New AACSB Standards Adopted

The new AACSB Standards were unanimously approved on April 8, 2013 at the Annual Conference in Chicago. The new standards streamline the previous 21 standards to 15 standards, eliminating much of the redundancy in the previous standards. The overarching themes in the new standards are Innovation, Impact, and Engagement. The new standards are organized into 4 sections as shown below. The new standards are very similar to the previous standards, except for Standards 2 and 15.

Standard 2 addresses Intellectual Contributions (ICs), Impact, and Alignment with the Mission. Similar to the previous standard, we are required to report in Table 2-1 a 5-year summary of ICs. However, the new standard now requires us to document how these ICs align with the College's mission, expected outcomes, and strategy, and the quality and impact of these ICs. In preparation for the next accreditation visit, we need to define "quality" and "impact". The new standards provide some guidance in defining "quality" and "impact".

Goodbye AQ/PQ, hello SA/PA/SP/IP! Standard 15 provides guidance on new definitions of faculty qualifications and engagement. The Academically Qualified (AQ) and Professionally Qualified (PQ) designations are no longer applicable. There are now four definitions of faculty qualifications: Scholarly Academics (SA), Practice Academics (PA), Scholarly Practitioners (SP), and Instructional Practitioners (IP). At least 40% of faculty needs to be SA, 60% needs to be SA, PA, or SP, and 90% needs to be SA, PA, SP, or IP. Standard 15 is further detailed on the next page. This fall semester (Fall 2013), we will be holding forums to obtain feedback from faculty to develop new policies to define SA, PA, SP, and IP specific to our College.

Strategic Management and Innovation (Standards 1-3)
Standard 1: Mission, Impact, Innovation
Standard 2: Intellectual Contributions, Impact, and Alignment with Mission
• Table 2-1: Intellectual Contributions
     Part A: Five-Year Summary of Intellectual Contributions
     Part B: Alignment with Mission, Expected Outcomes, & Strategy
     Part C: Quality of Five-Year Portfolio of Intellectual Contributions
     Part D: Impact of Intellectual Contributions
Standard 3: Financial Strategies and Allocation of Resources

Participants - Students, Faculty, and Professional Staff (Standards 4-7)
Standard 4: Student Admissions, Progression, and Career Development
Standard 5: Faculty Sufficiency and Deployment
Standard 6: Faculty Management and Support
Standard 7: Professional Staff Sufficiency and Deployment

Learning and Teaching (Standards 8-12)
Standard 8: Curricula Management and Assurance of Learning
Standard 9: Curriculum Content
Standard 10: Student-Faculty Interactions
Standard 11: Degree Program Educational Level and Equivalence
Standard 12: Teaching Effectiveness

Academic and Professional Engagement (Standards 13-15)
Standard 13: Student Academic and Professional Engagement
Standard 14: Executive Education
Standard 15: Faculty Qualifications and Engagement
• Table 15-1: Faculty Sufficiency and Qualifications Summary for the Most Recently Completed Normal Academic Year (Re: Standards 5 and 15)
• Table 15-2: Deployment of Participating and Supporting Faculty by Qualification Status in Support of Degree Programs for the Most Recently Completed Normal Academic Year

---

MAINTENANCE OF ACCREDITATION TIMELINE

2013-2014
7/13 Submitted Maintenance Review Application
Strategic Management Plan
Business School Questionnaire
Assurance of Learning Activities

2014-2015
Strategic Management Plan
Business School Questionnaire
Assurance of Learning Activities
Scope Confirmed
Select Peer Review Team
Set Visit Date

2015-2016
Strategic Management Plan
Business School Questionnaire
Assurance of Learning Activities
Submit Maintenance Report
Peer Review Team Visit

Standard 15: Faculty Qualifications and Engagement

The following is an excerpt from Standard 15 as posted on the AACSB website:
http://www.aacsb.edu/accreditation/business/standards/2013/academic-and-professional-engagement/standard15.asp

$SA \geq 40\%$

$SA + PA + SP \geq 60\%$

$SA + PA + SP + IP \geq 90\%$

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.

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.

Scholarly Practitioners (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 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.

New Vision, Mission, and Values Statement

Our Vision, Mission, and Values Statement has been revised to align with the new AACSB standards. The AACSB standards emphasize the importance of the College Mission statement as the driver of strategic management practices that are vital components of the maintenance of AACSB accreditation. The new Mission statement incorporates the University's Mission regarding "Powering Silicon Valley" and embraces the themes of Innovation, Impact and Engagement. "Excellence, Ethics, Entrepreneurship, and Engagement" (the four E's) exemplifies the College's Core Values.

