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Eligibility Procedures and Accreditation Standards for Accounting Accreditation

Engagement ♦ Innovation ♦ Impact

AACSB International – The Association
to Advance Collegiate Schools of Business



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INTRODUCTION TO AACSB INTERNATIONAL ACCOUNTING ACCREDITATION

AACSB International—The Association to Advance Collegiate Schools of Business, advances quality management and accounting education worldwide through accreditation, thought leadership, and value-added services. Through its business and accounting accreditation standards and processes, AACSB recognizes institutions, business schools, and accounting academic units that uphold its mission and core values, advance the interests of management and accounting education, and participate in AACSB's global community of leading business schools and accounting programs. In this context, AACSB focuses on continuous quality improvement in management and accounting education through engagement, innovation, and impact.

The association was founded in 1916 and established its first standards for degree programs in business administration in 1919. AACSB adopted additional standards for undergraduate and graduate degree programs in accountancy in 1980 to address the special needs of the accounting profession. The association regularly reviews its accreditation standards and processes for opportunities to improve relevance, maintain currency, and increase value. The association most recently adopted major revisions to the business accreditation standards in 1991 and 2003. The accounting accreditation standards were most recently revised in 2004. The current business and accounting standards were adopted by the AACSB Accreditation Council in April 2013. The Committee on Accreditation Policy (CAP) and the AACSB Board of Directors has responsibility for and updates the accreditation standards and processes annually.

A collegiate business school offering degrees in business administration may volunteer for an AACSB accreditation review. An accounting academic unit may seek an additional programmatic accreditation in accounting from AACSB as an extension of the business accreditation process. The two sets of standards are closely aligned. As a first step, the business school and the accounting academic unit must establish their eligibility for accreditation. During the initial accreditation process, the business school and accounting academic unit are evaluated on how well they align with AACSB's accreditation standards, through a process of self-evaluation and peer review. After earning AACSB accreditation, the business school and accounting academic unit undergo periodic peer reviews of their strategic improvement to continue their accreditation.

AACSB is a non-profit corporation of business schools, accounting programs, corporations, and other organizations devoted to the promotion and improvement of higher education in business administration and accounting.

- AACSB supports and upholds the *Code of Good Practice for Accrediting Bodies* of the Association of Specialized and Professional Accreditors (ASPA).
Web: www.aspa-usa.org
- AACSB is recognized by the Council for Higher Education Accreditation (CHEA).
Web: www.chea.org

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PREAMBLE: ENGAGEMENT, INNOVATION, AND IMPACT

The business environment is undergoing profound changes, spurred by powerful demographic shifts, global economic forces, and emerging technologies. At the same time, society is increasingly demanding that companies become more accountable for their actions, exhibit a greater sense of social responsibility, and embrace more sustainable practices. These trends send a strong signal that what business needs today is much different from what it needed yesterday or will need tomorrow.

Not surprisingly, the same factors impacting business also are changing higher education. In today's increasingly dynamic environment, business schools and accounting academic units¹ must respond to the business world's changing needs by providing relevant knowledge and skills to the communities they serve. They must innovate and invest in intellectual capital; they must develop new programs, curricula, and courses. Moreover, declining public support for higher education has placed business schools and accounting programs under additional economic pressure, which has shifted the mix of teaching and learning models they employ and affected the future of faculty and staff.

In this context of constant change, standards and processes for business and accounting accreditation must be designed not only to validate quality accounting and management education and impactful research, but also to provide leadership, encouragement, and support for change in business schools and accounting academic units. The standards should also provide a platform for business schools and accounting academic units to work together to advance quality management and accounting education worldwide through AACSB.

The fundamental purpose of AACSB accreditation is to encourage leading business schools and accounting academic units that voluntarily hold themselves accountable for improving business and accounting practice through scholarly education and impactful intellectual contributions. AACSB achieves this purpose by defining a set of criteria and standards, coordinating peer review and consultation, and recognizing high-quality business schools and accounting academic units that meet the standards and participate in the process.

AACSB remains deeply committed to diversity in collegiate management and accounting education, recognizing that a wide variety of missions and strategies can lead to quality. One of the guiding principles of AACSB accreditation is the acceptance, and even encouragement, of diverse paths to achieving high quality in management and accounting education. Accreditation decisions are derived through a process that relies on the professional judgment of peers who conduct reviews that are guided by the mission of the business school or accounting academic unit. It also is vitally important that AACSB accreditation demands evidence of continuous quality improvement in three vital areas: engagement, innovation, and impact.

Engagement: AACSB acknowledges the diversity among its membership, but it also recognizes that all of its accredited members share a common purpose—the preparation of students for meaningful professional, societal, and personal lives. Effective business and accounting education and research can be achieved with different balances of academic and professional engagement. However, quality business and accounting education cannot be achieved when either academic or professional engagement is completely absent, or when they do not intersect in meaningful ways. Accreditation should encourage an appropriate intersection of academic and professional

¹ The term business school is used to describe the entity that offers programs and is not meant to imply any particular organizational structure. Accounting academic unit is used to describe the entity that offers degree programs in accounting and is not meant to imply any particular organizational structure.

engagement that is consistent with quality in the context of the missions of the school and accounting academic unit. Accounting accreditation should also support professional interactions between accounting faculty, accounting students, and accounting practitioners. Such interactions, which should be designed to enhance the practice and theory of accounting and business, must be an important attribute of high-quality accounting academic units.

Innovation: Accreditation standards focus on the quality of education and supporting functions. The standards must set demanding but realistic thresholds, challenge business schools and accounting academic units to innovate, and they must inspire educators to pursue continuous improvement in educational programs and other mission-based activities of the business school and the accounting academic unit. Accreditation standards and associated processes should foster quality and consistency, but not at the expense of the creativity and experimentation necessary for innovation. Also, accreditation standards and processes should not impede experimentation or entrepreneurial pursuits; the standards must recognize that innovation involves both the potential for success and the risk of failure. Therefore, when assessing any success or failure, it is key to recognize the importance of experimentation and place a priority on strategic innovation. If innovations are well-developed, rational, and well-planned, negative outcomes should not inhibit a positive accreditation review. Negative outcomes are of concern only when they seriously and negatively affect the ability of the accounting academic unit to continue to fulfill its mission.

Impact: In an environment of increasing accountability, it is important that AACSB accreditation focus on appropriate high-quality inputs (human, financial, physical, etc.) and the resulting outcomes produced by the efficient and effective deployment of those inputs within the context of the business school's and the accounting academic unit's mission and supporting strategies. That is, in the accreditation process, business schools and accounting academic units should document how they are making a difference and having impact. This means that AACSB will continue to emphasize that business schools and accounting academic units integrate assurance of learning into their curriculum management processes and produce intellectual contributions that make a positive impact on the theory, teaching, and practice of accounting, business, and management. Impact also has a broader meaning in that the business school and the accounting academic unit, through the articulation and execution of their missions, should make a difference in business and society as well as in the global community of accounting academic units, business schools, and management educators. Examples of how accounting academic units can assess and demonstrate impact are provided in the Appendix.

The primary relationship in the accreditation process is among AACSB, the business school, and the accounting academic unit under review. Although many individuals and groups have a stake in the AACSB-accreditation process, the association implements that process through a series of individual reviews of the business school and accounting academic unit. This approach provides a common reference point for quality and performance in management and accounting education for all AACSB members.

Having achieved AACSB accreditation, an institution, business school, and accounting academic unit commit to a process of continuous improvement review to demonstrate alignment with the spirit and intent of these accreditation standards. That process also includes a commitment to complete the following:

- An annual report of data supporting AACSB's efforts to advance quality management education globally through its research and knowledge services functions; and
- A periodic five-year review of strategic progress.

In choosing to participate in the AACSB accreditation process, business school deans and directors, accounting academic unit leaders, and other school and institutional administrators are expected to submit data in a timely manner and to assure that all data and information provided in the accreditation review process are accurate to the best of their knowledge.

AACSB's initial accreditation process includes a review of the institution's or accounting academic unit's self-evaluation report and a visit by a peer review team. Because an institution's mission is integral to the accreditation process, peer review teams must exercise judgment regarding the reasonableness of deviations from applicable standards.

AACSB recognizes that high-quality management and accounting education is achieved around the world in different ways, which requires the association to adapt its approaches to different cultural situations. Accordingly, the association has developed and implemented these standards as guidelines that may be interpreted and applied in different ways in different countries or regions of the world. AACSB implements these adaptive strategies to support high-quality management and accounting education and scholarship wherever it occurs, but business schools and accounting academic units still must demonstrate that their programs align with the standards. Evaluations must be based on the quality of the learning experience and scholarly outcomes, not rigid interpretations of standards.

SUPPORTING ACCOUNTING AS A LEARNED PROFESSION

Accounting professionals are playing increasingly critical roles in the collection, analysis, recording, reporting, interpretation, and verification of financial and non-financial information. Their work supports an ever increasing array of global economic activity and supplies global capital markets with reliable and timely information. Without such information, organizations cannot efficiently deploy capital to support innovation, entrepreneurial development, or advances in the STEM disciplines of science, technology, engineering, and mathematics. As the industry continues to evolve, AACSB recognizes that the quality of accounting education has never been more important. Colleges must prepare accounting graduates to assume critical responsibilities, serve the public interest, support efficient capital markets, and promote effective managerial decision making. The association views its role in identifying and recognizing high-quality accounting education as an essential way to support and enhance accountancy's status as one of the "learned professions."²

Although accountancy offers graduates many career paths from which to choose, the profession as a whole shares common attributes with other learned professions such as law and medicine. These attributes include advanced, specialized higher education requirements for new accountants; a code of professional conduct and personal integrity; the expectation of continuing education to ensure accountants keep their skills relevant and current; strong partnerships between accounting professionals and the academic community to support education, research, and collaboration; certification and licensure regulations, laws, and policies; and the expectation that educational programs in accounting maintain ongoing quality assurance or accreditation status. Though the accounting profession does not have universal mandatory requirements that accounting graduates must meet as they complete their academic work through an AACSB-accredited accounting academic unit, it is appropriate that accounting academic units aspire to develop in their graduates' strong foundational skills, thorough and relevant knowledge, and a sense of integrity in the practice of accounting. It is in this spirit that AACSB's separate accounting accreditation process has evolved. The goal of AACSB accounting accreditation is to advance the practice of accounting as a learned profession, by recognizing outstanding accounting academic

² AACSB views the accounting profession broadly and does not limit its definition of the practice to designations such as a Certified Public Accountant, Chartered Accountant, etc.

units that produce excellent graduates, impactful scholarship, and high-quality interactions between academia and professional practice.

SECTION 1 ELIGIBILITY CRITERIA FOR AACSB INTERNATIONAL ACCOUNTING ACCREDITATION

Eligibility criteria serve three purposes. First, the eligibility criteria specify a series of core values and guiding principles that AACSB believes are important. Accounting academic units must demonstrate a commitment to these values and guiding principles in order to achieve and continue AACSB accounting accreditation. Second, they provide a foundation for peer review by defining the scope of review; establishing an agreement about the accounting accreditation entity to be reviewed; and determining that entity's organization and support in the context of accounting education, as well as its connections to business and management education. Third, eligibility criteria address certain basic characteristics that bear on the quality of accounting and business degree programs, research, and other activities. These characteristics must be present before an applicant can be reviewed for initial accounting accreditation or for the continuation of accounting accreditation. Unless an applicant can describe itself transparently as an entity delivering accounting education and research, and show that it has the structure and capacity to deliver and sustain high-quality accounting education and intellectual contributions, it is not ready to be evaluated against the standards.

For initial applicants, alignment with these eligibility criteria is viewed as the first step in the accreditation process. As such, the documentation an accounting academic unit provides in response to the criteria is a signal of its commitment to the underlying core values outlined in the criteria and its likelihood of achieving accreditation in a reasonable period. Eligibility criteria are thus the basis for the eligibility application.

Once an accounting academic unit achieves AACSB accounting accreditation, it will continue to be evaluated for adherence to the eligibility criteria to determine whether changes in its strategy could affect its ability to continue to fulfill its mission.

