			
Master of Business Administration with a Specialization in Marketing	4	3	4
Master of Public Accountancy	7	6	6
DOCTORAL-LEVEL PROGRAMS			
Ph.D. in Business	3	2	1
TOTALS	27	23	25

Table OPP-7: Number of Business Faculty

TYPE OF FACULTY	NUMBER
Full-Time Business Faculty	10
Part-Time/Adjunct Business Faculty	2

SECTION FOUR: BUSINESS ACCREDITATION PRINCIPLES

Principle 1: Commitment to Integrity, Responsibility, and Ethical Behavior

1.1: Commitment to Integrity, Responsibility, and Ethical Behavior

> Excellence in business education requires the academic business unit to act ethically, responsibly, and with integrity in all interactions with its stakeholders. Furthermore, the academic business unit must have established systems for encouraging and upholding ethical and responsible behavior.

Evaluation Criteria

To fulfill the commitment implicit in the social compact between the public and higher education and to serve the public interest of preparing ethical and competent business professionals, academic business units must demonstrate a commitment to ethical and responsible behavior in all interactions with their internal and external stakeholders.

Self-Study Guidelines for Documentation

In the self-study:

1. Identify and explain the ways in which the academic business unit demonstrates a commitment to ethical and responsible interactions with its internal stakeholders, including administrators, faculty, professional staff, and students.

2. Identify and explain the ways in which the academic business unit demonstrates a commitment to ethical and responsible interactions with its external stakeholders, including prospective students and their families; alumni; employers; accreditation agencies; organizations that supply funding; governmental oversight bodies; and other members of the public who may have an interest in the academic business unit.

3. Describe the system, including published policies, procedures, and processes, that the academic business unit employs to promote, foster, and support ethical and responsible behavior of its administrators, faculty, professional staff, and students.

4. Provide copies of the published policies, procedures, and processes identified in item 3 above (these should be placed in an appendix of the self-study; alternatively, if these documents are available on the academic business unit's or the institution's website, provide the URL address for these materials).

5. Identify and describe the methods or mechanisms employed by the academic business unit for detecting and addressing breaches of ethical and responsible behavior.

1.2: Summary Reflection on the Commitment to Integrity, Responsibility, and Ethical Behavior

> Excellence in business education requires an evaluation of the academic business unit's academic resources and its educational processes and activities in terms of their contributions to the unit's overall performance relative to its mission. This requires the academic business unit to evaluate (i) the extent to which it acts ethically and responsibly in its interactions with its stakeholders and (ii) the effectiveness of its commitment to integrity and responsibility in supporting excellence in business education.

Evaluation Criteria

The academic business unit should reflect upon the evidence presented in the self-study as it relates to the unit's overall performance in the context of its mission.

Self-Study Guidelines for Documentation

In the self-study:

Provide a summary reflection on the extent to which the academic business unit acts ethically, responsibly, and with integrity in its interactions with its stakeholders. In this reflection, consider the evidence presented in the self-study in the context of the academic business unit's mission and:

1. Describe the general conclusions that the academic business unit drew from the self-study regarding the effectiveness of its commitment to integrity, responsibility, and ethical behavior in supporting excellence in business education. These conclusions should include an identification of any changes and improvements needed in the academic business unit's interactions with its stakeholders and/or in its policies, procedures, and processes for encouraging and upholding ethical and responsible behavior.

2. Describe proposed courses of action to make the changes and improvements identified in item 1 above.

Principle 2: Quality Assessment and Advancement

2.1: Assessment Planning

> Excellence in business education requires the development of a comprehensive plan for assessing the extent of student learning in the institution's business programs and the operational effectiveness of the academic business unit. Furthermore, the plan must be driven by the mission of the academic business unit, must be linked to the strategic planning processes of the institution and the academic business unit, and must involve business faculty in all aspects of its development.

Evaluation Criteria

To demonstrate high levels of overall performance and academic quality in its business programs, the academic business unit must develop a comprehensive business outcomes assessment plan.

A major purpose of outcomes assessment is to provide a basis for continuous improvement in curriculum, pedagogy, institutional resources, academic support services, staffing, and other aspects of institutional operations that impact student learning and the overall effectiveness of the academic business unit. It is therefore important that any needed changes and improvements identified through the assessment process be based on the best possible data, and that assessment results accurately and reliably characterize the institution's business programs.

Self-Study Guidelines for Documentation

The business outcomes assessment plan must encompass all business programs for which the academic business unit is seeking special accreditation, and must conform to IACBE guidelines as outlined in the IACBE document entitled "*Key Content Areas of an Outcomes Assessment Plan for Business Programs.*"

The site-visit team and the Board of Commissioners will (1) review the academic business unit's outcome assessment plan and (2) evaluate the extent to which it complies with IACBE requirements.

In the self-study:

1. Provide a copy of the academic business unit's business outcomes assessment plan that encompasses each business program included in the accreditation review. The assessment plan must be prepared using the template developed by the IACBE. (The academic business unit's business outcomes assessment plan should be placed in an appendix of the self-study.)

2. For each business program included in the accreditation review, demonstrate that the intended student learning outcomes for the program are aligned and consistent with:

    a. The career path and the roles and responsibilities for which the program is designed to prepare students;

    b. The mission and broad-based goals of the academic business unit.

3. Describe the process employed by the academic business unit for the development, periodic review, and renewal of its outcomes assessment plan. Explain the ways in which the business faculty are involved and participate in the process.

2.2: Assessment of Student Learning and Operational Effectiveness

> Excellence in business education is evaluated through the assessment of the academic business unit's mission and broad-based goals, intended student learning outcomes, and intended operational outcomes. This requires the academic business unit to have fully implemented its outcomes assessment plan.

Evaluation Criteria

To demonstrate high levels of overall performance and academic quality in its business programs, the academic business unit must fully implement a process of outcomes assessment. Compliance with each of the remaining business accreditation principles is evaluated in terms of the degree to which the resource or process contributes to producing measurable results or outcome as determined through the outcomes assessment process.

Self-Study Guidelines for Documentation

The site-visit team and the Board of Commissioners will (1) review the results from the academic business unit's outcomes assessment plan and (2) evaluate the extent that its mission and broad-based goals, intended student learning outcomes, and intended operational outcomes are being achieved.

In the self-study:

1. For each business program included in the accreditation review, provide Table 2-1: Student Learning Assessment Results for each program included in the outcomes assessment plan. These results must include the following information:

    a. Results from the implementation of the direct measures of student learning as identified in the academic business unit's outcomes assessment plan

    b. Results from the implementation of the indirect measures of student learning as identified in the academic business unit's outcomes assessment plan

    c. An indication of whether students achieved each of the intended learning outcomes as determined by the performance objectives (targets/criteria for the assessment measures) identified by the academic business unit in its outcomes assessment plan

    This information must be presented using the table template provided in these guidelines.

2. Provide Table 2-2: Operational Assessment Results. These results must include the following information:

    a. Results from the implementation of the operational assessment measures identified in the academic business unit's outcomes assessment plan

    b. An indication of whether each of the intended operational outcomes was achieved as determined by the performance objectives (targets/criteria for the assessment measures) identified by the academic business unit in its outcomes assessment plan

    This information must be presented using the table template provided in these guidelines.

3. Based on the assessment results reported in items 1 and 2 above, provide a narrative appraisal of the extent to which the academic business unit is achieving its mission and broad-based goals.

Table 2-1: Student Learning Assessment Results

(indicate program level – Associate, Bachelor's, master's, or Doctoral)

Insert Program Name Here

a. Summary of Results from Implementing Direct Measures of Student Learning:

1. *Insert Direct Measure 1 here*

   Summary of Results for Direct Measure 1

2. *Summary of Results for Direct Measure 2*

3. *Summary of Results for Direct Measure 3*

4. *Summary of Results for Direct Measure 4*

b. Summary of Results from Implementing Indirect Measures of Student Learning:

1. *Summary of Results for Indirect Measure 1*

2. *Summary of Results for Indirect Measure 2*

3. *Summary of Results for Indirect Measure 3*

4. *Summary of Results for Indirect Measure 4*

c. Summary of Achievement of Intended Student Learning Outcomes:

Intended Student Learning Outcomes (ISLOs)	Learning Assessment Measures							
	Direct Measures of Student Learning				Indirect Measures of Student Learning			
Program ISLOs	*Direct Measure 1* Performance Objective Was…	*Direct Measure 2* Performance Objective Was…	*Direct Measure 3* Performance Objective Was…	*Direct Measure 4* Performance Objective Was…	*Indirect Measure 1* Performance Objective Was…	*Indirect Measure 2* Performance Objective Was…	*Indirect Measure 3* Performance Objective Was…	*Indirect Measure 4* Performance Objective Was…
1. *Insert Program Learning Outcome 1 here*								
2. *Program Learning Outcome 2*								
3. *Program Learning Outcome 3*								
4. *Program Learning Outcome 4*								
5. *Program Learning Outcome 5*								

Table 2-2: Operational Assessment Results

a. Summary of Results from Implementing Operational Assessment Measures/Methods:

1. Summary of Results for Measure/Method 1
2. Summary of Results for Measure/Method 2
3. Summary of Results for Measure/Method 3
4. Summary of Results for Measure/Method 4
5. Summary of Results for Measure/Method 5
6. Summary of Results for Measure/Method 6
7. Summary of Results for Measure/Method 7
8. Summary of Results for Measure/Method 8

b. Summary of Achievement of Intended Operational Outcomes:

Intended Operational Outcomes	Operational Assessment Measures/Methods							
	Operational Assessment Measure/Method 1 — Performance Objective Was…	Operational Assessment Measure/Method 2 — Performance Objective Was…	Operational Assessment Measure/Method 3 — Performance Objective Was…	Operational Assessment Measure/Method 4 — Performance Objective Was…	Operational Assessment Measure/Method 5 — Performance Objective Was…	Operational Assessment Measure/Method 6 — Performance Objective Was…	Operational Assessment Measure/Method 7 — Performance Objective Was…	Operational Assessment Measure/Method 8 — Performance Objective Was…
1. Intended Operational Outcome 1								
2. Intended Operational Outcome 2								
3. Intended Operational Outcome 3								
4. Intended Operational Outcome 4								
5. Intended Operational Outcome 5								
6. Intended Operational Outcome 6								
7. Intended Operational Outcome 7								
8. Intended Operational Outcome 8								

2.3: Continuous Quality Improvement

> Excellence in business education requires the academic business unit to be engaged in a process of continuous improvement in its programs and operations. This process includes the identification of necessary changes and improvements as a result of the implementation of the academic business unit's outcomes assessment plan, the development of action plans for making those changes and improvements, and the documentation of the realized outcomes from the execution of the action plans.

Evaluation Criteria

To demonstrate high levels of overall performance and the advancement of academic quality in its business programs and operations, the academic business unit must provide evidence that it is using the results of outcomes assessment for continuous improvement. Since this requires that changes and improvements that are identified as result of the outcomes assessment process be incorporated into the planning process for the future, the academic business unit must provide for the linkage of its outcomes assessment and strategic planning processes.

Self-Study Guidelines for Documentation

The site-visit team and the Board of Commissioners will (1) review the academic business unit's process of continuous improvement and (2) evaluate the extent to which the academic business unit is using the results of its outcomes assessment process for improvement in its business programs and operational effectiveness.

In the self-study:

1. Provide Table 2-3: Summary of Changes, Actions and Outcomes. The information in this table should identify the changes and improvements that were needed, action plans that were developed, desired or realized results, and additional action required based on the analysis of the results from implementing the academic business unit's outcomes assessment plan.

2. Describe the ways in which the action plans were integrated into the strategic planning processes of the academic business unit and the institution. If applicable, describe the ways in which the academic business unit's action plans were linked to the institutional budgeting process.

Table 2-3: Summary of Changes, Actions, and Outcomes

	Change or Improvement Needed	Action Required and Timeline	Desired/Realized Outcomes	Additional Action Required
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

2.4: Summary Reflection on Quality Assessment and Advancement

> Excellence in business education requires an evaluation of the academic business unit's academic resources and educational processes in terms of their contributions to the unit's overall performance relative to its mission. This requires the academic business unit to evaluate the effectiveness of its processes for quality assessment and advancement in supporting excellence in business education.

Evaluation Criteria

The academic business unit should reflect upon the evidence presented in the self-study as it relates to the unit's overall performance in the context of its mission.

Self-Study Guidelines for Documentation

In the self-study:

Provide a summary reflection on the academic business unit's quality assessment and advancement processes. In this reflection, consider the evidence presented in the self-study in the context of the academic business unit's mission and:

1. Describe the general conclusions that the academic business unit drew from the self-study regarding the effectiveness of its quality assessment and advancement processes in supporting excellence in business education. These conclusions should include an identification of any changes and improvements needed in the academic business unit's processes for assessing and advancing academic quality in its programs and operations.

2. Describe proposed courses of action to make the changes and improvements identified in item 1 above.

Principle 3: Strategic Planning

Preparation for the future, innovation, continuous improvement, and excellence in business education require the academic business unit to be engaged in effective strategic planning and outcomes assessment processes. These processes should be consistent with those of the institution, but may be implemented in different ways depending on the internal and external environments in which the academic business unit operates.

3.1 Strategic Planning

> **Excellence in business education requires an effective strategic planning process that focuses the academic business unit's decision making toward defined goals, is linked to the unit's outcomes assessment process, and provides an overall strategic direction for guiding the unit into the future. The strategic planning process is also informed by the input of the various stakeholders of the academic business unit. Furthermore, the academic business unit must have used the process for continuous improvement in its overall performance and its business programs.**

Evaluation Criteria

While the IACBE does not prescribe a specific approach to strategic planning, the academic business unit's strategic planning process should exhibit the following characteristics:

❏ The strategic planning process is driven by a clear and appropriate mission that is consistent with the missions of any academic business unit and institution of which it is a part and that provides overall strategic direction for the unit.

❏ The academic business unit articulates goals that clearly specify the broad expected results the unit desires to achieve through its various activities and that are consistent with and flow from its mission.

❏ The academic business unit develops forward-looking strategies that clearly describe the general ways in which the unit intends to accomplish its mission and goals.

❏ The strategic planning process fosters innovation and creativity in business education.

❏ The strategic planning process explicitly addresses business education and promotes quality advancement in its business programs and in its organizational performance.

❏ The strategic planning process focuses decision making on the resources needed to sustain change and improvement efforts in business education.

❏ The strategic planning process includes processes for developing action plans for continuous improvement in the academic business unit's activities and operations. These plans outline the human, financial, physical, and technological resources needed to implement the actions, the individuals who are responsible for carrying out the actions, and the timeline for executing the actions.

❏ The strategic planning process of the academic business unit includes methods for tracking the progress of action plans and monitoring the extent to which the mission and goals of the academic business unit are being achieved. These methods include the process of outcomes assessment.

❏ The strategic planning process of the academic business unit should be connected to the institutional budgeting process.

❑ The strategic planning process of the academic business unit involves multiple stakeholders of the unit and includes processes for the periodic review and renewal of its mission, goals, and strategies.

Self-Study Guidelines for Documentation

The site-visit team and the Board of Commissioners will (1) evaluate the academic business unit's strategic planning process, (2) review the results from implementing the process, and (3) examine the ways in which the results are being used for continuous improvement in the academic business unit's overall performance and the academic quality of its business programs.

In the self-study:

1. Explain the ways in which the mission of the academic business unit is aligned with and contributes to the mission of the institution.

2. Demonstrate that the mission of the academic business unit is transparent to all of its stakeholders.

3. Demonstrate that the academic business unit formulates goals that are aligned with, map to relevant aspects of, and are instrumental to the accomplishment of the unit's mission.

4. Describe the processes employed by the academic business unit for developing strategies for advancing its overall organizational effectiveness, and demonstrate that the strategies are aligned with its mission and goals.

5. Explain the ways in which the mission, goals, and strategies of the academic business unit direct its efforts at innovation and creativity in business education.

6. Explain the ways in which the mission, goals, and strategies of the academic business unit clearly focus its educational activities on business education and foster continuous quality improvement in its business programs and its operational and functional performance.

7. Demonstrate that the mission, goals, and strategies of the academic business unit explicitly address the human, financial, physical, and technological resource needs to sustain its continuous improvement and innovation efforts in business education and to support its ongoing functional operations.

8. Describe the processes used by the academic business unit for developing action plans for the enhancement and development of its resources, educational processes, and the academic quality of its business programs. Provide evidence of these improvements resulting from the implementation of the strategic plan.

9. Describe the methods used by the academic business unit to monitor and evaluate its progress in accomplishing its mission and goals.

10. If applicable, describe the ways in which the academic business unit's strategic planning process is linked to the institutional budgeting process.

11. Describe the process employed by the academic business unit for the periodic review and renewal of its mission, goals, and strategies, and explain the ways in which various stakeholders of the unit (e.g., faculty, staff, students, external groups/individuals, etc.) are involved and participate in the process.

12. Provide copies of the documents that are used in the academic business unit's strategic planning process (e.g., formal strategic plans, fully-integrated outcomes assessment/strategic plans, action plans, balanced scorecards, minutes of planning meetings, or other documents used in the planning process; these should be placed in an appendix of the self-study).

3.2 Summary Reflection on Strategic Planning

> Excellence in business education requires an evaluation of the academic business unit's academic resources and educational processes in terms of their contributions to the unit's overall performance relative to its mission. This requires the academic business unit to evaluate the effectiveness of its strategic planning process in supporting excellence in business education.

Evaluation Criteria

The academic business unit should reflect upon the evidence presented in the self-study as it relates to the unit's overall performance in the context of its mission.

Self-Study Guidelines for Documentation

In the self-study:

Provide a summary reflection of the academic business unit's strategic planning process. In this reflection, consider the evidence presented in the self-study in the context of the academic business unit's mission and:

1. Describe the general conclusions that the academic business unit drew from the self-study regarding the effectiveness of its strategic planning process in supporting excellence in business education. These conclusions should include an identification of any changes and improvements needed in the academic business unit's strategic planning process.

2. Describe proposed courses of action to make the changes and improvements identified in item 1 above.

Principle 4: Business Curricula and Learning Opportunities

Business professionals must possess the necessary technical knowledge, competencies, and skills to fulfill the responsibilities associated with the critical positions of trust that they hold in business and society.

4.1 Business Program Development and Design

> **Excellence in business education requires the academic business unit to have effective curriculum management processes for developing and designing its business programs. Furthermore, the design of each business program offered by the academic business unit must be future-oriented and consistent with current, acceptable business practices and the expectations of professionals in the academic and business communities. In addition, the curriculum of each business program must cultivate critical career-appropriate core competencies in business and must maximize the likelihood that the intended learning outcomes for the program will be achieved.**

Evaluation Criteria

Preparing students to be competent business professionals requires the academic business unit to have effective processes for curriculum management, including processes for the development and design of business program curricula that are current, relevant, and reflect the expectations of professionals in the academic and business communities.

The curricula in well-designed, high-quality business programs should recognize and consider the rapidly-changing environment of the business profession and should normally exhibit the following characteristics:

❑ The curricula in business programs provide learning opportunities for developing the knowledge, skills, abilities, and competencies that are required to facilitate student achievement of the intended learning outcomes in the programs.

❑ The curricula in business programs foster active student participation in learning through experiential and active learning activities, and encourage interactions between students and faculty and peer interactions between and among students.

❑ Business programs that are delivered through multiple formats, including on-ground, online, and hybrid delivery modes, are designed to ensure consistent quality regardless of the mode of delivery.

❑ The academic business unit integrates business research, especially practice-oriented research, into the curricula of its business programs.

Self-Study Guidelines for Documentation

In the self-study:

1. Provide the curricular requirements for each business program included in the accreditation review.

   This information should take the form of a curriculum sheet or a listing of all courses comprising each program.

   If this information is included in the institution's catalog, bulletin, prospectus, marketing brochures, or other materials, provide the page numbers for the relevant sections. Alternatively, if this information is

provided on the academic business unit's or the institution's website, provide the URL address for the information.

2. For each business program included in the accreditation review:

   a. Describe the term structure that constitutes an academic year for the program (e.g., fall and spring terms over two calendar years; three terms in a single calendar year; etc.). In this description, also specify the number of weeks comprising each academic term.

   b. Provide Table 4-1: General Program Structure and Design. This table should provide (i) a listing of each business program included in the accreditation review, (ii) a specification of the normal time-to-completion of each program for a full-time student (in number of years), and (iii) the number of credits, contact hours, or other program metric units required for graduation for each program. This information must be presented by program level as shown in sample Table 4-1 in these guidelines.

   In a footnote to the table, identify the metric that is used for reporting the figures in the "Degree Requirements" column of the table, i.e., whether the figures are expressed in terms of credits (i.e., Carnegie credit units; European Credit Transfer System, or ECTS, credits), contact hours, etc.

