AACSB Self Evaluation Report Documentation
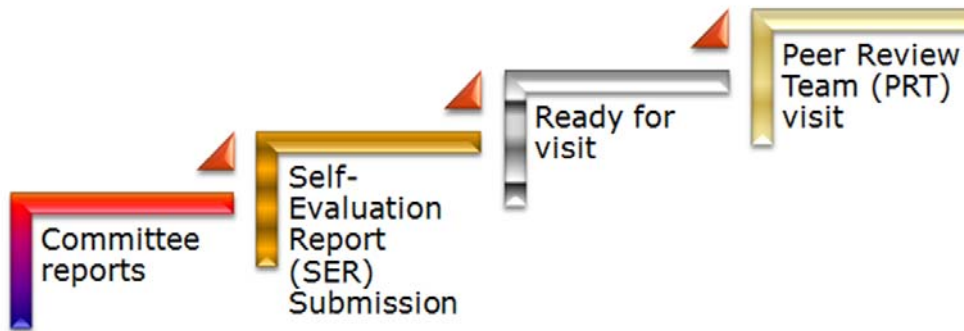
Supporting Materials and Timeline

The Self Evaluation Report is a critical document in achieving initial accreditation. Ours is due May 15, 2012. To reach this ambititous goal will require the complete support of the faculty and timely action by the committees. This document is the preliminary statement of what must be done and by when.

Table of Contents

Definitions and Timelines

We have two significant milestones in front of us: the Self Evaluation Report (SER) and the Peer Review Team (PRT) visit. What these encompass will be described shortly; however, let us begin with the timeline as shown above. The SER is due on 15 May 2012. The PRT visit will happen around mid-October to mid-November[1]. These dates are part of the application that has already been submitted.

Before defining these, let us do some finger-counting. It is about 15 October 2011. We have seven months until 15 May 2012; however, with the inter-semester period, and fall and spring break, we have roughly 6 months of hands-on time. In talking with deans at the conference, they said that 6 months is the absolute minimum to produce a good report. So must begin immediately! With regards to the PRT visit, we also have 6 months, roughly. So a year from now we will be in the midst of the accreditation detailed examination. So must begin immediately!

One final comment on the timeline is that we will have a transition of leadership during 2012. Though dates are uncertain, roughly guessing, the SER will be under the leadership of Prof. Fisher and the PRT visit will be guiding by the new chair. This places a great burden on the faculty to insure the create continuity and keep the process alive. This will require everyone.

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[1] The precise date will be negotiated with the PRT.

SER

In the sidebar, we see the definition of the SER supplied by the AACSB guidelines. The keyword is "critical" which is used twice. It is safe to say that this document must be taken very seriously!

What are we up against as we write the SER? Here are a few general characters given in the documentation:

"Encourage the applicant to develop a SER that:

❖ Tells the institution's story.

❖ Is no more than 100 pages in length, or less, depending on size and complexity of the degree offerings.

❖ Is well-written and understandable.

❖ Includes faculty vitae as an appendix.

❖ Includes a summary for each section of the SER to help guide the reader through the material.

❖ Includes summary data, retaining large information compilations on campus, as opposed to including them in the report.

Limits appendices to those directly relevant, such as the catalog, and include a table of contents and cross-references in the SER." – SER Business Guidelines

Peer Review Team Visit

The sidebar gives the general idea of the visit by the PRT. Let us look at a sample of what must be provided during the visit.

Much of this material will be required in the SER, so that they have it ready for examination upon their arrival[2].

Students

Official graduation lists for the most recent commencement. The team will review the lists and may request a sample of transcripts.

Records/folders for students enrolled during a recent term and class rolls/lists, including faculty names for all business courses taught during a recent term.

Probation and dismissal lists for the most recent academic year.

List of transfer students for a recent term and records relating to the assurance of learning accepted toward meeting degree requirements.

Information regarding student employment for recent graduates.

Student usage of the library and computer technology.

Faculty

Faculty files for all participating and supporting faculty teaching during a recent term, including faculty CVs.

Files on promotion and tenure cases for the prior five-year period.

Research output, including samples of output or access to output for the previous five-year period. Faculty professional development plans.

