

## **AACSB INTERNATIONAL** **SELF EVALUATION REPORT GUIDELINES**

AACSB International accreditation processes are founded on two key principles, self-assessment and peer review. The self-assessment process is documented throughout the pre-accreditation and initial accreditation process through the development of an accreditation plan, annual updates, and finally the Self Evaluation Report (SER). The SER is a critical document presenting the school's case for overall high quality and demonstrating its commitment to continuous improvement within the context of the standards. The SER will play a critical role in assisting the team in developing its recommendation regarding initial AACSB accreditation.

This document is designed to provide guidance to schools in the development of the SER. Use of these guidelines is optional; however, the document does provide clear guidance on what is expected to be included in a SER document to be submitted to AACSB. These guidelines are provided in response to requests and feedback from schools that have gone through the process and recommended process improvements.

Based on the long standing experience of the AACSB accreditation process, a well-organized, complete SER that is prepared on a standard-by-standard basis is an important step in a successful accreditation effort. Therefore, these guidelines can be of significant assistance in ensuring the SER meets these expectations.

This document should be viewed as a resource to assist in the development of the SER. A SER document could be developed in a format and style different from this guideline document. However, the tables that are included in the document for Standards 2, 9, and 10 should be completed to support the SER regardless of format.

Recommendations for improvement are welcomed.

# SELF EVALUATION REPORT GUIDELINES

## Strategic Management Standards

**Standard 1: The school publishes a mission statement or its equivalent that provides direction for making decisions. The mission statement derives from a process that includes the viewpoints of various stakeholders. The school periodically reviews and revises the mission statement as appropriate. The review process involves appropriate stakeholders. [MISSION STATEMENT]**

### Guidance for Documentation

- Provide and describe the published mission (including vision, core values (optional), and guiding principles if these are part of the mission statement) of the school.
  - Describe how the school communicates its mission to its various constituencies.
- Describe the process through which the mission statement was developed including the role played by various stakeholders (include discussion on vision, core values, and guiding principles if these are part of the mission statement).
- Describe how the mission (including vision, core values, and guiding principles) influences decision making in the school, connects participants' action, and provides a common basis for learning.
  - Describe how the mission helps stakeholders in setting priorities among potential initiatives.
  - Describe how the mission drives decisions for uses and development of resources.
  - Describe how the operations of the school display (reflect) the influence of the mission
  - Describe how the mission reflects the array of school activities.
- Describe how and to whom the mission is disseminated.
- Describe the appropriateness of the mission statement for students, and discuss how it positively affects their development as managers and professionals.
- Describe the appropriateness of the mission (including vision, core values and guiding principles) for collegiate management students, and discuss how it positively affects their development as managers and professionals.
  - Describe how the mission emphasizes the achievement of high quality in degree programs.

- Discuss the mission’s relation to the mission of any larger institution of which the business school is a part.
  - Describe how the mission is consistent with the institutional mission and resources.
  - Discuss what constituencies (stakeholder groups) identified by the institutional mission the initial applicant serves. What is the current performance level?
  - Discuss who the initial applicant is expected to serve within the institution. What is the current performance level?
  
- Describe the review and revision process, and demonstrate that the process is followed.
  - What is the role of stakeholder groups in the mission development and objective setting process? Describe how the mission review and revision process provide for input from various stakeholders (e.g., administrators, faculty members, advisory councils, employers, students, and business partners).
  
- List 4-6 business schools that are used as formal and/or informal benchmarks.

**Standard 2: The mission incorporates a focus on the production of quality intellectual contributions that advance knowledge of business and management theory, practice, and/or learning/pedagogy. The school’s portfolio of intellectual contributions is consistent with the mission and programs offered.**  
**[INTELLECTUAL CONTRIBUTIONS]**

Guidance for Documentation

- Demonstrate the school’s infrastructure, policies, and processes which support the production of intellectual contributions.
  
- Display the portfolio of intellectual contributions for individual faculty members, within each discipline, and for the business school as a whole by completing Table 2-1 which should be used to provide an overall 5-year summary of the school’s intellectual contributions. Discuss how this aligns with the school’s mission. Table 2-2 may be provided. Tables 2-2 through 2-5 may be used to collect data supporting Table 2-1 and 2-2.
  
- Provide an analysis of the value of the school’s intellectual contribution efforts and how the “substantial cross-section of faculty in each discipline” is achieved.
  
- Show how the mission guides the production of appropriate intellectual contributions.

- Describe how the relative emphasis expected in intellectual contributions is consistent with the initial applicant's mission.

Describe how "learning and pedagogical research", "contributions to practice", and "discipline – based scholarship" are in appropriate balance in accordance with the applicant's mission.

- Describe the policies that guide the faculty in the development of intellectual contributions with the goal that they are produced by a substantial cross-section of the faculty in each discipline.

\* For further information and discussion regarding faculty, please see the Participant Standards, AACSB Standards for Accreditation (revised July 2009), particularly Standards 9,10, and 11.

**Table 2-1:**

**Five-Year Summary of Intellectual Contributions** (Note: Please add a footnote to this table summarizing the school’s policies guiding faculty in the production of intellectual contributions.)

	Portfolio of Intellectual Contributions									Summary of Types of ICs <sup>10</sup>		
	Peer Reviewed Journals <sup>1</sup>	Research Monographs <sup>2</sup>	Books <sup>3</sup>	Chapters <sup>4</sup>	Peer Reviewed Proceedings <sup>5</sup>	Peer Reviewed Paper Presentations <sup>6</sup>	Faculty Research Seminar <sup>7</sup>	Non-Peer Reviewed Journals <sup>8</sup>	Others <sup>9</sup>	Learning & Pedagogical Research	Contributions to Practice	Discipline-Based Research
<b>Faculty</b>												
List alphabetically by academic discipline as defined in the organizational structure that is used by the school identifying each faculty member												

1. Peer reviewed journal articles (learning and pedagogical research, contributions to practice, and/or discipline-based scholarship)
2. Research Monographs (teaching/pedagogical, practice/applied and /or discipline-based research)
3. Books (textbooks, professional/practice/trade, and/or scholarly)
4. Chapters in books (textbooks, professional/practice/trade, and/or scholarly)
5. Peer reviewed proceedings from teaching/pedagogical meetings, professional/practice meetings, and/or scholarly meetings
6. Peer reviewed paper presentations at teaching/pedagogical meetings, professional/practical meetings, and/or academic meetings
7. Faculty Research Seminar (teaching/pedagogical, practice oriented, and/or discipline-based research seminar)
8. Non-peer reviewed journals (learning and pedagogical, contributions to practice, and/or discipline-based scholarship). School must provide substantive support for quality
9. Others (peer reviewed cases with instructional materials, instructional software, publicly available material describing the design and implementation of new curricula or courses, technical reports related to funded projects, publicly available research working papers, etc. please specify)
10. Summary of ICs should reflect total number of ICs in each category (learning and pedagogical research, contributions to practice, and/or discipline-based scholarship)



**Table 2-3:**

**Five-Year Summary of Intellectual Contributions** (Note: Please add a footnote to this table summarizing the school’s policies guiding faculty in the production of intellectual contributions.)

