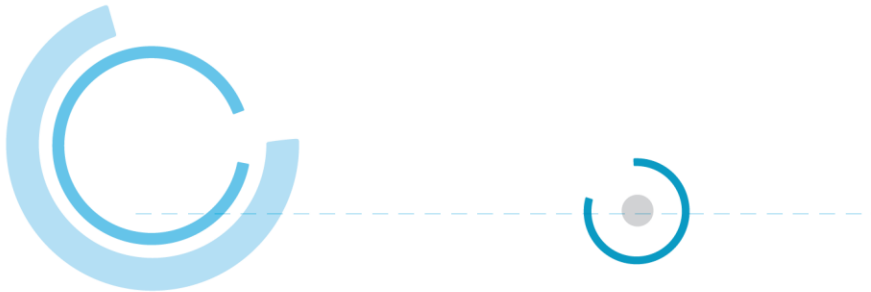
The background features several decorative elements: a large, light blue, stylized letter 'C' in the upper center; a blue spiral graphic on the right side; and a light blue curved line extending from the top right towards the center. A dashed horizontal line connects the 'C' to the spiral.

IMPACT OF RESEARCH (AACSB) accreditation perspective May 26, 2015

AACSB Mission

Advance management education worldwide
through accreditation, thought leadership
and value-added services



The World of Management Education

Region	AACSB Members	AACSB-Accredited	In Accreditation Process	Estimated Schools Offering Business Programs
Africa	19	3	3	922
Eastern, South-Eastern, and Southern Asia	247	54	84	8,417
Central and Western Asia	69	13	15	662
Europe	239	81	60	2,503
Latin America and the Caribbean	72	19	11	2,150
Northern America	687	530	43	1,730
Oceania	37	19	6	100
Global	1,370	719	222	16,484

Source: AACSB data and analysis as of 12/31/2014.

The 2013 Accreditation Standards

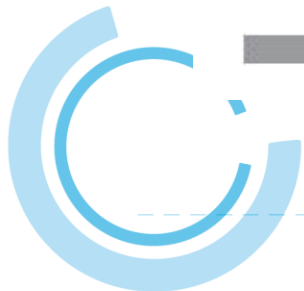
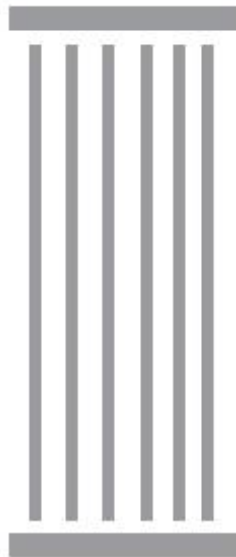


AACSB ACCREDITATION

ENGAGEMENT

INNOVATION

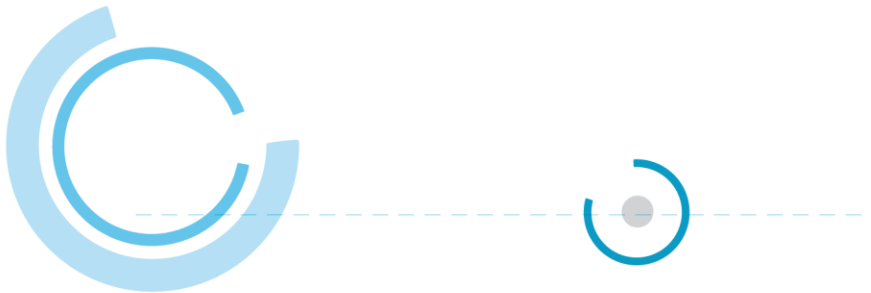
IMPACT



Engagement

In preparing students for meaningful professional, societal, and personal lives:

- A balance of academic and professional engagement is essential
- The intersection of academic and professional engagement enhances quality outcomes consistent with mission/strategy



Innovation

Accreditation standards foster quality and continuous improvement but encourages:

- Experimentation
- Entrepreneurial pursuits
- Recognizes risks with priority on strategic innovation
- Innovations should be well-developed, rational, and aligned with mission/strategy