Part 1: Core Values and Guiding Principles

The following three criteria represent core values and guiding principles of AACSB. There is no uniform measure for deciding whether each criterion has been met. Rather, the accounting unit must demonstrate that it has an ongoing commitment to pursue the spirit and intent of each criterion in ways that are consistent with its mission and context. If the accounting unit is part of a business academic unit holding or seeking AACSB accreditation, and if there are no unique factors or conditions that apply to the accounting academic unit, the accounting academic unit may refer to the business academic unit's documents for documentation on these criteria.

A. The accounting academic unit must encourage and support ethical behavior by students, faculty, administrators, and professional staff. [ETHICAL BEHAVIOR]

Basis for Judgment

- Accounting academic units must have appropriate systems, policies, and procedures that reflect the unit's support for and importance of proper behavior for administrators, faculty, professional staff, and students in their professional and personal actions. The accounting academic unit may follow policies of the business school or the larger institution of which it is a part.
- The systems, policies, and procedures must provide appropriate mechanisms for addressing breaches of ethical behavior.

- This criterion relates to the general procedures of a unit. In no instance will AACSB become involved in the adjudication or review of individual cases of alleged misconduct, whether by administrators, faculty, professional staff, students, the accounting academic unit, or the school.

Guidance for Documentation

- Provide published policies and procedures to support legal and ethical behaviors.
- Describe programs to educate participants about ethics policies and procedures.
- Describe systems for detecting and addressing breaches of ethical behaviors, such as honor codes, codes of conduct, and disciplinary systems to manage inappropriate behavior.

B. The accounting academic unit maintains a collegiate environment in which students, faculty, administrators, professional staff, and practitioners interact and collaborate in support of learning, scholarship, and community engagement. [COLLEGIATE ENVIRONMENT]

Basis for Judgment

- Collegiate environments are characterized by scholarship, scholarly approaches to accounting education, and a focus on advanced learning. Accounting academic units should provide scholarly education at a level consistent with higher education in accounting.
- In collegiate environments, students, faculty, administrators, professional staff, and practitioners interact and collaborate as a community. Regardless of the delivery mode for degree programs, accounting academic units should provide an environment supporting interaction and engagement among students, administrators, faculty, professional staff, and practitioners.
- Collegiate environments are characterized by the involvement of faculty and professional staff in governance and university service. Accounting academic units must show that governance processes include the input of and engagement with faculty and professional staff.

Guidance for Documentation

- Provide an overview of the degree programs offered and evidence that the quality of these programs is at a level consistent with higher education in accounting.
- Describe the environment in which students, faculty, professional staff, and practitioners interact; provide examples of activities that demonstrate the ways they interact; and show how the accounting academic unit supports such interactions. Discuss the governance process, indicating how faculty are engaged or how faculty otherwise inform decisions.
- Provide documents that characterize the culture and environment of the accounting academic unit, including statements of values, faculty and student handbooks, etc.

C. The accounting academic unit must demonstrate a commitment to address, engage, and respond to current and emerging corporate social responsibility issues (e.g., diversity, sustainable development, environmental sustainability, and globalization of economic activity across cultures) through its policies, procedures, curricula, research, and/or outreach activities. [COMMITMENT TO CORPORATE SOCIAL RESPONSIBILITY]

Basis for Judgment

- Diversity in people and ideas enhances the educational experience in every management education program. At the same time, diversity is a culturally embedded concept rooted in historical and cultural traditions, legislative and regulatory concepts, economic conditions, ethnicity, gender, socioeconomic conditions, and experiences.
- Diversity, sustainable development, environmental sustainability, and other emerging corporate and social responsibility issues are important and require responses from accounting academic units and accounting students.

- The accounting academic unit fosters among participants sensitivity to, as well as an awareness and understanding of, diverse viewpoints related to current and emerging corporate social responsibility issues.
- The accounting academic unit must foster sensitivity to cultural differences and global perspectives. Graduates should be prepared to pursue accounting, business, or management careers in a global context. Students should be exposed to cultural practices different than their own.

Guidance for Documentation

- Describe how the accounting academic unit defines and supports the concept of diversity in ways appropriate to its culture, historical traditions, and legal and regulatory environment. Demonstrate that the unit is sensitive to cultural differences and global perspectives.
- Demonstrate the accounting academic unit values a rich variety of viewpoints in its learning community by seeking and supporting diversity among its students and faculty in alignment with its mission.
- Define the populations the unit serves and describe the unit's role in fostering opportunity for underserved populations.
- Define the ways the school supports high-quality education by making an appropriate effort to diversify the participants in the educational process and guarantee that all activities include a wide variety of perspectives.
- Demonstrate that the accounting academic unit addresses current and emerging corporate social responsibility issues through its own activities, through collaborations with other units within its institution, and/or through partnerships with external constituencies.

Part 2: General Criteria

The accounting academic unit seeking AACSB accounting accreditation must also address the following general criteria. The accounting academic unit may refer to content in the business school documentation if that documentation provides sufficient detail regarding the unit's alignment with these criteria.

- D. An applicant for AACSB accounting accreditation must be a well-defined, established accounting academic unit that is part of or affiliated with an academic entity or business academic unit that is a member of AACSB in good standing, holds AACSB business accreditation, or is an applicant for AACSB business accreditation concurrently with the application for AACSB accounting accreditation. The academic entity may be defined as an institution authorized to award bachelor's degrees or higher (in business and accounting) or a business academic unit within such an institution. [ACCOUNTING ACCREDITATION SCOPE AND AACSB MEMBERSHIP]**

Definitions

- An institution is a legal entity authorized to award bachelor's degrees or higher.
- An academic unit operates within an institution and may depend on the institution for authority to grant degrees.
- A business academic unit is an academic unit in which business and management is the predominant focus across degree programs, research, and outreach activities.
- An accounting academic unit is an academic unit in which accounting education is the predominant focus across degree programs, research, and outreach activities that are focused on preparing graduates for professional accounting careers (in industry, public accounting, government, or non-profit organizations) or for further graduate study (including preparation for accounting academic careers).

Basis for Judgment

- The accounting academic unit is agreed upon through AACSB processes and meets the spirit and intent of the conditions and expectations as outlined in these eligibility criteria. The accounting academic unit seeking AACSB accounting accreditation must be approved well in advance (normally two years or more) of the onsite visit of the accreditation peer review team. If the accounting academic unit seeking AACSB accounting accreditation is part of or affiliated with an entity or business academic unit that holds AACSB business accreditation or is seeking business accreditation, the relationship of the accounting academic unit to the entity or business academic unit must be clear.
- Within the approved accounting academic unit applying for AACSB accounting accreditation, the programmatic scope of accreditation (e.g., degree programs and other programmatic activities to be included in the AACSB review process and subject to alignment with accreditation standards) is agreed upon through AACSB processes and meets the spirit and intent of the conditions and expectations outlined in these eligibility criteria. Program inclusions and exclusions are approved well in advance (normally two years) of the onsite visit of the accreditation peer review team.
- The accounting academic unit applying for accreditation agrees to use the AACSB accreditation brand and related statements about accreditation in its electronic and printed communications in accordance with AACSB policies and guidelines.

Guidance for Documentation

- Describe the accounting academic unit's relationship to the entity or business academic unit of which it is part, or describe its affiliation with a separate business academic unit that is seeking or holds AACSB business accreditation. Provide an organizational chart. Provide evidence that the accounting academic unit is predominantly focused on accounting education, research, and outreach.
- An accounting academic unit may also be considered a business academic unit (see the AACSB Business Accreditation Standards) for accreditation purposes. In such cases, the accounting academic unit must seek business accreditation and may also seek separate accounting accreditation. Other organizational structures for accounting academic units will be considered on a case-by-case basis.
- Describe the accounting degree programs that the accounting academic unit is submitting for the accreditation review and identify any non-accounting degree programs that the unit offers. MBA programs that offer an accounting minor with up to four accounting classes that are not intended to prepare graduates for professional examinations licenses, or designations in accounting are not included in an AACSB accounting accreditation review. Such programs must be reviewed within the business accreditation review.
- List all degree programs in accounting offered elsewhere in the institution, including the academic unit responsible for delivering them.
- If the institution has multiple academic units that deliver accounting degree programs and one or more seeks AACSB accounting accreditation, each academic unit seeking accounting accreditation must demonstrate that their activities are clearly distinguished internally and externally from the activities of the rest of the institution, particularly the activities of other academic units that offer accounting degree programs that are not seeking AACSB accounting accreditation.
- AACSB recognizes national systems and local cultural contexts, as well as the regulatory environments in which an entity applying for accreditation operates. As a result, AACSB can vary the boundaries of what it considers traditional business and accounting subjects. AACSB will consider the definition of those boundaries in the local context in which the applicant entity operates. For AACSB to agree to vary its definition of a traditional business or accounting subject, the applicant must explain and document such variations within its local context.
- AACSB International must ensure that its brand is applied strictly and only to the agreed-upon entity applying for accreditation and the programs and programmatic activities included within

the scope of its review. For that reason, the applicant must document its agreement and alignment with the following guidelines regarding the use of the AACSB International accreditation brand and related statements about accreditation.

- In the case where the entity applying for business and accounting accreditation is a single business academic unit within an institution, the AACSB accreditation brand applies only to the single business academic unit and all business and management degree and accounting programs it is responsible for delivering. The AACSB accreditation brand cannot apply to the institution or to other (non-business) academic units or the accounting degree programs they offer.
- Applications for accreditation must be supported by the chief executive officer of the accounting academic unit, the chief executive officer of the business school applicant, and the chief academic officer of the institution regardless of the accreditation entity seeking AACSB accreditation. In all cases, the institution, business academic units, and accounting academic units agree to comply with AACSB policies that recognize entities that hold AACSB accounting accreditation. Applicants must clearly distinguish the programs they submit to the accounting accreditation review from other business academic units, accounting academic units, and other (non-business) academic units at their institutions that deliver accounting degree programs that do not hold AACSB accounting accreditation.
- For all AACSB-accredited entities, the list of degree programs included in the scope of accreditation review must be maintained continuously at AACSB. If the accounting academic unit that holds AACSB accounting accreditation introduces new programs, it may indicate that those programs are AACSB-accredited until the next maintenance of accounting accreditation review. It may not indicate that new accounting degree programs delivered by other (non-business/accounting) academic units are accredited prior to the next review.³

Hereafter, the term accounting academic unit refers to the unit that is under review for initial accounting accreditation or maintenance of AACSB accounting accreditation.

E. The accounting academic unit must be structured to ensure proper oversight, accountability, and responsibility for accounting academic operations; it must be supported by continuing resources (human, financial, infrastructure, and physical); and it must have policies and processes for continuous improvement. [OVERSIGHT, SUSTAINABILITY, AND CONTINUOUS IMPROVEMENT]

Basis for Judgment

- AACSB does not require any particular administrative structure or set of practices; however, the structure must be judged appropriate to sustain excellence and continuous improvement in accounting education within the context of a collegiate institution as described in Eligibility Criteria C.
- The organizational structure must provide proper oversight and accountability related to accounting education.
- The accounting academic unit must have policies and processes in place to support continuous improvement and accountability.
- The accounting academic unit must demonstrate sufficient and sustained resources (financial, human, physical, infrastructural, etc.) to fulfill its mission, expected outcomes, and strategies and must demonstrate continued viability in regards to degree programs, scholarship, and other mission components. If the accounting academic unit has started new accounting programs since its last initial accreditation or maintenance of accreditation review, it may need to produce additional information about those programs, much as it would during an initial accreditation review.

³Accreditation fees are set by the AACSB Board of Directors and increase based on the number of separate business and accounting academic units that are involved in the AACSB accreditation process.