	Portfolio of Intellectual Contributions								
	Discipline Based Research								
<b>Faculty</b>	Peer Reviewed Journals <sup>1</sup>	Research Monographs <sup>2</sup>	Books <sup>3</sup>	Chapters <sup>4</sup>	Peer Reviewed Proceedings <sup>5</sup>	Peer Reviewed Paper Presentations <sup>6</sup>	Faculty Research Seminar <sup>7</sup>	Non-Peer Reviewed Journals <sup>8</sup>	Others <sup>9</sup>
List alphabetically by academic discipline as defined in the organizational structure that is used by the school identifying each faculty member									

1. Peer reviewed journal articles (learning and pedagogical research, contributions to practice, and/or discipline-based scholarship)
2. Research Monographs (teaching/pedagogical, practice/applied and /or discipline-based research)
3. Books (textbooks, professional/practice/trade, and/or scholarly)
4. Chapters in books (textbooks, professional/practice/trade, and/or scholarly)
5. Peer reviewed proceedings from teaching/pedagogical meetings, professional/practice meetings, and/or scholarly meetings
6. Peer reviewed paper presentations at teaching/pedagogical meetings, professional/practical meetings, and/or academic meetings
7. Faculty Research Seminar (teaching/pedagogical, practice oriented, and/or discipline-based research seminar)
8. Non-peer reviewed journals (learning and pedagogical, contributions to practice, and/or discipline-based scholarship). School must provide substantive support for quality
9. Others (peer reviewed cases with instructional materials, instructional software, publicly available material describing the design and implementation of new curricula or courses, technical reports related to funded projects, publicly available research working papers, etc. please specify)

**Table 2-4:**

**Five-Year Summary of Intellectual Contributions** (Note: Please add a footnote to this table summarizing the school’s policies guiding faculty in the production of intellectual contributions.)

	Portfolio of Intellectual Contributions								
	Contributions to Practice								
<b>Faculty</b>	Peer Reviewed Journals <sup>1</sup>	Research Monographs <sup>2</sup>	Books <sup>3</sup>	Chapters <sup>4</sup>	Peer Reviewed Proceedings <sup>5</sup>	Peer Reviewed Paper Presentations <sup>6</sup>	Faculty Research Seminar <sup>7</sup>	Non-Peer Reviewed Journals <sup>8</sup>	Others <sup>9</sup>
List alphabetically by academic discipline as defined in the organizational structure that is used by the school identifying each faculty member									

1. Peer reviewed journal articles (learning and pedagogical research, contributions to practice, and/or discipline-based scholarship)
2. Research Monographs (teaching/pedagogical, practice/applied and /or discipline-based research)
3. Books (textbooks, professional/practice/trade, and/or scholarly)
4. Chapters in books (textbooks, professional/practice/trade, and/or scholarly)
5. Peer reviewed proceedings from teaching/pedagogical meetings, professional/practice meetings, and/or scholarly meetings
6. Peer reviewed paper presentations at teaching/pedagogical meetings, professional/practical meetings, and/or academic meetings
7. Faculty Research Seminar (teaching/pedagogical, practice oriented, and/or discipline-based research seminar)
8. Non-peer reviewed journals (learning and pedagogical, contributions to practice, and/or discipline-based scholarship). School must provide substantive support for quality
9. Others (peer reviewed cases with instructional materials, instructional software, publicly available material describing the design and implementation of new curricula or courses, technical reports related to funded projects, publicly available research working papers, etc. please specify)



**Table 2-5:**

**Five-Year Summary of Intellectual Contributions** (Note: Please add a footnote to this table summarizing the school’s policies guiding faculty in the production of intellectual contributions.)

	Portfolio of Intellectual Contributions								
	Learning and Pedagogy								
<b>Faculty</b>	Peer Reviewed Journals <sup>1</sup>	Research Monographs <sup>2</sup>	Books <sup>3</sup>	Chapters <sup>4</sup>	Peer Reviewed Proceedings <sup>5</sup>	Peer Reviewed Paper Presentations <sup>6</sup>	Faculty Research Seminar <sup>7</sup>	Non-Peer Reviewed Journals <sup>8</sup>	Others <sup>9</sup>
List alphabetically by academic discipline as defined in the organizational structure that is used by the school identifying each faculty member									

1. Peer reviewed journal articles (learning and pedagogical research, contributions to practice, and/or discipline-based scholarship)
2. Research Monographs (teaching/pedagogical, practice/applied and /or discipline-based research)
3. Books (textbooks, professional/practice/trade, and/or scholarly)
4. Chapters in books (textbooks, professional/practice/trade, and/or scholarly)
5. Peer reviewed proceedings from teaching/pedagogical meetings, professional/practice meetings, and/or scholarly meetings
6. Peer reviewed paper presentations at teaching/pedagogical meetings, professional/practical meetings, and/or academic meetings
7. Faculty Research Seminar (teaching/pedagogical, practice oriented, and/or discipline-based research seminar)
8. Non-peer reviewed journals (learning and pedagogical, contributions to practice, and/or discipline-based scholarship). School must provide substantive support for quality
9. Others (peer reviewed cases with instructional materials, instructional software, publicly available material describing the design and implementation of new curricula or courses, technical reports related to funded projects, publicly available research working papers, etc. please specify)

**Standard 3: The mission statement or supporting documents specify the student populations the school intends to serve. [STUDENT MISSION]**

Guidance for Documentation

- Indicate by program the intended student population/cohort and the actual composition of the student population.
  - Discuss how the mission identifies who the initial applicant serves (i.e., the relative emphasis given to each degree program, the types of students and other constituents served by degree programs, the geographic orientation of degree programs, and other non-degree stakeholders served).
  - Discuss current and planned performance levels (i.e., the current student population in the context of mission fulfillment).
- Describe how the student population of the school intends to serve is consistent with the stated mission.
- Document major continuous improvement achievements over the past five years

**Standard 4: The school specifies action items that represent high priority continuous improvement efforts. [CONTINUOUS IMPROVEMENT OBJECTIVES]**

Guidance for Documentation

- Discuss how the mission identifies what the initial applicant wants to become (the declaration of intent to attain a particular niche in management education and the core strategies to realize declared intent).
- Describe the school's action items (for a one to three-year time frame) that will enhance the school's mission fulfillment.
  - State the action items and resulting continuous improvements and describe their relationship to the mission.
- Describe the processes that produce information from periodic assessments that activities are consistent with the mission and/or yield strategies to realign activities with the mission.
- Describe the process that leads to an action plan to achieve the initial applicant's mission.
  - Describe how the planning effort includes goals for improvement.