3. Describe the curriculum management processes used by the academic business unit for developing and designing its business programs, including the following aspects of the programs:

   a. Program structure and organization

   b. Curriculum content

   c. Program-level intended student learning outcomes

   d. Pedagogies

   e. Delivery modes

4. Provide Table 4-2: Program Delivery Modes. This table should provide a listing of each business program included in the accreditation review, and an identification of the methods that the academic business unit employs to deliver each program. This information must be presented by program level as shown in sample Table 4-2 in these guidelines.

5. If the academic business unit offers online or hybrid programs:

   a. Describe the kinds and amount of student activity and effort required in the online components of the programs.

   b. Describe the kinds and amount of faculty activity and effort required in the online components of the programs.

   c. Explain the ways in which the academic business unit ensures equivalent quality between these programs and more traditionally-delivered, fully on-ground programs.

   d. Describe the process that the business unit uses to ensure that the individual completing the work in the course is the student who is registered and earning credit for the course.

6. For each business program included in the accreditation review, provide Table 4-3: Mapping of Curriculum to Intended Student Learning Outcomes (ISLOs).

   In the mapping table for each program, list the required courses comprising the program, and then, for each course, identify the intended student learning outcomes in the program to which the learning

opportunities in that course contribute. For example, if the learning opportunities in course #1 contribute to the development of the content knowledge, professional skills, or ethical and responsible decision-making abilities that are addressed in program intended student learning outcome #3, then list ISLO #3 in the appropriate row for course #1.

8. For each business program included in the accreditation review:

   a. Describe the types of experiential and active learning activities that are integrated into the program's curriculum.

   b. Describe the types of student-student and faculty-student interactions that are integrated into the program's curriculum.

9. For each business program included in the accreditation review, describe the extent to which business research, particularly research that is directed toward problems and issues facing practicing business professionals, is integrated into the courses and other learning opportunities comprising the program's curriculum.

Table 4-1: General Program Structure and Design

PROGRAM	NORMAL TIME-TO-COMPLETION	DEGREE REQUIREMENTS
ASSOCIATE-LEVEL PROGRAMS		
Associate of Applied Science in Business	X Years	XX Credits
BACHELOR'S-LEVEL PROGRAMS		
Bachelor of Business Administration with a Concentration in Marketing	X Years	XXX Credits
Bachelor of Science in Accountancy	X Years	XXX Credits
MASTER'S-LEVEL PROGRAMS		
Master of Business Administration with a Specialization in Marketing	X Years	XX Credits
Master of Public Accountancy	X Years	XX Credits
DOCTORAL-LEVEL PROGRAMS		
Ph.D. in Business	X Years	XX Credits

Table 4-2: Program Delivery Modes

PROGRAM	DELIVERY MODE		
	FULLY ON-GROUND	HYBRID	FULLY ONLINE
ASSOCIATE-LEVEL PROGRAMS			
Associate of Applied Science in Business	X		
BACHELOR'S-LEVEL PROGRAMS			
Bachelor of Business Administration with a Concentration in Marketing	X		X
Bachelor of Science in Accountancy	X		
MASTER'S-LEVEL PROGRAMS			
Master of Business Administration with a Specialization in Marketing		X	X
Master of Public Accountancy	X		
DOCTORAL-LEVEL PROGRAMS			
Ph.D. in Business	X	X	

Table 4-3: Mapping of Curriculum to Intended Student Learning Outcomes (ISLOs)
(This table is used for Associate, Bachelor, Master's and Doctoral-Level Programs)

PROGRAM NAME
1. Required Course, Module, Subject #1 Program Intended Student Learning Outcomes (ISLOs) to which this course contributes: *List of ISLOs* Key Learning Outcomes to which this course contributes: *List of KLOs*
2. Required Course, Module, Subject #2 Program Intended Student Learning Outcomes (ISLOs) to which this course contributes: *List of ISLOs* Key Learning Outcomes to which this course contributes: *List of KLOs*
3. Required Course, Module, Subject #3 Program Intended Student Learning Outcomes (ISLOs) to which this course contributes: *List of ISLOs* Key Learning Outcomes to which this course contributes: *List of KLOs*
4. Required Course, Module, Subject #4 Program Intended Student Learning Outcomes (ISLOs) to which this course contributes: *List of ISLOs* Key Learning Outcomes to which this course contributes: *List of KLOs*
5. Required Course, Module, Subject #5 Program Intended Student Learning Outcomes (ISLOs) to which this course contributes: *List of ISLOs* Key Learning Outcomes to which this course contributes: *List of KLOs*
6. Required Course, Module, Subject #6 Program Intended Student Learning Outcomes (ISLOs) to which this course contributes: *List of ISLOs* Key Learning Outcomes to which this course contributes: *List of KLOs*
7. Required Course, Module, Subject #7 Program Intended Student Learning Outcomes (ISLOs) to which this course contributes: *List of ISLOs* Key Learning Outcomes to which this course contributes: *List of KLOs*

Add additional rows as needed.

4.2 Curricula of Undergraduate-Level Business Programs

> Excellence in business education requires the content in the curricula of undergraduate-level business programs to develop the body of knowledge and skills necessary to prepare students to be competent business professionals.

Evaluation Criteria

The following content areas comprise the technical knowledge component of the foundational body of knowledge in business. These content areas serve as a basis for building the competencies needed by current and future business graduates and as a framework for developing relevant and forward-looking curricula:

A. Major concepts in functional areas of accounting, marketing, finance, and management (FUNCT)
B. Legal, social, and economic environments of business (LSE)
C. Global environment of business (GLOB)
D. Ethical obligations and responsibilities of business (ETH)
E. Decision-support tools in business decision making (DST)
F. Effective oral and written forms of professional communication (COM)
G. Analytic thinking to solve business problems (CT)
H. Integrative Experience (INT), such as:
   1. Strategic Management/Business Policy
   2. Required Internship
   3. Capstone Experience (an experience that enables a student to demonstrate the capacity to synthesize and apply knowledge in an organizational context, such as a simulation, project, comprehensive examination or course, etc.)

Consequently, the curricula in undergraduate-level business programs must incorporate learning opportunities in those foundational disciplinary areas that are appropriate to the career paths for which the programs are designed to prepare students.

Academic business units must ensure that the relevant content areas are covered in undergraduate-level business programs. Although it is not required that all of the foundational disciplinary areas will be covered or have equal coverage, it is expected that each business program at the undergraduate level will include learning opportunities in those content areas that are normally expected of that type of degree program and that are necessary for the particular career path for which the program is designed to prepare students. It is incumbent upon the academic business unit to provide appropriate rationale for any variations in coverage in this regard.

The academic business unit must ensure that syllabi for all required courses in each undergraduate-level business program included in the accreditation review are available for evaluation and review by the site-visit team.

Self-Study Guidelines for Documentation

In the self-study:

1. For each associate- and bachelor's-level business program included in the accreditation review:

   a. Provide Table 4-4: Summary of Business Technical Knowledge (BTK) Coverage in Undergraduate Programs.

      This information must be presented using the table template provided in these guidelines.

      In the table for each program, list the required courses comprising the program and identify the BTK areas covered in that course.

Use the following coverage level designations in completing the table:

Introduces (I): The course introduces concepts related to an BTK area. Learning opportunities focus on basic knowledge and skills in that BTK area. It may be the case that several courses. in a curriculum introduce concepts related to a particular BTK area and lay the foundation for coverage in that area. It may also be the case that a given course may be designed to introduce concepts in several BTK areas.

Reinforces (R): The course strengthens, supports, and reinforces the development of the knowledge and skills in an BTK area further along in the curriculum. Foundational knowledge in the BTK area was previously introduced through other learning opportunities in the curriculum. As above, it may be the case that several courses in a curriculum reinforce concepts related to a BTK area and contribute to further coverage in that area. It may also be the case that a given course may be designed to reinforce concepts in several BTK areas.

Emphasizes (E): The course emphasizes concepts related to an BTK area and provides learning opportunities for integrating knowledge and skills in the area. Concepts in the BTK area had been previously introduced and reinforced through various learning opportunities in other courses in the curriculum. Again, it may be the case that several courses. in a curriculum emphasize concepts related to a particular BTK area and provide learning opportunities for integrating knowledge and skills in that area. It may also be the case that a given course may be designed to emphasize concepts in several BTK areas.

Complete the table by entering an I, R, or E as appropriate. Please keep in mind that it is possible for a given cell in the table to include multiple coverage level designations, e.g., if a particular course introduces, reinforces, and emphasizes concepts related to a particular BTK area, then all three designations – I, R, and E – would appear in the relevant cell.

2. If your associate- or bachelor's-level business programs contain majors that require additional courses beyond those that are common to those areas, you may choose to obtain credit for BTK coverage in these courses by preparing a separate Table 4-4 for each major.

4. For any associate- or bachelor's-level business programs included in the accreditation review that do not cover the BTK content areas that are normally expected of those types of degree programs and that are necessary for the career paths for which the programs are designed to prepare students, provide a rationale for this variation in BTK coverage.

5. If your associate- or bachelor's-level business programs contain majors describe the ways in which the academic business unit ensures academic quality in these disciplinary component areas of the programs.

The methods for ensuring academic quality may include, but are not limited to, inclusion of the majors in the academic business unit's outcomes assessment plan; periodic program reviews that include these disciplinary component areas; reviews, analyses, and evaluations of the results of embedded assessments in the courses comprising the disciplinary component areas; etc.

In addition to input- and process-based measures of academic quality (e.g., curricular content; student admissions and retention standards; faculty qualifications; student academic support services; facilities, equipment, and learning and technological resources; program delivery; teaching; student advising; etc.), the methods for ensuring academic quality in the majors must also utilize outcomes-based measures of quality (e.g., imminent graduates'/graduating seniors' satisfaction with the disciplinary component areas; alumni satisfaction with the disciplinary component areas; job placement/employment of graduates; job advancement of graduates; employer satisfaction with job performance of graduates; graduates' success in advanced programs; student success in passing certification examinations; advisory board approval of the disciplinary component areas; etc.).

Table 4-4: Summary of Business Technical Knowledge (BTK) Coverage in Undergraduate Programs
(A separate table should be used for each Associate and Bachelor-level Program)

COURSE NAME	BTK AREAS	A FUNCT	B LSE	C GLOB	D ETH	E DST	F COM	G CT	H INT

Coverage Level Designations:

I = BTK Area Introduced

R = BTK Area Reinforced

E = BTK Area Emphasized

4.3 Curricula of Master's-Level Business Programs

> Excellence in business education requires the content in the curricula of master's-level business programs to build upon the foundational knowledge and skills that are developed in bachelor's-level programs and to provide learning opportunities appropriate for advanced study in business.

Evaluation Criteria

In master's-level business programs, foundational knowledge, skills, and competencies in the relevant business technical knowledge component areas (as identified in Principle 4.2) is assumed. Master's-level business programs provide learning opportunities for the development of more advanced knowledge and higher-order skills in the business technical knowledge component areas than typical bachelor's-level programs. More specifically, these learning opportunities focus on:

❑ More intensive, in-depth, and specialized knowledge development in the business technical knowledge component areas;

❑ Cross-functional integration of knowledge spanning the business technical knowledge component areas;

❑ More advanced development of application, critical thinking, analytical, and problem-solving skills for the purposes of making reasoned judgments and sound decision making in business;

❑ More highly-developed communication and collaboration skills needed by effective business professionals;

❑ Enhanced development of the managerial, leadership, and strategic skills required of competent business professionals;

❑ The development of advanced abilities to apply current and emerging business information technologies for data analysis and management in support of business decision making;

❑ More advanced understanding of the professional, legal, and ethical responsibilities associated with the business profession.

For students entering master's-level business programs who have not completed an undergraduate degree in business and who do not have the foundational knowledge, skills, and competencies required for advanced study in business prior to enrolling in the programs, there must be some mechanism in place to develop this foundation and to prepare the students for the master's-level courses in those programs.

The academic business unit must ensure that syllabi for all required courses in each master's-level business program included in the accreditation review are available for evaluation and review by the site-visit team.

Self-Study Guidelines for Documentation

In the self-study:

1. List the master's-level business programs included in the accreditation review (including each major contained within the programs), and provide a copy of the stated curricular requirements for these programs and/or the page numbers for the sections in the institution's catalog that describe these requirements. Also, identify the required number of course credit hours of graduate-level work beyond

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the undergraduate CPC for each of these programs.

2. If your master's-level business programs contain majors describe the ways in which the academic business unit ensures academic quality in these disciplinary component areas of the programs. The methods for ensuring academic quality may include, but are not limited to, inclusion of the majors in the academic business unit's outcomes assessment plan; periodic program reviews that include these disciplinary component areas; reviews, analyses, and evaluations of the results of embedded assessments in the courses comprising the disciplinary component areas.

In addition to input- and process-based measures of academic quality (e.g., curricular content; student admissions and retention standards; faculty qualifications; student academic support services; facilities, equipment, and learning and technological resources; program delivery; teaching; student advising; etc.), the methods for ensuring academic quality in the majors must also utilize outcomes-based measures of quality (e.g., imminent graduates'/graduating seniors' satisfaction with the disciplinary component areas; alumni satisfaction with the disciplinary component areas; job placement/employment of graduates; job advancement of graduates; employer satisfaction with job performance of graduates; graduates' success in advanced programs; student success in passing certification examinations; advisory board approval of the disciplinary component areas; etc.).

3. Identify those master's-level courses that are not reserved exclusively for graduate students, and provide an explanation for these exceptions as applicable.

4. For students entering your master's-level business programs who have not completed an undergraduate degree in business and who do not have the foundational knowledge and skills required for advanced study in business prior to enrolling in the programs, describe the ways in which the academic business unit develops this foundation and prepares these students for the master's-level courses in those programs.

4.4 Curricula of Doctoral-Level Business Programs

> Excellence in business education requires the curricula of doctoral-level programs in business to prepare students to make significant scholarly contributions to the academy or professional practice.

Evaluation Criteria

The curricula in doctoral-level business programs must incorporate learning opportunities that are appropriate to the career paths for which the programs are designed to prepare students. It is incumbent upon the academic business unit to provide appropriate rationale for any variations in coverage in this regard.

Doctoral-level programs in business must be appropriate to the mission and broad-based goals of the academic business unit and must contribute to the development of doctoral students into individuals capable of contributing to the academy or professional practice. The curricula in doctoral-level programs in business must include scholarly and professional learning opportunities that are designed to develop more advanced knowledge and higher-order skills than typical master's-level programs. In particular, doctoral-level courses should be rigorous and challenging and should contribute to the development of advanced research skills; the acquisition of in-depth knowledge in areas of business specialization and their managerial and organizational contexts; and a sophisticated understanding of the importance of professional ethics, values, and integrity in support of business's broad societal and economic purposes.

The academic business unit must ensure that syllabi for all required courses in each doctoral-level business program included in the accreditation review are available for evaluation and review by the site-visit team.

Self-Study Guidelines for Documentation

In the self-study:

1. Describe each doctoral-level business program included in the accreditation review. This description must address the following areas:

    a. The type and name of the program;

    b. Curricular requirements (i.e., the courses, modules, subjects, etc. comprising the program);

    c. Residency requirements for the program.

2. For each doctoral-level business program included in the accreditation review, describe the ways in which the program contributes to the development of students into individuals capable of contributing to the academy or professional practice. Specifically, describe the elements or learning opportunities in the program in the following areas:

    a. The ways in which students demonstrate advanced knowledge in areas of business specialization;

    b. The ways in which advanced research skills are developed and whether those research skills are quantitative or qualitative/applied in nature;

    c. The dissertation or other research component (e.g., several smaller research projects/papers) and whether the research topics focus on theoretical issues or practice-oriented problems;

d. If applicable, the ways in which the program prepares students for teaching careers, including, but not limited to, the knowledge and skills associated with course and curriculum design, instructional technologies, and learning assessment;

e. The ways in which the program develops a sophisticated understanding of the importance of professional ethics, values, and integrity in support of business's broad societal and economic purposes.

3. If your doctoral-level business programs contain majors, describe the ways in which the academic business unit ensures academic quality in these disciplinary component areas of the programs.

The methods for ensuring academic quality may include, but are not limited to, inclusion of the majors in the academic business unit's outcomes assessment plan; periodic program reviews that include these disciplinary component areas; reviews, analyses, and evaluations of the results of embedded assessments in the courses comprising the disciplinary component areas.

In addition to input- and process-based measures of academic quality (e.g., curricular content; student admissions and retention standards; faculty qualifications; student academic support services; facilities, equipment, and learning and technological resources; program delivery; teaching; student advising; etc.), the methods for ensuring academic quality in the majors must also utilize outcomes-based measures of quality (e.g., imminent graduates'/graduating seniors' satisfaction with the disciplinary component areas; alumni satisfaction with the disciplinary component areas; job placement/employment of graduates; job advancement of graduates; employer satisfaction with job performance of graduates; advisory board approval of the disciplinary component areas; etc.).

4. For each doctoral-level business program included in the accreditation review, demonstrate that the learning opportunities in the curriculum comprising the program are aligned and consistent with:

a. The career path and the roles and responsibilities for which the program is designed to prepare students;

b. The mission and broad-based goals of the academic business unit.

5. For any doctoral-level business programs included in the accreditation review that do not incorporate learning opportunities that are normally expected of those types of degree programs and that are necessary for the career paths for which the programs are designed to prepare students, provide a rationale for this variation in content.

6. For each doctoral-level business program included in the accreditation review, provide evidence of the extent of student success in:

a. Mastering the disciplinary knowledge in their areas of business specialization and the advanced research skills necessary for contributing to the theoretical or practical body of knowledge in business;

b. Completing their programs of study.

7. Provide Table 4-5: Student Doctoral Research.

This information must be presented using the table template provided in these guidelines.

In the table, (i) list all the students who completed their dissertations or other equivalent research projects/papers during the self-study year and the previous two years and (ii) identify the titles of their dissertations or research projects/papers.

Provide access to student dissertations for review.

Table 4-5: Student Doctoral Research

SELF-STUDY YEAR
Title of Dissertation or Research Projects/Papers
Title
Title
Title
Title
Title (Add rows as needed for dissertations completed during the year.)
YEAR PRIOR TO SELF-STUDY YEAR
Title of Dissertation or Research Projects/Papers
Title
Title
Title
Title
Title (Add rows as needed for dissertations completed during the year.)
TWO YEARS PRIOR TO SELF-STUDY YEAR
Title of Dissertation or Research Projects/Papers
Title
Title
Title
Title
Title (Add rows as needed for dissertations completed during the year.)

4.5 International Dimensions of Business

> Excellence in business education requires business students to be prepared to function effectively in a changing global environment. Therefore, the academic business unit, through its curricula and co-curricular programs, must ensure that students possess the knowledge, skills, and abilities to understand and deal effectively with critical issues in a dynamic global business environment.

Evaluation Criteria

To prepare students to be competent business professionals in this continually evolving environment, academic business units must address the challenges and complexities associated with globalization and must be proactive in internationalizing the curricula of business programs.

In addition to providing curricular and co-curricular learning opportunities in international business issues and practices, academic business units must also be engaged in broader efforts to foster a global mind-set in their students, faculty, and administrators.

Self-Study Guidelines for Documentation

In the self-study:

1. For each business program included in the accreditation review, describe the ways in which the learning opportunities in the program prepare students to function effectively in the global business environment. This description should encompass:

    a. Any majors that deal with international business issues and practices;

    b. Any courses that deal with international business issues and practices;

    c. Any other learning opportunities relating to the international dimensions of business that are integrated throughout the required courses comprising the program.

2. Provide the following information pertaining to the experiential learning and co-curricular programs relating to international business offered by the academic business unit:

    a. A description of the experiential learning and co-curricular programs offered by the academic business unit (e.g., international internship programs or other international clinical experiences, study-abroad programs, international student and/or faculty exchange programs, short-term international study tours, etc.).

    b. A description of the ways in which the experiential learning and co-curricular programs prepare students to function effectively in the global business environment.

    c. The number of students and faculty involved in each experiential learning and co-curricular program for the past three years.

3. Describe the ways in which the academic business unit fosters a global mind-set in its students, faculty, and administrators. This description should include an explanation of the ways in which the academic business unit prepares students to deal with cultural and ethnic diversity and to work effectively with diverse colleagues and clients.

4.6 Information Technology Skills

> Excellence in business education requires academic business units to integrate learning opportunities relating to current and emerging business information technologies into the curricula of its business programs.

Evaluation Criteria

To ensure currency and relevance of business curricula, to ensure that students acquire the necessary professional competencies and skills, and to prepare students to be competent and successful business professionals, the academic business unit should integrate current and emerging business information technologies for data analysis and management into its program curricula.

The curricula in business programs should incorporate learning opportunities for developing student skills in using information technologies for data creation, data mining, data analysis, data transformation, data reporting, data sharing, and data storage for the purpose of generating meaningful and reliable business information for decision making.

Self-Study Guidelines for Documentation

In the self-study:

1. For each business program included in the accreditation review (including majors contained within the program), describe the extent to which current and emerging information technologies for data analysis and management are integrated into the curriculum of the program.