Guidance for Documentation

- Describe the organizational structure of the accounting academic unit, providing an organizational chart that identifies the unit in the context of the larger institution (if applicable).
- Provide an overview of the structure of the unit, its policies, and processes to ensure continuous improvement and accountability related to teaching and learning for the accounting degree program. This overview also should include the policies and processes that encourage and support intellectual contributions that influence the theory, practice, and/or teaching of accounting.
- Summarize the budget, source of funds, and financial performance for the most recent academic year. Describe the financial resources of the accounting academic unit in relationship to the financial resources of the business academic unit (e.g., compare accounting degree enrollments as a fraction of the business academic unit's total enrollment).
- Describe trends in resources available to the accounting academic unit, including those related to finances, facilities, information technology infrastructure, human, and library resources. Discuss the impact of resources on the accounting academic unit's operations, outcomes (graduates, research, etc.), and potential for mission achievement.
- Describe the total faculty resources for the accounting academic unit, including the number of faculty members on staff, the highest degree level (doctoral, master's, and bachelor's) of each faculty member, and the disciplinary area of each faculty member. For each accounting degree program, describe the delivery model (e.g., traditional classroom models, online or distance models, models that blend traditional classroom with distance delivery, other technology-supported approaches). Extend this analysis to each location where programs are delivered. A fully online degree program is considered a location. If accounting degree programs are delivered through different delivery models, provide an overview of how faculty and professional staff are deployed to support the delivery of accounting degree programs by degree, location, and/or delivery mode.
- Describe the accounting academic unit resources that are committed to other mission-related activities beyond accounting degree programs and intellectual contributions.
- For continuation of accounting accreditation reviews, document incremental changes rather than the details required for initial reviews.

F. All degree programs included in the AACSB accounting accreditation review must demonstrate continuing adherence to the AACSB accounting accreditation standards and applicable business accreditation standards. Accounting academic units are expected to maintain and provide accurate information in support of each accreditation review. [POLICY ON CONTINUED ADHERENCE TO STANDARDS AND INTEGRITY OF SUBMISSIONS TO AACSB]

All degree programs included in the AACSB accounting accreditation review must demonstrate continuing adherence to the AACSB business and accounting accreditation standards and processes. After an institution's accounting academic unit achieves accreditation, AACSB reserves the right to request a review of that institution's accredited accounting academic unit at any time if questions arise concerning the continuation of educational quality as defined by the standards. In addition, accounting academic units are expected to maintain and provide accurate information in support of each accreditation review.

Deliberate misrepresentation of information presented to AACSB in support of a business or accounting accreditation review shall be grounds for the appropriate committee to recommend the immediate denial of an accounting academic unit's initial application for accreditation, or, in the case of a continuous improvement review, the revocation of an accounting academic unit's membership in the Accreditation Council.

SECTION 2 STANDARDS FOR ACCOUNTING ACCREDITATION

INTRODUCTION

AACSB accounting accreditation is an extension of AACSB's business accreditation process. As such, these standards for separate AACSB accounting accreditation follow a similar structure as the business standards and, where possible, do not duplicate business standards that are addressed in the business school review. However, if the accounting academic unit has unique policies, outcome expectations, etc., incremental documentation may be needed to highlight these factors. But, where possible, the business school should make every effort to provide sufficient detail in its own accreditation documentation to avoid the need for incremental documentation from the accounting academic unit.

Recognizing the interrelationship between the business and accounting standards, these standards are organized into the following two categories:

- Applicable business standards that apply to AACSB accounting accreditation reviews and that are normally addressed as part of the AACSB business review process. Separate or unique documentation is not required unless there is some unique attribute, policy, outcome, etc., that should be identified for the accounting academic unit. If the accounting academic unit relies on the business school documentation for its accreditation review, such documentation must be sufficiently detailed to allow an assessment of the accounting academic unit's alignment with the selected business standards. If such an analysis is not possible, a separate response from the accounting academic unit is necessary.
- Unique accounting standards relate to those factors that distinguish accounting education, its link to the accounting profession, and the role and responsibilities the accounting profession must assume as it serves the public interest. Furthermore, these unique standards should reflect those attributes that are consistent with the evolution of the practice of accounting as a learned profession similar to law and medicine.

The remainder of the document details the Standards for AACSB accounting accreditation as outlined above.

APPLICABLE BUSINESS STANDARDS

This section outlines the applicable business standards that apply to the accounting academic unit. To the maximum extent possible, documentation for the business school accreditation review related to each of these business standards identified below should include the accounting academic unit and not require separate, distinctive documentation for the accounting review. However, in some cases, separate documentation may be required if the business school documentation does not provide sufficient detail about the accounting academic unit to allow an appropriate assessment by the accounting peer review team or if there is a unique policy, procedure, or expected outcome not addressed in the business documentation. Therefore, in this context, the following applies:

The accounting academic unit demonstrates alignment with the following AACSB business accreditation standards:

- **Standard 4: Student Admissions, Progression and Career Development**
- **Standard 6: Faculty Management and Support**
- **Standard 7: Professional Staff Sufficiency and Deployment**

- **Standard 9: Curricula Content (for all business degrees)**
- **Standard 10: Student-Faculty Interactions**
- **Standard 11: Degree Program Educational Level, Structure, and Equivalence**
- **Standard 12: Teaching Effectiveness**
- **Standard 13: Student Academic and Professional Engagement**
- **Standard 14: Executive Education**

[BUSINESS STANDARDS APPLIED TO ACCOUNTING ACADEMIC UNITS]

Basis for Judgment

- With the exceptions in the “Guidance for Documentation” noted below, the accounting academic unit may refer the accounting peer review team to the business school accreditation review for documentation regarding the above-stated standards if the documentation is applicable and provides sufficient detail to analyze the accounting academic unit. If the documentation does not have sufficient detail for any individual standard, the accounting academic unit should provide separate documentation. Examples of areas that could require separate documentation for the accounting academic unit are described below in the Guidance for Documentation.

Guidance for Documentation

- For business standards 4, 6, and 7, report only supporting documentation that is unique to the accounting academic unit and is not reported in sufficient detail in the business school report (e.g., the accounting academic unit controls student selection, admissions, and progression for its graduate programs and the details are not evident in the supporting business school documentation).
- For Standard 4, document student placement results in the last five years or since the last accounting accreditation review, and provide examples of successful graduates of the accounting academic unit’s accounting degree programs, but only if this information is not addressed in sufficient detail in the business school review documentation.
- For Standards 9, 10, 11, and 12 report only supporting documentation that is unique to the accounting academic unit and not included in sufficient detail in the business school report (e.g., student-faculty interaction activities, curricula, strategies, or improvements that are unique to the accounting profession).
- For Standard 13, summarize accounting students’ academic and professional engagement and experiential learning activities, as well as the ways these activities are integrated into the learning experiences as detailed in degree program curricula, but only if this information is not addressed in the business school review documentation.
- For Standard 14, report only unique accounting academic unit activities that are not identifiable in the business school review documentation.

STRATEGIC MANAGEMENT AND INNOVATION FOR ACCOUNTING ACADEMIC UNITS

This section of the standards, which is focused on “Strategic Management,” is based on the principle that a quality accounting academic unit has a clear mission, acts on that mission, translates that mission into expected outcomes, and develops strategies for achieving those outcomes. It addresses three critical and related components: mission and strategy; scholarship and intellectual contributions; and financial strategies.

AACSB believes that a wide range of missions are consistent with high quality, positive impact, and innovation. An accounting academic unit is most successful when it is clear about its priorities and when its mission, expected outcomes, and strategies are aligned and implemented across its

activities. Under these conditions, the mission, expected outcomes, and strategies provide a context for an AACSB accounting accreditation review. That is, in applying the standards, the quality and success of a school is assessed in relation to its mission, expected outcomes, and supporting strategies.

In this section, three criteria related to an accounting academic unit's mission are of critical importance. First, the mission must be appropriate, descriptive, and transparent to constituents. Second, the mission must provide the unit with an overall direction for making decisions. Finally, the accounting unit's strategies and intended outcomes must be aligned with the mission. The accreditation process seeks to take a holistic look at the accounting academic unit by reflecting on its many activities, actions, participants, strategies, resources, outcomes, innovations, and subsequent impact in the context of the specific culture, attitude, and philosophy of the unit and its larger institution as appropriate. A complete and accurate understanding of the context and environmental setting for the accounting academic unit is paramount in the accreditation peer review team's ability to form a holistic view.

The standards in this section reflect the dynamic environment of accounting academic units and business schools. These standards insist on the periodic, systematic review and possible revision of the unit's mission, as well as on the engagement of appropriate stakeholders in developing and revising the mission, expected outcomes, and supporting strategies. Quality accounting academic units will have legacies of achievement, improvement, and impact. They implement forward-looking strategies to further their success, sustain their missions, and make an impact in the future. Central to the dynamic environment of accounting academic units are intellectual contributions and financial strategies that support change and innovation.

Scholarship that fosters innovation and directly impacts the theory, practice, and teaching of accounting is a cornerstone of a quality accounting academic unit. A broad range of scholarly activities ensure intellectual vibrancy across and among faculty members and students; such activities contribute to the currency and relevancy of the unit's educational programs and directly foster innovation in accounting practice and education. Intellectual contributions that arise from these scholarly activities ensure the accounting academic unit contributes to and is an integral part of an academic community of scholars within an institution and across the broader academic community of institutions in higher education. Outcomes of intellectual contributions are indicated by their impact or influence on the theory, practice, and teaching of accounting, business, and management rather than just by the number of articles published or documents produced. Schools should make their expectations regarding the impact of intellectual contributions clear and publicly transparent.

Like 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. Accounting academic units cannot implement actions related to continuous improvement and innovation without sufficient funding, nor can they make effective strategic decisions without a clear understanding of the financial implications.

Standard A1: The accounting academic unit articulates a clear and distinctive mission, the expected outcomes this mission implies, and the strategies it will employ to achieve these outcomes. The unit has a history of achievement and improvement and specifies future actions for continuous improvement and innovation consistent with its mission, expected outcomes, and strategies. [ACCOUNTING ACADEMIC UNIT MISSION, IMPACT, AND INNOVATION—RELATED BUSINESS STANDARD 1]

Definitions

- 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. The mission is not usually described entirely by the mission statement. It is more completely encapsulated in a set of statements that describe the unit, including the mission statement, vision statement, and statements of values. In addition, the relationship of the accounting academic unit to the institutional entity and/or business school should be reflected in the mission.
- The term distinctive refers to goals, characteristics, priorities, focus areas, or approaches of the unit that are special or notable. These should be revealed by the unit's mission and evident in its expected outcomes and strategies. Distinctiveness does not imply that the unit is different from all others.
- Expected outcomes are conveyed as 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 describe, in general, how the accounting academic unit intends to achieve its mission and expected outcomes, including how it finances activities to achieve its mission. Strategies are general, or overarching, statements of direction derived from the strategic management of the unit.

Basis for Judgment

- The accounting academic unit's mission guides decision making and identifies distinguishing characteristics, attributes, focus areas, priorities, etc., that indicate how the unit positions itself among the international community of accounting units. Distinctiveness does not imply that the unit must somehow be different from all other AACSB-accredited accounting academic units. Rather, through its mission, expected outcomes, and strategies, the unit clearly articulates those attributes that describe the unit to its various constituencies and across the global community of accounting programs.
- The unit's mission, expected outcomes, and strategies are mutually consistent and reflect a realistic assessment of the changing environment of accounting programs. The alignment of a unit's mission and strategies with the expected outcomes signal that it is highly likely that the unit can achieve those outcomes. In the dynamic environment of higher education and accounting education, innovation and change are the norm rather than exception.
- The unit's mission, expected outcomes, and strategies clearly define the unit's focus on educational activities, including the range of degree and non-degree programs offered and the students, organizations, and communities those programs serve. The unit aligns its teaching/learning models with its mission, expected outcomes, and strategies.
- The unit's mission, expected outcomes, and strategies clearly define the unit's focus on quality intellectual contributions that advance the knowledge, practice, and teaching/pedagogy of accounting, business, and management.
- The unit's mission, expected outcomes, and strategies clearly define the unit's focus on other applicable activities (e.g., civic engagement) and on the people, organizations, and/or communities they serve.
- The mission, expected outcomes, and strategies are appropriate to accounting education and consonant with the mission of any institution and business school of which the accounting academic unit is a part. Accordingly, the unit's mission, expected outcomes, and strategies address the level of education the unit is targeting; the positive and significant impact the unit makes on the accounting profession, business and society; the stakeholders to whom the unit is accountable; and the ways in which the unit advances accounting education.
- The unit periodically reviews and revises the mission, expected outcomes, and strategies as appropriate and engages key stakeholders in the process.