Many thanks go out to the multitude of faculty who participated in the revision process through their involvement in various committees (Core Course Community, Undergraduate Curriculum Committee, Graduate Curriculum Committee, College Management Team, Accreditation Steering Committee, and Academic Planning Council) and attendance at the Forums in March and April 2013. Also, thanks to all of you who participated in the voting process for approval of the new Mission statement.

Vision, Mission, and Values

As Silicon Valley's largest and oldest public university, San Jose State University has been serving the educational needs of our community and its global marketplace since 1857. Founded in 1928, the College of Business has been accredited since 1967 by the AACSB International, the world's preeminent accreditation body for business schools. We are the largest provider of business graduates to Silicon Valley and a major contributor to what the Valley is today.

VISION

Our College powers Silicon Valley by serving the global and diverse demands of this dynamic and innovative business environment. We provide a 21st century education to enable the success of our students, employers, and the community.

MISSION

We are the institution of opportunity in Silicon Valley, educating future leaders through experiential learning and character development in a global business community and by conducting research that contributes to business theory, practice and education.

CORE VALUES

Excellence - We are driven by standards of excellence in teaching, research and service

Ethics - We set the highest standards of academic and professional behavior to encourage social responsibility

Entrepreneurship - We foster a culture of innovation and creativity

Engagement - We build a culture that values diversity, open communication, and collaboration

IMPLICATIONS OF OUR MISSION

Institution of opportunity - We offer a high-value quality education that empowers both working and full-time students, of all ages and diverse backgrounds, to transform their lives.

Experiential student learning - We educate students using innovative pedagogies and experiential learning, through engagement with local and global businesses and communities, professional development, and cross-cultural experiences.

21st century education - We create a technology-mediated learning environment and continuously improve and develop programs that engage, impact, and add value to both business and society.

Leadership in a global business community - We provide a talent pool, idea leadership, and business community engagement through our institutes and centers of excellence that support Silicon Valley's growth in the global marketplace.

Research - Our diverse faculty focuses on research and professional engagement that impact the theory and practice of business and education in Silicon Valley and beyond.

UCEP Moving Forward: An Evergreen Process

The Undergraduate Curriculum Enhancement Project (UCEP) has finished its work approximately three and half years after its inception. Through extensive data collection and faculty involvement, the UCEP efforts have resulted in the development of new initiatives under two broad headings: Curriculum Management Structural Enhancements and Curriculum Enhancement Ongoing Initiatives.

Curriculum Management Structural Enhancements

Core Course Community (CCC). The core curriculum provides students with foundational knowledge necessary for their chosen concentrations and complementary knowledge well-rounded business professionals need in business topics outside of their concentrations. The purpose of the CCC is to: 1) Foster a programmatic focus across departments and concentrations; 2) Create a long-term structure to coordinate, enhance, and improve BSBA curriculum; and 3) Take on assessment role for BSBA program (replacing College of Business (CoB) Assessment Committee). Core Courses: Bus 10, 20, 21, 80, 91L, 130, 140, 160, 170, 187, 188, 190, 189.

BSBA Program Learning Goal Task Forces. A task force has been created to advance each learning goal. The task forces work with faculty and the CCC to coordinate the content of the core courses pertaining to the learning goal from a programmatic perspective. Task Forces: Communication – Written and Oral; Ethics; Teams; Critical Thinking; Innovation; Quantitative Skills; Global (Part of Goal 1); Business Productivity Skills.

Concentration Review and Enhancement Facilitators. The purpose of the concentration review process is to: 1) Enhance the quality of the concentration; 2) Ensure that the concentration facilitates student learning; and 3) Prepare for AACSB review. There is one facilitator for each concentration.

Curriculum Enhancement Ongoing Initiatives

Undergraduate Curriculum Enhancement Grant Program. This program is designed to encourage the development and testing of promising curriculum enhancement ideas generated by faculty. Examples of curriculum enhancements include content modules, experimental courses, application of new technology or pedagogy in the classroom, projects, lecture aids, collaborations, etc. that address a specific need (such as closing the loop) or College mission/core value identified by the proposer. The number of grants awarded: 4 in spring 2011, 2 in spring 2012, and 3 in spring 2013. Grant recipients present their projects at the inception stage to obtain feedback from colleagues and at the conclusion stage to disseminate their results and lessons learned.

Resource Websites. The Quantitative Skills Task Force developed the Math Buddy Resource website in AY2011-2012 and launched in fall 2012. The website includes tutorials for the following: Math Fundamentals; Bus90 Math Resources; Bus190 Math Resources; and Excel Fundamentals. (http://www.cob.sjsu.edu/mathbuddy/index.html) BSBA learning goal task forces will use this as a model to develop similar ones for each goal as appropriate.