Impact

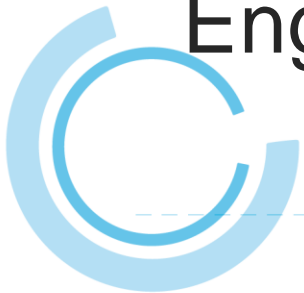
Recognizes growing focus on accountability reflecting:

- High quality inputs and outcomes
- Demonstration that business school is “making a difference”
- Accountability is part of the culture and impact is documented resulting from the execution of the mission/strategy



The 2013 Standards

- Strategic Management and Innovation (3 standards)
- Participants, Students, Faculty and Professional Staff (4 standards)
- Learning and Teaching (5 standards)
- Academic and Professional Engagement (3 standards)



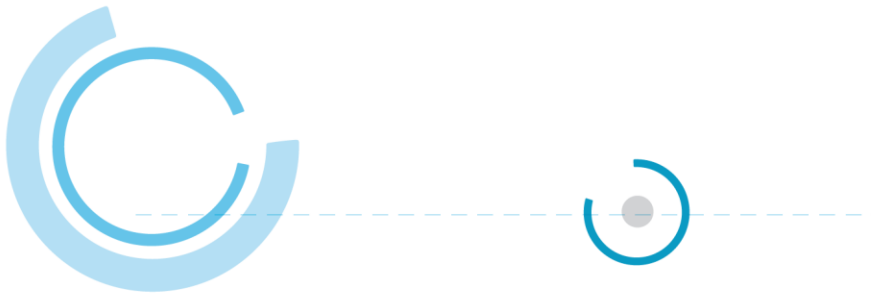
Standards 1 – 3:

Strategic Management and Innovation



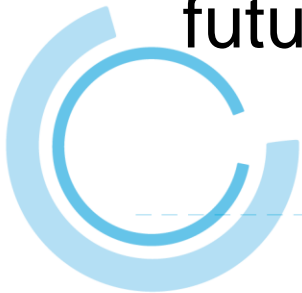
1 Mission, Impact, and Innovation

- Mission guides decision making.
- Mission identifies distinguishing characteristics that indicate how the school positions itself.
- Innovation encouraged in a changing environment.



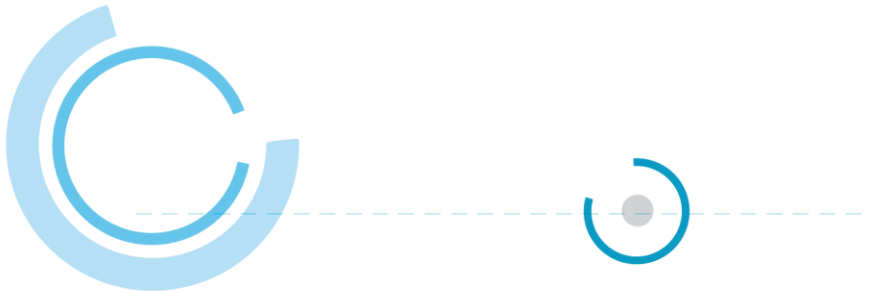
1 Mission, Impact, and Innovation

- Mission, expected outcomes, and strategies are periodically reviewed and revised.
- Key stakeholders are involved in this transparent process.
- School evaluates its progress toward mission accomplishment.
- Continuous improvement, innovation, and future actions are noted.



2 Intellectual Contributions and Alignment with Mission

- Focuses on school rather than individuals.
- Expects evidence of impact aligned with mission.
- Looks for indicators of quality in the intellectual contributions portfolio over the last five years.
- Allows flexibility in metrics and summaries.



2 Intellectual Contributions and Alignment with Mission

Table 2-1

Part A: Five-Year Summary of Intellectual Contributions

Aggregated to reflect the school's faculty organizational structure

Arranged by basic, applied, and teaching scholarship

Organized by type of intellectual contribution (e.g., PRJ)