- The unit's mission and expected outcomes are transparent to all stakeholders.
- The unit systematically evaluates and documents its progress toward mission fulfillment. Past examples of continuous improvement and innovation are consistent with the mission, expected outcomes, and supporting strategies intended to support mission fulfillment.
- The unit's future actions for continuous improvement, its rationale for such actions, and its identification of potential areas of innovation are consistent with and demonstrate support for its mission, expected outcomes, and strategies. The unit has clearly defined its future strategies to maintain its resource needs, assign responsibilities to appropriate parties, and set time frames for the implementation of actions that support the mission. The school also has clearly defined how these actions promise to impact expected outcomes.
- If the accounting academic unit's mission, expected outcomes, and strategies include the preparation of graduates of any accounting degree program for professional certification examinations and/or license to practice in accordance with professional organizations 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.

Guidance for Documentation

- Describe the mission, expected outcomes, and supporting strategies including how the mission is encapsulated in supporting statements (e.g., mission statement, vision statement, values statements) 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 students, employers, and other stakeholders; and discuss how the mission positively contributes to society, accounting and management education, and the success of graduates.
- Describe the mission of the accounting academic unit in relation to the mission of any larger organization of which it is a part.
- Describe how the mission, expected outcomes, and strategies clearly articulate the unit's areas of focus in regards to educational activities, intellectual contributions, and other activities.
- Describe how teaching/learning models in degree programs are aligned and consistent with the mission, expected outcomes, and strategy of the unit.
- Describe processes for creating and revising the mission, determining expected outcomes, developing strategies, and establishing how the mission, outcomes, and strategies 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 improvements successes, innovations, and achievements since the last AACSB accreditation review or for at least the past five years.
- Describe how past achievements are aligned with the mission, expected outcomes, and supporting strategies.
- Identify future plans for continuous improvement and potential opportunities for innovation; indicate how these plans are linked to mission, expected outcomes, and strategies; and outline the resources, responsible parties, and timeframe 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.

Standard A2: The accounting academic unit produces high-quality intellectual contributions that are consistent with its mission, expected outcomes, and strategies and that impact the theory, practice, and teaching of accounting, business, and management. [ACCOUNTING INTELLECTUAL CONTRIBUTIONS' IMPACT AND ALIGNMENT WITH MISSION—RELATED BUSINESS STANDARD 2]

Definitions

- Intellectual contributions are original works intended to advance the theory, practice, and/or teaching of accounting, business, and management. They are scholarly in the sense that they are based on generally accepted research principles and disseminated to appropriate audiences. Intellectual contributions are a foundation for innovation. Intellectual contributions normally are validated by peers and communicated to appropriate audiences. Validation of the quality of intellectual contributions includes the traditional academic or professional pre-publication peer review, but may encompass other forms of validation, such as online post-publication peer reviews, ratings, surveys of users, etc. Intellectual contributions may fall into any of the following categories:
 - Basic or discovery scholarship (often referred to as discipline-based scholarship) that generates or communicates new knowledge and understanding and/or development of new methods. Intellectual contributions in this category are normally intended to impact the theory, knowledge, and/or practice of accounting, business, and management.
 - Applied or integrative/applied scholarship that synthesizes new understandings or interpretations of knowledge or technology; develops new technologies, processes, tools, or uses; and/or refines, develops, or advances new methods based on existing knowledge. Intellectual contributions in this category are normally intended to contribute to and impact the practice of accounting, business and management.
 - Teaching and learning scholarship that develops and advances new understandings, insights, and teaching content and methods that impact learning behavior. Intellectual contributions in this category are normally intended to impact the teaching and/or pedagogy of accounting, business, and management.
- Impact of intellectual contributions is the advancement of theory, practice, and/or teaching of accounting, business, and management through intellectual contributions. Impact is concerned with the difference made or innovations fostered by intellectual contributions—i.e., what has been changed, accomplished, or improved.

Basis for Judgment

- The accounting academic unit has produced intellectual contributions that have had an impact on the theory, practice, and/or teaching of accounting, business, and management in ways that are consistent with the mission, expected outcomes, and strategies of the unit.
- The school expresses expectations regarding the impact of intellectual contributions in the mission in ways that are transparent to the public.
- 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 mission.
- The accounting academic unit maintains a current portfolio of high-quality intellectual contributions that could impact theory, practice, and/or teaching. The portfolio of intellectual contributions includes contributions from a substantial cross-section of the faculty in the accounting academic unit. Normally, a significant level of the contributions in the portfolio must be in the form of peer-reviewed journal articles or the equivalent. The portfolio of intellectual contributions must include some representation of basic/discovery, applied, or integrative/applied research, and teaching and learning scholarship outcomes regardless of mission; however, the priorities of the unit reflected in the mission, expected outcomes, and strategies must be evident in the overall portfolio of intellectual contribution outcomes.
- The unit supports the depth and breadth of faculty participation in scholarship leading to high-quality intellectual contributions that could impact theory, practice, and/or teaching in the future.

If outcomes rely heavily on the intellectual contributions of faculty members who have primary faculty appointments with other institutions, the unit must provide documentation of how its relationship with the individual faculty members and other institutions contributes to the success, mission, and intellectual contributions of the unit.

- Intellectual contribution expectations and outcomes are clearly linked to the mission, expected outcomes, and underlying strategies of the academic unit and reflect the degree program portfolio delivered by the unit. For example, the profile of intellectual contributions for an accounting academic unit with a significant focus on doctoral education and basic research should reflect the level of scholarship expected of a research-focused program.
- The accounting academic unit documents intellectual contributions that demonstrate high quality and impact, as well as alignment with mission, expected outcomes, and strategies. In documenting quality, the unit produces evidence of high-quality intellectual contributions within the most recent five-year AACSB accreditation review period. In documenting impact, however, the unit may produce evidence from intellectual contributions produced prior to the most recent five-year AACSB accreditation review period, because the review process recognizes that impact often occurs over time.
- During the initial three-year implementation period (2013-2016), accounting academic units are expected to make progress toward fully reporting the impact of research and providing the documentation described in this section. Accounting academic units are expected to make progress each year during the implementation period. At the end of the implementation period, accounting academic units should fully satisfy the standard.

Guidance for Documentation

- Provide a portfolio of evidence including qualitative and quantitative measures that summarize the portfolio of intellectual contributions over the most recent five-year review period, ending with the most recently completed, normal academic year. This evidence can be enhanced by including validating evidence of the accomplishments of such work. At a minimum, the portfolio of evidence should include: (1) A listing of the outlets (journals, research monographs, published cases, funded and competitive research grants, scholarly presentations, invited presentations, published textbooks, other teaching materials, etc.); (2) an analysis of the breadth of the accounting faculty's engagement in generating intellectual contributions; (3) awards, recognition, editorships, and other forms of validation of the accomplishments of faculty through their intellectual contributions; and (4) the ways in which the unit conveys intellectual contributions and their outcomes to external constituencies and stakeholders.
- Table A2-1 is divided into four parts. Part A provides a five-year aggregate summary (not by individual faculty member) of intellectual contributions. Part B provides a qualitative description of how the portfolio of intellectual contributions aligns with mission, expected outcomes, and strategy. Part C provides evidence demonstrating the quality of the portfolio of intellectual contributions. Part D provides evidence that the school's intellectual contributions have had an impact on the theory, practice, and/or teaching of accounting, business, and management. Table A3-1 allows schools the flexibility to develop their own indicators of quality for the portfolio of intellectual contributions. If Table 2-1 in the documentation for the business school accreditation review provides sufficient detail on the intellectual contributions of the accounting academic unit, the peer review team may be referred to that table for documentation.
- The validation of the accomplishments/impact of intellectual contribution outcomes may be reflected in:
 - Peer recognition of the originality, scope, and/or significance of new knowledge.
 - The applicability and benefits of the new knowledge to the theory, practice, and/or teaching of accounting, business, and management.
 - The usefulness and/or originality of new or different understandings, applications, and insights resulting from the creative work.
 - The breadth, value, and persistence of the use and impact of the creative work.

- The originality and significance of the creative work to learning, including the depth and duration of its usefulness.
- Research awards and recognition (e.g., selection as a fellow of an academic society)
- Adoption or citations of the creative work by peers, indicating its impact on the creative work of others.
- Evidence in the work of leadership and team-based contributions to the advancement of knowledge.
- Alignment of the work with mission, expected outcomes, and strategies.

The above is not an exhaustive list of how an accounting academic unit can present or measure the possible impacts of its intellectual contribution portfolio. 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 mission and draw broader conclusions about its impact on teaching and practice (refer to the Appendix for a non-exhaustive list of possible impact indicators). The validation documentation is an important part of the process because it serves to illustrate the depth and breadth of faculty participation in the production of intellectual contributions (i.e., to show a substantial cross-section of accounting faculty and the level of peer review journal outcomes). Finally, 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 mission, expected outcomes, and strategies 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. See Appendix to these accounting standards for a non-exhaustive list of possible impact indicators. If the business school analysis provides sufficient detail for the peer review team to assess the impact of the accounting academic unit, the unit may refer the peer review team to the business school documentation.
- Provide an analysis of how the portfolio includes contributions from a substantial cross-section of accounting faculty, as well as a significant quantity of peer-reviewed journal work or the equivalent.
- Provide evidence that the accounting academic unit adopts appropriate policies to guide faculty members in the production of intellectual contributions that align with the mission, expected outcomes, and strategies. Such policies should guide faculty as to how the accounting academic unit prioritizes different types of scholarship, determines quality, and validates or assesses outcomes as positive contributions to the advancement of accounting, business and management theory, practice, and learning. These policies also should help the accounting academic unit benchmark its faculty's intellectual contribution outcomes and should establish a foundation for further development, direction, and improvements.
- 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 mission, expected outcomes, and strategies.

Table A2-1 Intellectual Contributions of the Accounting Academic Unit

Part A: Five-Year Summary of Intellectual Contributions													
Aggregate and summarize data to reflect the organizational structure of the unit's faculty (e.g., research groups). Do not list by individual faculty member.	Portfolio of Intellectual Contributions			Type of Intellectual Contributions								Percentage of Faculty Producing ICs	
	Basic or Discovery Scholarship	Applied or Integrative/Application Scholarship	Teaching and Learning Scholarship	Peer-Reviewed Journals	Research Monographs	Academic/Professional Meeting Proceedings	Competitive Research Awards Received	Textbooks	Cases	Other Teaching Materials	Type Selected by the Accounting Academic Unit	Type Selected by the Accounting Academic Unit	Percent of Participating Faculty Producing ICs
Part B: Alignment with Mission, Expected Outcomes, and Strategy													
Provide a qualitative description of how the portfolio of intellectual contributions is aligned with the mission, expected outcomes, and strategy of the accounting academic unit													
Part C: Quality of the Five-Year Portfolio of Intellectual Contributions													
Provide evidence demonstrating the quality of the above five-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.													
Part D: Impact of Intellectual Contributions													
Provide evidence demonstrating that the unit's intellectual contributions have had an impact on the theory, practice, and/or teaching of accounting, business, and management. 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 five-year AACSB accreditation review period.													

Notes: Please add a footnote to this table summarizing the unit's policies guiding accounting faculty in the production of intellectual contributions. The data must also be supported by analysis of impact/accomplishments and the depth of participation by faculty across the unit. The data presented in Table A2-1 should be supported by faculty vitae that provide sufficient detail to link individual citations to what is presented here. Interdisciplinary outcomes may be presented in a separate category but the disciplines involved should be identified.

Standard A3: The accounting academic unit has financial strategies to provide resources appropriate to, and sufficient for, achieving its mission and action items. [FINANCIAL STRATEGIES AND ALLOCATION OF RESOURCES—RELATED BUSINESS STANDARD 3]

Basis for Judgment

- 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 students, 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 students 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 its mission, expected outcomes, and strategies.
- 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 action items.

Guidance for Documentation

- Describe the accounting academic unit's financial resources and strategies for sustaining those resources demonstrating they are capable of supporting, sustaining, and improving quality consistent with the mission of the school (unit). Provide an analysis of trend in resources over the past five-years, especially in light of different cost structures depending on the teaching and learning models employed.
- Describe the contingency planning process that the unit would use should a reduction in resources occur. The accounting academic unit should be prepared to discuss the specifics of this planning process and expected outcomes with the peer review team.
- Describe the financial support for all major strategic activities (e.g., degree programs, intellectual contributions, and other mission components).
- Describe the unit's financial support for student advising and placement, student and faculty technology, and faculty intellectual contributions and professional development. Such services may be shared with other academic units or may be an institutional resource.
- In alignment with the unit's financial resources, show the sources of funding for the three to four most significant major initiatives using a table similar to the one on the next page.

