


August 8, 2014

MEMORANDUM

To: WCBA Faculty and Staff

From: John Kraft 

Subject: AACSB Continuous Improvement, 2014 Accomplishments and Future Guidance

The college had a very successful maintenance of accreditation visit last Spring. The members of the review team; Dan Smith, former Dean of the Kelley School of Business: Indiana University, Dave Ikenberry, Dean of the Leeds School of Business: University of Colorado-Boulder, Frances Ayres, Director of the Steed School of Accounting: University of Oklahoma, and William Holder, Dean of the Leventhal School of Accounting: Southern Cal, were impressed with the college's accomplishments as well as our outlook for future success.

New AACSB Standards

In April '13, after two years of study and collaboration with the global management community, the membership of AACSB ratified a new set of accreditation standards. The three overarching themes of the revised standards are innovation, impact, and engagement. A link to the new standards is available at www.aacsb.edu/en/accreditation/standards/2013-business.aspx. The college will be assessed during the Spring '19 visit under these standards. The timeframe for the assessment is Fall '13 - Summer '18.

PLANNING GUIDANCE

Continued Focus on the College's Strategic Plan

The Academic Unit Heads, in conjunction with the program directors, will continue to focus on the strategic plan that was adopted in Spring '13 (www.warrington.ufl.edu/mywarrington/docs/StrategicPlan.pdf). Emphasis will continue to be placed on the following six goals:

- 1) Achieve high national recognition among public AAU business schools,
- 2) Maintain and enhance our education of high-quality business people,
- 3) Maintain a strong commitment to the college's research culture,
- 4) Enhance and manage the college's fiscal position,
- 5) Lead in the use of innovative instructional delivery,
- 6) Enhance outreach to key constituents.

Faculty Qualifications

Under the previous AACSB standards, there were three faculty qualification designations: academically qualified (AQ), professionally qualified (PQ), and other. Under the revised standards, these categories were adjusted in the following manner.

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

Scholarly Academic (SA): *Sustain currency and relevance through scholarship and related activities.*

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 in activities that involve substantive linkages to practice, consulting and other forms of professional engagement.*

Scholarly Practitioner (SP): *Sustain currency and relevance through continued professional experience, engagement, or interaction and scholarship related to their professional background and experience. Normally, SP status applies to practitioner faculty members who augment their experience with development and engagement in activities involving substantive scholarly activities in their fields of teaching.*

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 a research-one institution, the college has set the following goals in this area:

SA Faculty: Greater than 70%

SA+PA+SP Faculty: Greater than 75%

SA+PA+SP+IP Faculty: Greater than 90%

In the coming weeks, Dr. Erenguc, in conjunction with the Academic Unit Heads, will finalize a draft set of WCBA standards for each of these new designations. The draft will be ready for faculty review in early Fall '14. The goal is to have faculty approval of the revised standards by the end of the fall term.

Teaching Effectiveness

The revised AACSB standards place a greater emphasis on effective teaching. Specifically, Standard 12 calls for the following:

The school has policies and processes to enhance the teaching effectiveness of faculty and professional staff involved with teaching across the range of its educational programs and delivery modes.

The basis for judgment are the following criteria:

- *The school has a systematic process for evaluating quality as an integral component of the faculty and professional staff performance review process. This process should extend beyond student evaluations of teaching and include expectations for continuous improvement.*
- *The school provides development activities focused on teaching enhancement to all faculty members, appropriate professional staff, and graduate students who have teaching responsibilities across all delivery modes.*
- *Faculty are adequately prepared to teach while employing the modalities and pedagogies of degree programs.*
- *Faculty and professional staff substantially participate in teaching enhancement activities.*

I have asked Rich Lutz, chair of the college's Teaching Committee, and Tawnya Means, Director of the Center for Teaching, Learning, and Assessment (CTLA), to focus on four areas:

- Development of teaching effectiveness seminars geared toward Ph.D. students and lecturers.
- Establishment of a faculty mentorship program for Ph.D. students who teach undergraduates.
- Development of a program that focuses on peer review of teaching and analysis of pedagogy.
- Continuation of the solid one-on-one work between faculty and CTLA staff (e.g., IMBA, UF Online).

Assurance of Learning (AoL)

The college's AoL program was cited for excellence during the most recent AACSB peer review. Building on that momentum, the faculty lead for each of our degree programs, along with the appropriate review committee, will focus on measuring and evaluating the learning goals and objectives of each degree program at least twice by the end of the '17-'18 academic year. It is expected that most faculty leads will choose to conduct their reviews during the '14-'15 and '16-'17 academic years. Mike King and Tawnya Means are the college's AoL subject matter experts. They will reach out to each faculty lead early in Fall '14 to answer any questions about what needs to be accomplished over the next four years. Specifics on the college's AoL program (e.g., faculty lead, membership of review committees, degree program goals and objectives, curriculum maps, timelines, etc.) are available at www.warrington.ufl.edu/centers/ctla/assurance.asp. Academic program directors and faculty leads should also be mindful of the programmatic goals that are reportable as part of the university's institutional effectiveness initiative.