2. For each business program included in the accreditation review (including majors contained within the program), describe the student learning opportunities that are incorporated into the program's curriculum for the purpose of developing the necessary knowledge and skills in data creation, data mining, data analysis, data transformation, data reporting, data sharing, and data storage for the purpose of generating meaningful and reliable business information for decision making.

4.7 Curriculum Review, Renewal, and Improvement

> Excellence in business education requires curricula that are current and relevant, and that prepare students to be competent business professionals. Therefore, curriculum review, renewal, and improvement must be an ongoing process that is supported by outcomes assessment, the results of which are used to ensure excellence in the business programs offered by the academic business unit.

Evaluation Criteria

Faculty in the academic business unit must participate in the continuous review and renewal of the curricula of the unit's business programs, and should recommend changes and improvements as deemed appropriate. It is essential that the assessment of student learning outcomes be used in this review and renewal process.

In addition, the academic business unit should seek regular input from stakeholders, including alumni, employers of graduates, and other professionals in the business community, in order to obtain information with which to assess the success of its business programs in meeting the needs of students and the demands of employers. The results of these reviews and assessments should be used to determine whether changes and improvements are needed in the academic business unit's programs.

Self-Study Guidelines for Documentation

In the self-study:

1. Describe the following curriculum management processes employed by the academic business unit:

    a. The process for the continuous evaluation of the curricula in the business programs offered by the academic business unit;

    b. The ways in which outcomes assessment supports curriculum review, renewal, and improvement in the academic business unit;

    c. The process for changing program curricula or developing a new business program for the academic business unit.

2. Document the involvement of the faculty in the academic business unit in the periodic review, renewal, and improvement of business programs and curricula.

3. Describe the ways in which alumni, employers of graduates, and other professionals in the business community are involved in the periodic review, renewal, and improvement of business programs and curricula.

4. Provide evidence of recent curricular revisions and/or new business programs that have resulted from the academic business unit's curriculum management/development/improvement processes.

4.8: Summary Reflection on Business Curricula and Learning Opportunities

> Excellence in business education requires an evaluation of the academic business unit's academic resources and educational processes in terms of their contributions to the unit's overall performance relative to its mission. This requires the academic business unit to evaluate the effectiveness of its curricula, curricula-related processes, and program learning opportunities in supporting excellence in business education.

Evaluation Criteria

The academic business unit should reflect upon the evidence presented in the self-study as it relates to the unit's overall performance in the context of its mission.

Self-Study Guidelines for Documentation

In the self-study:

Provide a summary reflection on the academic business unit's curricula, curricula-related processes, and program learning opportunities. In this reflection, consider the evidence presented in the self-study in the context of the academic business unit's mission and:

1. Describe the general conclusions that the academic business unit drew from the self-study regarding the effectiveness of its curricula, curricula-related processes, and program learning opportunities in supporting excellence in business education. These conclusions should include an identification of any changes and improvements needed in the academic business unit's curricula, curricula-related processes, and program learning opportunities.

2. Describe proposed courses of action to make the changes and improvements identified in item 1 above.

Principle 5: Business Faculty Characteristics, Activities, and Processes

Academic business units must (i) ensure that their business programs are supported by qualified and competent faculty, (ii) have effective methods for recruiting faculty, (iii) ensure that their faculty are engaged in appropriate and ongoing scholarly and professional activities, (iv) evaluate faculty based on defined criteria, (v) provide support for the professional development of their faculty, and (vi) foster an academic climate conducive to excellence in teaching and learning.

5.1: Qualifications of Business Faculty

> **Excellence in business education requires highly-qualified faculty. Therefore, the faculty who teach in business programs must possess significant academic and professional preparation.**

Evaluation Criteria

To ensure high-quality teaching and to maximize the likelihood of achieving intended learning outcomes and other educational and operational elements of its mission, the academic business unit must utilize and deploy highly-qualified faculty.

Compliance with this principle requires appropriate academic preparation for faculty, including, but not limited to, holding relevant graduate degrees in business.

The graduate degrees used to establish faculty qualifications must be earned degrees awarded by institutions having nationally-recognized institutional accreditation, or the authorization to award degrees or recognition from an appropriate accrediting, governing, or legal body. In the case of doctoral degrees, non-traditional executive or professional doctorates and D.M. degrees, as well as traditional Ph.D. and D.B.A. degrees, are also considered in evaluating the qualification status of business faculty members.

The IACBE recognizes three levels of qualification:

- ❑ Academically Qualified
- ❑ Professionally Qualified
- ❑ Other

Detailed definitions for each level can be found in the Definitions section at the end of this manual.

Academic business units must have established policies and criteria for determining the qualification status of business faculty that are consistent with the mission and broad-based goals. These policies and criteria should specify requirements for the initial academic preparation and professional experience of business faculty members and for their ongoing scholarly and professional activity.

In addition, academic business units must have complete transcripts of all graduate work completed by each business faculty member readily available for review by the site-visit team.

Self-Study Guidelines for Documentation

All full-time, part-time, and adjunct business faculty members who teach business courses offered by the academic business unit must be considered in responding to this principle. Full-time business faculty includes regular full-time business faculty, full-time visiting professors in business, and full-time business faculty with administrative loads, such as deans, and department and division chairs. Part-time business faculty includes adjunct faculty, administrative personnel, staff, and full-time faculty from other academic units in the institution who, on a part-time basis, teach business courses offered by the academic business unit.

In the self-study:

1. Provide a current curriculum vita for each full-time and part-time business faculty member who teaches business courses offered by the academic business unit (these should be placed in an appendix of the self-study).

2. Describe and document the academic business unit's policies and criteria for determining the qualification status of business faculty. This description must address the following areas:

   a. Initial academic preparation (i.e., degrees) required of faculty at the time of hiring

   b. Professional experience required of faculty at the time of hiring

   c. The types and amounts of ongoing scholarly activity required of faculty to maintain their qualification status

   d. The types and amounts of sustained professional engagements required of faculty to maintain their qualification status

3. Describe the extent to which the academic business unit integrates practice-oriented faculty into its programs and activities. This description should address the integration of practice-oriented faculty into the following areas:

   a. Teaching

   b. Research

   c. Administration

   d. Curriculum development and management

   e. Learning assessment

4. Provide a credentials portfolio, a credentials summary, and a qualification justification for all business faculty members for whom, in addition to their degrees, a combination of graduate course work, professional experience, ongoing scholarly and professional activities, and teaching experience is used to establish their qualification status. A credentials portfolio, a credentials summary, and a qualification justification must also be provided for any business faculty member who does not hold at least a master's equivalent post-graduate degree. (These should be placed in an appendix of the self-study.)

   A credentials portfolio consists of:

   ❏ A current curriculum vita;

   ❏ Transcripts of all graduate work;

   ❏ A description of the faculty member's teaching and professional experience;

   ❏ A listing of the scholarly and professional activities in which the faculty member has been engaged during the past five years.

   Forms for a credentials summary and a qualification justification are provided in Appendices B and C of this manual.

5. Provide Table 5-1: Business Faculty Qualifications.

    All business faculty who teach business courses offered by the academic business unit must be included in the table, with full- and part-time faculty members listed separately and in alphabetical order by surname.

    If a faculty member's highest-earned degree is in a field outside of business (e.g., Ed. D, JD, etc.), but holds a business degree (e.g., Master of Science in Accountancy, MBA, etc.), list the business degree along with the out-of-field degree in the "Highest Degree" column of the table.

    In cases where a faculty member teaches at more than one program level (i.e., undergraduate-, master's, doctoral-level) and/or in more than one discipline during the self-study year, list each program level and discipline on a separate line under the headings "Program Level" and "Assigned Teaching Disciplines," respectively. Then, indicate the faculty member's qualification under the heading "Level of Qualification."

    Use the following qualification level designations in completing the "Level of Qualification" column:

    AQ: Academically-Qualified

    PQ: Professionally-Qualified

    O: Other Qualification Level

Table 5-1: Business Faculty Qualifications

FACULTY MEMBERS	YEAR OF HIRE	HIGHEST DEGREE		PROFESSIONAL CERTIFICATION	ASSIGNED TEACHING DISCIPLINES	PROGRAM LEVEL	LEVEL OF QUALIFICATION
		TYPE	FIELD				
FULL-TIME BUSINESS FACULTY							
Faculty Member #1	Year	Degree	Field	Certification	Teaching Discipline #1 Teaching Discipline #2 Teaching Discipline #3	Program Level #1 Program Level #2 Program Level #3	Qual. Level #1 Qual. Level #2 Qual. Level #3
Faculty Member #2	Year	Degree	Field	Certification	Teaching Discipline #1 Teaching Discipline #2 Teaching Discipline #3	Program Level #1 Program Level #2 Program Level #3	Qual. Level #1 Qual. Level #2 Qual. Level #3
Faculty Member #3	Year	Degree	Field	Certification	Teaching Discipline #1 Teaching Discipline #2 Teaching Discipline #3	Program Level #1 Program Level #2 Program Level #3	Qual. Level #1 Qual. Level #2 Qual. Level #3
Faculty Member #4	Year	Degree	Field	Certification	Teaching Discipline #1 Teaching Discipline #2 Teaching Discipline #3	Program Level #1 Program Level #2 Program Level #3	Qual. Level #1 Qual. Level #2 Qual. Level #3
Faculty Member #5	Year	Degree	Field	Certification	Teaching Discipline #1 Teaching Discipline #2 Teaching Discipline #3	Program Level #1 Program Level #2 Program Level #3	Qual. Level #1 Qual. Level #2 Qual. Level #3
Faculty Member #6	Year	Degree	Field	Certification	Teaching Discipline #1 Teaching Discipline #2 Teaching Discipline #3	Program Level #1 Program Level #2 Program Level #3	Qual. Level #1 Qual. Level #2 Qual. Level #3
PART-TIME BUSINESS FACULTY							
Faculty Member #1	Year	Degree	Field	Certification	Teaching Discipline #1 Teaching Discipline #2 Teaching Discipline #3	Program Level #1 Program Level #2 Program Level #3	Qual. Level #1 Qual. Level #2 Qual. Level #3
Faculty Member #2	Year	Degree	Field	Certification	Teaching Discipline #1 Teaching Discipline #2 Teaching Discipline #3	Program Level #1 Program Level #2 Program Level #3	Qual. Level #1 Qual. Level #2 Qual. Level #3

5.2: Deployment of Business Faculty

> Excellence in business education requires appropriate program coverage and oversight by qualified faculty.

Evaluation Criteria

To provide high-quality learning opportunities for students, to ensure consistent quality across business programs, program levels, and locations at which the programs are offered, and to maximize the likelihood of achieving intended learning outcomes, the business programs offered by the academic business unit must be properly supported by appropriately-qualified faculty. Therefore, business faculty members must be deployed across programs and locations to give all students in each program and at each location reasonable access to instruction from doctorally-qualified and professionally-qualified faculty.

Furthermore, for each undergraduate- and graduate-level business program (including majors contained within the program), there must be at least one full-time faculty member who is doctorally-qualified or professionally-qualified for teaching at the appropriate program level, who teaches in that field of study, and who provides coordination and leadership for that program. If an individual faculty member is doctorally-qualified or professionally-qualified in more than one discipline, it is possible for the faculty member to teach in more than one major and still comply with this principle.

All faculty who teach in and provide coordination and leadership for doctoral-level business programs (including majors contained within the programs) must be doctorally-qualified.

Self-Study Guidelines for Documentation

In the self-study:

1. Provide Table 5-2: Summary of Faculty Deployment by Qualification Level and Program Level.

    This information must be presented using the table template provided in these guidelines.

    The table must account for the teaching contribution of all full-time, part-time, and adjunct business faculty members who taught business courses offered by the academic business unit during the self-study year.

    In the table, the following qualification level designations are used:

    AQ: Doctorally-Qualified

    PQ: Professionally-Qualified

    O: Other Qualification Level

    In reporting teaching contribution, use one of the following teaching contribution metrics:

    ❏ **Student Credit Hours**

    For a given class, 'student credit hours' (SCH) are defined as follows: SCH = (value of the class in credit hours) x (number of students in the class). For example, if a faculty member taught a class worth 3 credit hours during a given academic term and had 20 students in the class, then the faculty member taught 3 x 20 = 60 student credit hours in that class.

    Alternatively, if the academic business unit uses the European Credit Transfer System (ECTS), 'student credit hours' would be defined as follows: SCH = (value of the class in ECTS credits) x

(number of students in the class). For example, if a faculty member taught a class worth 8 ECTS credits during a given academic term and had 20 students in the class, then the faculty member taught 8 x 20 = 160 student credit hours in that class.

❑ **Student Contact Hours**

If the academic business unit does not use a credit-hour system, but instead employs a system based on contact hours, then SCH should be interpreted as 'student contact hours' and would be defined as follows: SCH = (number of contact hours in the class) x (number of students in the class). For example, if a faculty member taught a class over a 45-contact-hour academic term and had 20 students in the class, then the faculty member taught 45 x 20 = 900 student contact hours in that class.

In order to determine the student credit hour or contact hour production of the business faculty during the self-study year:

❑ Aggregate student credit hours or contact hours over all business faculty members who taught during the self-study year, and enter the figures in the appropriate qualification-level/program-level cells in the appropriate location sections of the table.

2. Provide Table 5-3: Summary of Student Credit/Contact Hour Production by Location.

This information must be presented using the table template provided in these guidelines.

The table must list each campus, educational location, and instructional site at which the business programs are offered, and include figures for the number of student credit hours or contact hours taught at each location, along with the percentage of the total number of student credit hours or contact hours taught at each location.

If 25 percent or more of the academic business unit's total student credit hours or contact hours are generated at a location, the site-visit team will visit that location. If no single location accounts for 25 percent or more of the total student credit hours or contact hours, but 40 percent or more of the academic business unit's total student credit hours or contact hours are taught across multiple locations, the site-visit team will visit at least one of those locations.

3. Provide the following program coverage information:

a. Table 5-4: Business Program Coverage by Qualified Faculty.

This information must be presented using the table template provided in these guidelines.

The table must list all associate-, bachelor's-, and master's-level business programs (including majors contained within the programs) for which the academic business unit is seeking accreditation. For each program listed in the table, the academic business unit must identify at least one full-time faculty member or one regular part-time faculty member who is employed on a permanent, regular, or ongoing basis who is doctorally- or professionally-qualified for who teaches in and provides oversight for that program.

b. For any doctoral-level program included in the accreditation review that does not have 100% program coverage by faculty who are doctorally-qualified for teaching at the doctoral level, provide an explanation for this variation in required program coverage.

4. Describe the extent to which the academic business unit's deployment of business faculty ensures consistent quality across programs, program levels, and locations at which the programs are offered.

Table 5-2: Summary of Faculty Deployment by Qualification Level and Program Level

QUALIFICATION LEVEL / PROGRAM LEVEL	AQ	AQ-%	PQ	PQ-%	OQL	OQL-%	TOTAL SCH
	SCH	%	SCH	%	%	SCH	
Totals Across All Campuses, Educational Locations, and Instructional Sites							
UNDERGRADUATE LEVEL							
MASTER'S LEVEL							
DOCTORAL LEVEL							
TOTALS							

Table 5-3: Summary of Student Credit/Contact Hour Production by Location

CAMPUS, EDUCATIONAL LOCATION, INSTRUCTIONAL SITE	STUDENT CREDIT/CONTACT HOURS (SCH) TAUGHT AT THIS LOCATION	PERCENTAGE OF THE TOTAL NUMBER OF STUDENT CREDIT/CONTACT HOURS TAUGHT AT THIS LOCATION
Location #1		
Location #2		
Location #3		
TOTAL		

Table 5-4: Business Program Coverage by Qualified Faculty

BUSINESS PROGRAM	FACULTY MEMBER	QUALIFICATION LEVEL
ASSOCIATE-LEVEL PROGRAMS		
Program #1		
Program #2		
Program #3		
Program #4		
Program #5		
BACHELOR'S-LEVEL PROGRAMS		
Program #1		
Program #2		
Program #3		
Program #4		
Program #5		
MASTER'S-LEVEL PROGRAMS		
Program #1		
Program #2		
Program #3		
Program #4		
Program #5		

5.3: Scholarly and Professional Activities of Business Faculty

> **Excellence in business education requires business faculty members in the academic business unit to be involved in scholarly and professional activities that enhance the depth and scope of their knowledge and teaching competencies, especially as they apply to their teaching disciplines.**

Evaluation Criteria

Excellence in business education requires business faculty members to be engaged with the academic and professional business and business communities in ways that benefit students, the faculty member, the institution, and the community. It is expected that academic business units will encourage, foster, and support scholarly activities and academic research that focus on relevant practice issues.

A summary listing of the various types of scholarly and professional activity is provided below, a detailed description of each type is provided in the definitions section at the end of this manual.

SUMMARY LISTING OF TYPES OF SCHOLARLY AND PROFESSIONAL ACTIVITIES	
Scholarship of Teaching (SOT)	**Scholarship of Discovery (SOD)**
❑ Published Articles/Manuscripts/Books	❑ Published Articles/Manuscripts/Books
❑ Unpublished Articles/Manuscripts/Books	❑ Unpublished Articles/Manuscripts/Books
❑ Published Cases with Instructional Materials	❑ Papers Presented
❑ Unpublished Cases with Instructional Materials	❑ Session Chair
❑ Presentations at Conferences/Workshops	❑ Paper Discussant
❑ Conference/Workshop/Meeting Attendance	❑ Dissertation/Thesis
❑ Curriculum Review/Revision	❑ Faculty Research Seminars
❑ New Courses/Curricula	❑ Book Reviews
❑ New Teaching Materials	
❑ Instructional Software Development	**Scholarship of Application (SOA)**
❑ New Instructional Methods	❑ Published Articles/Manuscripts/Books
❑ New Teaching/Learning Assessment Tools	❑ Unpublished Articles/Manuscripts/Books
❑ Evaluations of Teaching Materials	❑ Presentations at Conferences/Workshops
	❑ Consultation
Scholarship of Integration (SOI)	❑ Contract Research
❑ Published Articles/Manuscripts/Books	❑ Technical Assistance
❑ Unpublished Articles/Manuscripts/Books	❑ Policy Analysis
❑ Presentations at Conferences/Workshops	❑ Program Evaluation

☐ Conference/Workshop Attendance   ☐ Articles/Monographs on Contributions to Practice

☐ Professional Meeting Attendance   ☐ Articles in Trade Publications

☐ New Courses/Curricula

Professional Activities (PA)

☐ Routine Consulting   ☐ Conference/Workshop Attendance

☐ Professionally-Related Service   ☐ Professional Meeting Attendance

☐ Officer of Professional Organization   ☐ Professional Membership

The amount and types of intellectual endeavors of business faculty should be consistent with the mission and broad-based goals of the academic business unit and the level of programs offered.

Self-Study Guidelines for Documentation

In the self-study:

1. Provide Table 5-5: Summary of Scholarly and Professional Activities of Full-Time Business Faculty.

   In the table, summarize the scholarly and professional activities of all full-time business faculty members for the self-study year and the previous four years. Institutions and academic business units that employ no full-time faculty and instead rely on part-time or adjunct faculty for program delivery may provide this summary for part-time or adjunct faculty members who are employed on a permanent, ongoing, or regular basis to comply with this principle. The scholarly and professional activities for each year must be presented in a separate row in the table.

   For each year listed in the table, report the total number of activities in each area in which the full-time faculty were engaged in that year, and the percentage of the full-time faculty who were engaged in each area in that year. Use the activities as identified in the "Summary Listing of Types of Scholarly and Professional Activities" provided above. Do not list individual faculty members or their specific activities; simply report the total number of such activities in each area aggregated over all faculty.

   Ensure that all activities summarized in the table are identified in the curriculum vitae of full-time faculty members. Supporting evidence for scholarly and professional activities should be readily available for review by the site-visit team.

2. Demonstrate that the scholarly and professional activities of the business faculty are related to their teaching and/or research disciplines and that business faculty members are current in their fields.

3. Provide qualitative descriptions and/or data from quantitative measures demonstrating the quality of the scholarly and professional activities of business faculty. The academic business unit may employ its own metrics of quality in providing this evidence.

4. Describe the extent to which the scholarly and research activities of business faculty are practice-oriented.

5. Demonstrate that the types and amounts of scholarly and professional activities of business faculty are consistent with and contribute to the mission and broad-based goals of the academic business unit.

