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| **AACSB GUIDING PRINCIPLES** | **QUESTIONS/COMMENTS** |
| 1. **Ethics and Integrity.** The school encourages and supports ethical behavior and integrity by students, faculty, administrators, and staff in all its activities. The school is expected to have appropriate policies and procedures that attest to a strong emphasis on ethical behavior as well as a mechanism for identifying and remediating behavior by those associated with the conduct of the business school. It is expected that internal disputes between students and faculty or faculty and administration are dealt with at the school level. In particular, individual faculty personnel disputes are to be dealt with through local school channels. Only pervasive issues with systemic implications rise to the level of AACSB involvement and fall under the purview of this provision (e.g., a pattern of systematic discrimination against a particular group of students or faculty).
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| 1. **Societal Impact.** Societal impact as an expectation of all accredited schools reflects AACSB’s vision that business education is a force for good in society and makes a positive contribution to society, as identified in the school’s mission and strategic plan. This includes an expectation that the school explicates its intended strategies to effect a positive impact on society, that the school’s curriculum contains some components relating to societal impact, that the school’s intellectual contributions portfolio contains some contributions focused on societal impact, and that the school is fostering and promoting curriculum and/or curricular activities that seek to make a positive societal impact.
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| 1. **Mission-Driven Focus.** AACSB accreditation focuses on outcomes achieved through mission-related activities of the institution. As part of maintaining a robust strategic plan, each school identifies its specific mission, strategies, and expected outcomes. The school, then, is evaluated by peers against its stated mission to determine if its activities are aligned with its stated mission. This allows a wide variety of schools to maintain AACSB accreditation.
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| 1. **Peer Review.** The peer review process is a defining characteristic of AACSB accreditation. Peer review is characterized by professional judgment, collegiality, and a commitment to AACSB’s guiding principles. Because the accreditation standards are more principles-based than rules-based, more subjectivity is introduced into the peer review process. Consequently, the experience and training of the peer review team members is critical, which is why they are required to participate in formal training. Schools are strongly encouraged to establish and maintain clear and constant communication with the peer review team and share materials early so that any areas of substantive difference can be discussed prior to the visit. Peer review judgment, through the visit and the subsequent committee evaluation and board ratification, and absent a formal appeal by the school, is what ultimately prevails.
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| 1. **Continuous Improvement.** The school demonstrates a commitment to a culture of continuous improvement that yields high-quality outcomes. Consistency of performance over time and stability of oversight of the accredited school or unit is a key element of continuous improvement. The school demonstrates financial vitality, sustainability, and financial resources sufficient to achieve its operational and strategic goals for the foreseeable future.
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| 1. **Collegiality.** The school maintains a collegiate environment. Mutual respect, collaboration, and trust are pursued to enable the business school to promote a positive culture that is supportive of the school’s strategic mission and goals, faculty development, learner success, and thought leadership. The school promotes shared governance and active participation by a cross-section of faculty in university and college service.
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| 1. **Agility.** The school maintains a future-oriented mindset, with an eye to the knowledge, skills, and abilities needed by both faculty and learners, and adjusts curriculum content and faculty skill sets where trends in business education, employer feedback, and best practices clearly emerge. Strategic thinking is embraced, and best practices are sought in support of continuous improvement.
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| 1. **Global Mindset.** The curriculum imbues the understanding of other cultures and values, and learners are educated on the global nature of business and the importance of understanding global trends. The school fosters sensitivity toward a greater understanding and acceptance of cultural differences and global perspectives. Graduates should be prepared to pursue business careers in a diverse global context. Students should be exposed to cultural practices different than their own.
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| 1. **Diversity and Inclusion.** Diversity in people and ideas enhances the educational experience and encourages excellence in every business education program. At the same time, diversity is a culturally embedded concept rooted in historical and cultural traditions, legislative and regulatory concepts, ethnicity, gender, socioeconomic conditions, religious practices, and individual and shared experiences. Within this complex environment, the school is expected to demonstrate a commitment to advancing diversity and inclusion issues in the context of the cultural landscape in which it operates. The school fosters awareness, understanding, acceptance, and respect for diverse viewpoints related to current and emerging issues.
