

Reimaging AACSB Business Accreditation: Exposure Draft #1 (updated for member input received to date)

Southern Business Deans Association
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Disclaimer: As discussed, several items in this file are under review and may change as the second exposure draft of the proposed standards is being prepared.
Thank you for your helpful input!

Today's Goals

- Overview of first exposure draft of proposed 2020 business accreditation standards
- Changes made as a result of member input
- Please feel free to ask questions as we go

WHY?

Because we must

- *“If we do not disrupt ourselves, the world will do it for us”* – Michael Arena, Adaptive Space
- *“If you don’t like change, you’re going to like irrelevancy even less.”* – General Eric Shinseki, Chief of Staff, U.S. Army
- The Fourth Industrial Revolution is here, forcing change

How?

BATF Composition

Diverse and Experienced:

- 15 academic leaders from around the globe
- More than 250 years of collective accreditation experience
- Business education experience on 6 continents
- Business experience in a wide variety of fields and levels
- Representatives from different types of schools

BATF Input Data

50,000 member contacts through written communications

45+ conferences, regional meetings and committee meetings

10+ countries

250+ individual feedback forms received and reviewed

All AACSB Operating Committees and Policy Committees, the Business Practices Council, and Board of Directors

BATF met 18 times, estimated 1,000+ hours of BATF members' time

3 Goals of the BATF (based on listening to you – remember these are YOUR standards)

Goal 1: Update Standards

- Streamline
 - Eliminates redundancy
 - Moves interpretive guidance to a master white paper
 - Simplifies language
 - No appendices in the new standards
 - Reduces standards from 15 to 9 without losing content
- **More principles-based and outcomes focused without sacrificing rigor**
- More globally-oriented
- Focused on competencies
- Aligns faculty qualifications and faculty sufficiency by discipline, which is a more accurate, truer picture of these.
- Allows for more innovation by schools

3 Goals of the BATF (Cont'd)

Goal 2: Mandatory Volunteer Training on 2020 standards

- Get everyone on the same page
- Dispel myths
- Replace legacy knowledge with a new mindset
- Will be mandatory for all volunteers (mentors, peer review teams members, committee members) and schools going up under 2020 standards
- Will be available both live and digitally
- No charge

3 Goals of the BATF (Cont'd)

Goal 3: Inject Agility into Accreditation Processes

- Non-technology related
 - Streamlining visits for proven schools – more consultative, strategic, forward-looking for these schools
- Technology-related
 - Leverages technology to:
 - Provide data-driven support for consultative advice to schools
 - Is a multi-year, staged project

Accreditation Standards

2020 STANDARDS FOR AACSB BUSINESS ACCREDITATION

Table of Contents

INTRODUCTION, PHILOSOPHY, AND GUIDING PRINCIPLES OF AACSB ACCREDITATION.....	4
Introduction to AACSB Accreditation.....	4
Philosophy of AACSB Accreditation.....	5
Engagement Innovation, and Impact.....	6
The Role of Peer Review Judgment.....	7
The Accredited Entity.....	7
Programmatic Scope.....	8
Collaborative Provisions.....	9
Guiding Principles and Expectations for Accredited Schools.....	11
Ethics and Integrity.....	11
Societal Impact.....	11
Mission Driven Focus.....	11
Peer Review.....	11
Continuous Improvement in Support of High-Quality Outcomes.....	12
Collegiality.....	12
Agility and Change Management Orientation.....	12
Global Mindset.....	12
Diversity and Inclusion.....	12
Financial Vitality.....	13
Continued Adherence to Guiding Principles and Business Standards	13
Structure of Standards.....	13
Standard.....	13
Definitions.....	13
Basis for Judgment.....	13
Suggested Documentation.....	13