Table 5-5: Summary of Scholarly and Professional Activities of Faculty Teaching in the Programs Included in the Self-Study

YEAR	SCHOLARSHIP OF TEACHING (SOT)		SCHOLARSHIP OF DISCOVERY (SOD)		SCHOLARSHIP OF APPLICATION (SOA)		SCHOLARSHIP OF INTEGRATION (SOI)		PROFESSIONAL ACTIVITIES (PA)	
	NUMBER OF ACTIVITIES	PERCENTAGE OF FACULTY ENGAGED IN SOT	NUMBER OF ACTIVITIES	PERCENTAGE OF FACULTY ENGAGED IN SOD	NUMBER OF ACTIVITIES	PERCENTAGE OF FACULTY ENGAGED IN SOA	NUMBER OF ACTIVITIES	PERCENTAGE OF FACULTY ENGAGED IN SOI	NUMBER OF ACTIVITIES	PERCENTAGE OF FACULTY ENGAGED IN PA
SS Year	55	89%	12	10%	24	22%	4	3%	45	100%
Year Prior to SS Year	64	96%	0	0%	0	0%	1	1%	39	100%
Two-Years Prior to SS Year	23	35%	11	8%	13	10%	0	0%	41	100%

Column group header: SCHOLARLY AND PROFESSIONAL ACTIVITIES (LAST FIVE YEARS)

* all numbers are provided as examples

5.4: Professional Development of Business Faculty

> Excellence in business education requires business faculty to be engaged in a process of continuous improvement. Therefore, the academic business unit must provide opportunities for the professional development of faculty that are consistent with the expectations of the institution and its faculty; the mission and broad-based goals of the academic business unit; and the academic, business, and business communities.

Evaluation Criteria

To develop and sustain current and relevant business curricula and to provide significant and effective learning opportunities for students, business faculty members must be current in their teaching disciplines, must be intellectually engaged with the academic and business communities, and must seek continuous improvement as academic and business professionals.

The institution and the academic business unit should encourage, support, and reward appropriate professional development activities that are consistent with the mission and broad-based goals of the academic business unit. These development activities may be fostered through research grants, sabbaticals, leaves-of-absence, financial support for travel to professional conferences and meetings, and appropriate assistance for research projects.

The institution should have appropriate policies relating to all aspects of the professional development of faculty.

Self-Study Guidelines for Documentation

In the self-study:

1. Explain the ways in which the institution and the academic business unit foster and reward the professional development activities of business faculty.

2. Demonstrate the effectiveness of the professional development activities of the business faculty by providing examples of the results of their implementation within the academic business unit.

   In documenting effectiveness, the academic business unit must provide examples of the outcomes or benefits resulting from the professional development activities of business faculty. In other words, the academic business unit must describe the various ways in which the institution, the academic business unit, and/or students have benefited from the faculty's professional development activities (e.g., improvements in curricula; improvements in pedagogy and teaching methods; the development of new and innovative programs; the establishment of new co-curricular or experiential learning opportunities; new research or consulting projects; the development of new or improved teaching materials; etc.).

3. Demonstrate that the professional development activities of the business faculty are consistent with the mission and broad-based goals of the academic business unit.

4. Identify the documents that contain the institutional and/or academic business unit's policies relating to the professional development of faculty, and provide copies of the relevant sections of these documents (these should be placed in an appendix of the self-study).

5.5: Evaluation of Business Faculty

> Excellence in business education requires institutions and their academic business units to have effective processes for faculty evaluation. Therefore, each institution must have a formal system of faculty evaluation for use in personnel decisions.

Evaluation Criteria

Human resource decisions in the academic business unit should be based on faculty contributions to teaching, scholarly activity, and service that are consistent with the unit's mission and broad-based goals. The process used for faculty evaluation should be within the jurisdiction of the academic business unit, and should include a combination of student-, peer-, supervisor-, and self-evaluations of faculty. The results of faculty evaluations should be shared with the individual faculty members who are being evaluated, and when there are disagreements regarding the results of faculty evaluations, the evaluation system should provide an opportunity for faculty members to appeal.

The faculty evaluation process for faculty members who teach in graduate-level programs should recognize that graduate teaching differs substantially from undergraduate teaching, and that the expectations of graduate-level faculty exceed those of faculty teaching only at the undergraduate level.

Self-Study Guidelines for Documentation

In the self-study:

1. Describe the process employed by the institution and the academic business unit for the performance review and evaluation of business faculty. If the process is not under the control of the academic business unit, provide a rationale for this.

2. Demonstrate that the quality of teaching and student learning outcomes is a central component of the faculty evaluation process and explain the ways in which the process measures teaching and learning effectiveness.

3. Demonstrate that the distribution of business faculty contributions in the various performance areas included in the evaluation process is consistent with the mission and broad-based goals of the academic business unit.

4. Identify the documents that contain the institutional and/or academic business unit's policies relating to the evaluation of business faculty, and provide copies of the relevant sections of these documents (these should be placed in an appendix of the self-study). These documents may be faculty handbooks, general employee manuals, individual faculty contracts, faculty union agreements, or other documents.

5. Provide blank copies of the instruments that are used in the faculty evaluation process (these should be placed in an appendix of the self-study).

6. Provide evidence that the faculty evaluation process is being carried out as described in item 4.

5.6: Summary Reflection on Business Faculty Characteristics, Activities, and Processes

> Excellence in business education requires an evaluation of the academic business unit's academic resources and educational processes in terms of their contributions to the unit's overall performance relative to its mission. This requires the academic business unit to evaluate the effectiveness of its faculty characteristics and activities and its faculty-related processes in supporting excellence in business education.

Evaluation Criteria

The academic business unit should reflect upon the evidence presented in the self-study as it relates to the unit's overall performance in the context of its mission.

Self-Study Guidelines for Documentation

In the self-study:

Provide a summary reflection on the academic business unit's faculty characteristics and activities and its faculty-related processes. In this reflection, consider the evidence presented in the self-study in the context of the academic business unit's mission and:

1. Describe the general conclusions that the academic business unit drew from the self-study regarding the effectiveness of its faculty characteristics and activities and its faculty-related processes in supporting excellence in business education. These conclusions should include an identification of any changes and improvements needed in the academic business unit's faculty characteristics and activities and its faculty-related processes.

2. Describe proposed courses of action to make the changes and improvements identified in item 1 above.

Principle 6: Student Policies, Procedures, and Processes

Excellence in business education requires clear and effective student policies, procedures, and processes including (i) admissions policies and procedures that ensure that students who are admitted to the institution's business programs have a reasonable chance of success in the programs to which they have been admitted, (ii) policies and procedures that govern the academic performance of students and the successful progression of students through the programs, and (iii) processes for supporting the career development of business students.

6.1: Admissions Policies and Procedures

> **Excellence in business education requires clear, transparent, and effective admissions policies and procedures that are appropriate to the expectations of the institution's business programs and that are implemented in a fair and consistent manner.**

Evaluation Criteria

The policies and procedures for the admission of students to the institution's business programs must be published, transparent to the academic business unit's internal and external stakeholders, and applied in a consistent and equitable manner.

The admissions policies and standards for business programs at all degree levels should be appropriate to the types of programs offered and designed to ensure that students have a reasonable chance to succeed in the programs to which they have been admitted. If exceptions are made to these admissions policies and procedures, it is incumbent upon the academic business unit to provide a rationale and to justify its case for the exceptions.

Self-Study Guidelines for Documentation

In the self-study:

1. Describe the admissions policies and procedures for each of the business programs included in the accreditation review.

2. For each of the business programs included in the accreditation review, demonstrate that the admissions policies and procedures for the program are published, transparent to the public, and consistent with the type of program.

3. For each of the graduate-level business programs included in the accreditation review, demonstrate that the admissions policies or standards for the program require that students have or will have completed an appropriate bachelor's-level degree, diploma, or other equivalent credential prior to admission to the program.

4. For each of the business programs included in the accreditation review, explain the ways in which the admissions policies and procedures for the program attempt to ensure that students admitted to the program have a reasonable chance to succeed.

5. Describe the ways in which the institution and/or the academic business unit evaluates and documents any transfer credits, courses, modules, etc. that are accepted from other institutions and applied toward satisfying requirements in the business programs.

6. Demonstrate that the policies and procedures governing transfer work ensure that the credits, courses, modules, etc. that are accepted from other institutions are comparable in quality to those comprising the academic business unit's own business programs.

7. Provide evidence that the policies governing the acceptance of transfer work for credit in business programs require that the transfer credits/courses/modules/etc. must come from institutions that have appropriate nationally-recognized institutional accreditation or equivalent recognition, approvals, or legal authorizations to award degrees from an appropriate governing or legal body.

8. Demonstrate that the policies and procedures governing the acceptance of transfer work for credit in business programs are published and transparent to the public.

9. Describe the ways in which the institution and/or the academic business unit evaluates and documents any academic credit that is granted for work or life experience and/or other prior non-academic learning and applied toward satisfying requirements in business programs.

10. Demonstrate that the policies and procedures governing the acceptance of non-academic learning for credit in business programs ensure that the learning resulting from these experiences is comparable in quality to the learning experiences provided in the academic business unit's own business programs.

11. Demonstrate that the policies and procedures governing the acceptance of non-academic learning for credit in business programs are published and transparent to the public.

12. For each of the business programs included in the accreditation review, describe any exceptions that were made in the administration of the admissions policies for the program during the self-study year, and provide a rationale and justification for these exceptions.

6.2: Academic Policies and Procedures

> Excellence in business education requires clear, transparent, and effective policies and procedures pertaining to student academic performance and progression toward degree completion. These policies and procedures must be applied in a fair and consistent manner.

Evaluation Criteria

The policies and procedures relating to student academic performance and progression toward degree completion must be published, transparent to the academic business unit's internal and external stakeholders, and must be applied in a consistent and equitable manner.

Institutions and/or their academic business units should have academic policies and procedures that address the following areas:

❏ The academic performance of students;

❏ The satisfactory academic progress of students toward completion of degree programs;

❏ The identification of retention issues and at-risk students;

❏ The provision of academic counseling and support services when needed;

❏ The placement of students on academic sanction (e.g., warning, probation, suspension, etc.);

❏ The dismissal of students from programs when necessary.

If exceptions are made to these academic policies and procedures, it is incumbent upon the academic business unit to provide a rationale and to justify its case for the exceptions.

Self-Study Guidelines for Documentation

In the self-study:

1. For each of the business programs included in the accreditation review, describe the academic policies and procedures pertaining to the program, and demonstrate that they clearly delineate standards, conditions, processes, or criteria for:

    a. The academic performance of students;

    b. The satisfactory academic progress of students toward completion of degree programs;

    c. The identification of retention issues and at-risk students;

    d. The provision of academic counseling and support services when needed;

    e. The placement of students on academic sanction (e.g., warning, probation, suspension, etc.);

    f. The dismissal of students from programs when necessary.

2. For each of the business programs included in the accreditation review, demonstrate that the academic policies and procedures pertaining to the program are published and transparent to the public.

3. For each of the business programs included in the accreditation review, demonstrate the effectiveness of the institution's and/or the academic business unit's policies and procedures relating to the academic performance of students and the satisfactory progress of students toward completion of their degree programs. Examples of metrics that can be used for demonstrating effectiveness may include, but are not limited to, graduation rates, retention rates, degree completion times in comparison to normal times-to-completion for the types of degree programs, etc. (in providing this evidence, ensure that the metrics used are clearly and explicitly defined).

4. Provide Table 6-1: Students Subject to Academic Sanctions

   The table must list all associate-, bachelor's-, master's, and doctoral-level business programs (including majors) for which the academic business unit is seeking accreditation. For each program listed in the table, the academic business unit must provide figures for the number of students during the self-study year who were (i) on warning, probation, etc., (ii) on suspension from the program, and (iii) dismissed from the program.

5. For each of the business programs included in the accreditation review, describe any exceptions that were made in the administration of the academic policies for the program during the self-study year, and provide a rationale and justification for these exceptions.

Table 6-1: Students Subject to Academic Sanctions

BUSINESS PROGRAM	NUMBER OF STUDENTS ON WARNING, PROBATION, ETC.	NUMBER OF STUDENTS ON SUSPENSION	NUMBER OF STUDENTS DISMISSED
ASSOCIATE-LEVEL PROGRAMS			
Program #1			
Program #2			
Program #3			
Program #4			
Program #5			
BACHELOR'S-LEVEL PROGRAMS			
Program #1			
Program #2			
Program #3			
Program #4			
Program #5			
MASTER'S-LEVEL PROGRAMS			
Program #1			
Program #2			
Program #3			
Program #4			
Program #5			
DOCTORAL-LEVEL PROGRAMS			
Program #1			
Program #2			
Program #3			
Program #4			
Program #5			

6.3: Career Development and Planning Services

> **Excellence in business education requires effective support for the career development of business students, including career planning services, placement assistance, or appropriate practices as deemed by the institution.**

Evaluation Criteria

Institutions and/or their academic business units should have processes for supporting business students in all phases of their career development – from assistance with choosing a program of study to securing a professional business position. In addition, they should also provide support to alumni for making career changes, career advancement, and searching for meaningful employment.

Self-Study Guidelines for Documentation

In the self-study:

1. Describe the support for career development that the institution and/or the academic business unit provides to business students, including career planning services and placement assistance.

2. Demonstrate the effectiveness of the career development support provided to the academic business unit. Examples of metrics that can be used for demonstrating effectiveness may include, but are not limited to, job placement rates, graduate school placement rates, student satisfaction with services provided, employer satisfaction with graduates, career advancement of alumni, etc. (in providing this evidence, ensure that the metrics used are clearly and explicitly defined).

6.4: Summary Reflection on Student Policies, Procedures, and Processes

> Excellence in business education requires an evaluation of the academic business unit's academic resources and educational processes in terms of their contributions to the unit's overall performance relative to its mission. This requires the academic business unit to evaluate the effectiveness of its student policies, procedures, and processes in supporting excellence in business education.

Evaluation Criteria

The academic business unit should reflect upon the evidence presented in the self-study as it relates to the unit's overall performance in the context of its mission.

Self-Study Guidelines for Documentation

In the self-study:

Provide a summary reflection on the academic business unit's student policies, procedures, and processes. In this reflection, consider the evidence presented in the self-study in the context of the academic business unit's mission and:

1. Describe the general conclusions that the academic business unit drew from the self-study regarding the effectiveness of its student policies, procedures, and processes in supporting excellence in business education. These conclusions should include an identification of any changes and improvements needed in the academic business unit's student policies, procedures, and processes.

2. Describe proposed courses of action to make the changes and improvements identified in item 1 above.

Principle 7: Resources Supporting Business Programs

Excellence in business education requires appropriate resources to be provided to the academic business unit. The allocation of resources should be sufficient for the accomplishment of the mission and broad-based goals of the academic business unit and for sustaining future change efforts in business education, and should include adequate financial support for human resources, learning resources, and physical and technological infrastructure.

7.1: Financial Resources Supporting Business Programs

> **Excellence in business education requires financial resources that are sufficient to support a high-quality learning environment in the academic business unit and to accomplish its mission and broad-based goals.**

Evaluation Criteria

The financial resources allocated to the academic business unit must be sufficient to support, sustain, and improve all aspects of its activities

To support continuous improvement of the business programs and activities of the academic business unit, any necessary changes and improvements in curricula, resources, processes, and other operational elements of the unit that are identified as a result of the outcomes assessment process should be appropriately linked to the budgeting and resource allocation processes.

Self-Study Guidelines for Documentation

In the self-study:

1. Describe the budget development and resource allocation processes of the institution and the academic business unit.

2. Explain the ways in which the results from implementing the academic business unit's outcomes assessment plan in terms of changes and improvements needed are integrated into the budget and resource allocation processes.

3. Describe the financial resources supporting the academic business unit's programs and activities in the following areas:

   a. Human resources

   b. Physical and technological infrastructure

   c. Business-related learning resources

   d. Scholarly activities of business faculty

   e. Professional development of business faculty

   f. Technology support for business faculty and students

   g. Student services

4. Provide Table 7.1: Educational and General Expenditures

5. Provide Table 7-2: Salary Ranges of Full-Time Business Faculty by Rank.

   This table should contain the actual full-time salary ranges for business faculty (lowest, mean, and highest) during the self-study year (before overloads) for each of the faculty ranks in the academic business unit.

6. If applicable, describe the method of computation of, and provide figures for, the amount of extra compensation of full-time business faculty for overload teaching (i.e., compensation over and above a faculty member's annual contract compensation during the self-study year for teaching in excess of the contractual teaching load).

7. Provide compensation figures for part-time/adjunct faculty who teach business courses offered by the academic business unit.

8. Demonstrate that the financial resources of the academic business unit are sufficient for accomplishing its mission and broad-based goals.

Table 7.1: Educational and General Expenditures

ITEM	YEAR PRIOR TO SELF-STUDY YEAR (ACTUAL)	SELF-STUDY YEAR (ACTUAL)	SITE-VISIT YEAR (BUDGETED)
A. Total Unrestricted Educational and General Expenditures for the Institution	$16,615,000	$17,513,000	$18,320,000
B. Total Unrestricted Educational and General Expenditures for All Academic Instructional Units of the Institution	$9,545,000	$9,650,000	$10, 260,000
C. Total Unrestricted Educational and General Expenditures Allocated to the Academic Business Unit	$944,955	$974,650	$1,077,300
D. Percentage of Total Unrestricted Academic Expenditures Allocated to the Academic Business Unit (C divided by B)	9.9%	10.1%	10.5%
E. Total Student Credit Hours Taught by the Institution	27, 084	27,706	28,354
F. Total Student Credit Hours Taught by the Academic Business Unit	5,119	5,292	5,444
G. Percentage of Institutional Student Credit Hours Taught by the Academic Business Unit(F divided by E)	18.9%	19.1%	19.2%

Table 7-2: Salary Ranges of Full-Time Business Faculty by Rank

FACULTY RANK	NUMBER OF FULL-TIME FACULTY	ACADEMIC YEAR SALARY RANGES BY RANK		
		LOWEST	MEAN	HIGHEST
Professor				
Associate Professor				
Assistant Professor				
Instructor				
Other				

7.2: Facilities Supporting Business Programs

> Excellence in business education requires the physical facilities available to the academic business unit to be of sufficient quality to support a high-quality learning environment for its business programs.

Evaluation Criteria

The classrooms, computer laboratories, and other physical spaces used by the academic business unit should be sufficient in number, size, and quality to provide an educational environment that supports excellence in teaching and learning.

Self-Study Guidelines for Documentation

In the self-study:

1. Describe the physical facilities, such as classrooms, computer laboratories, faculty offices, and other physical spaces that are available to business students and faculty. This description should also address any plans for renovation of space or construction of new facilities associated with the business programs.

2. Describe the extent to which the physical facilities available to the academic business unit support a high-quality teaching and learning environment for the unit's faculty and students.

7.3: Learning Resources Supporting Business Programs

> **Excellence in business education requires a comprehensive library and other necessary learning resources to be available to business students and faculty.**

Evaluation Criteria

To provide significant and effective learning opportunities for students, to maximize the likelihood of achieving the intended student learning outcomes in its business programs, and to prepare students to be successful business professionals, the academic business unit must have access to comprehensive learning resources.

Learning resources should be sufficient in size and scope to (i) complement the total program portfolio of the academic business unit, (ii) provide incentives for individual learning, and (iii) support appropriate scholarly and professional activities of the business faculty.

Evidence should exist that a focused and systematic acquisitions program is in place, and that some form of faculty consultation and review is a continuing aspect of library/resource acquisitions.

Self-Study Guidelines for Documentation

In the self-study:

1. Provide a listing of the business-related databases, and other learning resources available to business students and faculty.

2. Describe the ways in which the library supports the business programs offered by the academic business unit. This description should address the following areas:

   a. Support for business faculty

   b. Support for business students

   c. Acquisitions program (including faculty consultation and review)

3. Describe the extent to which the learning resources available to the academic business unit are sufficient to support a high-quality teaching, learning, and scholarly environment for the unit's faculty and students.

7.4: Technological Resources Supporting Business Programs

> **Excellence in business education requires sufficient instructional and technological resources and support to be provided to business faculty and students.**

Evaluation Criteria

The institution should acquire, maintain, and support instructional and educational technology that is sufficient in quality and quantity to support the business programs offered by the academic business unit.

Self-Study Guidelines for Documentation

In the self-study:

1. Describe the instructional and educational technology and support available to business faculty and students. This description should address the following areas:

   a. Technology (hardware and software) available in the classrooms used by the academic business unit

   b. Technology (hardware and software) available to business students in computer laboratories and libraries

   c. Technology (hardware and software) available to business faculty in their offices

   d. Technology support available to business students and faculty

2. Describe the extent to which the technological resources available to the academic business unit are sufficient to support a high-quality teaching, learning, and scholarly environment for the unit's faculty and students.

7.5: Other Instructional Locations

> Excellence in business education requires adequate resources to be available at all branch campuses, educational locations, and instructional sites at which business programs are offered.

Evaluation Criteria

If the business programs of the academic business unit are offered at branch campuses, educational locations, or instructional sites other than the main campus/location/site, the human, financial, physical, learning, and technological resources at each location must be sufficient to support the business programs taught at that campus/location/site.

Self-Study Guidelines for Documentation

In the self-study:

1. Describe the ways in which the academic business unit ensures consistent quality across all branch campuses, educational locations, and instructional sites at which the business programs are offered.

2. Describe the extent to which the resources available at branch campuses, other educational locations, or other instructional sites are sufficient to support high-quality teaching, learning, and scholarly environments for the unit's faculty and students at those campuses, locations, and sites.

7.6: Summary Reflection on Resources Supporting Business Programs

> Excellence in business education requires an evaluation of the academic business unit's academic resources and educational processes in terms of their contributions to the unit's overall performance relative to its mission. This requires the academic business unit to evaluate the effectiveness of its various resources in supporting excellence in business education.