Core Course Input/Output Matrix. The Matrix provides the following information for each core course: 1) Knowledge and skills students should possess prior to enrolling in the course; 2) Knowledge and skills students should possess after successfully completing the course; 3) Official required prerequisite courses; 4) Catalog description; and 5) Course learning objectives.
Syllabus Templates. Syllabus templates have been developed for each of the core courses and are currently being used by faculty teaching the core courses. This encourages consistency in topic coverage among all sections of each core course.

Ethics Speaker Series. Ethics is one of the four core values of the CoB. We revised our Ethics goal in fall 2011 to better align with the Giving Voice to Values Framework. In October 2011, Dr. Mary Gentile, Director of Giving Voice to Values at Babson College, held a workshop for the Philosophy Department and CoB faculty. In spring 2013, the Ethics Speaker Series was launched (http://www.sjsu.edu/cob/conniffspeakerseries/index.html).

CIP Grant "*College of Business Writing Across the Curriculum (WAC) Micro-Insertion Program; Writing Instruction Manual & Micro-Insertions for CoB Faculty; Faculty Workshops.* With the goal of strengthening the writing skills of CoB students, a team comprised of faculty from the CoB, English, Linguistics and Language Development (LLD) and Communication Studies Departments were awarded a CIP Grant in December 2011 proposing a Writing Across the Curriculum (WAC) program. The Grant resulted in the following deliverables: 1) An external review of writing in the CoB; 2) A shared assessment rubric for all 100W classes serving BSBA students; 3) Assessments of 100W and Bus 189 Writing; 4) A library of WAC micro-insertions and instructions resources which includes the centerpiece of the project the Writing Instruction Manual & Micro-Insertions for CoB Faculty; 5) A longitudinal, integrated plan for WAC micro-insertions in core CoB courses taken by all business students; 6) Pilot of a writing tutor program within the CoB.

Curriculum Management Plan: An Evergreen Process

UCEP has developed a Curriculum Management Plan to implement and institutionalize the various Curriculum Management Structural Enhancements and Curriculum Enhancement Ongoing Initiatives. This plan is designed to be an "Evergreen Process" which promotes continuous improvement. The Curriculum Management Plan is presented on the next page. A UCEP Repository will be available online that summarizes all of the UCEP activities and data collected.

UCEP Curriculum Management Plan
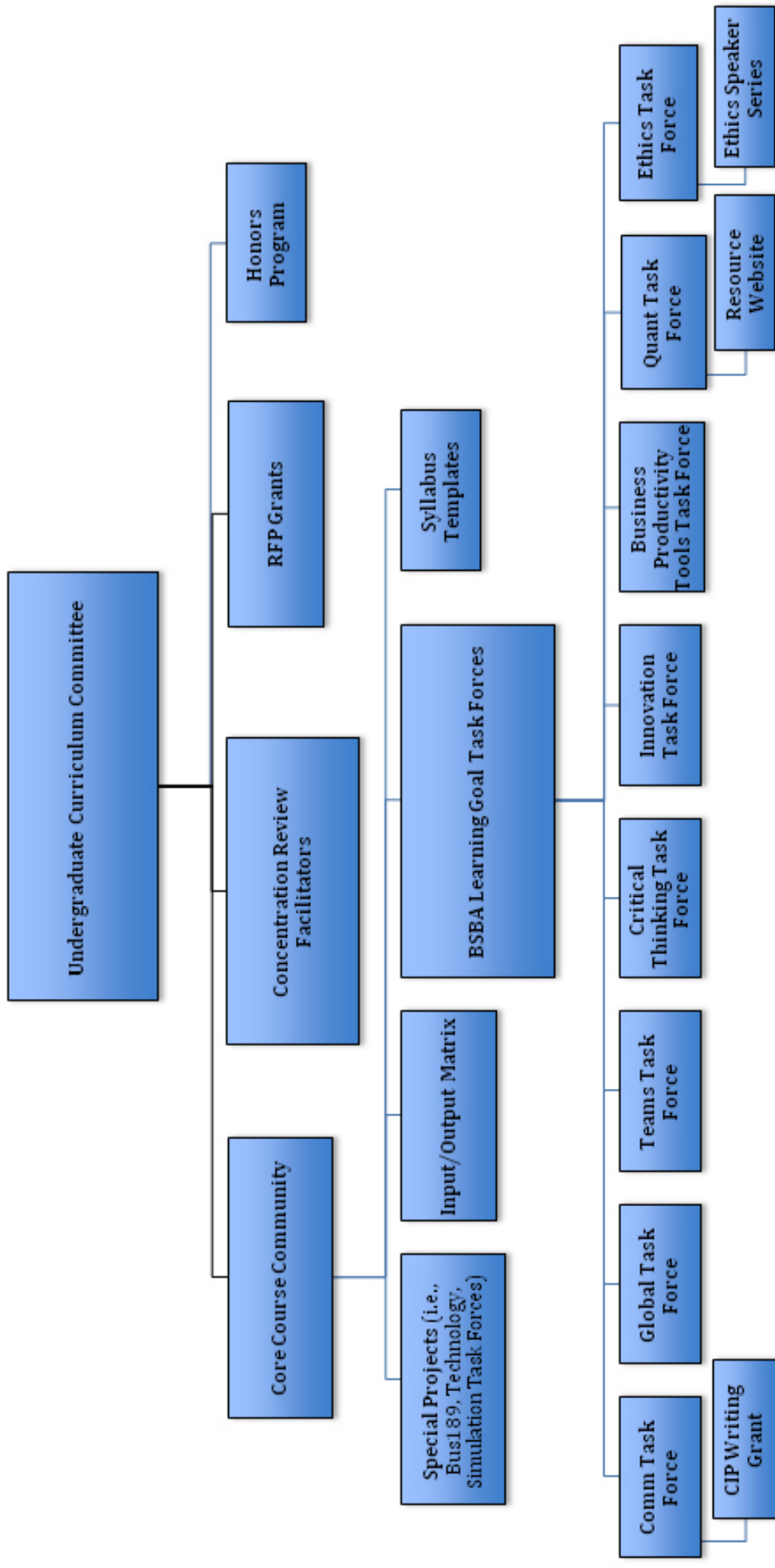
UCEP Thank You!