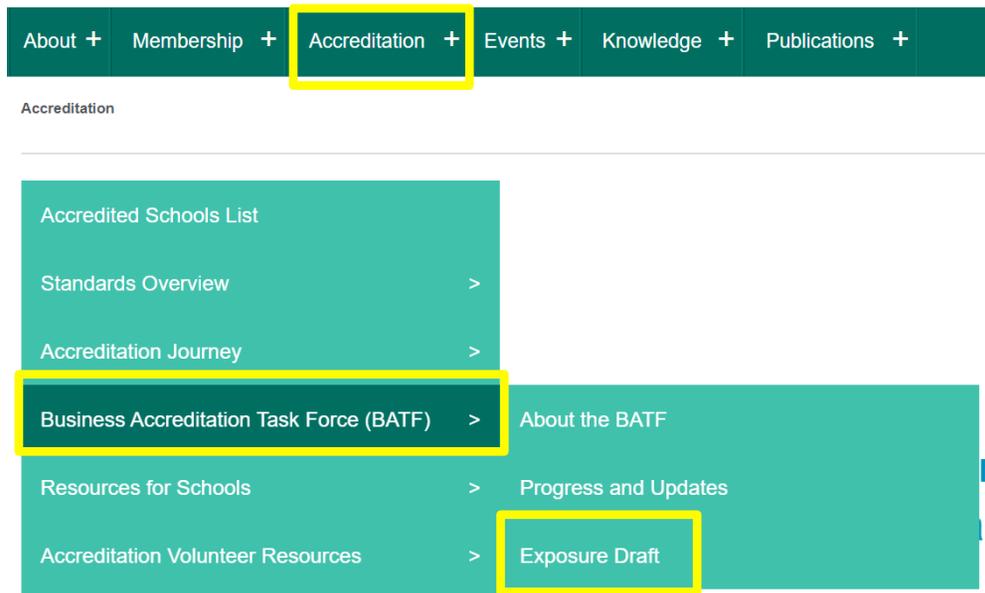
Accreditation Standards

STANDARDS FOR BUSINESS ACCREDITATION.....	15
Introduction to Standards.....	15
Strategic Management and Innovation	17
Standard 1: Strategic Planning.....	17
Standard 2: Physical, Virtual, and Financial Resources.....	19
Standard 3: Faculty and Professional Staff Resources.....	23
Learner Success.....	32
Standard 4: Curriculum.....	32
Standard 5: Assurance of Learning.....	36
Standard 6: Learner Development.....	41
Standard 7: Teaching Effectiveness and Impact.....	43
Thought Leadership, Engagement, and Societal Impact	45
Standard 8: Impact of Scholarship.....	45
Standard 9: Engagement and Societal Impact.....	50

Let's take a look

- Exposure Draft #1 is available on the AACSB website.

<https://www.aacsb.edu/accreditation/business-accreditation-task-force/exposure-draft>



Strategic Management and Innovation (1-3)

Standard

1

Strategic Planning

1.1 The school maintains a documented strategic plan with a clear and distinctive mission through a robust planning process that involves key stakeholder input and informs the school on resource allocation priorities.

1.2 The school regularly monitors its progress against its planned strategies and expected outcomes and communicates its progress to key stakeholders.

1.3 As the school carries out its mission, innovation is a key element of continuous improvement.

1.4 The school demonstrates a commitment to positive societal impact as expressed in and supported by its distinctive mission and specifies how it intends to achieve this impact.

Standard

2

Physical, Virtual, and Financial Resources

The school manages its (2.1) physical, (2.2) virtual, and (2.3) financial resources to sustain the school on an ongoing basis and to promote a high-quality environment that fosters success of all participants in support of the school's mission, strategies, and expected outcomes.

Standard

3

Faculty and Professional Staff Resources

3.1 The school maintains and strategically deploys a sufficient cadre of participating (P) and supporting (S) faculty who collectively demonstrate significant academic and professional engagement that, in turn, supports high-quality outcomes consistent with the school's mission. [Faculty Sufficiency]

3.2 Faculty are qualified in initial academic or professional preparation and sustain currency and relevancy appropriate to their classification, as follows: Scholarly Academic (SA), Practice Academic (PA), Scholarly Practitioner (SP), or Instructional Practitioner (IP). Faculty members who do not meet the definitions of any of these categories are classified as Additional Faculty (A). [Faculty Qualifications]

3.3 Sufficient professional staff are available to ensure high-quality support for faculty and students as appropriate. [Professional Staff Sufficiency]

3.4 The school has well-documented and well-communicated processes to manage, develop, and support faculty and staff over the progression of their careers that are consistent with the school's mission, strategies, and expected outcomes. [Faculty and Professional Staff Development]