Updated faculty data sheets, as appropriate.

Programs

Course syllabi for all business courses used to satisfy the curriculum standards.

Copies of articulation agreements with other institutions.

Curriculum descriptions for any new programs to be introduced.

Final exams for all core business courses taught during a recent term.

Outcome assessment information, such as learning goals, measurements, and results.

University/School

Copies of all institutional catalogs, promotional brochures and recruitment information

Copies of any progress reports, handbooks, policy manuals, and other relevant materials.

Gathering these materials will be a significant undertaking. It will likely take months and require everyone to help. Much of this material can and will be compiled into the SER. Hence, we need to start gathering what we can now.

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[2] This material is from the Initial Accreditation Handbook.

Approximate Time for Various Milestones

Month	Strategic Plan	SER	Stake Holder	Comments
15 October 2011	Re-examine the mission	Begin creating general framework	Faculty	I suggest that each month we vet part of the plan with the faculty
15 November 2011	Re-examine strategic objectives	Committees reports used to construct critical tables	Faculty	During this time we can also iterate on the mission
15 December 2011	Revise tactical plan for 2012	Integrate tables into general framework	Faculty	Iterate on Mission and Objectives
15 January 2012		Solicit comments from stakeholders	Advisory board, students, upper administration	Roughly a month for inter-semester break
15 February 2012	Strategic Plan & Tactical Plan vetting	Flesh out the framework using input	Advisory Board	
15 March 2012	Integrate Strategic Plan into SER	Present Revised SER to advisory board	Student Advisory Board	Catch advisory meeting in March
15 April 2012	Rewrite and revise as needed	Rewrite and revise as needed		Final Iterations
15 May 2012		Submission to AACSB		

Initial Materials and Tasks

We need to start somewhere. In reviewing the SER guidelines, we need the following materials and basic tasks.

Chair

Standard	Description	Due Date	Comment
5	Provide a statement of source and use of funds that are allocated to the business school	15 December	
5	Identify the key financial strategies with timeline, cost, and sources of funds	15 December	
6	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	15 December	Kathleen can probably help on this
7	Document academic standards and retention practices	15 December	
14	The school should clarify the delivery modes and the kinds and extent of student effort involved in degree programs	15 December	

Faculty

Standard	Description	Due Date	Comment
2	Provide a detailed and current CV to the FQ committee	1 November	This is need for the tables that must be built
14	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	15 December	

Committee Assignments

Strategic Planning

Standard	Description	Due Date	Comment
1	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	15 November	Needed to continue strategic planning process.
1	Describe major outcomes that reflect mission achievement	15 December	Examples are important

Comment [MGH1]: Strategic Planning

Assurance of Learning

Standard	Description	Due Date	Comment
16	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	15 December	
17	Define the learning goals for each master's level general management program – this includes both conceptual and operational definitions	15 December	
20	Demonstrate that the majority of learning in traditional business subjects counted toward degree fulfillment is earned through the institution awarding the degree	15 December	

Faculty Qualifications

Standard	Description	Due Date	Comment
2	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	15 December	Standards 2 and 10 are very similar; See Appendix B for examples of these tables
9	Faculty resources of the school should be summarized in Table 9-1 for the two most recent normal academic terms	15 December	See Appendix B
10	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	15 December	
10	Show how the data provided in Tables 10-1 and 10-2 demonstrates satisfaction expectations	15 December	See Appendix B

Student Affair

Standard	Description	Due Date	Comment
3	Document major continuous improvement achievements over the past five years (in the area of student populations we serve)	15 December	This work might be shared with the Strategic Planning Committee

Curriculum

Standard	Description	Due Date	Comment
9	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	15 December	
12	Describe recent instructional innovations and how they relate to systematic evaluation or assessment	15 December	This might require a larger faculty involvement
15	Document curriculum management processes are in operation for all phases of curriculum management including development, monitoring, evaluation, revision, and assessment of learning	15 December	
15	Demonstrate curriculum management processes engage perspectives from a variety of relevant constituencies	15 December	
15	Show how the curriculum management processes have produced new or revised curricula	15 December	

Appendix A: The AACSB Standards

Strategic Management Standards

Standard 1

The school publishes a mission statement or its equivalent that provides directions for making decisions. The mission statement derives from a process that includes the viewpoints of various stakeholders. The mission statement is appropriate to higher education for management and consonant with the mission of any institution of which the school is a part. The school periodically reviews and revises the mission statement as appropriate. The review process involves appropriate stakeholders.