**Standard 5: The school has financial strategies to provide resources appropriate to, and sufficient for, achieving its mission and action items. [FINANCIAL STRATEGIES]**

Guidance for Documentation

- Describe how the mission drives decisions for allocation, uses and development of resources.
- Describe how the initial applicant has analyzed carefully the cost and potential resources for initiatives associated with its mission and action items.
  - Describe the processes that provide data from periodic assessment that resources are sufficient to achieve the mission and program objectives and/or yield strategies to acquire the needed resources.
- Describe how the school's infrastructure and resources fits its activities (e.g., campus-based learning, distance learning, research, and executive education).
  - Discuss how classrooms, offices, laboratories, communications and computer equipment, and other basic facilities are adequate for high quality operation.
- Provide a statement of source and use of funds that are allocated to the business school.
  - Describe how the school identifies realistic financial support resources for current and planned activities.
  - Discuss how resources are sufficient to sustain and improve current programs, and how anticipated resources are sufficient to implement planned programs.
- Discuss the financial commitment to continuous improvement.
- Identify the key financial strategies with timeline, cost, and sources of funds.
  - Describe how they are aligned with the initial applicant's mission.

# SELF EVALUATION REPORT GUIDELINES

## Participants Standards Students

**Standard 6: The policies for admission to business degree programs offered by the school are clear and consistent with the school's mission. [STUDENT ADMISSION]**

### Guidance for Documentation

- Describe how the policies and processes for student recruitment and selection that lead to the admissions of students are consistent with the initial applicant's mission and programmatic objectives.
  - Summarize admission policies for each program within the scope of the AACSB review
  - Provide access to existing statements of admissions policies.
  - Demonstrate that the school follows its admissions policies in making admissions decisions.
  - Clearly identify admission processes for all student types/categories (including exchange and transfer students).
- Describe how admission policies serve the mission of the school.
  - Describe how the undergraduate and graduate admissions standards are consistent with the initial applicant's goals.
- Explain how the characteristics of the current student body results from the application of admission policies and meet the school's mission, using data wherever possible.
  - Discuss the types of students the degree programs attract.
  - Describe how the quality of the student is consistent with degree program objectives.
  - Discuss how admission policies/processes demonstrate that the combination of indicators used in making admission decisions yield results consistent with the objective of producing high quality graduates.
  - For undergraduate and graduate programs provide the list of indicators used in making admission decisions. Provide data concerning the admission pool, those admitted and those who have enrolled and their performance.
  - Which degree programs are currently experiencing the largest enrollment growth or decline? What implications are drawn from these trends?
- Describe any special efforts under way to recruit women and under represented students and how successful these efforts have been.
- Describe services, program, etc. at the institution or within the school designed to assist students in the transition to collegiate education.

**Standard 7: The school has academic standards and retention practices that produce high quality graduates. The academic standards and retention practices are consistent with the school's mission. [STUDENT RETENTION]**

Guidance for Documentation

- Document academic standards and retention practices.
  - Describe how established academic standards are consistent with the mission.
- Provide descriptions of the processes and criteria for evaluation, identification, intervention, and separation of students.
  - Discuss to what extent assistance is provided to students who have academic difficulty.
- Discuss how the school's retention practices and support services produce high quality graduates in keeping with the mission.
  - Provide data on the number of students identified with retention issues, the interventions undertaken, and the number of students separated over the last academic year.
  - Provide a table detailing student retention rates by year and level across all programs and by student cohort where applicable (e.g., international students, exchange students, transfer students, etc.).

**Standard 8: The school maintains a staff sufficient to provide stability and ongoing quality improvement for student support activities. Student support activities reflect the school's mission and programs and the students' characteristics. [STAFF SUFFICIENCY-STUDENT SUPPORT]**

Guidance for Documentation

- Describe student support activities and who provides them (staff, faculty members, or a combination) for the following:
  - Academic assistance at the institutional level, school level, and department level (students have personalized interactive resources available for out-of-class assistance with course materials and assignments). Discuss student satisfaction with academic assistance. Describe how academic assistance is appropriate for the school's mission, programs, and characteristics of the students.
  - Academic advising at the institutional level, school level, and department level (students have personalized interactive resources available for guidance in planning and implementing their academic programs). Describe how academic advising is appropriate for the school's mission, programs, and characteristics of the students. Discuss student satisfaction with academic advising.
  - Career advising at the institutional level, school level, and department level (students have personalized interactive resources available for

guidance in choosing and pursuing career paths). Describe how career advising is appropriate for the school's mission, programs, and characteristics of the students. Discuss student satisfaction with career advising.

- Is there a process for the review of placement results in light of stated degree program objectives? How effective is the applicant in placing its graduates? Describe and provide data generated on student placement and career progress that facilitates evaluation of degree program objectives.
- Provide details of the involvement of employers and industry in placement activities.

# SELF EVALUATION REPORT GUIDELINES

## Participants Standards

### Faculty

**Standard 9: The school maintains a faculty sufficient to provide stability and ongoing quality improvement for the instructional programs offered. The deployment of faculty resources reflects the mission and programs. Students in all programs, disciplines, and locations have the opportunity to receive instruction from appropriately qualified faculty. [FACULTY SUFFICIENCY]**

#### Guidance for Documentation

- Describe the criteria consistent with mission for the classification of faculty as participating and supporting.
  - Explain how the criteria addresses:
    - 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 quantity and frequency of activities expected within a typical AACSB review cycle (five years) to maintain participating status.
  - Discuss how the criteria are periodically reviewed and reflect a focus on continuous improvement over time.
  - Complete Table 9-1 displaying the criteria and its implementation for the classification of faculty as participating and supporting for the most recent term or academic year. Tables 9-2 may be used to collect data that is included in Table 9-1.
  