The table outlines the unit's major initiatives, the implementation timetable, and funding. The initiatives identified must be clearly linked to the unit's mission, expected outcomes, and supporting strategies and reflect substantive actions that support mission success, impact, and innovation. This information allows a peer review team to understand what planning the unit has done and how this planning fits with the unit's mission, financial resources, and strategies. The accounting academic unit should append to the table narrative explanations of how these action items will enhance mission fulfillment and whether these actions could necessitate revisions to the mission.

**University of Pirsig
Department of Accounting
School of Business
Financial Support for Strategic Initiatives**

Initiative	Start Date	First Year Cost or Revenue	Continuing Annual Cost or Revenue	Source or Disposition of Funds
Faculty release time for online course preparation	September 20XX	\$90,000 (six faculty in March 20XX)	\$60,000 (four faculty in each of five years)	Commitment for entire amount through July 20XX from the Chopin Foundation
Center for Forensic Accounting	January 20XX	\$500,000	\$425,000	Three-year commitment from major accounting firms, then self-sustained
Implement Master's in Forensic Accounting Program	September 20XX	Net positive \$125,000 Cash flow	Net positive \$200,000 Cash flow	Tuition, self-funding
Reconfiguration of classrooms for additional small group meeting space	July 20XX	\$1,500,000	\$250,000	Renovations allocated from university capital budget. On-going costs budgeted within the Accounting and College of Business Annual Budget.

ACCOUNTING UNIT PARTICIPANTS – STUDENTS, PROFESSIONAL STAFF, AND FACULTY

Participants (the students, faculty, and professional staff of the accounting academic unit) are critical to the achievement of a unit's mission. Students who are matched to the expectations of accounting degree programs—as well as prepared to achieve those expectations—are essential for successful educational programs. Professional staff members facilitate and support learning and provide essential services for students and faculty. Faculty resources develop and manage curricula and teach students, as well as produce intellectual contributions that advance the knowledge, practice, and teaching of accounting, business, and management. Accordingly, the following standards focus on the admission, support, and progression of students, as well as on the (deployment of sufficient faculty and professional staff to support mission achievement of the accounting academic unit.

In identifying faculty resources, the accounting academic unit should focus on the participation and work of faculty members. Faculty contractual relationships, title, tenure status, full-time or part-time status, etc., can help to explain and document the work of faculty, but these factors are not perfectly correlated with participation or with the most critical variables in assessing faculty sufficiency, deployment, and qualifications. What is most important is that the production and maintenance of faculty's intellectual capital (as framed in Standard 15) bring currency and relevance to the accounting academic unit's programs and support its mission, expected outcomes, and strategies.

These standards also recognize that with the advent of different program delivery models, certain responsibilities once managed exclusively by those traditionally considered "faculty" may now be shared or managed by others. That is, developing curricula, creating instructional materials, delivering classroom lectures regardless of the medium, tutoring small groups of students, conducting and grading student papers, etc., may be conducted by traditional faculty, by non-traditional faculty, or by a team of individuals. Regardless of the blend of faculty and other key members of the accounting academic unit's team, the key issue is that the unit ensures quality outcomes. Therefore, the unit under review must make its case that its division of labor across faculty and staff, as well as its supporting policies, procedures, and infrastructure, deliver high-quality learning outcomes in the context of the teaching/learning models it employs. In addition, the unit must ensure that faculty and professional staff are sufficient to support research outcomes and other mission-related activities, and that policies, procedures, and feedback mechanisms exist to provide evidence that all participants in these activities produce quality outcomes and embrace continuous improvement. Where there are problems, evidence of corrective actions is essential.

Standard A4: The accounting academic unit maintains and deploys a faculty sufficient to ensure quality outcomes across the range of degree programs it offers and to achieve other components of its mission. Students in all programs, disciplines, and locations have the opportunity to receive instruction from appropriately qualified faculty.

[ACCOUNTING FACULTY SUFFICIENCY AND DEPLOYMENT—RELATED BUSINESS STANDARD 5]

Definitions

- A participating faculty member actively and deeply engages in the activities of the school in matters beyond direct teaching responsibilities. Such matters might include policy decisions, educational directions, advising, research, and service commitments. The faculty member may participate in the governance of the academic unit and or business school, and be eligible to serve as a member on appropriate committees responsible for academic policymaking and/or other decisions. The individual may participate in a variety of non-class

activities such as directing extracurricular activities, providing academic and career advising, and representing the unit on institutional committees. Normally, the academic unit considers participating faculty members to be long-term members of the faculty regardless of whether or not their appointments are of a full-time or part-time nature, whether or not their position with the academic unit is considered the faculty member's principal employment, and whether or not the unit has tenure policies. The individual may be eligible for, and participate in, faculty development activities and have non-teaching assignments, such as advising, as appropriate to the faculty role that the unit has defined taking into consideration the depth and breadth of the non-teaching assignment.

- A supporting faculty member does not, as a rule, participate in the intellectual or operational life of the unit beyond the direct performance of teaching responsibilities. Usually, a supporting faculty member does not have deliberative or involvement rights on faculty issues, membership on faculty committees, or responsibilities beyond direct teaching functions (e.g., classroom and office hours). Normally, a supporting faculty member's appointment is on an ad hoc basis—for one term or one academic year without the expectation of continuation—and is exclusively for teaching responsibilities.

Basis for Judgment

- The unit adopts and applies criteria for documenting faculty members as "participating" or "supporting" that are consistent with its mission. The interpretive material in the standard provides guidance only. The accounting academic unit should adapt this guidance to its particular situation and mission by developing and implementing criteria that indicate how the unit is meeting the spirit and intent of the standard. The criteria should address:
 - The activities that are required to attain participating status.
 - The priority and value of different activity outcomes reflecting the mission and strategic management processes.
 - The quality standards required of each activity and the ways in which quality is assured.
 - The depth and breadth of activities expected within a typical AACSB accreditation review cycle to maintain participating status.

The criteria should be periodically reviewed and reflect a focus on continuous improvement over time.

- Depending on the teaching/learning models and associated division of labor across faculty and professional staff, the faculty is sufficient in numbers and presence to perform or oversee the following functions related to degree programs:
 - Curriculum development: A process exists to engage multidisciplinary expertise in the creation, monitoring, evaluation, and revision of curricula.
 - Course development: A process exists to engage content, technology, and assessment specialists in choosing and creating the learning goals, learning experiences, media, instructional materials, and learning assessments for each course, module, or session.
 - Course delivery: A process exists for ensuring access to instruction from appropriately qualified faculty and staff at the course level.
 - Assessment and assurance of learning: The obligations specified in the assurance of learning processes for the unit are met.
 - Other activities that support the instructional goals of the unit's mission.
- Faculty also should be sufficient to ensure achievement of all other mission activities. This includes high-quality and impactful intellectual contributions and, when applicable, executive education, community service, institutional service, service in academic organizations, service that supports economic development, organizational consulting, and other expectations the unit holds for faculty members.

- Normally, participating faculty members will deliver at least 75 percent of the accounting academic unit's teaching (whether measured by credit hours, contact hours, or another metric appropriate to the academic unit).
- Normally, participating faculty members will deliver at least 60 percent of the teaching in each discipline, academic program, and location.
- Participating faculty are distributed across programs, disciplines, and locations consistent with the academic unit's mission.
- 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 meets the student-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 mission achievement, overall high quality, and continuous improvement and how this model is consistent with the spirit and intent of this standard. In particular, the unit must show that the faculty model is consistent with achieving its research expectations.

Guidance for Documentation

- For Standards A4 and A9, an accounting academic unit may refer the peer review team to documentation included in support of Business Standards 5 and 15 for the business school accreditation review, if that documentation contains sufficient detail for the team to conduct an in-depth review of accounting faculty sufficiency and qualifications. If this is not the case, separate tables must be provided. Provide the academic unit's criteria for documenting faculty members as "participating" or "supporting" and demonstrate that the criteria are applied consistently with its mission.
- Describe the division of labor across faculty and professional staff for each of the teaching/learning models employed. The division of labor should address the design, delivery/facilitation, assessment, and improvement of degree programs.
- Describe the faculty complement available to fulfill the academic unit's mission and all instructional programs for the most recently completed academic year.
- Demonstrate that the faculty is sufficient to fulfill the functions of curriculum development, course development, course delivery, and assurance of learning for degree programs in the context of the teaching/learning models employed and division of labor across faculty and professional staff.
- Demonstrate that the faculty complement is also sufficient to ensure achievement of all other mission activities. This includes high-quality and impactful intellectual contributions and, when applicable, executive education, community service, institutional service, academic organizational service, service that supports economic development, organizational consulting, and other expectations the unit holds for faculty members. It also could include academic assistance, academic advising, career advising, and other related activities if applicable to the academic unit.
- Table A9-1 should be completed to document the deployment of participating and supporting faculty for the most recently completed, normal academic year. Peer review teams may request documentation for additional years; for individual terms; or by program, location, and/or disciplines.

ACCOUNTING LEARNING AND TEACHING

High-quality accounting academic units have processes for determining degree program learning goals that are relevant and appropriate, as well as processes for designing and delivering curricula to maximize the potential for students to achieve the learning goals and succeed as professional accountants. Subsequently, these units have systems in place to assess whether learning goals have been met. If learning goals are not met, these units have systems in place to address deficiencies and improve. The first standard in this section addresses these processes.

If curriculum management processes are working well, the peer review team expects to observe a number of general characteristics or attributes of the curriculum:

- Curricula address general content areas—skills and knowledge—that would normally be included in the type of degree program under consideration. While most skill areas are likely to remain consistently important over time, knowledge areas are likely to be more dynamic as accounting, business, and management theory and practice change over time. Normally, the foundational skills and knowledge supporting other business degree programs also support accounting degree programs.
- Curricula facilitate and encourage active student engagement in learning. In addition to time accounting students spend on tasks related to readings, course participation, knowledge development, projects, and assignments, they engage in experiential and active learning designed to improve skills and the application of knowledge.
- Curricula facilitate and encourage frequent, productive student-student and student-faculty interaction designed to achieve learning goals. Successful teaching and learning demand high levels of interaction between learners, as well as between teachers and learners.
- Educational programs are structured to ensure consistent, high-quality education for the same degree programs regardless of differences and changes in technology, delivery modes, and locations. This commitment to consistent high quality is especially important in light of pressures to shorten degrees and time for learning, interaction, engagement, and skill and knowledge development.

The standards in this section address these critical areas of teaching/learning that makes an impact.

Standard A5: The accounting academic unit uses well-documented, systematic processes for determining and revising degree program learning goals; designing, delivering, and improving degree program curricula to achieve learning goals; and demonstrating that degree program learning goals have been met. [ACCOUNTING CURRICULA MANAGEMENT AND ASSURANCE OF LEARNING—RELATED BUSINESS STANDARD 8]

Definitions

- Learning goals state the educational expectations for each degree program. They specify the intellectual and behavioral competencies a program is intended to instill. In defining these goals, the faculty members clarify how they intend for graduates to be competent and effective as a result of completing the program.
- A curriculum maps out how the unit facilitates achievement of program learning goals. It is defined by content (theories, concepts, skills, etc.), pedagogies (teaching methods, delivery modes), and structures (organization and sequence of content to create a systematic, integrated program of teaching and learning). A curriculum is also influenced by the mission, values, and culture of the unit.
- Assurance of learning refers to processes for demonstrating that students achieve learning expectations for the programs in which they participate. Accounting academic units use

assurance of learning to demonstrate accountability and assure external constituents such as potential students, trustees, public officials, supporters, and accrediting organizations, that the unit meets its goals. Assurance of learning also assists the academic unit and faculty members to improve programs and courses. By measuring learning the school can evaluate its students' success at achieving learning goals, use the measures to plan improvement efforts, and (depending on the type of measures) provide feedback and guidance for individual students. For assurance of learning purposes, AACSB accounting accreditation is concerned with broad learning goals for each degree program, rather than detailed learning goals by course or topic, which must be the responsibility of individual faculty members.

- Curricula management refers to the academic unit's processes and organization for development, design, and implementation of each degree program's structure, organization, content, assessment of outcomes, pedagogy, etc. Curricula management captures input from key business school and accounting academic unit stakeholders and is influenced by assurance of learning results, new developments in business practices and issues, revision of mission and strategy that relate to new areas of instruction, etc.