Part B: Alignment with Mission, Expected Outcomes, & Strategy

Part C: Quality of Five-Year Portfolio of Intellectual Contributions

Part D: Impact of Intellectual Contributions



Table 2-1 Intellectual Contributions

	Portfolio of Intellectual Contributions			Types of Intellectual Contributions								
	Basic or Discovery Scholarship	Applied or Integration/Application Scholarship	Teaching and Learning Scholarship	Peer-Reviewed Journals	Research Monographs	Academic/Professional Meeting Proceedings	Competitive Research Awards Received	Textbooks	Cases	Other Teaching Materials	Other IC Type Selected by the School	Percent of Participating and total FTE Faculty Producing ICs*
Faculty Aggregate and summarize data to reflect the organizational structure of the school's faculty (e.g., departments, research groups). Do not list by individual faculty member.												
*After each grouping of faculty by organizational structure, please indicate two percentages, the percentage of participating faculty and the percentage of total FTE faculty producing ICs in the column on the far right.												
Provide a qualitative description of how the portfolio of intellectual contributions is aligned with the mission, expected outcomes, and strategy of the school.												
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.												
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.												

Notes: Please add a footnote to this table summarizing the school's policies guiding faculty in the production of intellectual contributions. The data must also be supported by analysis of impact/accomplishments and depth of participation by faculty across disciplines. The data presented in Table 2-1 should be supported by faculty vitae that provide sufficient detail to link individual citations to what is presented here. Interdisciplinary outcomes may be presented in a separate category but the disciplines involved should be identified

2 Intellectual Contributions and Alignment with Mission

- Over time, school has produced intellectual contributions (ICs) that have had an *impact* consistent with the mission, expected outcomes, and strategies of the school.
- School assesses the extent to which expected impacts have been achieved.
- School maintains a current portfolio of high quality ICs from a substantial cross-section of the faculty in each discipline or organizational area



2 Intellectual Contributions and Alignment with Mission

- Normally, a significant level of ICs must be PRJs or the equivalent.
- Portfolio of ICs must reflect the mission, expected outcomes, and strategies of the school.
- Support is provided to the faculty for the production of ICs.



Standards 4 – 7:

Participants:
Students, Faculty,
and Professional Staff



5

Faculty Sufficiency and Deployment

- School adopts and applies criteria for documenting faculty members as *participating* or *supporting* consistent with its mission.
- Faculty is sufficient to perform or oversee all mission components
- Normally, *participating faculty* will deliver:
 - At least 75% of the school's teaching;
 - At least 60% of the teaching in each program, discipline, location, and delivery mode.



6

Faculty Management and Support

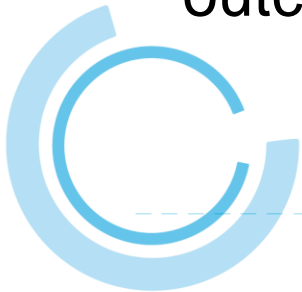
- School has processes for assigning faculty responsibilities to individuals.
- Different faculty members may have different expectations.
- Performance expectations are clearly communicated.
- Faculty evaluation, promotion, and reward processes are systematic and support the school's mission.



6

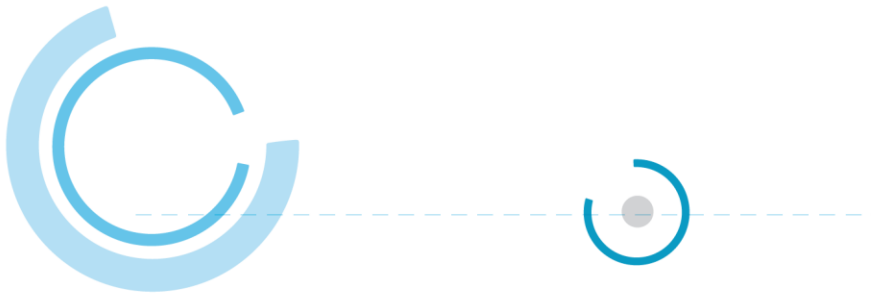
Faculty Management and Support

- School has effective processes for providing orientation, guidance, and mentoring.
- School has an overall faculty resource plan that reflects the mission and projects faculty resource requirements.
- Policies guiding scholarship should be clear and consistent with the mission.
- Evaluation and performance systems include IC outcomes as well as teaching effectiveness.



Standards 8 – 12:

Learning and Teaching



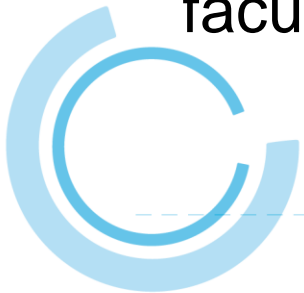
Standards 13 – 15:

Academic and Professional Engagement



13 Student Academic and Professional Engagement

- Encourages engagement of students in both academic and experiential learning
- Emphasizes the intersection of the academic and professional engagement
- Looks for evidence of engagement
- Students are actively engaged in learning across program types and learning models.
- Experiential learning activities engage students with faculty and business leaders.