- Describe the faculty complement available to fulfill the school's mission and all instructional programs they staff in the most recent academic year. This includes degree programs and such additional activities as research, instructional development, non-degree education, faculty development activities, community service, institutional service, service in academic organizations, economic development, organizational consulting, and other expectations the school holds for faculty members.
  - Faculty resources of the school should be summarized in Table 9-1 for the two most recent full academic terms
  
- Demonstrate how faculty members and staff fulfill the functions of curriculum development, course development, course delivery, assessment of learning, academic assistance, academic advising, career advising, and other activities that support the school's mission.
  
- 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 how faculty members and support staff fulfill the functions of curriculum development, course development, course delivery, academic assistance, academic advising, career advising, and other activities that support the school's mission.
- It is the expectation of accreditation review that participating faculty will generally be distributed equally in each program, discipline, , and location. Comment on how the data provided in Table 9-1 demonstrate satisfaction of the following expectations:
  - Normally, participating faculty members will deliver at least 75 percent of the school's teaching in total (whether measured by credit hours, contact hours, or other metric appropriate to the school).
  - Normally, participating faculty members will deliver at least 60 percent of the teaching in each degree program and in each discipline.

Provide additional information where the above expectations are not being met and describe the cause for this.

- If the school deploys a significant number of visiting faculty who hold appointments at other institutions, document how this arrangement supports the mission of the school, quality, student-faculty interaction principles, etc. within the spirit and intent of this standard.
- If the school has an unusual faculty model, describe how the model ensures quality and supports the student-faculty interaction principles, etc. within the spirit and intent of this standard.
- A critical determinant of faculty sufficiency is opportunities students have to interact with faculty members as a part of their educational programs. Explain and discuss how the following student-faculty interaction principles are satisfied:
  - Interaction opportunities are available to meet the needs of individual students.
  - Interactions are consistent with the school's mission and characterized by integrity and respect among participants.
  - Constituent groups have opportunities to learn from each other.
  - Students have access to disciplinary experts in curricular and extra curricular situations.
  - Interaction among faculty members produces a coherent and integrated learning experience.
  - Particular needs of under represented students are specified.



**TABLE 9-1:  
SUMMARY OF FACULTY SUFFICIENCY BY DISCIPLINE AND SCHOOL**

**(Note: Please include a footnote to the table summarizing the school’s policies for determining participating and supporting faculty)<sup>3</sup>**

<b>(RE: Standard 9 - Using Student Credit Hours as metric: Name<sup>1</sup></b>	<b>Participating or Supporting (P or S)</b>	<b>Amount of teaching if P (blank if S)<sup>2</sup></b>	<b>Amount of teaching if S (blank if P)<sup>2</sup></b>	
<b>Accounting</b>				
James Whitecloud	P	912 sch		
Terri Bunsen	S		432 sch	
“ “ “ “				
<b>TOTAL ACCOUNTING</b>		<b>P<sub>A</sub></b>	<b>S<sub>A</sub></b>	<b>P<sub>A</sub> / (P<sub>A</sub> + S<sub>A</sub>) must be &gt; 60%</b>
<b>Finance</b>				
Karla Checkov	P	636 sch		
Hester Brighton	P	444 sch		
“ “ “ “				
<b>TOTAL FINANCE</b>		<b>P<sub>F</sub></b>	<b>S<sub>F</sub></b>	<b>P<sub>F</sub> / (P<sub>F</sub> + S<sub>F</sub>) must be &gt; 60%</b>
“ “ “ “				
<b>Operations Research</b>				
Jean-Louis Pascal	S		210 sch	
Brett Ferstberg	P	942 sch		
“ “ “ “				
<b>TOTAL OPERATIONS RESEARCH</b>		<b>P<sub>O</sub></b>	<b>S<sub>O</sub></b>	<b>P<sub>O</sub> / (P<sub>O</sub> + S<sub>O</sub>) must be &gt; 60%</b>
<b>OVERALL TOTAL FOR SCHOOL</b>		<b>P<sub>T</sub></b>	<b>S<sub>T</sub></b>	<b>P<sub>T</sub> / (P<sub>T</sub> + S<sub>T</sub>) must be &gt; 75%</b>

1 Faculty should be listed by academic discipline as defined in the organizational structure that is used by the school. The organizational structure should be clear to the Peer Review Team.

2 The measure “amount of teaching” must reflect the operations of the school, e.g. student credit hours (SCHs), European Credit Transfer Units (ECTUs), contact hours, individual courses, modules or other designation that is appropriately indicative of the amount of teaching contribution. Concurrence on the measurement process should be reached with the peer review team early in the review process. In this example, “student credit hours” (sch) is used as the metric.

3 Tables that present the percentages relating to participating/supporting faculty and AQ/PQ faculty should be presented for the two most recently completed academic terms (semesters or quarters) at a minimum. The peer review team reserves the right to request the information for additional time period.

**Table 9-2**

	Faculty Activities							Classification	
	Governance <sup>1</sup>	Committees <sup>2</sup>	Extra Curricular and/or advising <sup>3</sup>	Faculty Development <sup>4</sup>	Curriculum Development <sup>5</sup>	Long-Term Commitment <sup>6</sup>	Other <sup>7</sup>	Participating <sup>8</sup>	Supporting <sup>9</sup>
<b>Faculty</b>									
List faculty by name alphabetically by academic discipline as defined in the organizational structure that is used by the school									

1. Faculty member participates in the governance of the school (e.g. eligible to vote in faculty and/or advisory council).
2. Eligible to serve as a member on appropriate committees that engage in academic policy making and/or other decisions (e.g. service on department, college, or university committee).
3. Faculty member participates in a variety of non-class activities such as directing extra curricular activity and/or providing academic and career advising.
4. Eligible to participate in faculty development activities (e.g. attend a teaching or research workshop or conference).
5. Curriculum development (e.g. individually and/or collectively developed a new course or new program in the last five years).
6. The initial applicant considers the faculty member to be a long-term member of the faculty regardless of whether or not the appointment is of a full-time or part-time nature, regardless of whether or not the position with the applicant is considered the faculty member's principle employment, and regardless of whether or not the applicant has tenure policies.
7. Other criteria as appropriate to the initial applicant and its mission. Please specify and expand as necessary.
8. A participating faculty member actively engages in the activities of the school in matters beyond direct teaching responsibilities.
9. A supporting faculty member does not participate in the intellectual or operational life of the school beyond the direct performance of teaching responsibilities.

