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2018 STANDARDS FOR ACCOUNTING ACCREDITATION

ENGAGEMENT • INNOVATION • IMPACT

Business Education Collegiate

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2018 STANDARDS
FOR AACSB ACCOUNTING ACCREDITATION

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PREAMBLE

Introduction to AACSB Accreditation

AACSB

STANDARDS FOR ACCOUNTING ACCREDITATION

of accounting and business, rather than just by the number of articles published or documents produced. Schools make their expectations regarding the impact of intellectual contributions clear and publicly transparent.

Similar to an accounting academic unit's intellectual contributions, its sound financial strategies and resources are essential for operational sustainability, improvement, and innovation. Sustaining quality accounting education and impactful research requires careful financial planning and an effective financial model.

Standard A1: The accounting academic unit articulates a clear and distinctive mission that is aligned with the business school and institution. The accounting academic unit has developed the expected outcomes this mission implies, and the strategies it will employ to achieve these outcomes. The unit has a history of achievement and continuous improvement and specifies future strategic priorities. [ACCOUNTING ACADEMIC UNIT MISSION, IMPACT, AND INNOVATION—RELATED BUSINESS STANDARD 1]

Definitions

- The accounting academic unit is defined as the collection of degree programs in accounting offered by a business school unit irrespective of administrative structure.
- Mission is a single statement or set of statements serving as a guide for the unit and its stakeholders. These statements capture the unit's core purposes, express its aspirations, and describe its distinguishing features. In addition, the relationship of the accounting academic unit to the institutional entity and/or business school is reflected in the mission.
- Expected outcomes are conveyed via broad or high-level statements describing impacts the unit expects to achieve in the accounting, business, and academic communities it serves as it pursues its mission through educational activities, scholarship, and other endeavors. Expected outcomes translate the mission into overarching goals against which the accounting academic unit evaluates its success.
- Strategies are overarching statements of direction derived from the strategic management processes of the school. Strategies describe how the accounting academic unit intends to achieve its mission and expected outcomes.

Basis for Judgment

- The business school mission, strategies, and expected outcomes serve as the foundation on which the accounting unit's mission, strategies, and expected outcomes are built. The mission, strategies, and expected outcomes of the accounting unit are aligned with the business school.

that offer such certifications and/or with state, provincial, or national regulations or laws, these accounting graduates must demonstrate success on such certification exams at or above state, provincial, or national norms and among peer institutions.

Suggested Documentation

- Describe how the accounting unit mission, strategies, and expected outcomes are built on and aligned with those of the business school.
- Describe how the unit's mission, strategies, and expected outcomes are linked to the unit's engagement, innovation, and impact priorities.
- Describe the mission, strategies, and expected outcomes, including how the mission is encapsulated in supporting statements (e.g., mission statement, vision statement, values, strategic plan) and how these statements are aligned.
- Describe how the mission influences decision making in the accounting academic unit, connects the actions of participants, and provides a common basis for achieving the mission and expected outcomes.
- Describe the appropriateness of the mission for the unit's constituencies including learners, employers, and other stakeholders, and discuss how the mission positively contributes to society, accounting and management education, and the success of graduates.
- Describe how the mission, strategies, and expected outcomes clearly articulate the unit's engagement, innovation, and impact priorities.
- Describe how teaching and learning models in degree programs are aligned and consistent with the mission, strategies, and expected outcomes of the unit.
- Describe processes for creating and revising the mission; developing strategies; determining expected outcomes; and establishing how the mission, strategies, and outcomes relate to each other.
- If applicable, summarize accounting graduates' performance on professional certification/licensure examinations, and compare those results with those from peer institutions and against national norms.
- Summarize and document key continuous improvement successes and engagement, innovation, and impact achievements since the last AACSB accreditation review or for at least the past six years.
- Describe how past achievements are aligned with the mission, strategies, and expected outcomes of the unit.
- Identify future plans for continuous improvement and potential opportunities for engagement, innovation, and impact; indicate how these plans are linked to the mission, strategies, and expected outcomes; and outline the resources, responsible parties, and time frame needed to implement these actions.
- Identify past and future experiments and/or entrepreneurial actions the accounting academic unit has pursued. For past efforts, identify outcomes the unit has achieved and provide assessments of the success to date.