Basis for Judgment

- Learning goals derive from and are consonant with the academic unit's mission, expected outcomes, and strategies. Curricula management processes are guided by the unit's mission, expected outcomes, and strategies. Curricula management processes align curricula for all programs with the academic unit's mission, expected outcomes, and strategies.
- Learning goals and curricula reflect currency of knowledge. Appropriately qualified faculty members are involved in all aspects of curricula management, including the determination of learning goals and the design and ongoing revision of degree program content, pedagogies, and structure to achieve learning goals. The peer review team expects to see evidence of curricula improvement based on new knowledge.
- Depending on the teaching/learning models and the division of labor, curricula management facilitates faculty-faculty and faculty-staff interactions and engagement to support development and management of both curricula and the learning process.
- Learning goals and curricula reflect expectations of stakeholders. The academic unit incorporates perspectives from stakeholders, including organizations employing graduates, alumni, students, the university community, policy makers, etc., into curriculum management processes.
- Learning goals are achieved. Systematic processes support assurance of learning and produce a portfolio of evidence demonstrating achievement of learning 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 students meet the learning goals. Or, if assessment demonstrates that students are not meeting the learning goals, 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 learning strategies as long as accounting student outcomes are identifiable. However, direct assessments of student outcomes relative to learning goals in the field of accounting must be part of the unit's curricula management process.

Guidance for Documentation

- Describe processes for determining and revising learning goals, curricula management, and assurance of learning. Discuss mission, faculty, and stakeholder involvement in these processes.
- Show how curricula management processes have produced new or revised curricula for degree programs, describing the source of information that supports the new or revised program development.
- Discuss and provide evidence of faculty-to-faculty and faculty-to-staff interaction in curricula management processes.
- List the learning goals for each accounting degree program—this list should include both conceptual and operational definitions.
- Provide a portfolio of evidence, including direct assessment of student learning, that shows that students meet all of the learning goals for each accounting degree program. Or, if assessment demonstrates that students are not meeting the learning goals, describe efforts that the unit has instituted to eliminate the discrepancy. Indirect assessments may be 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 student performance, and these processes are consistent with AACSB expectations and best practices, they 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 student performance and outcomes.

Standard A6: Curriculum content is appropriate to professional expectations and requirements for each accounting degree program and the related learning goals. [ACCOUNTING PROGRAM CURRICULA CONTENT—NO RELATED BUSINESS STANDARD]

Definitions

- Curriculum content refers to theories, ideas, concepts, skills, etc., that make up an accounting degree program. Content is not the same as learning goals. Learning goals describe the knowledge and skills students should develop in a program and set expectations for what students are expected to do with the knowledge and skills after completing a program. Not all content areas need to be included as learning goals.
- Accounting program curricula content stems from the roles that accountants assume in society as they develop, collect, analyze, interpret, report, communicate, and ensure the integrity of financial, managerial, and other information.

Basis for Judgment

- The resulting curricula for all accounting degree programs demonstrate an alignment with the mission, expected outcomes, and strategies of the accounting academic unit.
- If the accounting curricula are intended to provide students 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 Standard 9. In addition, subject to mission, expected outcomes, and degree program portfolio, accounting degree programs address more specific expectations related to the accounting discipline and profession as outlined below. Such expectations may be integrated within a single degree program (e.g., bachelor's or master's) or distributed across blended programs that offer integrated undergraduate and graduate experiences. The content areas listed below are not intended to be exhaustive of all the areas that an accounting curriculum should

cover and are purposely general. The accounting academic unit should translate these guidelines into expected competencies consistent with the academic unit's mission, students, degree program learning goals, expected outcomes, and supporting strategies.

The accounting learning experiences that an accounting academic unit offers should address the following areas:

- The roles accountants play in society to provide and ensure the integrity of financial, managerial, and other information.
- The ethical and regulatory environment for accountants.
- The critical thinking and analytical skills that support professional skepticism, assessment, and assurance of accounting information.
- Business processes and analysis.
- Internal controls and security.
- Risk assessment and assurance for financial and non-financial information.
- Recording, analysis, and interpretation of historical and prospective financial and non-financial information.
- Project and engagement management.
- The design of technology for accounting, as well as its application to financial and non-financial information.
- Tax policy, strategy, and compliance for individuals and enterprises.
- International accounting issues and practices, including roles and responsibilities played by accountants in a global context.

Bachelor's Degrees in Accounting

Participation in a bachelor's degree program in accounting presupposes the foundations necessary for a bachelor's degree program in business, as described in Business Standard 9, and appropriate accounting content based on mission, expected outcomes, and strategies.

Master's Degrees in Accounting (i.e., specialized master's programs including Master of Accountancy, Masters of Science in Accountancy, Masters of Taxation, and MBA programs with accounting concentrations)

Participation in a master's degree program in accounting presupposes that students have built a foundation of knowledge and skills appropriate for advanced study in accounting prior to entering a master's program in accounting or that they will build this foundation as part of the learning experiences in the master's program. In addition, master's degree programs in accounting focus on learning that includes:

- More integrative, intensive learning than undergraduate education offers, including more advanced and in-depth learning in topics related to the accounting discipline and its context for business.
- Expanded understanding of professional responsibilities of accountants including the ethical and professional standards of the accounting profession.
- Understanding of the strategic role accounting plays in business organizations and society.
- Advanced development of critical and analytical thinking skills in support of professional skepticism, as well as sound decision making and good judgment in uncertain circumstances.
- Integration of knowledge across fields and understanding of the accounting discipline from multiple perspectives.

- Approaches to framing problems and developing creative solutions to accounting issues. Advanced design of technology for accounting, as well as advanced knowledge of its application to financial and non-financial information.
- Application of specialized knowledge of accounting and business in a global context.

Research Master's Degrees in Accounting

A research master's degree in accounting normally includes learning experiences in the following areas:

- Understanding and interpreting high-quality accounting research and its impact.
- Participating in the conduct of high-quality accounting research activities.

Doctoral Degrees in Accounting

In addition to the general skill areas and learning experiences included in specialized master's degree programs in accounting, doctoral degree programs 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.
- Preparation for faculty responsibilities in higher education including but not limited to teaching.

Doctoral degrees normally also include learning experiences appropriate to the type of research emphasized. Programs emphasizing advanced, foundational discipline-based research in accounting must instill in students 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 students 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.

Guidance for 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.
- If a curriculum does not include learning experiences normally expected for the degree program type, explain why.
- 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 for graduate students.
- For doctoral programs, document that doctoral candidates have mastered the subject matter of the professional competency in the field they intend to research and teach.

Standard A7: Consistent with mission, expected outcomes, and supporting strategies, accounting degree programs include learning experiences that develop skills and knowledge related to the integration of information technology in accounting and business. Included in these learning experiences is the development of skills and knowledge related to data creation, data sharing, data analytics, data mining, data reporting, and storage within and across organizations. [INFORMATION TECHNOLOGY SKILLS AND KNOWLEDGE FOR ACCOUNTING GRADUATES—NO RELATED BUSINESS STANDARD]

Basis for Judgment

- Consistent with mission, accounting degree programs integrate current and emerging accounting and business statistical techniques, data management, data analytics and information technologies in the curricula. Learning experiences may be supported by business, accounting, and other academic units.
- Student experiences integrate real-world business strategies, privacy and security concerns, ethical issues, data management, data analytics, technology-driven changes in the work environment, and the complexities of decision making.
- Consistent with mission, graduates demonstrate the ability to effectively utilize data analytics tools, data management tools, and information technologies; graduates should understand the capabilities of these tools, along with their impact and the concomitant risks and opportunities.
- Because the review process recognizes the dynamic, interdisciplinary nature of data analytics, data management and other information technologies, there will be a transitional period of three years, from 2013 to 2016, related to this standard. During the transition period, there should be evidence of substantive progress to address the spirit and intent of the standard.

Guidance for Documentation

- Document the integration of data analytics, data management and other information technologies the impact of these technologies, and the concomitant risks and opportunities within accounting degree programs, including learning experiences from other business and non-business fields or disciplines.
- Document the learning strategies the unit has deployed to develop accounting graduate competencies in data analytics, data management, and other business information technologies and how they are consistent with the mission, expected outcomes and strategies.

ACCOUNTING ACADEMIC AND PROFESSIONAL ENGAGEMENT AND PROFESSIONAL INTERACTIONS

Accounting academic units seeking AACSB accounting accreditation are professional schools in that they exist at the intersection of theory and practice. In this context, it is important for the accounting academic unit to be firmly grounded in both the academic study and professional practice of accounting, business, and management. Accounting academic units can achieve effective accounting education and impactful research by striking different balances between academic study and professional engagement. However, if units largely ignore one side or the other, both their degree programs and scholarly output will suffer. Accreditation should encourage an appropriate balance and integration of academic and professional engagement and professional interactions consistent with quality in the context of the accounting academic unit's mission. Sustained professional interactions among accounting faculty members, students, and accounting and business professionals are essential to share and explore emerging trends and challenges, develop rational questions for scholarly research, support current and relevant learning experiences for students, and advance the accounting profession.

Most important, academic study, professional engagement, and professional interaction are not separate activities for an accounting academic unit; rather, they intersect in significant ways. This section of the AACSB accounting accreditation standards is designed to foster such integration and intersection appropriate to the mission of the accounting academic unit. It identifies critical activities that connect theory and practice through professional engagement and interactions. By encouraging appropriate interactions among faculty, students, and practitioners, these activities also support teaching and learning, promote experiential learning, engage students, and foster valuable contributions to accounting education and research.

Standard A8: The accounting academic unit's faculty, as a whole, includes a sufficient number of individuals with professional accounting credentials, qualifications, certifications, and professional experience, and the unit deploys these individuals in ways that are consistent with the unit's mission, expected outcomes, and supporting strategies. [FACULTY PROFESSIONAL CREDENTIALS—NO RELATED BUSINESS STANDARD]

Basis for Judgment

- Professional certifications, licenses, and experience demonstrated by the accounting academic unit's faculty and professional staff are appropriate with its mission and the degree programs it offers.
- The accounting academic unit provides support for maintenance of certifications and licenses.

Guidance for Documentation:

- Document the professional accounting credentials (including certifications, qualifications, and licenses) held by the unit's faculty and staff, as well as their experience in the field.
- Document the unit's support to help faculty earn and maintain the above.
- If a focus of the unit's academic degree programs is preparation of students to seek certifications, qualifications, and licenses, discuss how faculty's credentials, professional experiences, and related activities support this objective.

Standard A9: The accounting academic unit maintains and strategically deploys participating and supporting faculty who collectively and individually demonstrate significant academic and professional engagement and professional interactions that sustain the intellectual capital necessary to support high-quality outcomes consistent with the school's mission and strategies. [ACCOUNTING FACULTY QUALIFICATIONS AND ENGAGEMENT/PROFESSIONAL INTERACTIONS—RELATED BUSINESS STANDARD 15]

Definitions

- Initial academic preparation is assessed by earned degrees and other academic credentials. Initial professional experience is assessed by the nature, level, and duration of leadership and management position(s) in the practice of accounting and business and/or other types of organizational work.
- Sustained academic and professional engagement and professional interactions are combined with initial academic preparation and initial professional experience to maintain and augment a faculty member's qualifications, currency, and relevance in the field of teaching over time.
 - Academic engagement reflects faculty scholarly development activities that support integration of relevant, current theory of accounting, business, and management consistent with the accounting academic unit's mission, expected outcomes, and supporting strategies.
 - Professional engagement reflects faculty practice-oriented development activities that support integration of relevant, current practice of accounting, business, and management consistent with the academic unit's mission, expected outcomes, and supporting strategies.
 - Professional interactions include, but are not limited to, active participation in professional accounting organization activities, attendance at continuing professional accounting education programs, and personal meetings with practicing accounting professionals. Professional interactions also may include: work in public accounting, private industry, government, and non-profit organizations; the design and presentation of continuing professional development programs; field-based research; internships; consulting engagements; significant participation in business or accounting professional associations; service on committees, boards of business, accounting professional associations, or accounting professional licensing agencies; participation in professional events that focus on the practice of accounting and related issues; or other activities that place faculty members in contact with accounting practitioners. Professional interactions may also include activities that engage practitioners in the academic setting such as participation in research workshops and seminars.
- Qualified faculty status applies to faculty members who sustain intellectual capital in their fields of teaching, demonstrating currency and relevance of intellectual capital to support the academic unit's mission, expected outcomes, and strategies, including teaching, scholarship, and other mission components. Categories for specifying qualified faculty status are based on the initial academic preparation, initial professional experience, and sustained academic and professional engagement as described below.