Implications of Standard 3

- Addresses an emerging theme gathered during the issues-storming phase that schools wanted more flexibility with how faculty were deployed across programs.
- Language around SA and PA now refers to terminally qualified rather than the expectation of a research doctorate.
 - JD, MST, DBA, etc.
- Removed current requirement of 60% SA+PA+SP faculty, leaving expectation that 40% in a discipline and overall will be SA and 90% SA+PA+SP+IP in a discipline and overall.
- Discipline is the default reporting unit; deviations must be justified
- Discipline here is defined as at the macro level so SA percentages are not by degree program. The 40% is at the top level discipline. (More principles based, more flexible, NOT LESS RIGOROUS)
-

Standard 3 (Cont'd)

- Emphasizes that deployment of faculty is a strategic choice of the school and thus AACSB does not mandate percentages by programs. Related to this, schools will be required to provide narrative describing their strategy for deployment of appropriately qualified faculty across degree programs, locations, and modalities and how that strategy assures high-quality outcomes. Table 3-2 (formerly 15-2) will still be required to facilitate consultative discussion between the school and peer review team on deployment strategies; however, the intent is not to apply the same ratios to degree programs.

Some “guardrails” still



- However, while AACSB does not prescribe deployment percentages, a peer review team would normally expect to see an appropriate blend of faculty across degree programs, locations, and modalities. That is, it would not be acceptable to staff any degree program with all IP faculty, or all Supporting faculty. Additionally, master’s degrees and doctoral degrees should reflect a faculty with qualifications consistent with what is needed to provide high quality experiences and outcomes with respect to master’s and doctoral degree learners.

Some “guardrails” still



- Consistent with 2013 standards, peer review teams can request faculty qualifications and AoL by location and modality if they have concerns about inadequate quality. Not required on its face.
- *Question: What do you think about location and modality being “on demand” reports? Keep in mind our goal to reduce administrative burden on schools, especially AoL.*

Implications of Standard 3 (Cont'd)

- Recognizes that schools should have the latitude to deploy faculty strategically, in a manner consistent with their mission instead of being held to the same ratio guidelines as expected for disciplines.
- More flexible with deployment, while still maintaining overall high quality faculty qualifications guidelines.



Discipline Taxonomy

Discipline Taxonomy is proposed to standardize reporting of faculty qualifications, sufficiency, and intellectual qualifications

Consistent across AACSB's compensation survey and is drawn from CIP Codes (US DOE), ISCED codes (UNESCO), and HESA codes (UK Higher Ed Statistical Assoc) and GMAC are similarly all oriented towards programs of study.

Discipline Taxonomy



Standard 3: Proposed Taxonomy

1.0 Accounting
1.1 Accounting, general 1.2 Forensic accounting 1.3 Taxation 1.4 Other accounting degrees
2.0 Economics (<i>where in scope only</i>)
2.1 Economics, general 2.2 Managerial economics 2.3 Other economics degrees
3.0 Finance
3.1 Banking 3.2 Finance 3.3 Real estate 3.4 Risk and insurance 3.5 Other financial degrees
4.0 Legal Studies
4.1 Business Law 4.2 Legal environment of business 4.3 Other legal studies
5.0 Management
5.1 Energy management 5.2 Entertainment management 5.3 Entrepreneurship 5.4 General business 5.5 Health care management 5.6 Hospitality, restaurant, hotel, tourism 5.7 Human Resources 5.8 International business 5.9 Leadership 5.10 Management, general 5.11 Operations or production management 5.12 Organizational behavior/science 5.13 Project management 5.14 Sports management 5.15 Strategic management 5.16 Other management
6.0 Management Information Systems
6.1 Business information systems 6.2 Computer information systems 6.3 Cybersecurity 6.4 Data science 6.5 Database management

Discipline Taxonomy



7.0 Marketing
7.1 Digital marketing 7.2 Logistics and supply chain 7.3 Marketing, general 7.4 Marketing research 7.4 Other marketing degrees
8.0 Quantitative Methods
8.1 Actuarial Science 8.2 Data Analytics 8.3 Operations Research 8.4 Quantitative Methods 8.5 Statistics
9.0 Other (not listed)

Discipline Taxonomy



Same as before only classification is by discipline, not organizational structure, which often yields departmental ratios that are meaningless



The taxonomy includes common fields, courses, modules but does not purport to include every possible subcomponent. Industry specialty offerings are limitless. Placeholders provided where necessary



In preparing tables 3-1, 3-2 and 8-1, faculty should be placed within the appropriate discipline

Learner Success(4-7)

Standard

4 Curriculum

4.1 The school delivers content that is current, relevant, forward-looking, globally oriented, and aligned with program competency goals. The curriculum content cultivates agility with current and emerging technologies.

