

# **THE PROPOSED NEW AACSB ACCREDITATION STANDARDS: IMPLICATIONS FOR MARKETING DEPARTMENTS AND FACULTY**

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## **Abstract**

The session explores the implications of the AACSB Blue Ribbon Committee's proposed new accreditation standards for marketing departments and for marketing faculty. New expectations for mission alignment, for assurance of learning practices, for faculty qualification categories, for intellectual contributions, and for non-credit executive education in the proposed standards will require reshaping the policies and practices of marketing departments and faculty. The effects on faculty work life are discussed in hopes of aiding MEA members prepare for the anticipated transition to the new accreditation standards.

### **Strategic Management Standards**

Marketing departments will need to revisit mission, diversity, and accountability issues. The mission should be clear and distinctive and should permeate the school's and department's culture. The department should have a record of achievement and continuous improvement in mission accomplishment. Intellectual contributions on the whole should align with the mission. Financial resources should align with and adequately provide for mission accomplishment. Overall, the new paradigm reflected in the new AACSB standards emphasizes constructive alignment of all the department's activities with the school's mission.

### **Student Progress Standards**

Departments will need to show that students are making progress towards their degrees (graduation rates and time to completion) and towards career (career development activities and placement rates).

### **Faculty Sufficiency Standards**

As previously, departments will need to show that the faculty complement is sufficient overall and with regard to academic and professional qualifications and with participative-supportive engagement. Departments will be expected to integrate professional staff into the analysis and explain the contributions made by professional staff roles. A new faculty qualification framework with four categories of faculty rather than two (AQ or PQ) will be used to reflect increased

emphasis on the intersections of theory and practice and on academic and professional faculty engagements.

### **Intellectual Contributions Standards**

Alignment with and contribution to mission will be more heavily emphasized. A new reporting schedule will be required that provides for a wider array of types of intellectual contributions. Additionally, new emphasis will be placed on assessing the impact of intellectual contributions and the contributions of professional staff will be included.

### **Learning and Teaching Standards**

Curriculum management and assurance of learning standards will be grouped together and AoL will be seen as integral with curriculum management. Marketing departments will need to show how their curriculum responds to the needs of 21<sup>st</sup> century business – knowledge and skills, to the changing landscape of technology and learning delivery systems, to the economic pressures on business schools, and how it is being innovative in delivery. Student-student and student-faculty interactions and engagement must be facilitated, especially for online programs. Programs leading to the same degree must be equivalent. Processes for enhancing teaching effectiveness across delivery approaches must be present. Staff participation in student learning will be included in reviews. Non-degree executive education programs will be given more attention in reviews.

### **Interconnectedness of Standards**

The interconnections among the standards are being explicitly recognized. Marketing departments will need to explain how, on the whole, they are contributing to the quality of the school and advancing the school's mission.