

# WHAT DSB FACULTY HAVE TO DO TO MAINTAIN AACSB ACCREDITATION

The Association to Advance Collegiate Schools of Business-International (AACSB) is the longest serving global association dedicated to advancing management education worldwide. It provides internationally-recognized, specialized accreditation for business and accounting programs at the bachelor, master and doctoral levels. Currently, it accredits 740 of the best business schools across 50 countries and territories; that is less than 10 percent of the world's business schools. The Doermer School of Business at IPFW is the only AACSB accredited business school in northeast Indiana.

AACSB has 15 accreditation standards that challenge post-secondary educators to pursue excellence and continuous improvement throughout their business programs. These standards are broken down into four categories, namely: strategic management and innovation; participants (students, faculty and professional staff); learning and teaching (assurance of learning); and academic and professional engagement. While each of the 15 standards invariably touch on something that faculty members are called upon to do, two specific standards (Standards 2 and 15) lay out clear and substantive expectations that the accrediting agency imposes on the faculty of an accredited business school.

AACSB requires the school's mission to incorporate a focus on the production of quality intellectual contributions that advance the knowledge of business and management theory, practice, and teaching of business and management. In short, faculty are expected to conduct research and publish their findings. While Standard 2 does not require every faculty member to publish in each of the three categories mentioned above, there is an explicit requirement that the faculty body in aggregate must contribute to

these three areas in quantities that reflect a balance appropriate to the mission of the school. These faculty contributions may be in the form of journal articles, scholarly books, textbooks, conference presentations, research seminars, etc., and must exist in public written form and have been subject to scrutiny by academic peers or practitioners prior to publication. The school is required to demonstrate the impact of its faculty's intellectual contributions on such aspects as business and management theory, business practice in the community served by the school, student learning, etc.

Standard 15 expects the school to strategically deploy its faculty who collectively and individually demonstrate significant academic and professional engagement. The school has to develop appropriate criteria for the classification of individual faculty members according to initial academic preparation, professional experience, ongoing scholarship and ongoing professional engagement. The resultant scheme would classify a faculty member under one of four possible categories: scholarly academic (SA), scholarly practitioner (SP), instructional practitioner (IP) and practicing academic (PA). Faculty who have the relevant initial academic preparation or professional experience, coupled with sustained intellectual capital and currency in their fields of teaching are deemed "qualified faculty." AACSB has stringent thresholds below which the proportion of qualified faculty cannot fall if the school wants to remain accredited.

In addition to the aforementioned high bars, AACSB expects the school to demonstrate documented continuous improvement at each reaccreditation review (occurring in five year cycles) in all four areas of strategic management and innovation, participants, learning and teaching, and academic and professional engagement. ▲