Evaluation Criteria

The academic business unit should reflect upon the evidence presented in the self-study as it relates to the unit's overall performance in the context of its mission.

Self-Study Guidelines for Documentation

In the self-study:

Provide a summary reflection on the academic business unit's financial, physical, learning, and technological resources at all instructional locations at which business programs are offered. In this reflection, consider the evidence presented in the self-study in the context of the academic business unit's mission and:

1. Describe the general conclusions that the academic business unit drew from the self-study regarding the effectiveness of its financial, physical, learning, and technological resources in supporting excellence in business education. These conclusions should include an identification of any changes and improvements needed in the resources available to the academic business unit.

2. Describe proposed courses of action to make the changes and improvements identified in item 1 above.

Principle 8: External Relationships

Excellence in business education requires the academic business unit to have effective external relationships with other institutions, organizations, and individuals, including effective linkages with the professional business community. Excellence in business education also requires accountability to the public for student learning outcomes in the programs offered by the academic business unit.

8.1: External Linkages with the Business Community

> **Excellence in business education requires the academic business unit to have current and meaningful linkages to business practitioners and organizations. These linkages must be consistent with the unit's mission and broad-based goals.**

Evaluation Criteria

In professional business programs, linkages between the academic business community and professional practitioners, business, and industry are essential for ensuring currency and relevance of business education, for ensuring that students acquire the necessary professional competencies and skills, and for preparing students to be successful business professionals.

Self-Study Guidelines for Documentation

In the self-study:

1. Describe the academic business unit's linkages with the business practice community. This description should address any of the following linkages that apply to the academic business unit and the ways in which the linkages have contributed to the unit and its students and faculty:

   a. Business advisory boards

   b. Student internship programs in business

   c. Faculty-practitioner internship and externship programs

   d. Guest lecturers/speakers

   e. Institutional outreach programs

   f. Partnerships and collaboration agreements with business firms/organizations

   g. Professionally-active business student organizations

   h. Practitioner-student mentoring programs

   i. Joint faculty-practitioner research ventures

   j. Other linkages

2. Describe the ways in which the academic business unit's linkages with the business practice community are aligned and consistent with the career paths and the roles and responsibilities for which the unit's business programs are designed to prepare students.

3. Describe the ways in which the academic business unit's linkages with the business practice community are consistent with its mission and broad-based goals.

8.2: External Accountability

> Excellence in business education requires academic business units to be accountable to the public for the quality of their degree programs in business. Therefore, the academic business unit must have processes for the consistent, reliable public disclosure of information pertaining to student success in its business programs. These processes must include the posting of student learning results for each IACBE-accredited business program on its website in a manner that is easily accessible by the public.

Evaluation Criteria

Accountability for student learning outcomes is essential to excellence in business education. Public confidence and investment in business education are enhanced when information pertaining to student success is made available to the public.

Self-Study Guidelines for Documentation

In the self-study:

1. Provide Table 8-1: Public Disclosure of Student Achievement. This table should specify the website path to the page on the institution's website containing the academic business unit's public disclosure of student achievement results for each business program included in the accreditation review.

   This information should be presented as shown in sample Table 7-1 in these guidelines.

   Note: Do not provide URL addresses. Beginning with the institution's home page, describe the link on each page in the path on which someone would click in order to advance to the next page in the path.

2. Provide copies of the documents containing the learning assessment results as described in item 1 above (these should be placed in an appendix of the self-study).

Table 8-1: Public Disclosure of Student Achievement Results

WEBSITE PATH TO PUBLIC DISCLOSURE OF STUDENT ACHIEVEMENT RESULTS	
Click on:	
1.	Academics
2.	School of Business
3.	Department of Business
4.	IACBE Accreditation
5.	Public Disclosure of Student Achievement
6.	
7.	
8.	

8.3: Summary Reflection on External Relationships

> Excellence in business education requires an evaluation of the academic business unit's academic resources and educational processes in terms of their contributions to the unit's overall performance relative to its mission. This requires the academic business unit to evaluate the effectiveness of its external relationships in supporting excellence in business education.

Evaluation Criteria

The academic business unit should reflect upon the evidence presented in the self-study as it relates to the unit's overall performance in the context of its mission.

Self-Study Guidelines for Documentation

In the self-study:

Provide a summary reflection on the academic business unit's external relationships. In this reflection, consider the evidence presented in the self-study in the context of the academic business unit's mission and:

1. Describe the general conclusions that the academic business unit drew from the self-study regarding the effectiveness of its external relationships in supporting excellence in business education. These conclusions should include an identification of any changes and improvements needed in the academic business unit's external relationships.

2. Describe proposed courses of action to make the changes and improvements identified in item 1 above.

Principle 9: Innovation in Business Education

The business and business environments are rapidly-changing and becoming increasingly complex and global in scope. Consequently, to adapt and respond to the associated challenges and to prepare students to be competent business professionals in these dynamic environments, excellence in business education requires innovation and creativity in the design and delivery of business programs.

9.1: Innovation in Business Education

> Excellence in business education requires the academic business unit to adapt to changes in the business profession and society. Therefore, the academic business unit must provide an environment that encourages and recognizes innovation and creativity in the education of business students.

Evaluation Criteria

To prepare students to be competent and successful business professionals, academic business units must adapt to these changes by developing new approaches to educating business students, including teaching strategies appropriate for the diverse populations that are served.

Individual business faculty members should be encouraged, supported, and rewarded for their creativity and for developing educational innovations related to business curricula, course content, and instruction.

Self-Study Guidelines for Documentation

In the self-study:

1. Describe the ways in which the academic business unit encourages and supports innovation and creativity in business education.

2. Provide examples of educational innovation over the past three years (e.g., innovative curricula, innovative learning opportunities for students, innovative teaching methodologies, innovative external relationships, innovative faculty research, etc.).

9.2: Summary Reflection on Innovation in Business Education

> Excellence in business education requires an evaluation of the academic business unit's academic resources and educational processes in terms of their contributions to the unit's overall performance relative to its mission. This requires the academic business unit to evaluate the effectiveness of its processes for fostering educational innovation in supporting excellence in business education.

Evaluation Criteria

The academic business unit should reflect upon the evidence presented in the self-study as it relates to the unit's overall performance in the context of its mission.

Self-Study Guidelines for Documentation

In the self-study:

Provide a summary reflection on the academic business unit's processes for fostering educational innovation. In this reflection, consider the evidence presented in the self-study in the context of the academic business unit's mission and:

1. Describe the general conclusions that the academic business unit drew from the self-study regarding the effectiveness of its processes for fostering educational innovation in supporting excellence in business education. These conclusions should include an identification of any changes and improvements needed in the academic business unit's processes for fostering educational innovation.

2. Describe proposed courses of action to make the changes and improvements identified in item 1 above.

SECTION FIVE: APPENDICES

Appendix A: Cover Page of Self-Study

Appendix B: Credentials Summary Form for Business Faculty

Appendix C: Qualification Justification Form for Business Faculty

Appendix D: Faculty Qualifications Decision Tree

Appendix E: Professional and Scholarly Activities Definitions

Appendix A: Cover Page of Self-Study

Name of Institution _____

Chief Executive Officer's Name/Title _____

Chief Academic Officer's Name/Title _____

Head of Academic Business Unit's Name/Title _____

Academic Year Covered by Self-Study _____

Date of Submission of Self-Study to the IACBE _____

Primary Contact During Accreditation Site Visit

Name/Title _____

Street Address _____

City and State or Country, ZIP/Postal Code _____

Phone (with Country Code if Outside of the U.S.) _____

E-mail _____

If different from primary contact, provide the information for the person to whom all correspondence should be addressed including the Site Visit Team and Board of Commissioners findings letters.

Name/Title _____

Street Address _____

City and State or Country, ZIP/Postal Code _____

Phone (with Country Code if Outside of the U.S.) _____

E-mail _____

Appendix B: Credentials Summary for Business Faculty

CREDENTIALS SUMMARY FOR BUSINESS FACULTY

Faculty Member's Name: _____

EDUCATION: EARNED DEGREES

1. Doctoral-Level Degree:

___Ph.D.   ___D.B.A.   ___D.M.   ___D.A.   ___Exec./Prof.   ___Ed.D.   ___J.D.   ___Other: _____

Institution: _____   Year: _____   Field: _____

2. Master's-Level Degree:

___M.B.A.   ___M.S.   ___M.A.   ___Post-Graduate Diploma   ___Other: _____

Institution: _____   Year: _____   Field: _____

3. Bachelor's-Level Degree:

___B.B.A.   ___B.S.   ___B.A.   ___B.Com   ___Other: _____

Institution: _____   Year: _____   Field: _____

EDUCATION: GRADUATE WORK RELATED TO AREAS OF ASSIGNED TEACHING RESPONSIBILITIES

Discipline	Credit Hours (or Contact Hours)	Discipline	Credit Hours (or Contact Hours)

PROFESSIONAL EXPERIENCE RELATED TO AREAS OF ASSIGNED TEACHING RESPONSIBILITIES

Area/Discipline	Years of Experience	Area/Discipline	Years of Experience

PROFESSIONAL CERTIFICATIONS RELATED TO AREAS OF ASSIGNED TEACHING RESPONSIBILITIES

Certification	Current Yes/No	Expiration	Years Held

CONTENT AREAS OF SCHOLARLY AND PROFESSIONAL ACTIVITIES RELATED TO AREAS OF ASSIGNED TEACHING RESPONSIBILITIES

Content Area/Discipline	Type of Activity

TEACHING EXPERIENCE

Institution	Years	Full-Time or Part-Time	Areas of Assigned Teaching Responsibilities

Note: Please begin with your experience at your current institution followed by your experience at previous institutions. If this is detailed in the resume or vita, indicate the page in the resume or vita where this information is located.

Appendix C: Qualification Justification for Business Faculty

QUALIFICATION JUSTIFICATION FOR BUSINESS FACULTY

In the form below, (i) list each teaching discipline on a separate line, (ii) identify a qualification level for that discipline, (iii) specify the basis (or bases) for assigning that qualification level, and (iv) provide a summary justification for each basis used to establish the qualification level).

In completing the form, use the following code designations:

Qualification Levels:

☐ Doctorally-Qualified: DQ

☐ Professionally-Qualified: PQ

☐ Other Qualification Level: OQL

Basis for Qualification:

☐ Earned In-Field Degree: D-IF

☐ Earned Out-of-Field Degree: D-OF

☐ In-Field ABD: ABD

☐ Graduate Course Work: GCW

☐ Scholarly Activities: SA

☐ Professional Activities: PA

☐ Professional Experience: PE

☐ Professional Certifications: PC

☐ Teaching Experience: TE

Supporting evidence for qualification justifications must be identified in the curriculum vitae of faculty members and must be available for review by the site-visit team. Separate tables are provided for associate-, bachelor's-, master's-, and doctoral-level teaching responsibilities.

Faculty Member's Name: _____

AREAS OF ASSIGNED TEACHING RESPONSIBILITIES: ASSOCIATE LEVEL

Teaching Disciplines	Qualification Level	Basis for Qualification	Justification

AREAS OF ASSIGNED TEACHING RESPONSIBILITIES: BACHELOR'S LEVEL

Teaching Disciplines	Qualification Level	Basis for Qualification	Justification

AREAS OF ASSIGNED TEACHING RESPONSIBILITIES: BACHELOR'S LEVEL

Teaching Disciplines	Qualification Level	Basis for Qualification	Justification

AREAS OF ASSIGNED TEACHING RESPONSIBILITIES: MASTER'S LEVEL

Teaching Disciplines	Qualification Level	Basis for Qualification	Justification

AREAS OF ASSIGNED TEACHING RESPONSIBILITIES: DOCTORAL LEVEL

Teaching Disciplines	Qualification Level	Basis for Qualification	Justification

Appendix D: Faculty Qualifications Decision Tree

Note: For the purpose of determining faculty qualifications in the following decision tree, an 'out-of-field' degree is defined to be any degree in a field outside the area of a faculty member's assigned teaching responsibilities.

1. The faculty member holds an earned doctorate in the area of assigned teaching responsibilities.

- Yes → The faculty member is academically-qualified.
- No

2. The faculty member holds an earned doctorate in a field of business or a Juris Doctorate.

- Yes → The faculty member holds an earned master's degree (or equivalent post-graduate degree) in the area of assigned teaching responsibilities.
  - Yes → The faculty member is academically-qualified.
  - No
- No

See next page.

The faculty member holds an active professional certification in the area of assigned teaching responsibilities.

Yes

The faculty member is academically-qualified.

No

The faculty member has a sufficient Alternative Qualifications Portfolio.

Yes

The faculty member is academically-qualified.

No

The faculty member is not academically-qualified; Go to #4

No

3. The faculty member holds an earned out-of-field doctorate in a field other than business or law.

Yes

No

See next page.

No

The faculty member has a sufficient
Alternative Qualifications Portfolio.

Yes

No

Yes

The faculty member is
academically-
qualified.

4. The faculty member is ABD in the area of assigned teaching responsibilities.

No

Yes

The faculty member is
professionally-
qualified.

5. The faculty member holds an earned master's degree (or equivalent post-graduate degree)
in the area of assigned teaching responsibilities.

No

Yes

See next page.

No

Yes

The faculty member holds an active professional certification in the area of assigned teaching responsibilities.

No

Yes

The faculty member is professionally-qualified.

The faculty member has a sufficient Alternative Qualifications Portfolio.

No

The faculty member's qualification level is 'Other.'

Yes

The faculty member is professionally-qualified.

6.

The faculty member holds an earned master's degree (or equivalent post-graduate degree) in a field of business.

No

Yes

See next page.

No

The faculty member holds an active professional certification in the area of assigned teaching responsibilities.

Yes

No

Yes

The faculty member is professionally-qualified.

The faculty member has a sufficient Alternative Qualifications Portfolio.

No

Yes

The faculty member's qualification level is 'Other,' a justification for an exemption to the IACBE's expected degree requirement and a credentials justification are required.

The faculty member is professionally-qualified.

See next page.

7. The faculty member holds an earned out-of-field master's degree in a field other than business.

Yes

No

The faculty member has a sufficient Alternative Qualifications Portfolio.

The faculty member's qualification level is 'Other;' a justification for an exemption to the IACBE's expected degree requirement and a credentials justification are required.

Yes

No

The faculty member is professionally-qualified.

The faculty member's qualification level is 'Other;' a justification for an exemption to the IACBE's expected degree requirement and a credentials justification are required.

Appendix E: Faculty Qualification Levels

Faculty Qualification Levels

FACULTY QUALIFICATION LEVELS

Doctorally-Qualified

To be considered doctorally-qualified for teaching at the undergraduate level, a faculty member must:

a. Hold an earned doctorate in business or business with a major, concentration, specialization, focus area, emphasis, option, track, field, or stream, etc. in the area of assigned teaching responsibilities; or

b. Hold an earned doctorate in a field of business, and a professional certification in the area of assigned teaching responsibilities; or

c. Hold a Juris Doctorate and teach in the areas of legal environment of business and/or business law; or

d. Hold a Juris Doctorate and a business-related master's degree, and teach in the areas of legal environment of business, business law, and/or another area that contains significant legal content; or

e. Hold a Juris Doctorate and a professional certification in business and teach in the areas of legal environment of business, business law, and/or business; or

f. Hold an earned non-business- or non-business-related doctorate and have a sufficient combination of graduate course work; professional experience that is significant in terms of duration and level of responsibility; sustained professional engagement; ongoing scholarly activity; and documented extensive, substantial, and successful teaching experience at the post-secondary level in the area of assigned teaching responsibilities.

Professionally-Qualified

To be considered professionally-qualified for teaching at the undergraduate level, a faculty member must:

a. Hold a master's degree (or equivalent post-graduate degree) in a business-related field and a professional certification in the area of assigned teaching responsibilities; or

b. Hold a master's degree (or equivalent post-graduate degree) in a business-related field and have a sufficient combination of graduate course work; professional experience that is significant in terms of duration and level of responsibility; sustained professional engagement; ongoing scholarly activity; and documented extensive, substantial, and successful teaching experience at the post-secondary level in the area of assigned teaching responsibilities; or

c. Hold a master's degree (or equivalent post-graduate degree) in a business-related field and have completed a special post-graduate training program especially designed to improve the faculty member's knowledge and teaching skills in the area of the assigned teaching responsibilities.

b. Be A.B.D. (i.e. 'all-but-dissertation'; has completed all course work required for a doctorate in business, passed the general comprehensive examinations, but has not completed a dissertation) with a major in the area of assigned teaching responsibilities

Other Qualifications Levels

Under normal circumstances, it is expected that business faculty members will hold master's degrees (or equivalent post-graduate degrees) in fields that are appropriate to their areas of assigned teaching responsibilities.

In limited cases, an academic business unit may make an exception to this requirement if a faculty member possesses unique and significant credentials/qualifications that outweigh the lack of an appropriate master's degree (or equivalent post-graduate degree). In these situations, it is incumbent upon the academic business unit to provide a rationale and to justify its case for an exemption from this requirement.

Appendix F: Professional and Scholarly Activity Definitions

Scholarship of Teaching: The scholarship of teaching starts with what the teacher knows – teachers must be widely read, current, and intellectually engaged in their fields. The scholarship of teaching requires knowledge of one's field to be reflected in the content of courses and in the composition of program curricula. However, teaching becomes consequential only when knowledge can be conveyed and is understood by others. Therefore, the scholarship of teaching also includes an understanding of the ways in which students learn in different fields. To be a good teacher means not only knowing and remaining current in a field, but also understanding and using the most effective teaching methodologies available. Consequently, the scholarship of teaching can be defined as active intellectual engagement with a field of study that results in the application of disciplinary knowledge and expertise to curricular and instructional analysis, innovation, development, and evaluation.

Examples of the scholarship of teaching include:

- ❑ Curriculum review and revision

- ❑ The development of new courses and curricula

- ❑ Published and unpublished cases with instructional materials

- ❑ The development of new teaching materials

- ❑ The development and evaluation of new methods of instruction, including instructional software

- ❑ The development of techniques and tools to assess the effectiveness of teaching and learning

- ❑ Publications dealing with pedagogy and/or teaching techniques

- ❑ Participation and/or presentation in workshops, seminars, and professional meetings devoted to improving teaching skills

- ❑ Written evaluations of teaching materials

Scholarship of Discovery: The scholarship of discovery is the closest to what is meant by the term 'basic research.' Freedom of inquiry and freedom of scholarly investigation are essential to higher education. Each faculty member should establish credentials as a researcher. The capacity to carry out the scientific method and to conduct meaningful research is an important aspect of learning. In institutions whose primary mission is undergraduate teaching, the dissertation or other comparable piece of creative work could suffice for this. However, faculty in institutions with research missions and graduate programs are expected to be engaged in ongoing research activities. The scholarship of discovery can be defined as investigation and research in a field of study that result in a contribution to the body of knowledge in the field, and the dissemination of that knowledge in the professional community.

Examples of the scholarship of discovery include:

- ❑ Unpublished research

- ❑ Published articles, manuscripts, monographs, and books

- ❑ Faculty research seminars

- ❑ Participation in professional meetings as a paper presenter, discussant, or session chair

- ❑ Book reviews

Scholarship of Integration: The scholarship of integration seeks to interpret, to draw together, and to bring new insights to bear on original research. The scholarship of integration means fitting one's work into larger intellectual patterns. The scholarship of integration is necessary in dealing with the boundaries of the human problems of today, which do not always neatly fall within defined disciplines. It is essential to integrate ideas and then apply them to the world in which we live. Therefore, the scholarship of integration can be defined as the interpretation, synthesis, and connection of theories, ideas, and concepts across disciplines that result in new insights, broader perspectives, and a more comprehensive understanding of those disciplines.

Examples of the scholarship of integration include:

❑ Comprehensive, interdisciplinary articles and/or monographs

❑ The development of new multidisciplinary courses and curricula

❑ The development of interdisciplinary seminars or workshops, or participation and/or presentation in such seminars and workshops

❑ Textbook authoring

Scholarship of Application: The scholarship of application moves toward the active engagement of the scholar. It focuses on the responsible application of knowledge to consequential problems. In the past, this type of activity has been called applied research and/or development. The scholarship of application does not include regular service activities or routine consulting – these are considered professional activities, and are discussed below. The scholarship of application must be tied directly to one's field of knowledge, and relate to and flow directly out of creative professional activity. This kind of scholarship requires creativity and critical thought in analyzing significant problems. Consequently, the scholarship of application can be defined as intellectual activities related to a field of study that flow directly out of scholarly investigation and research in the field, and involve the application of disciplinary expertise to the analysis and solution of significant practical problems, leading to new intellectual understandings and contributions to human knowledge.

Examples of the scholarship of application include:

❑ Contract research

❑ Consultation or technical assistance

❑ Policy analysis

❑ Program evaluation

❑ Articles or monographs dealing with contributions to practice

❑ Articles in trade publications

Each of these types of scholarship of application should be meaningful intellectual activities, must be documented, and where appropriate, should include an evaluation from the individuals or organizations served by these activities.

