

# Questions & Issues for Peer Review Teams to Consider

As you prepare for a Peer Review Team visit, either for initial accreditation and continuous improvement review, below are questions that the Peer Review Team should consider. Asking open-ended questions will lead to more engagement with the relevant stakeholders at the school and will provide information and insights that are essential to the Peer Review Team when writing their report and developing the recommendation for the appropriate accreditation committee.

In August 2016 a brief webinar was developed to assist Peer Review Teams when preparing for accreditation reviews. It can be accessed at [“Best Practices for Peer Review Teams-August 2016”](#). A Peer Review Team should consult with the school’s AACSB staff liaison with questions about prior accreditation visits or historical information about the school. The staff liaison contact information can be found on the team roster sent by AACSB.

## ***Strategic Management and Innovation***

### **Standard 1: Mission, Impact, Innovation**

- How was the mission, expected outcomes and strategic plan developed? What was the process? What stakeholders were involved? What is the review cycle?
- How is the business school trying to distinguish itself? How are the school’s distinctive characteristics reflected in the mission statement, expected outcomes and strategic plan?
- How does the mission, expected outcomes and strategies define the school’s focus on quality intellectual contributions?

### **Standard 2: Intellectual Contributions, Impact and Alignment with Mission**

- How has the school’s intellectual contributions portfolio had an impact on the theory, practice and/or teaching of business?
- To what extent is this impact consistent with the mission and strategic plan?
- How has the school demonstrated high-quality and impact of the intellectual contribution portfolio?
- How is the portfolio of the types of intellectual contributions aligned with mission, expected outcomes and strategies?
- To what extent does the evidence demonstrating impact include qualitative and quantitative elements?
- To what extent does a substantial cross section of faculty in each discipline contribute to the portfolio of intellectual contributions?

### **Standard 3: Financial Strategies and Allocation of Resources**

- How are the school’s financial resources and strategies sustainable?
- Are the financial resources adequate to support infrastructure, support services for students, technology support for students, faculty and staff, high-quality faculty intellectual contributions?
- To what extent has the school identified resources for current and planned activities and development?
- Does the school have an appropriate contingency plan in the event of a reduction in financial resources?

## ***Participants – Students, Faculty, and Professional Staff***

### **Standard 4: Student Admissions, Progression, and Career Development**

- Does the school have clear policies and processes for student admissions?
- Does the school provide student performance data on their website and/or through other methods? Examples may include attrition and retention rates; graduation rates; job placement outcomes; certification or licensure exam results; and employment advancement.
- How does the school prepare and support students towards degree completion?
- How does the school support students in career development?

### **Standard 5: Faculty Sufficiency and Deployment**

- How has the school developed and implemented criteria for participating and supporting faculty that is consistent with its mission?
- Are participating faculty deployed appropriately and consistently with the school’s mission across all programs, locations and delivery modes?
- How has the school demonstrated that the staffing model supports high-quality academic programs and meets the faculty-student interaction standard?

## **Standard 6: Faculty Management and Support**

- How as the school developed polices and processes that assign faculty responsibilities to individuals and communicate performance expectations? How do the performance expectations provide guidance to faculty about the production of intellectual contributions?
- How do the faculty evaluation, promotion and reward processes support the mission?
- How has the school established policies and practices that support orientation and mentoring faculty?
- How well are faculty supported at different stages of their careers?

## **Standard 7: Professional Staff Sufficiency and Deployment**

- Given the school's teaching and learning model, are professional staff sufficient to insure high-quality?
- Does the school have processes for managing and developing professional staff?

## ***Learning and Teaching***

### **Standard 8: Curricula Management and Assurance of Learning**

- How well are the school's curricula managed?
- To what extent are the perspectives of external stakeholders incorporated in the curriculum management processes?
- Are appropriately qualified faculty engaged in all aspects of curriculum management?
- To what extent is a mature assurance of learning system in place for all degree programs?
- To what extent do systematic processes support assurance of learning and provide evidence demonstrating achievement of learning goals and curriculum enhancements?

### **Standard 9: Curriculum Content**

- To what extent do curriculum management processes support normally accepted sets of learning goals for degree programs?
- To what extent does the school provide high-quality coverage of the skill areas addressed in the standards for bachelor's, master's and doctoral degree programs?

### **Standard 10: Student-Faculty Interactions**

- How does the school ensure that all students in all programs and all deliveries have interaction with faculty?

### **Standard 11: Degree Program Educational Level, Structure, and Equivalence**

- How are the level and quality of student-student and student-faculty interactions supportive of the degree programs offered by the school?
- To what extent do students have the opportunity to engage with faculty who have responsibility for program and course development? Is there evidence that faculty participate in these activities?

### **Standard 12: Teaching Effectiveness**

- Does the school have systematic processes for evaluating teaching quality?
- How does the school provide developmental activities focused on enhancing teaching quality and preparing faculty for different pedagogies?
- Teaching effectiveness; how does the school ensure quality and how does the school prepare faculty for what's next?

## ***Academic and Professional Engagement***

### **Standard 13: Student Academic and Professional Engagement**

- Within different teaching models, how are students engaged in the learning process?
- To what extent are students engaged in experiential learning across all degree programs?
- How do students engage and connect their academic and professional experiences in a meaningful way?

### **Standard 14: Executive Education**

- How does the school ensure quality and meet client expectations?
- How does the executive education program enhance the quality of student learning in degree programs and contribute to mission fulfillment?

### **Standard 15: Faculty Qualifications and Engagement**

- How has the school developed faculty qualification criteria that are aligned with mission, expected outcomes, strategies and peer schools? Are these criteria applied accurately and appropriately to individual faculty?
- How does the school ensure that all programs, disciplines, locations and delivery modes are supported by high-quality learning experiences delivered or directed by an appropriate blend of qualified faculty?