Initial academic preparation and professional experience	Professional experience, substantial in duration and level of responsibility	Sustained engagement and professional interaction activities	
		Academic (Research/Scholarly)	Applied/Practice
		Scholarly Practitioners (SP)	Instructional Practitioners (IP)
Doctoral degree	Scholarly Academics (SA)	Practice Academics (PA)	

- Scholarly Academics (SA) sustain currency and relevance through scholarship and related activities. Normally, SA status is granted to newly hired faculty members who earned their research doctorates within the last five years prior to the review dates. Subsequent to hiring, SA status is sustained as outlined below.
- Practice Academics (PA) sustain currency and relevance through professional engagement, interaction, and relevant activities. Normally, PA status applies to faculty members who augment their initial preparation as academic scholars with development and engagement activities that involve substantive linkages to practice, consulting, other forms of professional engagement, etc., based on the faculty members' earlier work as an SA faculty member. PA status is sustained as outlined below.
- Scholarly Practitioners (SP) sustain currency and relevance through continued professional experience, engagement, or interaction and scholarship related to their professional backgrounds and experience. Normally, SP status applies to practitioner faculty members who augment their experience with development and engagement activities involving substantive scholarly activities in their fields of teaching. SP status is sustained as outlined below.
- Instructional Practitioners (IP) sustain currency and relevance through continued professional experience and engagement related to their professional backgrounds and experience. Normally, IP status is granted to newly hired faculty members who join the faculty with significant and substantive professional experience as outlined below. IP status is sustained as outlined below.
- Documenting faculty qualification status requires the academic unit to demonstrate faculty members are either "Scholarly Academics," "Practice Academics," "Scholarly Practitioners," or "Instructional Practitioners".
- Total faculty resources (SA, PA, SP, IP, and other) is the sum of **all** full and partial (based on a measure of **percent-of-time devoted to the school's mission**) assignments. For example, if a school has 12 faculty members 100 percent devoted to the mission and seven faculty members who are only 50 percent devoted to mission, total faculty resources equal 15.5.

Basis for Judgment

- The accounting academic unit must develop appropriate criteria consistent with its mission for the classification of faculty according to initial academic preparation, professional experience, ongoing scholarly and professional engagement, and ongoing professional interactions. The standard provides guidance only. Each academic unit should adapt this guidance to its particular situation and mission by developing and implementing criteria that indicate how the academic unit is meeting the spirit and intent of the standard. The critical factor in determining whether faculty members bring current and relevant information is the alignment of their engagement activities with their primary teaching responsibilities and with

the overall mission, expected outcomes, and strategies of the unit. The unit should develop specific policies to provide criteria by which qualifications status is granted and maintained. These criteria should address the following:

- The combinations of academic preparation and professional experience the unit requires of faculty at the time of hiring, as well as the types of academic and professional development activities the unit requires of faculty after they have been hired in order for them to sustain their qualification status.
- The priority and value the unit assigns to different continuing academic and professional engagement activities; the ways such activities support its portfolio of SA, PA, SP, and IP faculty; and the ways this portfolio reflects the unit's mission, expected outcomes, and strategies.
- The qualitative standards the unit sets for the various, specified development activities and the ways it assures the quality of these activities.
- An articulation of the depth, breadth, and sustainability of academic and professional engagement and professional interactions, linked to reasonable outcomes, that faculty are expected to undertake within the typical five-year AACSB review cycle in order to maintain their status.

These criteria may apply to the faculty resources as a whole or to segments of the faculty (e.g., by level of teaching responsibilities). Criteria for granting and for maintaining various qualifications for participating faculty who also hold significant administrative appointments (deans, associate deans, department head/chairs, center directors, etc.) in the business school may reflect these important administrative roles.

- Normally, a research doctoral degree is appropriate initial academic preparation for SA or PA status, and there must be ongoing, sustained, and substantive academic and/or professional engagement activities for sustaining SA and PA status.
- For SA and PA status, the less related faculty members' doctoral degrees are to their fields of teaching, the more they must demonstrate higher levels of sustained, substantive academic and/or professional engagement to support their currency and relevance in their fields of teaching and their contributions to other mission components. In such cases, the burden of proof is on the accounting academic unit to make its case for SA or PA status.
- Individuals with a graduate degree in law will be considered SA or PA to teach business law and legal environment of business subject to continuing, sustained academic and professional engagement that demonstrates relevance and currency in the field of teaching.
- Individuals with graduate degrees in taxation or appropriate combinations of graduate degrees in law and accounting will be considered SA or PA for teaching taxation subject to continued, sustained, and substantive academic and professional engagement that demonstrates relevance and currency in the field of teaching.
- If individuals have doctoral degrees that are less research-oriented or if their highest degrees are not doctorates, then they must demonstrate higher levels of sustained, substantive academic and/or professional engagement activities in support of currency and relevance in their fields of teaching and other mission components. The burden of proof is on the accounting academic unit to make its case for SA or PA status in such cases. AACSB expects that there will be only a limited number of cases (normally not to exceed 10%) in which individuals without doctoral degrees also have SA or PA status.
- Academic and professional engagement and professional interaction activities must be substantive and sustained at levels that support currency and relevance for the unit's mission, expected outcomes, and strategies. Engagement can result from the work of a single faculty member, collaborations between and among multiple faculty, or collaborations between faculty and other scholars and/or practitioners.
- Normally, faculty members may undertake a variety of academic engagement activities consistent with the unit's mission-linked research of accounting, business, and management

to support maintenance of SA status. A non-exhaustive list of academic engagement activities may include the following:

- Scholarly activities leading to the production of scholarship outcomes as documented in Standard A2
 - Relevant, active editorships with academic journals or other business publications
 - Service on editorial boards or committees
 - Validation of SA status through leadership positions, participation in recognized academic societies and associations, research awards, academic fellow status, invited presentations, etc.
- Normally, faculty may undertake a variety of professional engagement activities to interact with accounting, business, and management practice to support maintenance of PA status. A non-exhaustive list of professional engagement activities may include the following:
 - Consulting activities that are material in terms of time and substance
 - Faculty internships
 - Development and presentation of continuing professional education activities or executive education programs
 - Sustained professional work supporting qualified status
 - Significant participation in accounting or business professional associations
 - Practice-oriented intellectual contributions detailed in Standard A2
 - Relevant, active service on boards of directors
 - Documented continuing professional education experiences
 - Participation in professional events that focus on the practice of accounting, business, management, and related issues
 - Participation in other activities that place faculty in direct contact with organizational leaders in accounting, business, management, or related fields
- Normally, at the time an accounting academic unit hires an IP or SP faculty member, that faculty member's professional experience is current, substantial in terms of duration and level of responsibility, and clearly linked to the field in which the person is expected to teach.
 - The less related the faculty member's initial professional experience is to the field of teaching or the longer the time since the faculty member's relevant experience occurred, the higher the expectation is for that faculty member to demonstrate sustained academic and/or professional engagement related to the field of teaching in order to maintain professional qualifications.
 - Normally, IP and SP faculty members also have master's degrees in disciplines related to their fields of teaching. In limited cases, IP or SP status may be appropriate for individuals without master's degrees if the depth, duration, sophistication, and complexity of their professional experience at the time of hiring outweighs their lack of master's degree qualifications. In such cases, the burden of proof is on the academic unit to make its case.
 - For sustained SP status, a non-exhaustive list of academic and professional engagement activities may include the following:
 - Relevant scholarship outcomes as documented in Standard A2
 - Relevant, active editorships with academic, professional, or other business/management publications
 - Service on editorial boards or committees
 - Validation of SP status through leadership positions in recognized academic societies, research awards, academic fellow status, invited presentations, etc.
 - Development and presentation of continuing professional education activities or executive education programs

- Substantive roles and participation in academic associations
 - Substantive participation in research seminars and workshops
- For sustained IP status, a non-exhaustive list of professional engagement activities and interactions may include the following:
 - Consulting activities that are material in terms of time and substance
 - Faculty internships
 - Development and presentation of continuing professional education activities or executive education programs
 - Sustained professional work supporting IP status
 - Significant participation in accounting and business professional associations and societies
 - Relevant, active service on boards of directors
 - Documented continuing professional education experiences
 - Participation in professional events that focus on the practice of accounting, business, management, and related issues
 - Participation in other activities that place faculty in direct contact with business and other organizational leaders
- The accounting academic unit's blend of SA, PA, SP, and IP faculty members in support of degree programs, locations, and disciplines and other mission components must result from a strategic choice and be consistent with the unit's mission, expected outcomes, and strategies.
 - Professional interactions are consistent with the unit's mission, expected outcomes, and supporting strategies, as well as with its degree program portfolio and expectations for graduates.
 - Normally, at least 90 percent of faculty resources are Scholarly Academics (SA), Practice Academics (PA), Scholarly Practitioners (SP), or Instructional Practitioners (IP).
 - Normally, at least 40 percent of faculty resources are Scholarly Academics (SA).
 - Normally, at least 60 percent of faculty resources are Scholarly Academics (SA), Practice Academics (PA), or Scholarly Practitioners (SP).
 - In the aggregate, qualifications in the academic unit's portfolio of participating and supporting faculty members are sufficient to support high-quality performance in all activities in support of the school's mission, expected outcomes, and strategies.
 - The academic unit ensures students in all programs, disciplines, locations, and delivery modes are supported by high-quality learning experiences delivered or directed by an appropriate blend of qualified faculty that is strategically deployed and supported by an effective learning infrastructure. For example, accounting academic units with research doctoral and research master's degree programs are expected to have higher percentages of SA and PA faculty, with a strong focus on SA faculty, and place high emphasis on faculty who possess research doctoral degrees and who undertake scholarly activities to maintain SA status. Accounting academic units that emphasize practice-oriented degrees may have a more balanced approach to the distribution of SA, PA, SP, IP, and other faculty members, subject to the limitations in the stated guidance and criteria that place high emphasis on a balance of theory and practice.
 - Qualified faculty are appropriately distributed across all programs, locations, disciplines, and delivery modes. The deployment of faculty resources is consistent with mission, expected outcomes, and strategies. If accounting faculty teach across more than one accounting-related sub-discipline (e.g. financial, managerial, assurance services, and tax), the accounting academic unit is responsible for documenting that all faculty are appropriately qualified for their fields of instruction.

- During the initial three-year implementation period of these standards (2013-2016), accounting academic units are expected to make progress toward adjusting their deployment of faculty across the four categories. Academic units are expected to make progress each year during the implementation period, especially related to the 60 percent threshold for SA+PA+SP. At the end of the implementation period, accounting academic units should fully satisfy the standard.

Guidance for Documentation

- For its documentation in support of Standards A4 and A9, the accounting academic unit may refer the peer review team to the documentation for Standards 5 and 15 of the business school accreditation review if the information supplied in the business school accreditation review is sufficient for the team to conduct an in-depth review of accounting faculty sufficiency and qualifications. If this is not the case, the unit must provide separate tables. The accounting academic unit should provide its policies related to faculty qualifications and summarize its approach to the deployment of faculty resources across the academic unit in accordance with its mission, strategies, and expected outcomes.
- The accounting academic unit must complete Table A9-1 to document the qualification status of participating and supporting faculty members, the percent of their time that is devoted to mission, and the ways their work aligns with the objective expectations detailed above. Graduate students or the equivalent with teaching responsibilities must be included in Table A9-1. Table A9-1 must not include faculty members who left prior to the normal academic year reflected in Table A9-1. Table A9-1 must include faculty members who joined the accounting academic unit during the normal academic year reflected in Table A9-1. Peer review teams may request documentation for additional years; for individual terms; or by program, location, delivery mode, and/or disciplines.
- The accounting academic unit should provide an analysis of the deployment of SA, PA, SP, IP, and other faculty by aggregate degree program level (bachelor's, master's, doctoral). The unit must complete Table A9-2 to demonstrate deployment of faculty resources across each degree program level. Peer review teams may request more detail related to a discipline, program, delivery mode, and/or location.
- The accounting academic unit should provide information on each faculty member. This information may be provided in the form of academic vitae or equivalent documents, but must include sufficient detail as to actions, impacts, and timing to support an understanding of faculty engagement activities and their impact on the deployment of qualified faculty resources.
- The accounting academic unit should summarize the depth and breadth of professional interactions that its faculty has demonstrated over the AACSB peer review period.