Professional Activity:

Examples of professional activity include:

❑ Routine professionally-related consulting

❑ Professionally-related service activities directly related to the academic discipline of the faculty member, and consistent with the stated mission of the academic business unit

❑ Service in a leadership role in or as an officer of a professional organization

❑ Attendance and participation in seminars, symposia, short courses, workshops, or professional meetings that are intended as professional development or enrichment activities

❑ Membership in professional organizations

Professional activities include the routine application of a faculty member's professional expertise in helping to solve problems in either the private or public sectors. These may include activities for which a faculty member is paid, or volunteer services for which no pay is received. The key word in defining these activities is 'professionally-related.' General community service activities are not considered to be professionally-related. However, if faculty members provide a service that is related to their teaching and/or research areas, then that service would be professionally-related. For example, if a business faculty member conducts an annual audit of a local non-profit organization's financial affairs, and prepares an opinion letter, then the work is considered to be a professionally-related activity.

Coverage level designations:

Introduces (I): The course, module, subject, etc. introduces concepts related to an BTK area. Learning opportunities focus on basic knowledge and skills in that BTK area. It may be the case that several courses, modules, subjects, etc. in a curriculum introduce concepts related to a particular BTK area and lay the foundation for coverage in that area. It may also be the case that a given course, module, subject, etc. may be designed to introduce concepts in several BTK areas.

Reinforces (R): The course, module, subject, etc. strengthens, supports, and reinforces the development of the knowledge and skills in an BTK area further along in the curriculum. Foundational knowledge in the BTK area was previously introduced through other learning opportunities in the curriculum. As above, it may be the case that several courses, modules, subjects, etc. in a curriculum reinforce concepts related to a particular BTK area and contribute to further coverage in that area. It may also be the case that a given course, module, subject, etc. may be designed to reinforce concepts in several BTK areas.

Emphasizes (E): The course, module, subject, etc. emphasizes concepts related to an BTK area and provides learning opportunities for integrating knowledge and skills in the area. Concepts in the BTK area had been previously introduced and reinforced through various learning opportunities in other courses, modules, subjects, etc. in the curriculum. Again, it may be the case that several courses, modules, subjects, etc. in a curriculum emphasize concepts related to a particular BTK area and provide learning opportunities for integrating knowledge and skills in that area. It may also be the case that a given course, module, subject, etc. may be designed to emphasize concepts in several BTK areas.

www.athea.org

ASSOCIATION OF TRANSNATIONAL HIGHER EDUCATION ACCREDITATION (ATHEA)

Association of Transnational Higher Education Accreditation (ATHEA)

The Association for Transnational Higher Education Accreditation (ATHEA) is a voluntary, non-governmental, membership association that is dedicated to quality assurance and improvement through institutional accreditation via peer evaluation.

Why ATHEA was formed?

In 2014 a group of European Universities and Business Schools expressed the intent to participate in the formation of an institutional accreditation body in Europe. What was their rationale to do so? There is a wide variety of accreditation agencies operating in the European Union and the European Higher Education Area (EHEA). But, almost all of them are operating locally, in a specific country or just a specific language area (e.g. German). And they are primarily focusing on public institutions. Accreditors working internationally, are typically program accreditors. Currently, there is no institutional accreditor operating transnationally with a focus on private higher education.

In 2015 ATHEA was incorporated as a not-for-profit organization based in Vienna (Austria). ATHEA focuses on transnational institutional accreditation.

Legal Framework

The Bologna signatory states opened the opportunity that institutional accrediting bodies for Higher Education can operate across borders. The process was initiated in the year 2003. In the Berlin communique? of 19 September 2003, the Ministers of the Bologna Process signatory states invited the European Network for Quality Assurance in Higher Education (ENQA), to develop "an agreed set of standards, procedures and guidelines on quality assurance" and to "explore ways of ensuring an adequate peer review system for quality assurance and/or accreditation agencies or bodies."

This led to the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG) published by the European Association for Quality Assurance in Higher Education in Helsinki in 2005. The third edition of the documentwas approved by the Ministerial Conference in Yerevan, in 2015.

Institutional accreditation in higher education can be provided across borders by an organization that is registered on the European Quality Assurance Register for Higher Education (EQAR). There is an accreditation process for new accreditation agencies provided by EQAR which ATHEA is following to be on the Register in due time.

Peregrine academic services

In 2014, Peregrine Academic Services was invited by the group of European Universities and Business Schools to support the foundation of a higher accreditation body that will be listed on EQAR. Peregrine helped to establish ATHEA with expanding the initial group and developing the charter of the organization. Since its establishment,it provides consulting services for the development of the accreditation documents as well as training of the commissioners and evaluators.

What does ATHEA do?

There are three key areas of activity.

- ATHEA provides educational, accrediting, quality assurance and other services to its member institutions. These are degree/diploma granting post-secondary educational institutions offering higher education. They can be located inside or outside the European Higher Education Area.

- ATHEA conducts voluntary, non-governmental peer review and makes decisions concerning the accreditation or pre-accreditation status of member institutions.

- ATHEA seeks registration on the European Quality Assurance Register (EQAR) for Higher Education.

Future Perspectives

Especially when ATHEA is listed on the European Quality Assurance Register and a member of the European Association for Quality Assurance in Higher Education (ENQA),it will be able to make a substantial contribution to its member institutions and stakeholders. Transnational education will grow due to globalization and increased mobility of students and faculty. There are specific challenges for creating and sustaining value for the stakeholders in such an environment. With its transnational approach, ATHEA will be able to make a substantial contribution.

Standards

The standards for accreditation are based on the European Standards and Guidelines for Quality Assurance (ESG) required for recognition by the European Quality Assurance Register in Higher Education (EQAR). A summary of the accreditation standards is as follows:

1. *Policy for Quality Assurance*. The institution has an integrated policy for quality assurance.

2. *Design and Approval of Academic Programmes*. The institution has quality-based processes for the design and approval of academic programs.

3. *Student-Centred Learning, Teaching, and Assessment*. The institution's academic programmes encourage active learning with outcomes-based assessment.

4. *Student Admission, Progression, Recognition, and Certification*. The institution consistently applies its published regulations covering all phases of the student cycle including student admission, progression, recognition, and certification.

5. *Teaching Staff*. The institution assures itself of the competence of its teachers and applies fair and transparent processes for the recruitment and development of the staff. The institution performs research appropriate to the institution's mission.

6. *Learning Resources and Student Support*. The institution has appropriate funding for learning and teaching activities and provides adequate and readily accessible learning resources and student support.

7. *Information Management*. The institution collects, analyses, and uses relevant information for the effective management of academic programs.

8. *Public Information*. The institution publishes information about their activities, including academic programmes, which is clear, accurate, objective, up-to date, and readily accessible.

9. *On-going Monitoring and Periodic Review of Programmes*. The institution monitors and periodically reviews their programmes to ensure that their programmes achieve the objectives set for them and are responsive to the needs of students and society.

10. *Cyclical External Quality Assurance*. The institution undergoes cyclical external quality assurance in accordance with the ATHEA standards and expectations.

ATHEA aspires to be the preeminent resource for institutions of higher education striving to achieve excellence in fulfilling their missions.

ATHEA intends, through voluntary assessment and adherence to high standards for student learning outcomes and operational behaviour, to assure the public that its accreditation institutions of higher education are fulfilling their stated purposes and addressing the public's expectations.

The Accreditation Imperative

Recognised institutional accreditation satisfies a number of key stakeholder requirements including national-level legalities, regional transferability of students, and is often a prerequisite for programmatic accreditation.

With ATHEA, our goal is to provide internationally recognised institutional accreditation so that the academic institution meets the quality assurance standards required by a variety of stakeholders. ATHEA believes that institutional accreditation must be mission-based, strategic planning driven, outcomes and competency centred, and based upon peer-review.

Accreditation signifies that an institution has a purpose appropriate to higher education and has resources, programs, and services sufficient to accomplish and sustain that purpose.

Accreditation indicates that an institution maintains clearly specified educational objectives that are consistent with its mission and appropriate to the degrees it offers, and that it is successful in achieving its stated objectives.

ATHEA Membership and THEA Accreditation

1. *Institutional Membership*

   This is the entry into the ATHEA and the starting point for all institutional members who seek accreditation.

   To become a member of the Association for Transnational Higher Education Accreditation an institution must

   • have legal authorization to operate as a tertiary educational institution,

   • have students in an academic programme,

- be in existence for at least 1 year, and
- offer and teach their own institution's programmes.

2. *Candidacy for Accreditation*

An Institutional Member who has completed all of the requirements for candidacy status as stated in the THEA Board of Commissioners Accreditation Policy Manual will be considered a candidate for accreditation.

To apply for THEA accreditation candidacy an Institutional Member must

- have graduates of the programme,
- be in existence for at least 3 years.

The specific term for candidacy is Transnational Higher Education Accreditation-Candidate, or THEA-Candidate.

3. *Accredited*

Once a candidate for accreditation completes a self-study, passes a site evaluation, and is accepted into accreditation status by the THEA Board of Commissioners, the institution is awarded accreditation.

To get accredited a THEA-Candidate must have at least 2 cycles of graduates (students that start and finish the programme) from the institution.

The specific ATHEA term for being accredited is Transnational Higher Education Accreditation-Accredited, or THEA Accredited.

Affiliated Institutions

Additional to the three levels of membership status an Affiliated Institution denotes a status of being associated with ATHEA that is reserved for organisations associated with higher education that wish to learn, be informed, and potentially receive assistance from ATHEA relative to quality improvement in higher education.

Affiliated Institutions are not necessarily on an immediate path for THEA accreditation, but may choose to persue it at a later time.

Fees

Annual fees for the Institutional Membership .... 3,000 EUR

One-time payment with the Candidacy Application .... 5,000 EUR

One-time payment with submission of the self-study .... 10,000 EUR

Annual Accreditation Maintenance payment .... 2,000 EUR
    starting the year after accreditation is awarded

Annual dues for an Affiliated Colleague .... 1,500 EUR

❖　❖　❖

ASSOCIATION OF MANAGEMENT DEVELOPMENT
INSTITUTIONS IN SOUTH ASIA

AMDISA
A SAARC
RECOGNISED BODY

SAARC

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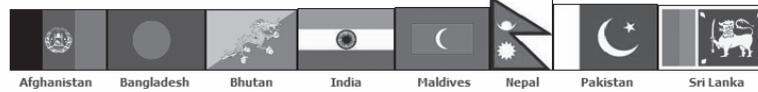
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Year of Establishment : 1988

Accredited Schools

18   **15**

Global   Indian

World over, the accepted measure of quality assurance in education is voluntary accreditation. Voluntary Accreditation is a concept of self-regulation which focuses on self-study and evaluation and on the continuing improvement of educational quality. It is both a process and a result. As a process, it is a form of peer review in which an association of schools and colleges establishes sets of criteria and procedures. As a result, it is a form of certification granted by a recognized and authorized accrediting agency.

Consistent with the above, AMDISA as an international not-for-profit association has taken the initiative and evolved its Quality Assurance program — SAQS as a service to the management education profession worldwide. SAQS embodies a professional approach and is designed as an international accreditation system. SAQS Quality Label is a recognition to the institution's commitment to Quality and Quality Assurance through continuous improvement. It is inspired by EQUIS criteria guidelines.

SAQS has positioned itself as Quality Assurance System representing the highest standard of achievement for management schools. AMDISA believes that Institutions that earn Quality Assurance, confirm their commitment to quality and continuous improvement through a rigorous and comprehensive peer review of institutional mission and its alignment, faculty capability, and composition, curricula quality, admission and delivery system, research and executive education, pursuing regional and global network promoting connections with corporate world and making its contribution to community having appropriate academic and physical infrastructure. AMDISA certification is the hallmark of excellence in management education, comparable to best schools anywhere in the world.

Website : www.amdisa.org

SOUTH ASIAN QUALITY ASSURANCE SYSTEM

AMDISA's Quality Assurance Programme

International Quality Assurance Label for B-Schools

SAQS is the quality assurance scheme run by the Association of Management Development Institutions in South Asia (AMDISA), a SAARC Recognised Body, as a service to the management education profession worldwide. SAQS embodies a professional approach and is designed as an international accreditation system.

SAQS emerged in an EFMD – AMDISA cooperation through a European Union funded Asia – Link project in 2003–04. It is inspired by EFMD's EQUIS criteria guidelines. It is a globally benchmarked system for mentoring, quality improvement, quality assurance and accreditation.

SAQS is a system of quality assessment, improvement, and accreditation of higher education institutions in management and business administration. Its fundamental objective, linked to the mission of AMDISA, is to raise the quality and standard of management education. AMDISA facilitates standard setting, benchmarking, mutual learning, and the dissemination across borders of good practice.

SAQS provides interested and eligible management schools seeking accreditation a list of collectively evolved quality criteria and details of the assessment process and procedures. These serve as bases for their self-assessment and identification of quality improvement opportunities. The process is aided by trained and experienced SAQS Mentors and Peer Reviewers. Based on the self-assessment process and recommendations of the visiting Peer Review Team to the institutions, the SAQS Accreditation Awarding Committee makes a final decision. SAQS accreditation processes lead to improvement through highlighting the need to meet internationally accepted quality standards. The SAQS Quality Label is a recognition to the institution's commitment to Quality and Quality Assurance through continuous improvement.

The objective of SAQS is not the standardization of degree programme formats, of course content, or of strategic choices. It accepts that each country has its own approach to management and business education and that the length, design, content and learning objectives of programmes will differ from one country to another, and even sometimes within countries.

Furthermore, SAQS is not primarily focused on the MBA or any other specific programme. Its scope covers all programmes offered by an institution from the first degree up to the Ph.D. In summary, SAQS is founded on the principle of

recognizing diversity and the strengths of different approaches to higher education in management. SAQS Accreditation is institutional. Institution being defined, as the organisational unit, providing business and management education.

Briefly, SAQS is a system which provides a quality assurance and accreditation framework based on regional and international experiences and perspectives. It uses a set of criteria developed from business and management schools of high national and international standing. Its policy is determined by a broad-based SAQS Council. The process is managed by the SAQS Committee. The major inputs for the quality assurance and accreditation process are generated by the management school found eligible for SAQS, through its Self-Assessment Report. This is followed by the visit of the international SAQS Peer Review Team to the school.

Based on the Peer Review Report and Recommendations, the final school-wise decisions are made by the SAQS Accreditation Awarding Committee. All these SAQS forums comprise Chairman and Members who have a wide variety of experience as senior academic administrators. AMDISA Secretariat coordinates SAQS activities.

SAQS looks for a balance between high academic quality and the professional relevance provided by close interaction with the corporate world. A strong interface with the world of business is, therefore, as much a requirement as a strong research potential. SAQS attaches particular importance to the creation of an effective learning environment that favours the development of students' managerial and entrepreneurial skills, and fosters their sense of global responsibility. It also looks for innovation in all respects, including programme design and pedagogy.

The AMDISA-SAQS accreditation process is composed of several distinct stages. The diagram *(Annexure-I)* outlines this process, shows the way in which the different stages are linked, and provides a brief description of each stage. The different stages are:

1. Preliminary Inquiry

2. Formal Application

3. Eligibility

4. Self-Assessment

5. International Peer Review

6. Awarding Body Decision

7. Guided Development (optional)

So far 18 B-schools - 15 from India and 3 from Pakistan have been awarded SAQS accreditation *(Annexure-II)* and 19 B-Schools - 13 from India, 3 from Pakistan, 2 from Bangladesh, and 1 from Nepal *(Annexure-III)* are in the various stages of the process to benchmark on this international quality assurance system.

The SAQS Booklets include within them all details related to the SAQS Accreditation process. To formally enter the process an institution has to send information in the Data Sheet, the format of which is enclosed as Supplementary Material along with the SAQS Booklets.

The Elements of the fees payable are as follows:

1. Eligibility fee of US $ 400/- payable with application data sheet for eligibility decision.

2. Initial main payment of US $ 12,500/- payable within 30 days after conveyance of eligibility decision and before appointment of the Mentor.

3. Final payment of US $ 12,500/- on submission of Self Assessment Report (SAR) and before appointment of Peer Review Team.

For Institutions in India this fee is payable in Rupee equivalent of US $.

Post Accreditation Maintenance:

The SAQS process does not involve any fee in the post-accreditation maintenance phase.

In the month following the award of 5 years SAQS Accreditation, the School should select at least three major objectives to be pursued during this five year period. The purpose of this selection of objectives and the reporting of progress made is to ensure that even Schools granted 5 years Accreditation continue to develop in the spirit of the SAQS emphasis on continuous improvement. The selection of these objectives will be based on the recommendations provided by the PR team in its Report. These objectives will be sent to the SAQS Accreditation Awarding Committee for their consideration/approval prior to sending it to the institution. Any School receiving 5 years Accreditation will be expected to submit a 10-15 page Progress Report 30 months after accreditation by the Awarding Committee. The Report will describe clearly and succinctly the progress made on the achievement of the objectives selected by the School and approved by SAQS. This progress report will be sent to the SAQS Accreditation Awarding Committee for their views/consideration/approval prior to feedback to the institution. The institution has to apply for re-accreditation at least 6 months before the validity of the Accreditation ends.

Any School receiving 3 years Accreditation will be required to submit a 5-10 page Annual Progress Report to SAQS at the end of the Year 1 and Year 2 after being awarded the accreditation. The report will describe clearly and succinctly the progress made on the Conditions established by the SAQS Accreditation Awarding Committee. The achievements in the Progress Report submitted by the institution will be evaluated by a member of the PR Team who visited the School and another SAQS expert. The feedback provided by these two experts will be communicated to the School. In Year 3, the School will need to apply for Re-accreditation.

For more information, please write to the Executive Director, Association of Management Development Institutions in South Asia (AMDISA), University of Hyderabad Campus, Central University Post Office, Hyderabad 500046, Telangana State, India at Email ids: execdir@amdisa.org, execdir.amdisa@gmail.com, amdisa@amdisa.org.

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SAQS

SAQS PROCESS

Preliminary Inquiry
-Preliminary screening by SAQS Secretariat
-AMDISA Membership

Application
-Information package sent
-Data Sheet received
-Eligibility briefing interview
-Eligibility Committee report

Eligibility
-Eligibility: AMDISA accreditation likely in 3
  years or less
- Decision to appointment Mentor for the School

YES   **NO**

Strategic Advice/
Guided Development

Self- Assessment
-Preparation of SA Report
-Assisted by SAQS Mentor
-PR Team to be notified to School

Peer Review Committee
-PR visit and report
-Evaluation based on SAQS criteria
-Recommendations to institution
-Report to SAQS Committee

SAQS Committee
Check with School on PR Report accuracy

SAQS Accreditation Awarding Committee

-5 years / 3 years
-Rejection
-Guided Development

SAQS
ACCREDITED

B-SCHOOLS GRANTED SAQS ACCREDITATION

India

Asian School of Business Management, Bhubaneswar, India.

Faculty of Management, Xavier University, Bhubaneswar, India. (Formerly known as XIMB)

Great Lakes Institute of Management, Chennai, India.

ICFAI Business School Hyderabad Campus, Hyderabad, India. *(Re-Accredited)*

IFIM Business School, Bangalore, India.

IILM Institute for Higher Education, New Delhi, India.

Institute of Management and Technology, Ghaziabad, India.

Institute of Public Enterprise, Hyderabad, India.

International Management Institute, New Delhi, India.

K. J. Somaiya Institute of Management Development & Research, Mumbai, India.

Management Development Institute, Gurgaon, India. *(Re-Accredited)*

NMIMS School of Business Management, Mumbai, India.

Prin. L. N. Welingkar Institute of Management Development and Research, Mumbai, India.

Prin. L.N. Welingkar Institute of Management Development and Research, Bangalore, India.

XLRI School of Business and Human Resource, Jamshedpur, India.

Pakistan

Institute of Business Administration (IBA), Karachi, Pakistan.

School of Business and Economics, University of Management and Technology, Lahore, Pakistan.

Suleman Dawood School of Business, Lahore University of Management Sciences, Lahore, Pakistan.

B-SCHOOLS SEEKING SAQS ACCREDITATION

Bangladesh

Institute of Business Administration (IBA), University of Dhaka, Dhaka, Bangladesh.

North South University, Dhaka, Bangladesh.

India

AIMS School of Business, AIMS Institute of Higher Education, Bangalore, India.

Faculty of Management, Xavier University, Bhubaneswar, India. *(Re-Accreditation)* (Formerly known as XIMB)

FORE School of Management, New Delhi, India.

Goa Institute of Management, Goa, India.

IILM Institute for Business & Management, Gurgaon, India.

IILM Institute for Higher Education, New Delhi, India. *(Re-Accreditation)*

Institute for Financial Management and Research, Chennai, India.

Institute of Management, NIRMA University, Ahmedabad, India.