14

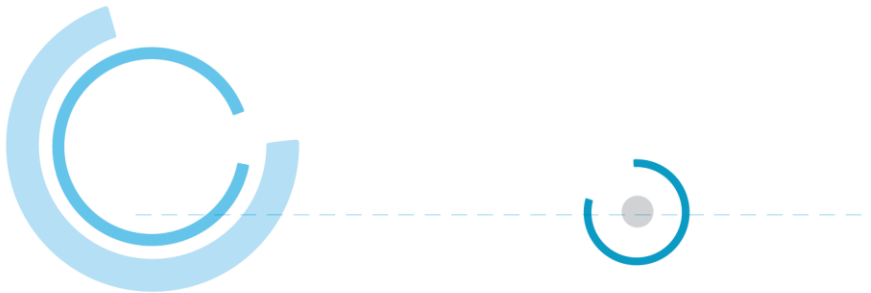
Executive Education

- Applicable only if executive education is an important part of the mission, strategy, and educational activities of the school
- Concerned with the mission is enhanced by executive education
- Focuses on extent to which client expectations are met and opportunities for improvement



15 Faculty Qualifications and Engagement

- Reinforces commitment to scholarly approach to management education
- Emphasizes “scholarship” rather than research and publications for maintaining academic qualifications
- Focuses attention on the intersection between faculty academic and professional engagement
- Increases importance of mission and peer judgment to examine the mix of faculty qualifications



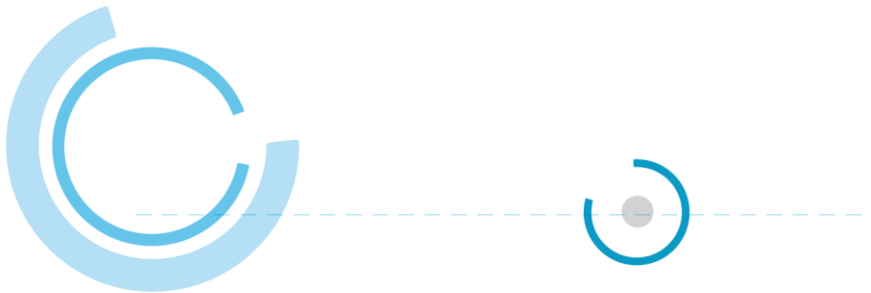
15 Faculty Qualifications and Engagement

- The school must develop *criteria* consistent with its mission for the classification of faculty according to:
 - ***Initial*** academic preparation and professional experience;
 - ***Ongoing/sustained*** scholarly and professional engagement.



15 Faculty Qualifications and Engagement

- Initial academic preparation – Earned degrees and other academic credentials
- Initial professional experience – Nature, level, and duration of leadership and management positions
- Sustained academic and professional engagement
 - Necessary to maintain and augment qualifications of a faculty member over time.



15

Faculty Qualifications and Engagement

- Academic engagement – Scholarly development activities consistent with the school's mission-linked research.
- Professional engagement – Practice-oriented development activities consistent with the school's mission.



15

Faculty Qualifications and Engagement

Sustained engagement activities

Academic
(Research/Scholarly) Applied/Practice

**Initial
academic
preparation
and
professional
experience**

**Significant
professional
experience**

Scholarly Practitioners (SP)	Instructional Practitioners (IP)
Scholarly Academics (SA)	Practice Academics (PA)

**Doctoral
degree**

SA + PA + SP + IP ≥ 90%

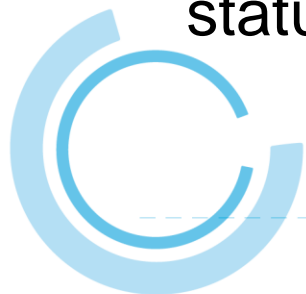
SA + PA + SP ≥ 60%

SA ≥ 40%



Examples of Academic Engagement Activities

- 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.



Questions?



Thank you!