Nitin Aggarwal
Shannon Amidon
Anu Basu
Steve Bennet
Sue Berghoff
Roy Blitzer
Steve Branz
Mel Brown
Rich Burkhard
Caitlyn Caraccioli
Bill Campsey
Prabha Chandrasekar
Cathy Cheal
Nanette Clinch
Josie Calubaquib
Stephanie Coopman
David Czerwinski
Nancy DaSilva
Oscar David
Ashley Davis
Ron Davis
Bill DeVincenzi
Subhankar Dhar
Melissa Dyrdahl
Marilyn Easter
Terri Eden
Gloria Edwards
Doug Evans
Jeff Fadiman
Nancie Fimbel
Chuck Fischel
Jo Fox
Mark Fruin
Richard Fu
Cathy Gabor
Jeff Gaines
Larry Gee
Ken Gehrt
Joe Giglierano
Dave Gillis
Ryoko Goldston
Ginny Grace
Darlene Guerrero
Peter Hadreas

Steven He
Tim Hill
Rachel Hill
David Hover
Noorein Inamdar
Laura Ingraham
Stoyu Ivanov
Dennis Jaehne
Brad Jackson
William Jiang
Camille Johnson
Frank Jones
Ellen Junn
Ann Kalinowski
Rick Kepple
Tanvi Kothari
Steve Kwan
Anne Lawrence
Daisy Lee
Isabelle Lescent-Giles
Gretchen Lester
Leanne Lindelhof
Arvinder Loomba
Nancy Long
Therese Louie
Bobbi Makani
Stan Malos
Rita Manning
Gita Mathur
Kathleen McConnell
Mallory McWilliams
David Mease
Michael Merz
Sofia Moede
Tom Moschetti
Annette Nellen
Rich Okumoto
Asbjorn Osland
Joyce Osland
Marco Pagani
Taeho Park
Rick Partridge
Juan Paschke
Deanna Peck

Monica Peck
Mahesh Rajan
Malu Roldan
Evelyn Ramos
Alaka Rao
Lawrence Quill
Carol Reade
Dora Ruiz
Julie Ryan
Jeanne Sawyer
Maureen Sharberg
Ashraf Shirani
Rob Sibley
Barbara Somers
Jackie Snell
Mike Splane
David Steele
Randy Stross
Shaonan Tian
David Terry
Anne Marie Todd
Howard Turetsky
Shai Venkatsubramanyan
Anand Vidaya
Meg Virick
Rob Vitale
Beth VonTill
Anu Vuorikoski-Bullis
Chunlei Wang
Xu Yang
Ed Webb
Pam Wells
Joel West
George Whaley
Robert Wood
Diana Wu
Mari Yetiman
Oliver Yu
Janis Zaima
Jian Zhang
Jing Zhang
Ming Zhou
Shu Zhou