Institute of Management and Technology, Ghaziabad, India. *(Re-Accreditation)*

International Management Institute, New Delhi, India. *(Re-Accreditation)*

Jagan Institute of Management Studies, New Delhi, India.

Narsee Monjee Institute of Management Studies (NMIMS), Bangalore, India.

RIMS School of Management and Information Science, Rourkela, India.

Nepal

Kathmandu University School of Management (KUSOM), Kathmandu, Nepal.

Pakistan

Institute of Business Administration, Karachi, Pakistan. *(Re-Accreditation)*

Sukkur Institute of Business Administration (Sukkur IBA), Sukkur, Pakistan.

UCP Business School, University of the Central Punjab, Lahore, Pakistan.

ROAD MAP TO INTERNATIONAL ACCREDITATION

Starting out on the accreditation journey is not easy. It is a step by step process involving all the stakeholders. Before everything else, the school should have a clear commitment and focus as to which direction that it wants to grow. Most campuses settle down playing the numbers game and keep expanding their seats with a semblance of quality hoping that with resources flowing in quality perception would improve, which often proves to be wrong. The bigger the school gets, the challenges become stronger in order to keep the brand working as the core aspect of the business education, namely giving world-class education to the students, becomes a casualty.

A Smart campus would avoid such an eventuality by constantly upgrading its quality through accreditation that promises continuous improvement and benchmarking with the best in the class. Peer involvement ensures that the faculty at the campus get to increase their academic prowess on real time and also bring their knowledge and experience by innovative pedagogic process.

As a result, the students would leave the campus with a stronger and much more industry focused career building education. Accreditation is the best way to reflect inward, involve all stakeholders and continuously upgrade the quality of the school relating to its peer institutions.

SEAA Accreditation Advisory & Facilitation Process

To make it easy for seeking out the best choice for international accreditation, SEAA designed a template, through which the schools could send us their background information based on which we could advise the schools. It would be a good idea for the schools to join the SEAA Accreditation Forum to get the best possible advise and also take up the campus workshops for faculty.

SEAA has endeavoured to bring the best accreditation agencies and their processes the business education campuses of India, so that, the employability factor of the students go up and the faculty in turn would get exposed to best peer networks from select accredited schools. This would build a powerful quality based academic ecosystem that would eventually catapult the Indian accredited business schools to the global arena, something which has been woefully lacking in our business education environment.

Also, it will improve the global ranking of Indian business education which has also been a matter of serious concern in India. The process involved in accreditation is guaranteed to help the schools re-visit all their working plans which would present a better picture to the stakeholders when the ranking kicks in.

SEAA INTERNATIONAL ACCREDITATION FACILITATION FORM

Getting Started on Accreditation — Standards for Educational Advancement & Accreditation (SEAA) Trust is concerned about a vast percentage of schools that have initiated the international accreditation process has not proceeded beyond the first step and are paying their annual dues to the agencies. We would like to offer a service that would gauge the level of accreditation preparedness so that the SEAA mentors could offer a solution. Please e-mail at seaastandards@gmail.com and give three weeks time for our response.

Background

Name of the School	
Year of Starting	
Name of Director	
Address	
Phone number	
E-mail Contact	
Website	

Vision & Mission

MBA/PGDM details

No.	Name of Programme	Starting Year	Admissions	FT/PT or DL*	Contact Hours

* FT Full time

PT Part-time

DL Distance Learning

Accreditation Details

Are you accredited?	Name of agency	Year	Re-accreditation	Choice of international accrediting agency	Status of implemen- tation
				e.g EQUIS	

Your reasons for taking up accreditation (150 words) *Please state the reasons for Indian and also for international accreditation separately.*

Faculty involved in the most recent accreditation process

Name of faculty	Name of accreditation	Contact E-mail

Assessment — Faculty details

No.	Name	FT/PT/ADJ*	Qualification	Accreditation experience	Contact E-mail

* FT Full time

  PT Part-time

  ADJ Adjunct

Student details

No.	Programme	Batch Size	Females	% with nil experience	Avg Exp.	Avg. age	No. States represented

Completed forms can be sent by E-mail to : seaastandards@gmail.com or by post to SEAA Trust, 36-C, Pkt. 1, MIG Flats, Mayur Vihar 3, Delhi-96 • Ph. : 09811297249.

INTERNATIONALLY ACCREDITED SCHOOL PROFILES — INDIAN

International Accreditation has followed the same pattern of high diversity of the business schools in the country with the earliest accreditation going for one of the best schools of management, usually ranked within the top ten, Management Development Institute (MDI) Gurgaon in 2005. It was Association of MBAs based in London who opened the International accreditation mandate in India with MDI Gurgaon. It took another five years before the next business school could get its international endorsement, this time IACBE with Alliance Business School later merged with the Alliance University. Around the same time SEAA Trust, New Delhi began its active campaign of international accreditation and brought all the top rated accreditation agencies on the same platform at its annual conference and also held individual conference focused on respective accreditation processes around the country.

AACSB International, EFMD-EQUIS, AMBA, ACBSP, IACBE, SAQS and British Accreditation council participated in this initiative. Between 2008 and 2014, as many as 28 accreditation were done in a flurry giving us the satisfaction that we were on the right track. We started a campaign "100 by 2015" to get at least a 100 schools in the international accreditation path by 2015, which is done. We have also kept now a target for converting all these schools in the path to an accredited status by 2020 which is a tough task. Accreditation is not an endorsement of present state of art of the school, but which builds the school over a period before the accreditation is approved.

The promise is also help sustain the momentum gained during the accreditation process which uses scientifically evolved standards or principles and groups of peer faculty leadership from around the world. The best benchmarked accreditation system also helps the schools to grow their network which sustains their future growth. Almost all the schools that have been accredited clearly got a leg up when it came to faculty development, international linkages and student development, the theme of the current year's conference and the overriding theme of the future work.

When we look at the current sets of schools which are accredited by different accreditation systems we could easily see that the schools have chosen the agencies which had the best fit for their state of quality evolution and did not stop at that and moved on to the next level and the next accreditation system matching them showing a positive dispensation for sustainable growth with accreditation impetus, the theme of our current conference. The power of being accredited by one agency literally pushed the school to look at next. The schools accredited also show a wide variation in terms of their vintage, growth and size and there are predictably the big players including a range of IIMs opting for one or more of the traditional big three (IIM-C for instance have opted all the three) and there are also much smaller

schools but highly aggressive ones like IFIM School of Business, Bangalore now featured in the AACSB accredited schools list alongwith the newer additions SPJMR and IIM-Udaipur, which is no small feat indeed. IFIM is now the cynosure of all eyes.

Indian Institute of Management (IIM-C), Calcutta

Vision — To be an international centre of excellence in all aspects of management education.

IIM-C became the first triple crown accredited school this year when it received AMBA accreditation and later AACSB accreditation in quick succession. The school already had EQUIS accreditation from EFMD, Brussels. Only 9 other business schools in Asia and 87 business schools around the world are currently 'Triple Accredited'. The push for acquiring global accreditation from three different sources came from its vision to be an international Centre for excellence in all aspects of management education. IIM-C was established as the first national institute for Post-Graduate studies and Research in Management by the Government of India in November 1961 in collaboration with Alfred P. Sloan School of Management (MIT), the Government of West Bengal, The Ford Foundation and Indian industry. During its initial years, several prominent faculty formed part of its nucleus, including Jagdish Sheth, J. K. Sengupta, among others. Over the years, IIM-C has grown into a mature institution with global reputation, imparting high quality management education. It has been playing a pioneering role in professionalising Indian management through its Post Graduate and Doctoral level programs, Executive Training Programs, Research and Consulting Activities. Today, the institute serves as an autonomous body, continually evolving to meet its goals in an ever-changing business environment. The vision of the Institute is to emerge as an International Centre of Excellence in all facets of Management Education, rooted in Indian ethos and societal values. Over the past four decades, IIM Calcutta has blossomed into one of Asia's finest Business Schools. Its strong ties to the business community make it an effective mechanism for the promotion of professional management practices in Indian organizations. Today, IIM Calcutta attracts the best talent in India — a melting pot of academia, industry and research.

Indian School of Business (ISB), Hyderabad

Vision — Our vision is to be an internationally top-ranked, research-driven, independent management institution that grooms future leaders for India and the world.

India's global business school, Indian School of Business won the prestigious Hult and Clinton Foundation prize of US $ 1 million this year, an endorsement of the way the school has been built over the years. The school was the result of a repressive regulatory regime which refused to accept changes which made a group of

industrialists led by McKinsey Corporation, a global consulting firm to draft a plan for a business school with a difference. Ably assisted by the then Chief Minister of undivided Andhra Pradesh Chandrababu Naidu, the US $ 100 million campus with the backing of Kellog, Wharton and London Business School set shop over a decade ago at Hyderabad. The school has grown to a large megalith spawning all areas of management education and has diversified into setting up Bharti Institute of Public Policy, Max Institute of Healthcare Management, Punj Lloyd Institute of Infrastructure Management and Munjal Institute for Global Manufacturing, all modelled on the same lines of ISB with respective industry leaders chipping with capital. ISB's stature as a research-oriented institution has grown rapidly since its inception in 2001. The faculty at ISB have contributed more than 150 articles to reputed journals. The school has set up Centre for Analytical Finance; Centre for Emerging Markets Solutions; Centre for Investment; Centre for Leadership, Innovation, and Change; Centre for Teaching, Learning, and Case Development; Srini Raju Centre For IT and The Networked Economy; Thomas Schmidheiny Chair for Family Business and Wealth Management and Wadhwani Centre for Entrepreneurship Development

T A Pai Management Institute (TAPMI), Karnataka

Mission Statement — "To excel in postgraduate management education, research and practice".

Tucked in the lush coastal region of Karnataka, the T A Pai Management Institute based in Manipal is a fit candidate of being the first full fledged management school to receive the AACSB International accreditation in the country. The institute anchored on the tradition set by its visionary founder T A Pai in 1984 has played a strong role in industrialization of the region. Manipal is home to a large number of educational institutes for medicine, pharmacy, dentistry, arts and science, engineering and technology and is known for its cosmopolitan ambience. The town is also known for its innovative development banking and financial services sector. Today, over 3000 TAPMI alumni hold responsible managerial positions in India and abroad. In early 2009, its 25th year running, TAPMI took a landmark step in its history by shifting its operations to a new scenic 42-acre residential campus in Manipal. Located on the side of a hillock and overlooking a valley filled with verdant tropical greenery, this campus provides an ideal setting for serious academic study and creativity, combined with entertainment and relaxation. TAPMI has signed MoU with Asian Institute of Management, Sheffield Hallan University, Darmstadt University of Applied Sciences, University of Wisconsin, St Mary's college California among others and it has also diversified into launching an 18 months MBA programme with University of Dubai and opened a branch campus at Jaipur.

Institute of Management & Technology (IMT) Ghaziabad

Strategically located in Delhi NCR, the flagship institution of four campus IMT Ghaziabad has emerged as a premier management institution accredited by AACSB.

The school is also highly rated by media houses and it has been running post graduate management programmes for the past 36 years. These are : i) Post Graduate Diploma in Management (PGDM); ii) PGDM Dual Country Programme (DCP); iii) Executive PGDM; and iv) Part-time PGDM. In all the programmes the bottomline consideration has been innovation, execution and social responsibility.

IFIM Business School, Bangalore (IFIM)

IFIM Business School based in Bangalore, made waves by becoming an AACSB accredited school this year. One of the smaller business schools by size and even vintage when compared with the rest of the behemoths accredited by AACSB, IFIM has now become the talk of town and its brand equity among the aspiring business schools has shot up as the peer schools now want to know how IFIM got into the 'A' list of accredited schools. According to Sanjay Padode, the CEO of the school, the feat was accomplished with much hardwork and diligence over a seven to nine year period when the work leading to AACSB accredited started. The process actually changed the school from being one of the many business schools of karnataka which is the largest hub for B-schools in India to one which is now the smartest one among its peer. The school had focused on acquiring good faculty with strong research orientation, industry experienced adjunct faculty and also focused on admitting some of the best students.

NMIMS School of Business Management, Mumbai (NMIMS)

The School of Business Management (SBM) of SVKM's NMIMS, Deemed to be University (as per UGC Norms), one of India's premier business schools is situated in Mumbai - the financial hub and nerve centre of the country. Apart from offering diverse cutting-edge programs for students, it also offers executive education programs for professionals who want to make the key transition in their careers. The SBM educational experience aims to equip students with a bedrock of management skills to help them navigate through the complex business environment of today. A dynamic curriculum designed in conjunction with academics and industry practitioners, provides them the opportunities to master new skills and explore varied perspectives.

Indian Institute of Management (IIM-U), Udaipur

One of the newest additions to AACSB list, IIM-Udaipur also opens new challenge and avenue for quality benchmarking to the best in the world for the newly setup IIMs, belonging to the Ministry of HRD. In 2009, the Indian Government approved

the creation of IIM Udaipur; the Institute officially opened in 2011. In October 2016 IIMU moved to its permanent campus on 300 acres of land in the Balicha area of Udaipur which have been allocated by the Government of Rajasthan.

IIMU pulses with the energy of a start-up while building on the prestigious accomplishments and traditions of the IIM network. It aims to set a new benchmark in the field of management education by combining excellence in both teaching and research. The Institute strives to make a real difference to the region, forging strong relationships with local NGOs and government and working closely with industry on live projects, internships, and many events throughout the academic year.

Indian Institute of Management (IIM-A), Ahmedabad

Vision — To become an Institute that is globally recognized and respected as a thought leader in management.

The institute's post graduate diploma programmes PGDM became a hall mark of high quality business education emulating which more than 400 such PGDM institutions came up in the private sector. The one year model of business diploma PGPX introduced in the later years has become an instant hit with the corporate. In 2008, IIMA also became the first business school in the country to be awarded EQUIS (European Quality Improvement System) accreditation.

This accreditation awarded by the EFMD (European Foundation for Management Development) certifies that the quality of IIMA's academic processes and programmes are on par with the best business schools globally that have similar accreditation.

Indian Institute of Management (IIM-B), Bangalore

Mission Statement — IIM-B aims at augmenting the management resources of the nation through programmes of teaching, research, training, consultancy and other professional services. Within this broad canvas, the institute strives to enhance its contribution to further strengthening managerial competence in business and industry. IIM-B has been in the forefront of innovation and research and it literally led and rode the Information Technology deluge that hit India taking it to a high level of competency and business opportunity.

The institute's alumni were keen entrepreneurs in IT based on the leadership skills that were taught to them by highly competent faculty during their two year stint at the school. Being aware of the need to retrain corporate leadership to help them to be abreast of the developments in a dynamic business environment, the school had launched a plethora of corporate initiatives including executive management programmes and a series of training programs.

Shri Dharmasthala Manjunatheshwara Institute for Mgmt. Development

SDMIMD, a premier B-school located in Mysore, was established in 1993 with the objective of providing quality management education based on a firm foundation of Indian values and ethics.

SDMIMD is promoted by Shri Dharmasthala Manjunatheshwara Educational Trust that runs over 40 recognized educational institutions in Karnataka, including Engineering, Medical, Dental, Ayurveda and Naturopathy colleges.

SDMIMD's flagship offering is a two year, full time, residential Post Graduate Diploma in Management (PGDM) program which is approved by AICTE and accredited by NBA. The program has also been recognized as equivalent to MBA by Association of Indian Universities.

SDMIMD's PGDM Program is accredited by ACBSP (Accreditation Council for Business Schools and Programs), USA. and by EFMD (European Foundation for Management Development), thus becoming the first institute in India to get the dual accreditation of ACBSP and EFMD-EPAS. These accreditations have propelled SDMIMD to be among the top global Business Schools and have enabled the students to learn in an environment that is process and outcome enabled and globally oriented.

Management Development Insitute, Gurgaon

Vision — MDI is a school for — Thought Leaders and Change Masters; and Academic Excellence and Continuous Innovation.

Management Development Institute Gurgaon has the unique distinction of becoming the first ever internationally accredited business school of India in the year 2006. The Association of MBAs, London, by giving MDI Gurgaon its international accreditation stamp also opened its books in India and today AMBA has seven best known schools of the country accredited by the organization. MDI Gurgaon started out as a professional training centre and gravitated to become a business school in the eighties. With sprawling green campus which also sports an amateur golf course and football ground, the first for any business school in India, the institute has been balancing high campus academics with short courses for lifelong learning by the corporate executives.

The institute also has focused schools within itself offering Energy Management in association with NTPC and an Institute for Public Policy in association with the Government of India. The institute alumni are vast in numbers and are now occupying key leadership positions around the world. The school also has one of the largest contingent faculty who contributes to research and consultancy in a big way. The totally faculty driven institute, MDI has five deans and a director, an unique leadership structure evolved owing to its diversified product offering as a business school. The institute has the largest international student exchange

programme. Well organized exchange programmes at the institute ensure that regular PGP students get an opportunity to spend a term abroad. An equal number of international students from as many as 45 B-Schools spend a term in MDI. This makes the experience at MDI truly international.

Indian Institute of Management (IIM-K), Kozhikode

Vision — The institute aims to create a unique and futuristic space of global reckoning so as to nurture the finest management thinkers in the pursuit of developing innovative, socially responsible and environmentally friendly practitioners, leaders and educators. Hence, it abides by its dictum of 'Globalizing Indian Thought'.

The fifth IIM to be set up in the country, the IIM K is also the second in the Southern region and the first in Kerala. The institute has one of the best ambience in the country set amidst lush undulating greenery of the coastal state of Kerala perched on top of two hillocks of Kunnamangalam area. The 100 acre of campus evenly spread over the two hillocks provide one of the most best locations for higher studies anywhere in the world. Despite its disadvantage of distance and remoteness of its location, the school has carved its niche in the area of distance education combining digital technology with that of classroom, making it a pioneer in blended education. The school also strategically launched campus based training programme for faculty and leadership from around the country's business schools as well as corporate thus ensuring a strong networking for itself.

The 1996 vintage school is now matured into a truly global business school and received international endorsement with Association of MBAs accreditation. The institute moved to its new campus in January 2003 and the number of programs increased manifold with this step. The Institute has a strong International Exchange Programme for students and faculty with several leading Management Institutes in EU and ASEAN countries like SDA, Bacconi, Jonkoping, Sweden, Copenhagen Business School, Denmark, ESCAP-EAP, France; University of Queensland, Austria, Victoria University of Wellington and so on.

Great Lakes Institute of Management, Chennai

Vision — To become the leading management institution in India providing Quality Education at an affordable cost and build Human Capital for Emerging Economies.

The Great Lakes Campus is comparable is the best in the world in terms of infrastructure, aesthetics and more importantly an example of sustainable use of resources. The 27 acre campus is set on the scenic ECR road which runs from Chennai to Pondicherry and just 9 kms from UNESCO heritage site Mahabalipuram, the campus provides a serene and tranquil environment with ideal setting for pursuing extremely rigorous and intellectually challenging programs. The

differentiator in Great Lakes way of education is to provide highly comparable world class business education at prices which are comparable with the best in the local markets. This the school has been able to achieve through intense interaction with its networked schools abroad and constantly innovating on the campus.

S. P. Jain Institute of Management and Research (SPJIMR), Mumbai

Vision — To be the business school recognised around the world for its innovative, influential and relevant education.

One of spectacular growth stories of business education in the country, S.P. Jain Institute of Management and Research (SPJIMR), received AACSB recognition also after being an AMBA accredited school for long, an endorsement of its global presence and power of strategy. SPJIMR is a living example of how accreditation could actually change things around and make the schools more ambitious to reach out for more, the theme of 2018 SEAA conference.

The school is now a world leader family business, a niche opportunity it discovered owing to its location at the commercial capital of India. The Centre for Indo European Studies (CIEBS) is a joint centre of ESB Business School, Reutlingen University, Germany and S. P. Jain Institute of Management & Research (SPJIMR), Mumbai, India. It is funded by the European Union (EU). Centre for Entrepreneurship Development (CED). It has established centres in Services, Sciences, Management and Engineering; Continuing Management Education; Family Managed Business; Development of Corporate Citizenship and Education and social sector.

International Management Institute (IMI), New Delhi

Vision — To be a premier global management school.

International Management Institute (IMI) is one of the oldest business schools of the country, located in the institutional hub of Qutab enclave. The institute set up with Lausanne based International Institute of Management now called IMD Lausanne was a pioneer in introducing globally benchmarked management education in the country. It is also unique in the way it was started by a clutch of businesses making it the first such business school to be set up with corporate sponsorship. Bit corporate houses like RPG Enterprises, Nestle, ITC, SAIL, Tata Chemicals, BOC and Williamson Magor etc. were involved in its setting up. Besides this it has also various other international linkages with bodies like World Bank, UNDP, ILO, UNCTAD, Asian Productivity Organization etc. To provide a global perspective to the students, the Institute's flagship two year Post Graduate Programme in Management has a student exchange programme with various European Schools such as ESC Rennes, France, MIP School of Management France, Graz University Austria, IESEG School of Management and IDRAC Lyon, France etc.