**Standard 10: The faculty of the school has, and maintains expertise to accomplish the mission and to ensure this occurs, the school has clearly defined processes to evaluate individual faculty member's contributions to the school's mission. The school specifies for both academically qualified and professionally qualified faculty, the required initial qualifications of faculty (original academic preparation and/or professional experience) as well as requirements for maintaining faculty competence (intellectual contributions, professional development, or practice). [FACULTY QUALIFICATIONS]**

Guidance for Documentation

- Describe the criteria consistent with mission by which academically and professionally qualified status is granted (complete Tables 10-1 and 10-2) and maintained .
  - Explain how the criteria addresses:
    - The educational background, experience, and demonstrated work outcomes that are required to attain each 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 quantity and frequency of activities and outcomes expected within a typical AACSB review cycle (5 years) to maintain each status.
- Provide information on academic and professional qualification for each faculty member. This may be provided in the form of academic vitae, but must include sufficient detail as to actions, impacts and timing to support an understanding of faculty development activities. Tables 10-3, 10-4, and 10-5 may be used to develop supporting data for Tables 10-1 and 10-2.
  - Comment on how the various development activities support the maintenance of academically qualified or professionally qualified faculty status .
- If the deployment of academically and/or professional qualified faculty supporting a program, discipline, and/or location varies from the expectations outlined in this standard, describe how the overall high quality is being met in such cases.
- If the school relies on significant number of visiting faculty who hold appointments with other institutions, provide documentation on how this faculty model supports mission achievement, overall high quality, and continuous improvement, and is consistent with the spirit and intent of this standard.
- If the school deploys an unusual faculty model, the school must demonstrate how the model support high quality academic programs and supports mission achievement.

- Show how the data provided in Tables 10-1 and 10-2 demonstrates satisfaction with the following expectations:
  - The academically qualified portion of the faculty should not fall below 50 percent of the total faculty resources for schools with undergraduate programs only. If applicable, that the percentage of academically qualified faculty resources required for a school with graduate degree programs exceeds the percentage required for schools with no graduate programs.
  - The total faculty resources that either are academically qualified or professionally qualified (or both) must constitute at least 90 percent of the total faculty resources.
  - Academically and professionally qualified faculty resources are distributed across programs, disciplines and locations consistent with the school's mission and the student's needs.
  
- Demonstrate that the maintenance of knowledge and expertise supports faculty performance through an appropriate balance, given the school's mission, through intellectual contributions, professional experience, consulting, professional development, etc.,
  
- Show that the school has a clearly defined process by which it evaluates how faculty members contribute to the mission and maintain their qualifications.
  
- Demonstrate that the school has processes (i.e., the professional development infrastructure) to support faculty members regardless of the employment relationships.

**TABLE 10-1:  
SUMMARY OF FACULTY QUALIFICATIONS, DEVELOPMENT ACTIVITIES, AND PROFESSIONAL RESPONSIBILITIES  
(RE: Standard 10)<sup>1</sup>**

(Note: In a footnote to Table 10-1, summarize the school's criteria for determining academic and professional qualifications)

Name <sup>2</sup>	Highest Degree Earned and Year	Date of First Appointment to the School	Percent of Time Dedicated to the School's Mission <sup>3</sup>	Academically Qualified <sup>4</sup>	Professionally Qualified <sup>4</sup>	Other <sup>4</sup>	Five-Year Summary of Development Activities Supporting AQ or PQ Status <sup>5</sup>					Normal Professional Responsibilities <sup>6</sup>
							Intellectual Contributions	Professional Experience	Consulting	Professional Development	Other Professional Activities	

- The summary information presented in this table, supplemented by information in individual faculty members' vitae, is useful in making judgments relative to Standard 10. The table as a whole will assist the peer review team in judging whether "The faculty has, and maintains, intellectual qualification and current expertise to accomplish the mission...."
  - Faculty members should be listed alphabetically by discipline following the organizational structure of the business school. Administrators who hold faculty rank and directly support the school's mission should be included relative to their percent of time devoted to the mission including administrative duties. If a faculty member serves more than one discipline, list the individual only once under the primary discipline to which the individual is assigned and where his/her performance evaluation is conducted. Provide a footnote explaining the nature of the interdisciplinary responsibilities of the individual. Graduate students who have teaching responsibilities should be included in accordance with the guidance provided in Standard 10.
  - This column should show the percent of total time devoted to teaching, research, and/or other assignment represented by the faculty member's contribution to the school's overall mission during the period of evaluation (i.e., the year of the self-evaluation report or other filing with AACSB International). Reasons for less than 100% might include part-time employment, shared appointment with another academic unit, or other assignments that make the faculty member partially unavailable to the school.
  - Faculty members may be academically qualified (AQ), professionally qualified (PQ), AQ and PQ, or other. Indicate by placing "YES" in the appropriate column(s). Individual vitae should be provided to support this table. The "Other" category should be used for those individuals holding a faculty title but whose qualifications do not meet the criteria for academically and/or professionally qualified. A faculty member should be counted only once for use in Table 10-2 even if the individual is AQ and PQ.
  - The number of development activities should be noted in these columns. This summary information should be consistent with information presented in Table 2-1 as well as supported by faculty vitae.
  - Indicate the normal professional responsibilities the faculty member is expected to perform, e.g., (UG for undergraduate teaching; GR for graduate teaching; UG/GR for teaching at both levels; ADM for administration; RES for research; NCR for non-credit teaching; SER for service and outreach activities). A faculty member may have more than one category assigned.
- NOTE: Tables presented in support of standards 9 and 10 should be presented for the two most recently completed academic terms (semesters or quarters) at a minimum. The peer review team has the right to request the information for additional time periods

**TABLE 10-2. CALCULATIONS RELATIVE TO DEPLOYMENT OF QUALIFIED FACULTY  
(RE: Standard 10)<sup>1</sup>**

NAME	QUALIFICATION (ACADEMIC-AQ, PROFESSIONAL-PQ OTHER-O) (FROM TABLE 10-1)	AQ FACULTY- % OF TIME DEVOTED TO MISSION (FROM TABLE 10-1)	PQ FACULTY- % OF TIME DEVOTED TO MISSION (FROM TABLE 10-1)	OTHER <sup>2</sup> FACULTY- % OF TIME DEVOTED TO MISSION (FROM TABLE 10-1)	QUALIFICATION RATIOS PER STD 10
<b>Accounting</b>					
James Whitehead	AQ	100			
Terri Brunsen	PQ		100		
John Smith	O			50	
<b>TOTAL ACCOUNTING</b>		AQ <sub>A</sub>	PQ <sub>A</sub>	O <sub>A</sub>	$AQ_A / (PQ_A + AQ_A + O_A) \geq 50\%$ $(AQ_A + PQ_A) / (AQ_A + PQ_A + O_A) \geq 90\%$
<i>(Repeat for discipline consistent with business school organization)</i>					
<b>TOTAL FOR SCHOOL</b>		AQ <sub>T</sub>	PQ <sub>T</sub>	O <sub>T</sub>	$AQ_T / (AQ_T + PQ_T + O_T) \geq 50\%$ $(AQ_T + PQ_T) / (AQ_T + PQ_T + O_T) \geq 90\%$