TABLE A9-1: FACULTY SUFFICIENCY AND QUALIFICATIONS SUMMARY FOR THE MOST RECENTLY COMPLETED NORMAL ACADEMIC YEAR (RE: Standards A4 AND A9)¹

Faculty Portfolio			Faculty Sufficiency		Normal Professional Responsibilities ³	Percent of Time Devoted to Mission for Each Faculty Qualification Group ⁵					Brief Description of Basis for Qualification (enter brief quantitative and/or qualitative information corresponding to the accounting academic unit's criteria for each category)
Faculty Member's Name (List individually in sections reflecting the unit's faculty organizational structure (e.g., departments and research groups) ¹	Date of First Appointment to the unit	Highest Degree, Year Earned	Participating Faculty Productivity (P) ²	Supporting Faculty Productivity (S) ²		Scholarly Academic (SA) ⁴	Practice Academic (PA) ⁴	Scholarly Practitioner (SP) ⁴	Instructional Practitioner (IP) ⁴	Other (O) ⁴	
Faculty Sufficiency Indicators ¹ :						Faculty Qualifications Indicators ¹ :					
<ul style="list-style-type: none"> Overall: $P/(P+S) \geq 75\%$ By discipline, location, or program: $P/(P+S) \geq 60\%$ 						<ul style="list-style-type: none"> Minimum SA: $(SA)/(SA + PA + SP + IP + O) \geq 40\%$ Minimum SA + PA + SP: $(SA + PA + SP)/(SA + PA + SP + IP + O) \geq 60\%$ Minimum SA + PA + SP + IP: $(SA + PA + SP + IP)/(SA + PA + SP + IP + O) \geq 90\%$ 					

1. This summary information is useful in assisting the peer review team in its initial assessment of alignment with Standards A4 and A9. The summary information allows the team to effectively focus its in-depth review of individual faculty vitae or other documents supporting the conclusions presented in the table. List all faculty contributing to the mission of the accounting unit including participating and supporting faculty, graduate students who have formal teaching responsibilities and administrators holding faculty rank. For faculty not engaged in teaching, leave columns 4 and 5 (Faculty Sufficiency) blank. Faculty who left during the time frame represented in the table should not be included. Faculty members who joined the unit for any part of the time frame are to be included.

The unit must explain the “normal academic year” format/schedule. Peer review teams may request documentation for additional years; for individual terms; by programs, location, and/or discipline.

2. The measure of “teaching productivity” must reflect the operations of the accounting academic unit, e.g., student credit hours (SCHs), European Credit Transfer Units (ECTUs), contact hours, individual courses, modules, or other designations that are appropriately indicative of the teaching contribution of each faculty member. Concurrence of the metric must be reached with the peer review team early in the review process. If a faculty member has no teaching responsibilities, he or she must be listed and reflected in the qualifications part of the table.
3. Indicate the normal professional responsibilities of each faculty member using the following guide: UT for undergraduate teaching; MT for master’s level teaching; DT for doctoral level teaching/mentoring; ADM for administration; RES for research; ED for executive education; SER for other service and outreach responsibilities. A faculty member may have more than one category assigned.
4. For faculty qualifications based on engagement activities, faculty members may be Scholarly Academic (SA), Practice Academic (PA), Scholarly Practitioner (SP), Teaching Practitioner (IP), or Other (O). Faculty members should be assigned one of these designations based on the unit’s criteria for initial qualifications and continuing engagement activities that support currency and relevance in the teaching field and to support other mission components. Faculty members may be assigned to more than one category, but must be listed only once. Doctoral students who have obtained ABD status are considered SA or PA (depending on the nature of the doctoral degree) for 3 years. Faculty who have earned a doctoral degree will be considered SA or PA (depending on the nature of the doctoral degree) for 5 years from the date the degree is awarded. The “Other” category should be used for those individuals holding a faculty title but whose qualifications do not meet the criteria the unit has established for SA, PA, SP, or IP status.
5. The “percent of time devoted to mission” reflects each faculty member’s contributions to the unit’s overall mission during the period of evaluation. Reasons for less than 100 percent might include part-time employment, shared appointment with another academic unit, or other assignments that make the faculty member partially unavailable to the unit. A full-time faculty member’s percent of time devoted to mission is 100 percent. For doctoral students who have formal teaching duties, the percent of time devoted to mission should reflect their teaching duties only and not any other activities associated with their roles as a student, e.g., taking coursework, work on a dissertation. For example, a doctoral student who teaches one class over the normal academic year and a part-time faculty member whose responsibilities are limited to the same level of activity should be assigned the same “percent of time devoted to mission.”

TABLE A9-2: DEPLOYMENT OF PARTICIPATING AND SUPPORTING FACULTY BY QUALIFICATION STATUS IN SUPPORT OF DEGREE PROGRAMS FOR THE MOST RECENTLY COMPLETED ACADEMIC YEAR

Percent of teaching (Indicate metric used, credit hours, contact hours, courses taught, or another metric appropriate to the accounting academic unit)						
	Scholarly Academic (SA) %	Practice Academic (PA) %	Scholarly Practitioner (SP) %	Instructional Practitioner (IP) %	Other (O) %	Total ¹ %
Bachelor's						
MBA						
Specialized Master's						
Doctoral Program						
Other (Specify)						

1. Provide information for the most recently completed normal academic year . Each cell represents the percent of total teaching (whether measured by credit hours, contact hours, courses taught or another metric appropriate to the school) for each degree program level by faculty qualifications status. The sum across each row should total 100 percent. Provide a brief analysis that explains the deployment of faculty as noted above to mission, expected outcomes, and strategies.

APPENDIX

EXAMPLES OF IMPACT METRICS IN SUPPORT OF DOCUMENTATION

Examples of metrics that accounting academic units might use to assess the impact of their activities, including scholarship and the creation of intellectual contributions, are provided below. Some activities, including scholarship, may have multiple impacts, while others may have limited or no impact. Sometimes the impact of an activity or intellectual contribution may not be known or identifiable for a number of years. It is also important to note that evidence that intellectual contribution outcomes have “made a difference” may result from a single outcome produced by one or more faculty members and/or students, a series or compilations of works, or collaborative work with colleagues at other institutions or in practice. The categories and examples provided below are not intended to be limiting or exhaustive. Accounting academic units may identify or report other examples not listed below, including impact on constituencies such as society, community, business practitioners, students, alumni, etc.

MISSION ALIGNMENT IMPACT

- Alignment of intellectual contribution outcomes with themes or focus areas valued by the accounting academic unit’s mission (e.g., social justice, global development, and innovation)
- Percentage of intellectual contribution outcomes that align with one or more “mission-related” focus areas for research
- Percentage of faculty with one or more intellectual contribution outcomes that align with one or more mission-related focus areas
- Research awards and recognition that document alignment with one or more “mission-related” focus areas for research
- Substantive impact and carry-forward of mission as stated in Standard 1A and as referenced throughout the remaining accreditation standards
- Linkage between mission as stated in Standard 1A and financial history and strategies as stated in Standard 3A

ACADEMIC IMPACT

- Publications in highly recognized, leading peer-review journals (a designated journal list, Top 3, Top 10, etc.)
- Citation counts
- Download counts for electronic journals
- Editorships, associate editorships, editorial board memberships, and/or invitations to act as reviewers for recognized, leading peer-review journals
- Elections or appointments to leadership positions in academic or professional associations and societies
- Recognitions for research (e.g., Best Paper Award), Fellow Status in an academic society, and other recognition by professional or academic societies for intellectual contribution outcomes
- Invitations to participate in research conferences, scholarly programs, or international, national, or regional research forums
- Inclusion of academic work in the syllabi of other professors’ courses
- Use of academic work in doctoral seminars
- Competitive grants awarded by major national and international agencies (e.g., NSF and NIH) or third-party funding for research projects
- Patents awarded

- Appointments as visiting professors or scholars in other schools or a set of schools

TEACHING/INSTRUCTIONAL IMPACT

- Grants for research that influence teaching/pedagogical practices, materials, etc.
- Case studies of research leading to the adoption of new teaching/learning practices
- Textbooks, teaching manuals, teaching materials, etc., that are widely adopted by peers and/or practitioners (by number of editions, number of downloads, number of views, use in teaching, sales volume, etc.)
- Publications that focus on research methods and teaching
- Research-based learning projects with companies, institutions, or non-profit organizations
- Instructional software (by number of programs developed, number of users, etc.)
- Case study development (by number of studies developed, number of users, etc.)

BACHELOR'S/MASTER'S LEVEL EDUCATION IMPACT

- Mentorship of student research reflected in the number of student papers produced under faculty supervision that lead to publications or formal presentations at academic or professional conferences
- Documented improvements in learning outcomes that result from teaching innovations that incorporate research methods from learning/pedagogical research projects
- Hiring/placement of students
- Career success of graduates beyond initial placement
- Placement of students in research-based graduate programs
- Direct input from organizations that hire graduates regarding graduates' preparedness for jobs and the roles they play in advancing the organization
- Movement of graduates into positions of leadership in for-profit, non-profit, and professional and service organizations

DOCTORAL EDUCATION IMPACT

- Hiring/placement of doctoral students, junior faculty, and post-doctoral research assistants.
- Publications of doctoral students and graduates
- Invited conference attendance, as well as awards/nominations for doctoral students/graduates
- Research fellowships awarded to doctoral students/graduates
- Funding awards for students engaged in activities related to doctoral research
- Case studies that document the results of doctoral research training activities, such as the transfer of knowledge to industry and impact on corporate or community practices
- Research outputs of junior faculty members (including post-doctoral junior professors, assistant professors, doctoral research assistants, and doctoral students) that have been influenced by their mentors/supervisors

PRACTICE /COMMUNITY IMPACT

- Media citations (number, distribution, and effect)
- Requests from the practice community to utilize faculty expertise for consulting projects, broadcast forums, researcher-practitioner meetings, faculty/student consulting projects, etc.)
- Development and delivery of training or continuing professional education materials

- Publications in practitioner journals or other venues aimed directly at improving accounting and management expertise and practice
- Consulting reports
- Research income from various external sources such as industry and community/governmental agencies to support individual and collaborative research activities
- Case studies based on research that has led to solutions to accounting and business problems
- Adoption of new practices or operational approaches as a result of faculty scholarship
- Presentations and workshops for accounting, business, and management professionals
- Invitations for faculty to serve as experts on policy formulation, witnesses at legislative hearing, members of special interest groups/roundtables, etc.
- Tools/methods developed for companies
- Memberships on boards of directors of corporate and non-profit organizations

EXECUTIVE EDUCATION IMPACT

- Sustained and consistent involvement of research-active faculty in executive education programs
- Sustained success of executive education programs based on demand, level of participation, and repeat business
- Market research confirming value of executive education programs delivered by research-active faculty
- Consulting activities of research-active faculty that stem from participation in executive education activities
- Inclusion of cases and other materials in degree programs that can be identified as resulting from executive education activity
- Partnerships between the accounting academic unit and organizations that participate in executive education programs, which benefit the school's teaching, research, and other activities and programs
- Involvement of executive education participants and their organizations in the teaching mission of the accounting academic unit (e.g., executive-in-residence program)
- Linkage between organizations participating in executive education and student internships, as well as placement of graduates in entry-level positions

RESEARCH CENTER IMPACT

- Invitations by governmental or other agencies/organizations for center representatives to serve on policy-making bodies
- Center research projects funded by external governmental, or business, or non-profit agencies
- Continued funding (e.g., number of donors, scale of donations)
- Number of visits to research center website (e.g., tracking data from Google Analytics)
- Number of attendees (representing academics, practitioners, policymakers, etc.) at center-sponsored events
- Sustained research center publications that are funded by external sources or that are highly recognized as authoritative sources of analysis and perspectives related to the center's core focus