IMI is also one of the empanelled Institute of the Ministry of External Affairs, GOI, for special Commonwealth Assistance Programme under which the Institute gets the executive MBA students from various Afro - Asian countries for its 15 months Executive Post Graduate Programme in Management.

Indian Institute of Management (IIM-L), Lucknow

Vision — To be a preeminent centre of excellence, generating and imparting knowledge in management and providing socially conscious and globally relevant thought leadership.

Established in 1984, IIM Lucknow was the newest of the four older IIMs. Though it was set up after a gap of around three decades, in the last two decades of its existence, it has carved a niche for itself among the global business schools as a fully integrated global management school. The Indian Institute of Management Lucknow is fourth in the prestigious IIM family of management schools to be established in India after IIM Calcutta, IIM Ahmedabad and IIM Bangalore . In 2005, IIM Lucknow expanded its area of influence in the realm of management education by becoming the first IIM to set up a satellite campus exclusively for Executive Education at NOIDA in Delhi NCR region.

Situated in a city known for its cultural heritage, the campus is spread over more than 190 acres of beautifully landscaped area. With its foundation in the city of "Tehzeeb", IIM Lucknow as well inculcates human values and professional ethics in the students to help them make a positive impact not just on the nation but on a global platform. IIM Lucknow is an ideal setup conducive to learning, accessibility and excellence.

The PGPM and the PGPABM, offered by the Institute subject the students to an overall transformation, training them to be better managers, and better human beings. The rigorous syllabi not only instill, in them, a passion for knowledge but also attempt to teach them how to apply that knowledge to real-life situations.

Xavier School of Management, Jamshedpur (XLRI)

XLRI, with its single vision of Magis, i.e., pursuit of excellence, focuses on three areas: academic excellence, personal values and social concern. Our mission is to develop competent, committed and compassionate leaders who will make a difference to the people among whom they work. Its world-class faculty with its commitment and deep sense of service delivers the curriculum very effectively.

XLRI tries its best to recruit the best faculty, induct them properly and help them to imbibe Excel culture and value and serve the students and industry with great dedication.

Indian Institute of Management, Indore

Established in 1996, IIM Indore is the sixth in the family of state-supported management schools. Since its inception, IIM Indore has been acting as a leader in the field of management education, interfacing with the industry, government sector and PSUs. IIM Indore is registered as a Society under Societies Registration Act, 1973.

Situated atop a scenic hillock, the 193 acre campus of IIM Indore provides an ideal backdrop for contemplative learning. IIM Indore has the latest in teaching aids, rich learning resources, a strong IT backbone, state-of-the-art sports complex and hostels as well as contemporary infrastructure.

Mission — IIM Indore seeks to be a contextually-relevant business school with world-class academic standards that develops socially-conscious managers, leaders and entrepreneurs. IIM Indore is committed to:

- Excellence in management education, research, and training
- Use of contemporary participant-centric pedagogies and teaching methods
- A presence in emerging segments of management education

PSG Institute of Management (PSGIM), Coimbatore

Vision — Raise the bar in management education and practice-based research engaging faculty and students to become a lead business school in India.

PSG Institute of Management Coimbatore is the first ACBSP accredited school in the country and since then has also emerged as a de facto leader of internationally accredited schools under the ACBSP stable by volunteering to help the schools in the process and also those already accredited on its quality building path in the spirit of accreditation.

The school started by the 80-year old PSG & Sons Charity, is now part of a 27 institution educational conglomerate that spans from school education to the entire gamut of higher professional education. The industrial city of Coimbatore known for its small industry domination had been considerably influenced by the visionary founders of PSG who pioneered the use of technology in manufacturing decades before Indian independence. The institute celebrated its Golden Jubilee this year making it one of the oldest business schools of the country. The full-fledged, autonomous management institute, affiliated to the Anna University of Tamil Nadu offer full time and part time MBA programs in Management, PG Diploma in Management and Doctoral Programme in Management. PSG Institutions were founded on the principle of empowerment

and entrepreneurship and nurtured its vast alumni base who in turn help the outgoing batches with live projects and practical advice.

Jansons School of Business, Coimbatore

Vision — To be a world class Business School developing competent and committed managers & entrepreneurs driven by values.

Coimbatore city is known for its industrial prowess and entrepreneurship and as such it is no surprise that Jansons School of Business from the Jansons Foundation focuses primarily on entrepreneurship and innovation. The ACBSP accredited school, the second one to get this distinction in the city has leveraged its international endorsement and networking to build on an excellent foundation on which it had been set up.

The school located in Karumathampatti near Coimbatore has world class infrastructure and good ambience stocked with best intellectual capital and good faculty group. The institute offers full time residential MBA programme in association with Bharathiar University, Coimbatore and also the University's PhD programme. Not one to make do with only the University curriculum which itself was exhaustive, the school offers papers in retailing, supply chain, data mining, business analytics among the choices, thus equipping the students with more skills than a normal MBA programme would offer.

School of Communication & Management Studies (SCMS), Cochin

Vision — To be a leader in providing value based education in harmony with the changing global order.

School of Communication & Management Studies (SCMS), now nomenclature as SCMS Group has its flagship business school in Cochin offering both PGDM and MBA programme. It is also the first school to received international accreditation in Kerala from ACBSP. SCMS has developed into a world-class business school offering a range of two year post graduate diploma programmes taught by a large contingent of faculty drawn from across the country. Being part of a primarily agriculture, fisheries and tourism dependent coastal state with its vast stretches of backwaters and aqueducts and a population which is cent per cent educated and spread all over the world, management education was the missing link in the value chain which SCMS has been able to provide with élan. The institute has a series of short term programmes and consulting offers as well to support innovation and growth in the state of Kerala. Being the only globally accredited school of Kerala, the institute carries out its responsibility of peer support well for the other Kerala schools. SCMS boasts a unique legacy for supporting and developing individuals and their aspirations to help contribute to the world's wealth of knowledge, bridge communities

and make it possible for individuals to grow academically, professionally and personally. Rooted in social values, the institution is committed to provide holistic education. The school has actively networked with the global universities for students and faculty exchange programmes and has recently announced that the School of International Studies would be launching a 18 month overseas MBA programme in association with Ravensburg-Weingarten University of Applied Sciences, Germany,

Apeejay School of Management (ASM), New Delhi

Vision — To be the most preferred management school known for creation of valuable business leaders.

The New Delhi based Apeejay School of Management (ASM) is one of India's premier business schools from the Apeejay Education Society stable. There are three other business schools and an university supported by this society. ASM excels in training its manpower to develop high level of competency and dedication work. This it does through various programmes for enhancing the potential of individual students, enriching human values, upholding the Indian value system, all acting in union as a vehicle for growth at the national and international level, thereby making it a "student driven" institute of higher learning. The school is also known for its faculty research and it conducts periodically highly valued faculty development programmes as a way of giving back to the industry in the spirit of peer support central to any accreditation process. The students go through a unique inspirational transformation to become reputed professionals in their chosen area of expertise. Our close links with industry give them ample opportunities to apply the acquired skills. The course curriculum is a tempting blend of in-depth subject knowledge and practical experience gained through a continuous process of industry academic interface.

ICBM School of Business Education (ICBM-SBE), Hyderabad

Vision — To be a world- renowned alma mater to generations of alumni of leaders, managers and entrepreneurs of immense knowledge and capabilities, impeccable character and selfless service to humanity. Our vision is also to create quality managers, ready to take the corporate world to the next generation.

The Hyderabad based ICBM-SBE acquired the distinction of being the second business school to be accredited in the undivided Andhra Pradesh and the first one to be accredited by ACBSP in the region. The institute's PGDM programmes combine good quality with affordable pricing attracting some of the best class of students to the campus. The institute has invested in faculty numbers and their development, high quality of research and entrepreneurship. The institute has encouraged its faculty and students to take part in series of national level programmes in other campuses on a regular basis. Innovation in pedagogy is a hall

mark of this institution whose leadership faculty spend considerable time and effort to emulate the best benchmarked practices in the rest of the world and bring these to the campus.

XIME

Xavier Institute of Management and Entrepreneurship (XIME), Bangalore

Vision — In an environment which is perceived as 'Elitist' XIME will harness the power of technology, innovation and excellent human resources to provide its students with world class business education programmes which are affordable, imaginative and relevant to the Indian business environment and ethos. Recognising that ethics and values are so essential for good business practice, XIME would strive to inculcate these concerns in its management graduates.

There are just a few who could walk the talk and stand tall among achievers. Starting business school by a practitioner of management is a dream fulfilled by a few which required extraordinary zeal and drive and not merely the academic and professional credential a director of an Indian Institute of Management (IIM) may possess.

Joe Philip was the man behind the setting up of the Xavier Institute of Management and Entrepreneurship, Bangalore who ascribes his founding a business school to a promise he made to his daughter Maria who did not live to see the inauguration and blossoming of the school into a powerful world-class business school securing an international accreditation endorsement from ACBSP. Being a natural visionary and powerful leader from his days with industry, Prof Philip could easily envision a school that is strong on academics, industry networking and international linkage.

As a founder of the Association of Indian Management Schools, Association of BRICS Business Schools (ABBS) catering to the newly formed emerging market economic consortium and the Indian Association for Autonomous Business Schools (IAABS), it is no surprise that its founder is able to infuse the spirit of leadership and out of the box thinking in the students who pass out of XIME's portals. The school is firmly focused on entrepreneurship and continuous personal and professional growth. The institute itself has grown and has diversified with its second campus at Cochin.

Lovely Professional University (LPU), Jallandar

The primarily agrarian region of Jallandar in Punjab is today emerging as a world-class education hub thanks to the massive 600 acre university in the otherwise bustling trading and farming town. Set up by a family known for its food processing and sweet making business, LPU is today an ACBSP accredited school part of a massive university that offers 150 programmes with 3500 faculty admitting around 25,000 students, making it the largest such institution in the Higher Education space in the country.

With internationally benchmarked curricula, innovative pedagogy, experiential learning, and 50+ foreign tie-ups for equitable and affordable quality education, the University is poised to establish itself as a Centre of Excellence in Research. The university campus exhibits a rich diversity as the academic staff and students come from all the states of India and more than 26 countries in the world. Education at LPU is a holistic one, aimed at developing the intellectual and personal strengths of students. The LPU experience takes place both within and outside the classroom, nurturing creativity and innovation through challenging project work, participative learning and providing an environment conducive to sparking ideas and how to translate those ideas into reality.

SMJV-CKSVIM Business School

SMJV Trust Vision — To develop a community of colleges and colleges for all people and communities to work collectively and responsibly to meet the academic as well as life-long learning needs of our diverse students.

CKSVIM Business School is the leading Institute in the heart of Vadodara (Baroda) City in Gujarat State known as Banyan City / Knowledge City, founded by 100 year old Shri Mahavira Jaina Vidyalaya (SMJV) Trust (Mumbai) which has entered in its centenary year (1915-2015). The trust manages 11 boys / girls hostel accommodating 1200 boys and 500 girls.

CKSVIM Institute of Management offers Global MBA (Master of Business Administration) two-year full time Post-Graduate Degree Program approved by AICTE, MHRD, Govt of India and affiliated to Gujarat Technological University (GTU), Ahmedabad. It has a Ph.D Research Centre also.

The Institute is housed in 30,000 Sq ft Wi-Fi Building with 10 mbps dedicated internet. It is is the 1st Business School in GTU and India to become Globally Accredited by Accreditation Council for Business Schools & Programs (ACBSP), USA, an ISO 9001:2008 Certified by BVQI. Awarded Gold Medal in National Management Week organized by AIMS for CSR, A+ in Best B-Schools Survey by Business India for the year 2011 & 2012 and many such Awards.

Ramaiah Institute of Management Studies (RIMS), Bangalore

Vision — To be one of the institutions of choice for students and employers alike.

Being the first twin accredited business school from ACBSP and IACBE, the Ramaiah Institute of Management Studies (RIMS) Bangalore enjoys an unique distinction of being the only such school in the private sector to get such international endorsement. The second twin accreditation happened with Indian Institute of Management Calcutta nearly three years later with AACSB International and AMBA endorsing the school.

The institute is from the house of Ramaiah's a first generation entrepreneur who spawned the entire gamut of higher education from engineering to medicine. The undivided group had set up two management institutes one of which is RIMS which got developed into a global school of value. The school used the international accreditation processes and standards to build itself to match and better the standards set by the agencies receiving flawless scoring in all counts which was also recognized by the American Society for Quality Assurance (ASQA).

VIT Business School (VITBS)

VIT Business School (VITBS) was established in September 1994. Currently, VITBS is fast emerging as a premier Management Institution that adapts to the ever changing needs of the industry. The focus is on making the MBA graduates versatile and innovative, in line with the current and emerging industry requirements.

The campuses at both Chennai and Vellore have the most modern facilities to groom the future industry leaders. VITBS is 100 percent digital in its operations and learning environment.

Justice K. S. Hegde Institute of Management, Udupi (JKSHIM)

Justice K S Hegde Institute of Management was established by the Nitte Education Trust on July 4, 1998. Named after the visionary and founder, late Justice K S Hegde, the Institute offers a two-year full time MBA program recognised by the All India Council of Technical Education (AICTE) and the Government of Karnataka and is affiliated to the Visvervaraya Technological University, Belgaum.

The Institute is also recognised as a centre for guiding research. The institute was recently accredited by ACBSP and is now among the very few institutes in India with the 'ACBSP accredited status'. The institute is also accredited by NAAC and the MBA program is also accredited by NBA. The Institute has been recognised among the premier B-schools in Karnataka based on its performance in the field of academics, consultancy and research activity.

SIES College of Management Studies, Navi Mumbai (SIESCOMS)

The SIES College of Management Studies (SIESCOMS) was promoted by SIES in 1995 specifically to cater to the growing need of management education in India. It is the prime constituent of its academic complex at Nerul. Over a period of time, SIESCOMS has been catering to the needs of various segments of management education aspirants.

The flagship programs of the institute include: Masters in Management Studies (MMS); Masters in Computer Application (MCA); Post Graduate Diploma in Management (PGDM); Post Graduate Diploma in Management (Pharmaceutical Management); Post Graduate Diploma in Management (Biotech Management); and Ph.D. Program.

Asian School of Business Management, Bhubaneshwar (ASBM)

Asian School of Business Management (ASBM) is approved and recognized by All India Council for Technical Education (AICTE), Ministry of HRD, Govt. of India as an autonomous institution.

ASBM offers Post Graduate Programme in Management leading to Post Graduate Diploma in Management, Two year full time residential programme duly approved and recognized by AICTE, Ministry of HRD, Govt. of India and equivalent to MBA by Association of Indian Universities(AIU). Moreover, This programme is also accredited by National Board of Accreditation (NBA), Govt. of India and it has received accreditation endorsement of ACBSP.

Rajagiri Centre for Business Studies (RCBS)

Rajagiri Centre for Business Studies is located in a picturesque valley in the IT hub of Kochi, Kakkanad. The Centre is driven by a single-minded focus on imparting value based management education to equip young professionals to make their mark in the corporate world.

The school has a well-chartered plan for connecting with the globe by a series of student and faculty exchange programmes and also a structured approach towards quality improvement. As part of the process, the school went in for ACBSP accreditation. The experience gained has set the school on the path of next accreditation which is AMBA. Towards that the school has joint the AMBA Development Network (ADN).

Acharya Institute of Management & Sciences (AIMS), Bengaluru

Vision — To transform youth into professionals of global excellence with a deep concern for society.

AIMS established in the year 1994 by a group of eminent educationists and philanthropists to impart quality education and with a vision to expand the horizons of teaching-learning realms, wherein, the students' intrapersonal and interpersonal disposition is groomed. AIMS started with 2 UG programs and 60 students and is now offering 6 PG & 4 UG programs having around 2000 students at the campus.

The Hospitality program has also been ranked among the best in the country and the graduates are widely accepted by leading chains in India and abroad. Also, students of various programs have been securing university ranks. AIMS is accredited by NAAC and with the highest score of 3.46 out of 4 for an institution that is being accredited for the first time.

AIMS B-School has also been accredited by IACBE which is an international accreditation body for B-Schools. Apart from being consistently ranked among Top 1% of B-Schools in India in various leading surveys, AIMS has also been rated as best college for Entrepreneurship Education in India and ISB, Hyderabad has selected AIMS as a local delivery partner for the global Goldman Sachs 10000 women entrepreneurs Development Program.

Alliance University, Karnataka

Vision — To be a world-class University that nurtures talent and catalytically transforms the lives of millions through excellence in teaching, research, service and community development. To uphold a commitment to shaping lives through scholarly teaching and learning, and that which contributes to an equitable and holistic transformation of society at large.

Alliance University is a private University established in Karnataka State by Act No. 34 of year 2010 and is recognized by the University Grants Commission (UGC), New Delhi. Alliance University is a renowned university of higher learning located on an extensive state-of-the-art campus in Bangalore offering a variety of degree courses. The University has baccalaureate concentrations, postgraduate offerings, doctoral degree programs and several professional certificate programs. The University aspires to be among the best universities in the world by the year 2025 through a series of strategically crafted moves, precisely calibrated action plans and an unwavering commitment to the pursuit of excellence.

With its oldest business school, Alliance School of Business, the University having already established Alliance College of Engineering and Design; Alliance School of Law; and Alliance Ascent College, is in the process of establishing many other prominent academic units, viz., Alliance College of Arts and Humanities; Alliance College of Science; Alliance College of Medicine and Dentistry; Alliance College of Education and Human Services; Alliance School of Health Sciences; and Alliance College of Media and Communications.

Indus Business Academy (IBA), Bangalore

Vision — "To be a globally respected Business School nurturing innovative entrepreneurs & business leaders who would produce wealth for the nation".

IBA has created a niche for itself in the sea of management institutes through the culture it imbibes in its students. Through a 3D approach to learning —

Discourse, Dialogue and Discussion, they are trained to be Creative, Enlightened and Organic Leaders. The IBA's founding mission is to bring excellence in teaching, training, corporate networking and in placements. The institute decided to address these issues by creating a world-class infrastructure in a 5-acre eco-friendly land. The curriculum at IBA is designed in a manner that it will be rigorous, which will constantly be upgraded based on corporates' requirement and would be in tune with the latest case studies and real time experiences.

Acharya Bangalore B-School, Bangalore (ABBS)

Acharya Bangalore B-School approaches business education to foster academic excellence, leadership qualities and entrepreneurial skills among the leading MBA colleges in Bangalore. As a center of knowledge, the B-school prepares students to stay ahead of developments and skill base needed for success in the fiercely competitive world of business.

ABBS higher management education spans functional and industry boundaries and is shaped by student aspirations, abilities and skills employers expect from management graduates.

University of Petroleum and Energy Studies (UPES)

University of Petroleum and Energy Studies (UPES) was established in the year 2003 through UPES Act, 2003 of the State Legislature of Uttarakhand. With an ambitious vision and unique approach, UPES emerged as an innovative institution offering industry-focused specialized graduate, post graduate and doctoral programs in key areas such as Energy, Infrastructure, Transportation, Information Technology, Design, Planning & Architecture, Public Policy and Legal studies.

The university's objective is to develop competent technocrats, professionals and managers who are ready to join the core industries. Advanced teaching methodologies, innovative and updated curricula and the focus on 'on-the-job exposure' give UPES students the edge to be readily deployable in the chosen field. It is accredited by IACBE.

Faculty of Management, Xavier University, Bhubaneswar (XIMB)

XIMB, with its single vision of Magis, i.e., pursuit of excellence, focuses on three areas: academic excellence, personal values and social concern. Our mission is to develop competent, committed and compassionate leaders who will make a difference to the people among whom they work. XIMB is an institute with a difference. XIMB spares no effort to make its curriculum world class and deliver it

in the most effective manner. It constantly scans the developments in business and in society and tries proactively to meet the challenges.

IILM Institute for Higher Education, New Delhi (IILM)

Established in 1993, IILM offers management programs at graduate level with curriculum bench marked against the best in the world. Both the Programmes – PGDM and Executive PGDM are approved by AICTE. Some of the key features of IILM PGDM Programme : Globally benchmarked curriculum with access to world class learning materials; Faculty with rich academic and industry experience; Student exchange facilities with foreign partner universities; and Strong connect with industry through interaction with renowned professors, industry captains.

FORE School of Management, New Delhi

FORE School of Management, New Delhi has been providing quality education in management for the past 27 years and over 5000 students have graduated from FORE since its inception in 1992.

Institute for Financial Management & Research (IFMR), Sricity, AP

The Institute for Financial Management & Research (IFMR) is a leading business school with the objective of moulding ambitious young men and women into competent and socially responsible organisational leaders in a global setting. Established in 1970 as a not-for-profit society, IFMR was sponsored by ICICI, the House of Kotharis and other major industrial groups.

Nirma University, Institute of Management, Ahmedabad

Established in the year 1996, Nirma Institute of Management is a product of the visionary Padmashree Dr.Karsanbhai K. Patel. Built on the principles of entrepreneurship, excellence and professionalism, the institute has been imparting quality business education and boasts of producing some exceptional leaders and managers of the industry.

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