NOTES: Table 10-2 addresses the ratios described in Standard 10 regarding deployment of academically and professionally qualified faculty. It should be developed for the peer review team to confirm that qualified faculty resources are deployed in support of the school mission. Faculty should be listed by discipline consistent with the organizational structure of the business school. It is expected that qualified faculty will generally be distributed equitably across each discipline, each academic program, and location consistent with the school’s mission and student needs. Distance-delivered programs are considered to be a unique location. The threshold for deployment of academically qualified faculty resources is higher for a school with graduate degree programs than for a school with no graduate degree programs and is higher for a school with a research doctoral program than for a school without a research doctoral program.

1. The metric used is the “percent of time devoted to mission” as derived from Table 10-1.
2. The “Other” category should be used for those individuals holding a faculty title but whose qualifications do not meet the definitions for academically or professionally qualified.

**Table 10-3  
Academically Qualified (AQ) Faculty\*  
Initial Academic Qualification**

Name	Participating (P) or Supporting (S)	Highest Degree Held	Field (discipline) of Degree	Degree Granting Institution	Year Conferred	Year of Initial Appointment	Teaching Field	AQ1 <sup>1</sup>	AQ2 <sup>2</sup>	AQ3 <sup>3</sup>	AQ4 <sup>4</sup>	AQ5 <sup>5</sup>	AQ6 <sup>6</sup>
List alphabetically by academic discipline as defined in the organizational structure that is used by the school													

\* Please list a faculty member only once in either Table 10-3, Academically Qualified (AQ) Faculty or Table 10-4, Professionally Qualified (PQ) Faculty.

1. AQ1: A business research doctoral degree in the area in which the individual teaches. Individuals with a graduate degree in law will be considered academically qualified to teach business law and legal environment of business.
2. AQ2: A business research doctoral degree, but primary teaching responsibility in a business field that is not the area of academic preparation. The greater the disparity between the field of academic preparation and the area of teaching, the greater the need for supplemental preparation in the form of professional development and intellectual contributions.
3. AQ3: A research doctoral degree outside of business, but primary teaching responsibilities that incorporate the area of academic preparation. The greater the disparity between the field of academic preparation and the area of teaching, the greater the need for supplemental preparation in the form of professional development and intellectual contributions.
4. AQ4: A research doctoral degree outside of business and primary teaching responsibilities that do not incorporate the area of academic preparation. To be considered academically qualified, an individual meeting this condition must have completed additional coursework and have a sufficient record of intellectual contributions in the teaching field to provide a base for participation in the mix of mission activities sought by the school.
5. AQ5: A specialized graduate degree in taxation.
6. AQ6: Substantial specialized coursework in the field of primary teaching responsibilities, but no research doctoral degree. Their number should be limited in each discipline and they are subject to a 10 percent limit of total faculty resources. For graduate students in research doctoral programs who have completed all but dissertation (ABD), academically qualified status will apply for no more than three years and will not be subject to the 10 percent of total faculty resource limitation. For ABD's note the year status was attained.





**Table 10-5  
Maintenance of Academic and Professional Qualifications**

Name	Intellectual Contributions (from Table 2-4)					Professional Development Activities					Actual Practices				Normal professional responsibilities <sup>1</sup>	AQ	PQ	Other
	Peer Reviewed Journals	Professional / Trade Journals	Books/Book Chapters/Monographs	Peer Reviewed Proceedings	Peer Reviewed Paper Presentations	Other (Please Specify) <sup>2</sup>	Editor/Editorial Board	Panel Session Leader or Discussant	Executive Ed Course Creation	Attended Seminar/Conference	Other (Please Specify and explain as necessary)	Internships	Employment/Board of Directors	Consulting				
List alphabetically by academic discipline as defined in the organizational structure that is used by the school																		

<sup>1</sup> Indicate the normal professional responsibilities the faculty member is expected to perform, e.g., (UG for Undergraduate teaching, GR for graduate teaching; UG/GR for teaching at both levels; ADM for administration; RES for research; NCR for non-credit teaching; SER for service and outreach activities. A faculty member may have more than one category assigned.

<sup>2</sup> Papers presented at faculty workshops, published cases with instructional materials, instructional software, study guides, instructor’s manuals, publicly available materials describing the design and implementation of new curricula or courses, technical reports related to funding projects, publicly available research working papers, etc.

**Standard 11: The school has well-documented and communicated processes in place to manage and support faculty members over the progression of their careers consistent with the school's mission. These include:**

- **Determining appropriate teaching assignments, intellectual expectations, and other components of the faculty member's professional responsibilities to the school.**
- **Providing staff and other mechanisms to support faculty in meeting the expectations the school holds for them on all mission-related activities.**
- **Providing orientation, guidance and mentoring.**
- **Undertaking formal periodic review, promotion, and reward processes.**
- **Maintaining overall plans for faculty resources.**

**[FACULTY MANAGEMENT AND SUPPORT]**

Guidance for Documentation

- Describe the process for determining performance expectations for faculty, including appropriate teaching assignments, intellectual expectations, and other professional responsibilities.
- Discuss the staff and infrastructure to support faculty in meeting the expectations discussed and outlined above.
- Show how performance expectations are communicated to faculty members.
  - Discuss policies and processes for providing orientation, guidance and mentoring.
- Describe evaluation, promotion, and reward processes.
- Describe the overall faculty resource plan that reflects the school's mission and that projects faculty resource requirements and anticipated resource actions.

**Standard 12: The business school's faculty in aggregate, its faculty subunits, and individual faculty, administrators, and staff share responsibility to:**

- **Ensure adequate time is devoted to learning activities for all faculty members and students.**
- **Ensure adequate student-faculty contact across the learning experiences.**
- **Set high expectations for academic achievement and provide leadership toward those expectations.**
- **Evaluate instructional effectiveness and overall student achievement.**
- **Continuously improve instructional programs.**
- **Innovate in instructional processes.**

**[AGGREGATE FACULTY AND STAFF EDUCATIONAL RESPONSIBILITY]**

Guidance for Documentation

- Show time-on-task for students and faculty members and show student-faculty interaction through review of syllabi or other appropriate means.
  - Time-on-task for students maybe measured by review of syllabi, lecture notes, learning activities, and samples of student work to assess the demands of course projects and learning expectations.
  - Time-on-task for faculty members may be measured by review of syllabi, lecture notes, and examples of student work to assess participation of faculty members in direct faculty-student interaction and currency of materials.
- Describe processes for the evaluation of the quality of instruction.
- Show how learning expectations are communicated to all involved.
- Describe how evaluations guide instructional improvement. Provide recent examples.
- Describe recent instructional innovations and how they relate to systematic evaluation or assessment.