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| 1. **Continued Adherence to AACSB Guiding Principles and Business Standards.** The school demonstrates continued adherence to accreditation standards and guiding principles and provides timely, accurate information in support of each accreditation review. Schools acknowledge the timeline to complete the initial accreditation process. Schools agree to a peer review visit. Schools acknowledge that AACSB may at any time request a review if questions arise concerning a school’s educational quality, financial resources, or other issues. Significant ethical breaches of conduct within the school may also result in an off-cycle peer review, or board action, as deemed necessary. Any school that deliberately misrepresents data contained within an accreditation report or within AACSB’s Business School Questionnaire is subject to revocation of accreditation status or termination of an initial accreditation application.
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|  **STRATEGIC MGMT. AND INNOVATION STANDARDS** | QUESTIONS/COMMENTS |
| 1. Strategic Planning1.1 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 focused mission for the school. 1.2 The school regularly monitors its progress against its planned strategies and expected outcomes and communicates its progress to key stakeholders. As part of monitoring, the school conducts formal risk analysis and has plans to mitigate identified major risks. 1.3 As the school carries out its mission, it embraces innovation as a key element of continuous improvement. 1.4 The school demonstrates a commitment to positive societal impact as expressed in and supported by its focused mission and specifies how it intends to achieve this impact. |  |
| 2. Physical, Virtual, and Financial ResourcesThe 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. |  |
| 3. Faculty and Professional Staff Resources3.1 The school maintains and strategically deploys sufficient participating and supporting faculty who collectively demonstrate significant academic and professional engagement that, in turn, supports high-quality outcomes consistent with the school’s mission. 3.2 Faculty are qualified through 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). Otherwise, faculty members are classified as Additional Faculty (A). 3.3 Sufficient professional staff are available to ensure high-quality support for faculty and learners as appropriate. 3.4 The school has well-documented and well-communicated processes to manage, develop, and support faculty and professional staff over the progression of their careers that are consistent with the school’s mission, strategies, and expected outcomes. |  |
| **LEARNER SUCCESS STANDARDS** | QUESTIONS/COMMENTS |
| 4. Curriculum4.1 The school delivers content that is current, relevant, forward-looking, globally oriented, aligned with program competency goals, and consistent with its mission, strategies, and expected outcomes. The curriculum content cultivates agility with current and emerging technologies. 4.2 The school manages its curriculum through assessment and other systematic review processes to ensure currency, relevancy, and competency. 4.3 The school’s curriculum promotes and fosters innovation, experiential learning, and a lifelong learning mindset. Program elements promoting positive societal impact are included within the curriculum. 4.4 The school’s curriculum facilitates meaningful learner-to-learner and learner-to faculty academic and professional engagement. |  |
| 5. Assurance of Learning5.1 The school uses well-documented assurance of learning (AoL) processes that include direct and indirect measures for ensuring the quality of all degree programs that are deemed in scope for accreditation purposes. The results of the school’s AoL work leads to curricular and process improvements. 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 Microlearning credentials 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 five percent of a school’s total annual resources should include processes to ensure high quality and continuous improvement. |  |
| 6. Learner Progression6.1 The school has policies and procedures for admissions, acceptance of transfer credit, academic progression toward degree completion, and support for career development that are clear, effective, consistently applied, and aligned with the school's mission, strategies, and expected outcomes. 6.2 Post-graduation success is consistent with the school’s mission, strategies, and expected outcomes. Public disclosure of academic program quality supporting learner progression and post-graduation success occurs on a current and consistent basis. |  |
| 7. Teaching Effectiveness and Impact7.1 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 current, relevant, forward-looking, globally oriented, innovative, and aligned with program competency goals. 7.3 Faculty are current in their discipline and pedagogical methods, including teaching diverse perspectives in an inclusive environment. Faculty demonstrate a lifelong learning mindset, as supported and promoted by the school. 7.4 The school demonstrates teaching impact through learner success, learner satisfaction, and other affirmations of teaching expertise. |  |
| THOUGHT LEADERSHIP, ENGAGEMENT, AND SOCIETAL IMPACT STANDARDS | **QUESTIONS/COMMENTS** |
| 8. Impact of Scholarship8.1 The school’s faculty collectively 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 the theory, policy, and/or practice of business to develop into mission-consistent areas of thought leadership for the school. 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. |  |
| 9. Engagement and Societal Impact9.1 The school demonstrates positive societal impact through internal and external initiatives and/or activities, consistent with the school’s mission, strategies, and expected outcomes. |  |