4.2 The school manages its curricula through assessment and other systematic review processes to ensure that currency, relevance, and competency goals are met.

4.3 The school's curriculum includes and fosters innovation, experiential learning, a lifelong learning mindset, and curricular elements promoting societal well-being and societal impact.

4.4 The school has curricula that facilitate meaningful learner-to-learner and learner-to-faculty academic and professional engagement.

Standard

5

Assurance of Learning

5.1 The school uses well-documented assurance of learning (AoL) processes, using direct and indirect assessment, for ensuring the quality of all programs that are deemed in scope for accreditation purposes.

5.2 Programs resulting in the same degree credential are structured and designed to ensure equivalence of high-quality outcomes irrespective of location and modality of instructional delivery.

5.3 Micro-learning certifications that are “stackable” or otherwise able to be combined into an AACSB-accredited degree program should include processes to ensure high quality and continuous improvement.

5.4 Non-degree executive education that generates greater than 5% of a school's total annual resources should include processes to ensure high quality and continuous improvement.

Table 5-1

**Table 5-1
Assessment Plan and Results for Past Five Years
By Degree Program**

Competency	Performance Target or Metrics	How Assessed	Where Assessed	When Assessed	Results	Improvements (Identify whether process (P) or curriculum (C))

Standard

6 Learner Development

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

6.2 Post-graduation success is demonstrated consistent with the school's mission, and indicate a high degree of learner success within a reasonable period beyond graduation.

Standard

7

Teaching Effectiveness and Impact

7.1 The school has a systematic, multi-measure assessment process for ensuring quality of teaching and impact on learner success.

7.2 The school has development activities in place to enhance faculty teaching and ensure that teachers can deliver curriculum that is forward-looking, globally oriented, innovative, and aligned with program competency goals.

7.3 Faculty are current in their discipline and pedagogical methods and are equipped to incorporate technology within their courses as appropriate to the discipline.

7.4 The school demonstrates teaching impact through learner success, learner satisfaction, and other affirmations of teaching expertise.

Thought Leadership (8-9)

Standard

8

Impact of Scholarship

8.1 The school, the units within the school, and the school's faculty produce high-quality, impactful intellectual contributions that over time, develop into mission-consistent areas of thought leadership for the school.

8.2 The school collaborates with a wide variety of external stakeholders to create and transfer credible, relevant, and timely knowledge that informs theory, policy, and/or practice of business.

8.3 The school's portfolio of intellectual contributions contains exemplars of basic, applied, and/or pedagogical research that have had a positive societal impact, consistent with the school's mission

Standard

9

Engagement and Societal Impact

9.1 Schools demonstrate positive societal impact through internal and external initiatives and/or activities related to promotion of global prosperity, consistent with the school's mission.

Transition Plan

Visit Year	2020 Standards
2020-2021	Optional (January 2021 visits and later)
2021-2022	Optional
2022-2023	Optional
2023-2024	Required (July 1, 2023 and later)

What's Next

Continuing engagement of members through:

- Peer-to-peer discussion
- Public comment period closes 11/16 for ED 1
- Ongoing BATF communications program
- Volunteer Training and Process Changes will follow Standards adoption (post-ICAM)

Upcoming opportunities for member engagement:

- Associate Deans Conference (*November 13-15, New Orleans*)
- Deans Conference (*February 2-4, 2020, Nashville*)
- Online (*email feedback to BATF@aacsb.edu*)

Key Dates

BATF Milestone	Date(s)
Exposure Draft #1 Feedback Period	September 16-November 16, 2019
Exposure Draft #2 Release	February 3, 2020 (in conjunction with Deans Conference)
Exposure Draft #2 Feedback Period	February 3-March 4, 2020
Vote on 2020 Standards	April 27, 2020 (in conjunction with ICAM)

THANK YOU!

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Public comments go to
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