**Standard 13: Individual teaching faculty members:**

- **Operate with integrity in their dealings with students and colleagues.**
- **Keep their own knowledge current with the continuing development of their teaching disciplines.**
- **Actively involve students in the learning process.**
- **Encourage collaboration and cooperation among participants.**
- **Ensure frequent, prompt feedback on student performance.**

**[INDIVIDUAL FACULTY EDUCATIONAL RESPONSIBILITY]**

Guidance for Documentation

- Demonstrate that the school has processes to encourage, support, and assess faculty members in their own knowledge development.
- Provide examples through course syllabi, course project descriptions, learning products, and other descriptive materials that demonstrate:
  - Active student involvement (e.g., the school's programs actively involve students in the learning process considering the totality of the learning experience (in class, extracurricular, technology-based, etc.).
  - Collaborative learning experiences (e.g., the school's programs involve collaboration and cooperation among participants in the educational process (in class, in extracurricular activities, or in the on-going governance activities of the school).
  - Frequent, prompt, and accurate feedback (e.g., the school's programs involve feedback formal or informal, in class, in small group activities, or in one-on-one discussions).
- Document faculty development activities that support continuous improvement in instructional methods.

#### **Standard 14: Individual Students:**

- **Operate with integrity in their dealings with faculty and other students.**
- **Engage the learning materials with appropriate attention and dedication.**
- **Maintain their engagement when challenged by difficult learning activities.**
- **Contribute to the learning of others.**
- **Perform to standards set by the faculty.**

**[STUDENT EDUCATIONAL RESPONSIBILITY]**

#### **Guidance for Documentation**

- Discuss expectations for and how students operate with integrity in their dealings with faculty and other students.
- Discuss the school's philosophy with respect to student behavior, discipline, and plagiarism. Document relevant policies.
- Provide syllabi, course project descriptions, examples of student projects, and other materials that show how students engage in challenging learning experiences, contribute to the learning of others, perform to standards set by the faculty, and how they satisfy learning goals.
  - The school should clarify the delivery modes and the kinds and extent of student effort involved in degree programs.

## Self-Evaluation Report Guidelines

### Assurance of Learning Standards

**Standard 15: Management of Curricula:** The school uses well documented, systematic processes to develop, monitor, evaluate, and revise the substance and delivery of the curricula of degree programs and to assess the impact of the curricula on learning. Curriculum management includes inputs from all appropriate constituencies which may include faculty, staff, administrators, students, faculty from non-business disciplines, alumni, and the business community served by the school.

The standard requires use of a systematic process for curriculum management but does not require any specific courses in the curriculum. Normally, the curriculum management process will result in an undergraduate degree program that includes learning experiences in such general knowledge and skill areas as:

- Communication abilities.
- Ethical understanding and reasoning abilities.
- Analytic skills.
- Use of information technology.
- Dynamics of the global economy
- Multicultural and diversity understanding.
- Reflective thinking skills.

Normally, the curriculum management process will result in undergraduate and master's level general management degree programs that will include learning experiences in such management-specific knowledge and skills areas as:

- Ethical and legal responsibilities in organizations and society.
- Financial theories, analysis, reporting, and markets.
- Creation of value through the integrated production and distribution of goods, services, and information.
- Group and individual dynamics in organizations.
- Statistical data analysis and management science as they support decision-making processes throughout an organization.
- Information technologies as they influence the structure and processes of organizations and economies, and as they influence the roles and techniques of management.
- Domestic and global economic environments of organizations.
- Other management-specific knowledge and abilities as identified by the school. [MANAGEMENT OF CURRICULA]

## Guidance for Documentation

- Document curriculum management processes are in operation for all phases of curriculum management including development, monitoring, evaluation, revision, and assessment of learning.
  - Demonstrate curriculum management processes engage perspectives from a variety of relevant constituencies.
- Show how the curriculum management processes have produced new or revised curricula.
- Provide curriculum descriptions and requirements for all degree programs included in the accreditation review.
  - Demonstrate that curricula include an appropriate set of learning experiences to prepare graduates for business and management careers; specifically that:
    1. An undergraduate degree program includes learning experiences in general knowledge and skill areas as follows:
      - Communication abilities.
      - Ethical understanding and reasoning abilities.
      - Analytical skills.]
      - Dynamics of the global economy
      - Use of information technology.
      - Multicultural and diversity understanding.
      - Reflective thinking.
    2. Undergraduate and master's level general management degree programs include learning experiences in management specific knowledge and skill areas as:
      - Ethical and legal responsibilities in organizations and society.
      - Financial theories, analysis, reporting, and markets.
      - Creation of value through the integrated production and distribution of goods, services, and information.
      - Group and individual dynamics in organizations.
      - Statistical data analysis and management science as they support decision-making processes throughout an organization.
      - Information technologies as they influence the structure and processes of organizations and economies, as they influence the role and techniques of management.
      - Domestic and global economic environment of organizations.
      - Other management-specific knowledge and abilities as identified by the school.
    3. Justify exceptions to the curricula guidelines.
    4. Describe other academic requirements of degree programs that represent concentrations, emphasis areas, or majors.
- Show how the curriculum across the dimensions outlined in the standard demonstrates a global perspective.



**Standard 16: Bachelor's or undergraduate level degree: Knowledge and skills. Adapting expectations to the school's mission and cultural circumstances, the school specifies learning goals and demonstrates achievement of learning goals for key general, management-specific, and/or appropriate discipline-specific knowledge and skills that its students achieve in each undergraduate degree program. [UNDERGRADUATE LEARNING GOALS]**

Guidance for Documentation

- What are the learning goals for each undergraduate degree program? This should include both conceptual and operational definitions.
- Describe the philosophy and approach taken to outcomes assessment and demonstrate how assessment practices relate to learning goals.
- Show that students meet all of the learning goals for undergraduate degree programs. If assessment demonstrates that learning goals are not being met, describe efforts that have been instituted to eliminate the discrepancy.

