

**Initial Peer Review Team Report –
Business – 2020 Standards**

The AACSB International Peer Review Team has completed its review for:

The following information is system generated:

- General School Information
- Degree Levels Offered
- Date of Visit

I. Introduction

In preparing the school's team report, the Peer Review Team will review the relevant information, constructively assess and perform analysis to (1) assess the school's performance relative to each standard; (2) determine how the school's policies and practices, in relation to each standard, achieve overall high quality; and (3) consider whether the school's processes lead to outcomes that are consistent with its mission and objectives. The team performs a standard by standard review. Additionally, the report notes the processes utilized by the school to ensure achievement of the standards and identifies those processes that may inhibit achievement of the standards.

II. Team Recommendation

The team recommendation reflects the opinion of the Peer Review Team only. It will be reviewed for concurrence or remanded to the team by the appropriate accreditation committee. The role of the accreditation committee is to ensure consistent application of the AACSB accreditation standards and processes across peer review teams.

Within ten days of receipt of this report, the school should send the team any comments and corrections related to factual information noted in this report.

Please choose one of the following recommendations:

(Select one)

	<p>Initial Accreditation: The recommendation of the Peer Review Team is that the selected degree programs in business offered by the school be granted initial accreditation with a Continuous Improvement Review to occur in year five. Concurrence by the Initial Accreditation Committee and ratification by the Board of Directors are required prior to the confirmation of the accreditation decision. Following ratification by the Board of Directors, the school will be notified. The school must wait for this official notification before making any public announcement. AACSB provides a list of schools achieving accreditation to its members and the public.</p>
	<p>Deferral Review: The recommendation of the Peer Review Team is that the initial accreditation review of the selected degree programs in business offered by the school be deferred for an additional year. Deferral of initial accreditation is for one</p>

	<p>year and does not require ratification by the Board of Directors because deferral does not change the accreditation status of the school. Concurrence by the Initial Accreditation Committee is, however, required prior to official notification. AACSB does not publicize the names of schools on deferral visits.</p>
	<p>Denial of Accreditation: The recommendation of the Peer Review Team is that the selected degree programs in business offered by the school be denied initial accreditation. Concurrence by the Initial Accreditation Committee and ratification by the Board of Directors are required prior to the confirmation of the accreditation decision. Following ratification by the Board of Directors, the school will be notified. AACSB does not publicize the names of schools denied initial accreditation.</p>

The Initial Accreditation Committee will review this report, and any response from the school, at its next scheduled meeting (normally, provided that the report is received at least three weeks in advance of the meeting). The committee will meet at the selected date. (Dates of upcoming committee meetings can be found here: <https://www.aacsb.edu/accreditation/volunteers/committees>)

Identification of Areas That Must Be Addressed Prior to First Continuous Improvement Review

The first continuous improvement review will occur in five years. With this in mind, closely monitor the following items and incorporate them in your ongoing strategic planning initiatives:

Identification of Areas That Must Be Addressed During Deferral Review

Please list each standard for which a quality issue has been identified. For each listed standard, please provide a brief description of the findings leading to the concerns and any suggestions for improvement. Also include any specific reporting expectations for the school’s Deferral Review Report

Overall High Quality, Continuous Improvement Environment, Ability to Achieve Desired Outcomes, and Concurrence of Accreditation Entity and Programmatic Scope

III. Assessment

Assessment of Overall High Quality:

Continuous Improvement Environment and Outcomes:

Ability to Achieve Desired Outcomes:

2020 Guiding Principles and Standards for Business Accreditation

The Peer Review Team should restate the major issues noted in the pre-visit analysis of the Self Evaluation Report. Please indicate what evidence, provided by the school, has convinced the team that the specific major issue is satisfactorily addressed, or please indicate how the issue will be addressed and when.

Please indicate within each of the Guiding Principles and Standards listed on the following pages the team's findings, including any specific comments regarding items that the school should closely monitor and/or any items where a quality issue has been identified

Guiding Principles and Expectations for Accredited Schools

Guiding principles guide accredited schools in behaviors, values, attitudes, and choices as they relate to strategy and operations of the business school. By pursuing AACSB accreditation, the school must adhere to and support these guiding principles. The Executive Summary to the SER provides updates regarding the school's continued adherence to these principles.

Address the school's commitment to, and adherence with, AACSB's Guiding Principles. A summary of how the school aligns with each of the Guiding Principles is acceptable.

1. Ethics and Integrity
2. Societal Impact
3. Mission Driven Focus
4. Peer Review
5. Continuous Improvement
6. Collegiality
7. Agility
8. Global Mindset
9. Diversity and Inclusion
10. Continued Adherence to AACSB Guiding Principles and Business Standards

Strategic Management and Innovation

Business Standard 1: Strategic Planning

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 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.

Business 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.

Business Standard 3: Faculty and Professional Resources

3.1 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

Business Standard 4: Curriculum

4.1 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.

Business Standard 5: Assurance of Learning

5.1 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.

Business Standard 6: Learner Progression

6.1 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.

Business 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 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

Business Standard 8: Impact of Scholarship

8.1 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.

Business Standard 9: Engagement and Societal Impact

The school demonstrates positive societal impact through internal and external initiatives and/or activities, consistent with the school's mission, strategies, and expected outcomes.

IV. Identification of the school's success in demonstrating engagement, innovation, and impact outcomes.

V. Commendations of Strengths, Unique Features and Effective Practices

Commendations of Strengths, Unique Features and Effective Practices: Provide a brief description of strengths, and/or unique/distinctive features of the applicant and examples of effective practices that demonstrate leadership and high quality continuous improvement in management education.

VI. Opportunities for Continuous Improvement

Opportunities for Continuous Improvement (For continuous improvement purposes of quality programs, every Team Visit Report should include a summary of the respective opportunities as related to the accreditation standards.)

Relevant Standard(s)	Recommended Improvement

VII: Consultative Feedback

Provide consultative feedback regarding operational or strategic issues that the peer review team believes would add value to the school, or about which the school has requested feedback.

VIII. Summary of Visit

Description: Please provide a brief description of the school, including its size and setting.

Please refer to the Scope Tab myAccreditation. After review, if there are any additional programs that should be included in the accreditation review or required changes to degree titles, majors, etc., then please include this information.

The following information is system generated and is included in the draft and final team reports under the Reporting tab.

- General School Information
- Date of Visit
- Peer Review Team Members
- Comparison Groups
- Included in Scope Programs
- Education Level - Degree Title - Major Emphasis
- Excluded from Scope Programs
- Education Level - Degree Title - Major Emphasis
- Additional information the team received outside of the SER that would benefit the committee in their review process.
- Visit Schedule (Ensure most recent agenda is uploaded under the Visit tab)