

**Proposed 2020 Business Accreditation Standards  
Summary of Major Changes Between Exposure Draft 2 and Final Standards**

*Note: Changes to the standards are shown with specific changes bolded and italicized.*

2020 Standard	Summary of Change(s) Made Based on Member Input
<p><b>Introduction, Philosophy, and Guiding Principles of AACSB Accreditation</b></p>	<p>Collaborative Provision Definitions:</p> <ul style="list-style-type: none"> <li>• Articulation, Twinning, Top-Up, or Progression Agreement: a collaborative provision where an institution accepts students having completed courses in another institution into its own degree program. <b><i>They are typically considered transfer students, with the latter being the awarding institution and are subject to the transfer provisions of School A.</i></b></li> <li>• <b><i>Franchise: a form of collaborative provision where a program developed by and leading to an award of an institution (the franchisor) is predominantly delivered and/or supported by one or more of the collaborative organizations (the franchisee/s). Typically, a franchisee may provide some or all the teaching and may use local teaching and administrative support staff.</i></b> The qualification bears the name of School A. Franchise agreements typically involve regular oversight by School A during program delivery.</li> </ul> <p>Clarified footnote 11: If a program is excluded, the faculty at School B are not required to appear in School A tables, nor is formal AoL required for the portion of the program completed at School B. However, School A <b><i>must ensure that the academic work accepted from School B is comparable to work completed at their own school.</i></b> If School B is AACSB-accredited, quality is automatically assured, and the school simply notes the partnership is with an AACSB-accredited institution.</p>
<p><b>1-Strategic Planning</b></p>	<p>Standard:</p> <p>1.1 The school maintains a well-documented strategic plan, developed through a robust and collaborative planning process involving key stakeholder input, that informs the school on resource allocation priorities. The strategic plan should also articulate a clear and <b><i>focused</i></b> mission for the school.</p> <p>1.4 The school demonstrates a commitment to positive societal impact as expressed in and supported by its <b><i>focused</i></b> mission and specifies how it intends to achieve this impact.</p> <p>Definitions: <b><i>The term focused implies the mission should yield distinctive aspects of the school's outcomes and accomplishments that are special or notable.</i></b></p> <p>Suggested Documentation: 1.1 Describe the <b><i>focused nature</i></b> of the mission for the school's stakeholders, relative to learners, employers, and other key stakeholders.</p>

<b>2-Physical, Virtual and Financial Resources</b>	<p>Definitions:  <i>Physical resources</i> include buildings, furniture and fixtures, technology labs, collaboration space, <i>libraries (including virtual)</i> and any other physical infrastructure directly used by the school.</p>
<b>3-Faculty and Professional Staff Resources</b>	<p>Basis for Judgment:  3.2 Each school should develop appropriate criteria and policies for the classification of faculty, <b><i>including those faculty who also hold significant administrative appointments (e.g. deans, associate deans, department heads/chairs, or center directors)</i></b> and according to initial preparation and sustained engagement activities. <b><i>Criteria for such administrators should consider the weight relative to the individual's administrative role. For example, the criteria may differentiate between a dean with significant administrative responsibilities vs. a department head with a smaller administrative workload.</i></b>  These criteria and policies should cover both initial classification and maintenance of qualified status subsequent to initial classification. Sustained engagement activities, including research and scholarship, should be substantially connected with and in support of the primary teaching responsibilities of the faculty member. Criteria and policies should be consistent with the mission of the school and comparable to peer schools.</p>
<b>4-Curriculum</b>	<p>Definitions:  <b><i>Experiential learning includes a wide variety of activities such as internships, service learning, study abroad, consulting projects, and other high impact pedagogical practices.</i></b></p> <p>4.1, Basis for Judgment:</p> <ul style="list-style-type: none"> <li>• Contents of degree program curricula result from effective curriculum management processes and include relevant competencies to prepare graduates for business careers and a lifelong learning <b><i>mindset.</i></b></li> <li>• <b><i>Doctoral degree programs include an appreciation for the production of research that contributes positively to society.</i></b></li> </ul>
<b>5-Assurance of Learning</b>	<p>Definitions:  <b><i>Competencies throughout this standard is understood to broadly encompass knowledge, skills, and abilities.</i></b></p> <p>Basis for Judgment:  <b><i>5.3 Credentials such as certificates, minors, and badges that lead to a degree program will be defined as “in scope” and evaluated at the degree program level.</i></b></p> <p>Suggested Documentation:  <b><i>5.1 Schools in the initial accreditation process should complete Table 5-1 for each degree program. The table is optional for schools in the continuous improvement review process.</i></b></p>

6- Learner Progression	None
7-Teaching Effectiveness and Impact	None
8- Impact of Scholarship	<p>Definitions:</p> <ul style="list-style-type: none"> <li>• <b><i>Predatory journals and publishers are entities that prioritize self-interest at the expense of scholarship and/or are characterized by false or misleading information; deviation from best editorial and publication practices; a lack of transparency; and/or the use of aggressive and indiscriminate solicitation practices.</i></b><sup>1</sup></li> <li>• <i>Peer-reviewed journal articles</i> are scholarly publications that were submitted for critique and evaluation by one or more academics who have expertise in the discipline and/or methodology of the subject matter. <b><i>Publications in law reviews and journals may be included in this category.</i></b></li> <li>• Removed “Law reviewed articles reviewed by a panel of highly qualified law school students could also be included in this category” from <i>Other peer-or editorial-reviewed intellectual contributions</i> definition.</li> </ul> <p>Basis for Judgment:</p> <p><b><i>8.1 One important type of intellectual contribution is the publication of high-quality peer-reviewed journal articles. The production of peer review journal articles is a key way in which faculty maintain currency and expertise in their field. Thus, all schools are expected to have some high-quality peer-reviewed journal articles in their portfolio of intellectual contributions. The type of peer review journal articles should be aligned with their school’s mission. Schools with primarily teaching missions may produce more high-quality applied and pedagogical research, while schools offering research master’s and doctoral degrees are expected to produce a greater percentage of high-quality basic research.</i></b></p>
9-Engagement and Societal Impact (formerly Engagement that Impacts Business and Society)	None

<sup>1</sup> Definition adopted from “Predatory Journals: no definition, no defence.” (*Nature* 2019, December 11). Retrieved from <https://www.nature.com/articles/d41586-019-03759-y>