[MISSION STATEMENT]

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]

Standard 3

The mission statement or supporting documents specifies the student populations the school intends to serve.

[STUDENT MISSION]

Standard 4

The school specifies action items that represent high priority continuous improvement efforts.

[CONTINUOUS IMPROVEMENT OBJECTIVES]

Standard 5

The school has financial strategies to provide resources appropriate to, and sufficient for, achieving its mission and action items.

[FINANCIAL STRATEGIES]

Participant Standards

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]

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]

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]

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]

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 (e.g., intellectual contributions, professional development, or practice).

[FACULTY QUALIFICATIONS]

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]

AACSB Business Accreditation 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]

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]

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]

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.

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]

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]

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]

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]

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]

Appendix B: Screen Shots of Tables

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.)

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

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 2-2: Five-Year Summary of Peer Reviewed Journals and Number of Publications in Each (Optional)

Based on the information and data from Tables 2-1, provide a summary of peer reviewed journals (by name) and the number or articles appearing in each.

Peer Reviewed Journals	Number of Articles

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)[3]

(RE: Standard 9 – Using Student Credit Hours as metric; Name[1]	Participating or Supporting (P or S)	Amount of P teaching if P (blank if S)[2]	Amount of S teaching if S (blank if P)[2]
Accounting			
James Whitecloud	P	912 sch	
Terri Bunsen	S		432 sch
TOTAL ACCOUNTING		P_A	S_A	P_A/(P_A + S_A) must be > 60%
Finance			
Karla Checkov	P	636 sch	
Hester Brighton	P	444 sch	
" " " "			
TOTAL FINANCE		P_F	S_F	P_F/(P_F + S_F) must be > 60%
" " " "			
Operations Research			
Jean-Louis Pascal	S		210 sch
Brett Ferstberg	P	942 sch	
" " " "			
TOTAL OPERATIONS RESEARCH		P_O	S_O	P_O/(P_O + S_O) must be > 60%
OVERALL TOTAL FOR SCHOOL		P_T	S_T	P_T/(P_T + S_T) must be > 75%

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.

SUMMARY OF FACULTY QUALIFICATIONS, DEVELOPMENT ACTIVITIES, AND PROFESSIONAL RESPONSIBILITIES

TABLE 10-1:
(RE: Standard 10)[1]

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

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

1. 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.…"

2. 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 evaluations should be included in accordance with the guidance provided in Standard 10.

3. 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.

4. 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.

5. 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.

6. Indicate the normal professional responsibilities the faculty members 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)[1]

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[2] FACULTY- % OF TIME DEVOTED TO MISSION (FROM TABLE 10-1)	QUALIFICATION RATIOS PER STD 10
Accounting					
James Whitehead	AQ	100			
Terri Brunsen	PQ		100		
John Smith	O			50	
TOTAL ACCOUNTING		AQ_A	PQ_A	O_A	$AQ_A/(PQ_A+AQ_A+O_A) \geq 50\%$ $(AQ_A+PQ_A)/(AQ_A+PQ_A+O_A) \geq 90\%$
(Repeat for discipline consistent with business school organization)					
TOTAL FOR SCHOOL		AQ_T	PQ_T	O_T	$AQ_T/(AQ_T+PQ_T+O_T) \geq 50\%$ $(AQ_T+PQ_T)/(AQ_T+PQ_T+O_T) \geq 90\%$

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

Resources

Discussion of the Standards:
http://www.aacsb.edu/accreditation/business/standards/

Initial Accreditation Handbook:

http://www.aacsb.edu/accreditation/initial_accreditation_handbook.pdf

Business Accreditation:

http://www.aacsb.edu/accreditation/business/initial_accreditation.asp

(Note: Links to all of the Tables and related documents can be found there.)

Self-Evaluation Report Guidelines

http://www.aacsb.edu/accreditation/business/initial_accreditation_docs/ser_guidelines.docx