**Standard 17: The bachelor's or undergraduate level degree programs must provide sufficient time, content coverage, student effort, and student-faculty interaction to assure that the learning goals are accomplished. [UNDERGRADUATE EDUCATIONAL LEVEL]**

Guidance for Documentation

- Discuss how undergraduate level degree programs provide sufficient time, content coverage, student effort, and student-faculty interaction to assure that the learning goals are accomplished.
- Show that undergraduate level degree programs fulfill expectations appropriate for the context and mission of the school.
  - Expectations will vary dependent on the educational practices and structures in different world regions and cultures.
- Demonstrate that the majority of learning in traditional business subjects counted toward degree fulfillment is earned through the institution awarding the degree.
- How are the above expectations satisfied for student exchange programs? Document standards, policies, and practices in relation to credit for studies/courses undertaken elsewhere.

**Standard 18: Master's level degree in general management (e.g., MBA) programs: Knowledge and skills. Participation in a master's level degree program presupposes the base of general knowledge and skills appropriate to an undergraduate degree. Learning at the master's level is developed in a more integrative, interdisciplinary fashion than undergraduate education.**

**The capacities developed through the knowledge and skills of a general master's level program are:**

- **Capacity to lead in organizational situations.**
- **Capacity to apply knowledge in new and unfamiliar circumstances through a conceptual understanding of relevant disciplines.**
- **Capacity to adapt and innovate to solve problems, to cope with unforeseen events, and to manage in unpredictable environments.**
- **Capacity to understand management issues from a global perspective**

**Adapting expectations to the school's mission and cultural circumstances, the school specifies learning goals and demonstrates master's level achievement of learning goals for key management-specific knowledge and skills in each master's level general management program. [MASTER'S LEVEL GENERAL MANAGEMENT LEARNING GOALS]**

Guidance for Documentation

- Describe and demonstrate that students in a master's level degree in general management have or will acquire the base of general knowledge and skills appropriate to an undergraduate degree.
- Define the learning goals for each master's level general management program – this includes both conceptual and operational definitions.
- Describe the philosophy and approach taken to outcomes assessment and demonstrate how assessment practices relate to learning goals.
- Show that students meet all the learning goals for master's level general management programs. Or, if assessment demonstrates that learning goals are not being met, describe efforts that have been instituted to eliminate the discrepancy.
- Show how the curriculum across the dimensions outlined in the standard demonstrates a global perspective.

**Standard 19: Master's level degree in specialized programs: Knowledge and Skills. Participation in a master's level program presupposes the base of general knowledge and skills appropriate to an undergraduate degree and is at a more advanced level.**

**The level of knowledge represented by the students of a specialized master's level program is the:**

- **Application of knowledge even in new and unfamiliar circumstances through a conceptual understanding of the specialization.**
- **Ability to adapt and innovate to solve problems.**
- **Capacity to critically analyze and question knowledge claims in the specialized discipline.'**
- **Capacity to understand the specified discipline from a global perspective**

**Master's level students in specialized degree programs demonstrate knowledge of theories, models, and tools relevant to their specialty field. They are able to apply appropriate specialized theories, models, and tools to solve concrete business and managerial problems. Adapting expectations to the school's mission and cultural circumstances, the school specifies learning goals and demonstrates achievement of learning goals in each specialized master's degree program. [SPECIALIZED MASTER'S DEGREE LEARNING GOALS]**

#### Guidance for Documentation

- Describe and demonstrate that students in a master's level degree in a specialized field have or will acquire the base of general knowledge and skills appropriate to an undergraduate degree.
- Describe the learning goals of each specialized master's degree program.
  - Learning goals for specialized master's programs require extensive knowledge in the field, an understanding of how knowledge is created in the field, and the ability to apply knowledge of the field.
- Describe the philosophy and approach taken to outcomes assessment and demonstrate how assessment practices relate to learning goals.
- Demonstrate that students achieve all of the learning goals for each specialized master's degree. Or, if assessment demonstrates that learning goals are not being met, describe efforts that have been instituted to eliminate the discrepancy.
- Demonstrate that students have the capacity to apply and adapt knowledge.
  - Display examples of student work showing the ability to apply and adapt accumulated knowledge.
- Demonstrate how the curriculum across the dimensions outlined in the standard demonstrates a global perspective.

**Standard 20: The master's level degree programs must provide sufficient time, content coverage, student effort, and student-faculty interaction to assure that the learning goals are accomplished. [MASTER'S EDUCATIONAL LEVEL]**

Guidance for Documentation

- Discuss how master's level degree programs provide sufficient time, content coverage, student effort, and student-faculty interaction to assure that the learning goals are accomplished.
- Show that master's level degree programs fulfill expectations appropriate for the context and mission of the school.
  - Expectations will vary dependent on the educational practices and structures in different world regions and cultures.
- Demonstrate that the majority of learning in traditional business subjects counted toward degree fulfillment is earned through the institution awarding the degree.

**Standard 21: Doctoral level degree: Knowledge and Skills: Doctoral programs educate students for highly specialized careers in academe or practice. Students of doctoral level programs demonstrate the ability to create knowledge through original research in their areas of specialization. Normally, doctoral programs will include:**

- **The acquisition of advanced knowledge in areas of specialization.**
  - **The development of advanced theoretical or practical research skills for the areas of specialization.**
  - **Explicit attention to the role of the specialization areas in managerial and organizational contexts.**
  - **Preparation for teaching responsibilities in higher education (for those students who expect to enter teaching careers).**
  - **Dissertation, or equivalent, demonstrating personal integration of, and original intellectual contribution to, a field of knowledge.**
  - **Other areas as identified by the school.**
- [DOCTORAL LEARNING GOALS]**

Guidance for Documentation

- Show that doctoral programs include the relevant areas mentioned in the standard:
  - The acquisition of advanced knowledge in areas of specialization.
  - The development of advanced theoretical or practical research skills for the areas of specialization.
  - Explicit attention to the role of the specialization areas in managerial and organizational contexts.
  - Preparation for teaching responsibilities in higher education.
  - Other areas as identified by the school.

- Define the learning goals for each doctoral program – this includes both conceptual and operational definitions.
- Demonstrate that doctoral students make original research contributions.
  - Dissertation, or equivalent, demonstrating personal integration of, and original intellectual contributions to, a field of knowledge.
- Describe the philosophy and approach taken to outcomes assessment and demonstrate how assessment practices relate to learning goals.
- Show that students meet all learning goals for doctoral programs. Or, if assessment demonstrates that learning goals are not being met, describe efforts that have been instituted to eliminate the discrepancy.
- Show how the curriculum across the dimensions outlined in the standard demonstrates a global perspective.