Definitions

x Intellectual contributions are original works intended to advance the thegDhe t8.5 (nc,t)13.2 p t wn A

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- The accounting academic unit applies relevant metrics to assess the extent to which expected impacts from intellectual contributions have been achieved and are aligned with the unit's mission and strategies.
- The accounting academic unit maintains a current portfolio of high-quality intellectual contributions that could impact theory, practice, professional standards, public policy, and/or teaching of accounting or business. The portfolio of intellectual contributions includes contributions from a substantial cross-section of faculty in the accounting academic unit. All accounting units are expected to have some high-quality peer-reviewed journal articles in their portfolio of intellectual contributions. The intellectual contribution priorities of the unit must be evident in the overall portfolio of intellectual contribution outcomes (m) 18.5 (ii) 11.86.2n impacoei impacsntTn127 -1.13.7 (t)13gontT10 1.8 (i.3 (n to

- As an accounting academic unit documents its portfolio of intellectual contribution outcomes, the key is to provide the peer review team with the means to make an initial assessment of the portfolio's alignment with the mission and draw broader conclusions about its impact on theory, teaching, practice, and public policy. The spirit and intent of this standard applies both to intellectual contributions grounded solely in accounting and related areas and to interdisciplinary contributions. Interdisciplinary intellectual contributions will be judged in the same context as contributions based solely in accounting and are in no way discounted in the context of this standard; however, interdisciplinary outcomes should be aligned with the mission, strategies, and expected outcomes of the accounting academic unit.
- Provide a summary of impact indicators resulting from the intellectual contributions produced by the faculty of the accounting academic unit.
- Indicate how the accounting academic unit incorporates indicators of impact into appropriate measurement systems and links those indicators to continuous improvement strategies.
- Provide a brief summary/analysis of how the portfolio of intellectual contributions aligns with the mission, strategies, and expected outcomes of the unit.

Table A2-1 Intellectual Contributions of the Accounting Academic Unit

Part A: Summary of Intellectual Contributions Over the Most Recently Completed Accreditation Cycle
The intellectual contributions portfolio six-year summary is provided in Table 8-1 in the business report. It should not be duplicated in the accounting report.
Part B: Alignment With Mission, Strategies, and Expected Outcomes
Provide a qualitative description of how the portfolio of intellectual contributions is aligned with the mission, strategies, and expected outcomes of the accounting academic unit.
Provide supplemental information specific to accounting that is not contained within the business report.
Part C: Quality of the Six-Year Portfolio of Intellectual Contributions
Provide evidence demonstrating the quality of the above six-year portfolio of intellectual contributions. Accounting academic units are encouraged to include qualitative descriptions and quantitative metrics and to summarize information in tabular format whenever possible.
Provide supplemental information specific to accounting that is not contained within the business report.
Part D: Impact of Intellectual Contributions
Provide evidence demonstrating that the unit's intellectual contributions have had an impact on the theory, practice, public policy and/or teaching of accounting and business. To demonstrate impact, whenever possible, the accounting academic unit is encouraged to include qualitative descriptions and quantitative metrics and to summarize the information in tabular format. Evidence of impact may stem from intellectual contributions produced beyond the six-year AACSB accounting accreditation review period.
Provide supplemental information specific to accounting that is not contained within the business report.

Basis for Judgment

- The accounting unit has developed financial strategies and resource allocations that are aligned with the business school.
- The accounting unit participates in decision-making and resource allocation processes within the business school or larger unit.
- The accounting academic unit has realistic financial strategies to provide, sustain, and improve quality accounting education. The financial model must support high-quality degree programs for all teaching and learning delivery modes.
- The unit has adequate financial resources to provide infrastructure to fit its activities (e.g., campus-based learning, distance learning, research, and executive education). Classrooms, offices, laboratories, communications, computer equipment, and other basic facilities are adequate for high-quality operations.
- The unit has adequate financial resources to provide support services for learners, including academic advising and career development, and for faculty, including instructional support and professional development.
- The unit has adequate financial resources to provide technology support for learners and faculty appropriate to its programs (e.g., online learning, classroom simulations) and intellectual contribution expectations (e.g., databases and data analysis software).
- The unit has adequate financial resources to support high-quality faculty intellectual contributions and their impact in accordance with the mission, strategies, and expected outcomes of the unit.
- The unit identifies realistic sources of financial resources for any current and planned activities. The unit has analyzed carefully the costs and potential resources for initiatives associated with its mission and

x Describe the financial support for all major strategic activities of the accounting unit (e.g., degree programs, intellectual contributions, and other mission

Basis for Judgment

- The resulting curricula for all accounting degree programs demonstrate an alignment with the mission, strategies, and expected outcomes of the accounting academic unit.
- If the accounting curricula are intended to provide learners with the educational foundation for professional certification and/or licensure as a professional accountant, the program articulates how it aligns with these expectations in appropriate jurisdictions.
- Normally, curricula management processes result in curricula that address the broadly defined skill and knowledge content areas described in business accreditation Standard 4. In addition, subject to mission, expected outcomes, and degree program portfolio, accounting degree programs address more specific expectations related to

doctoral program. In addition to the general skill areas and learning experiences included in bachelor's and master's degree programs in accounting, doctoral degree programs with an emphasis in accounting normally include:

- Advanced research skills for the areas of specialization that lead to an original and substantive accounting-related research project.
- Development of a deep understanding of managerial and organizational contexts for areas of specialization in accounting.
- Demonstration of basic understanding of accounting principles sufficient for teaching undergraduate and master's-level learners.
- Preparation for faculty responsibilities in higher education, including but not limited to teaching.
- Learning experiences appropriate to the type of research emphasized. For example, programs emphasizing advanced, foundational discipline-based research in accounting must instill in learners a deep knowledge and understanding of the scholarly literature in the accounting field. Programs emphasizing rigorous research for application to practice in accounting must instill in learners an understanding of the scholarly literature across the range of business and management disciplines, particularly in accounting, and prepare them for careers in which they will perform applied accounting research.

x Competencies derive from and are consonant with the academic unit's mission, strategies, and expected outcomes. Curricula management processes are guided by the unit's mission, strategies, and expected outcomes. Curricula management processes align curricula for all programs with the academic unit's mission, strategies, and expected outcomes.

x Competencies and curricula reflect currency of knowledge. Appropriately qualified faculty members are involved in all aspects of curricula management, including the determination of competency goals and the design and ongoing revision of degree program content, pedagogies, and structure to achieve desired outcomes. The peer review team expects to see evidence of curricula improvement based on new knowledge.

x Curricula management facilitates faculty-to-faculty and faculty-to-staff interactions and engagement to support development and management of both curricula and thelearning process.

x The level and quality of sustained learner-to-learner and learner-to-faculty interactions are consistent with the accounting degree program type and achievement of learning goals.

x Learner-to-faculty interactions involve all types of accounting faculty members. For any teaching/learning model employed, learners have meaningful engagement with the faculty responsible for the course.

x Competencies and curricula reflect expectations of stakeholders. The academic unitincorporates perspectives from stakeholders, including organizations employing graduates, alumni, learners, the university community, policymakers, etc., into curricula management processes.

x Competencies are largely achieved. Systematic processes support assurance of learning and produce a portfolio of evidence demonstrating achievement of

competency goals. These processes also produce a portfolio of documented improvements based on collected evidence. The unit provides a portfolio of evidence for each accounting degree program to demonstrate that learners meet the learning competencies. Or, if assessment demonstrates that learners are not producing the desired outcomes, the accounting academic unit has instituted efforts to eliminate the discrepancy.

- Evidence of recent curricula development, review, or revision demonstrates the effectiveness of curricula/program management.
- The assurance of learning strategies of the accounting academic unit may rely on major components of the business school assurance of learning strategies as long as accounting learner outcomes are identifiable. However, direct assessments of learner outcomes relative to competency goals in the field of accounting must be part of the unit's curricula management process.

Suggested Documentation

- Describe learning experiences appropriate to the areas listed in the basis for judgment, including how the areas are defined and how they fit into the accounting degree program curriculum.
- Describe how the degree programs align with professional certification and/or licensure requirements if this is an expectation for graduates of the unit's degree programs.
- If the degree programs are intended to provide foundational preparation for professional certifications and/or licensure requirements, provide data on the success of graduates in completing such requirements.
- For master's programs in accounting, document that a significant proportion of the academic requirements are in classes designed exclusively

such as professional exam results, alumni, or employer satisfaction surveys, etc., maybe used as part of the portfolio of evidence to provide contextual information for direct assessment or information for continuous improvement.

- If the accounting academic unit is subject to formalized regulations or quality assessment processes focused on the evaluation of learner performance, and these processes are consistent with AACSB expectations and best practices, relevant or redundant portions may be applied to demonstrate assurance of learning. The burden of proof is on the accounting academic unit to document that these systems support effective continuous improvement in learner performance and outcomes.

- If the academic unit adopts a faculty model that relies on different levels of support or different means of deployment of faculty and professional staff for classroom instruction (e.g., senior faculty teaching large classes supported by a cadre of teaching assistants), the unit must document how the model supports high-quality academic programs and aligns with the learner-to-faculty interaction standard.
- In cases where a substantial proportion of the academic unit's faculty resources hold primary faculty appointments with other institutions, the unit must provide documentation of how this faculty model supports achievement of its mission, overall

- If a focus of the unit's academic degree programs is preparation of learners to seek certifications, qualifications, and licenses, discuss how faculty's credentials, professional experiences, and related activities support this objective.

Table A6 Technology Agility and Faculty Minimum Qualifications

For the Most Recently Completed AcademicYear

All

[4] List all courses offered by the accounting academic unit, organized by undergraduate, specialized master's and doctoral degree programs. Add rows to include all courses taught within each degree program.

[5] Academic vitae should be available upon request by the peer review team.