

HOW A FACULTY ACTIVITY REPORTING SOLUTION
TRANSFORMS AND STREAMLINES THE

AACSB

ACCREDITATION PROCESS



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INTRODUCTION



Accreditation by AACSB International (The Association to Advance Collegiate Schools of Business) is critical for business schools seeking to attract the best students and faculty possible. In order to successfully manage the AACSB reporting process, campus administrators must have fast access to accurate and complete information regarding faculty members' backgrounds and qualifications including their teaching, research and service activities. This information is crucial to meet requirements detailed in the 15 AACSB standards, specifically tables 2-1, 15-1 and 15-2.

Administrators have traditionally relied on tedious manual processes such as individual emails or phone calls to encourage faculty members and department chairs to submit data each time a new reporting need arises. This ad hoc approach to data collection and reporting frustrates administrators and faculty alike. And manual reporting of such a large quantity of information almost guarantees a lower quality result.

To mitigate the aforementioned issues, many colleges and universities have shed their reliance on sporadic information requests to faculty in favor of a single, centralized system of data collection, management and reporting — a faculty activity reporting solution.

Read on to get an in-depth overview of the latest changes in AACSB standards that will require even more robust faculty activity reporting, as well as what you can do to help faculty and staff breathe easier during the reaccreditation process.



In 2013, AACSB did a complete overhaul of their Business Accreditation Standards that directly affect the requirements on reporting that schools must provide during the accreditation review process. Fortunately, the standards will be rolled out over a set of four years. However, manual reporting to satisfy these new requirements will become extremely difficult over the next few years, if not obsolete.

To see a complete comparison between the old and new standards, [click here](#).

To see a timeline of how the new standards will be rolled out, [click here](#).

ONE



5 CHALLENGES OF AACSB REPORTING

Maintaining AACSB accreditation is a long, traditionally manual process that takes a large amount of time and resources to complete. During this process, business schools often struggle to accurately capture, aggregate and report data that demonstrates their faculty's professional qualifications and activities in support of AACSB accreditation around AACSB's specific standards.

Typically, administrators must mitigate the following circumstances when it comes to AACSB reporting:

1

SLOW AND INACCURATE MANUAL PROCESSES

Faculty keep information about their activities in CVs, past reports and other disaggregated places. Not only does this slow data collection, it makes data aggregation time-consuming and data reporting inaccurate. Administrators of AACSB-accredited business schools therefore frequently find themselves manually assembling data, hand-counting results and storing data in new 'master versions' that are only used for one specific AACSB report or table.

2

RESISTANCE FROM FACULTY

Business schools that rely on documents to store faculty activity data and CV information are continuously reaching out to faculty with ad hoc data requests. Faculty members are often frustrated that they cannot provide this information once and have it used for multiple purposes. Over time, they lose motivation to cooperate with school administrators, placing additional burden on department chairs to coax data from faculty members.

3

LACK OF DATA STANDARDIZATION

The following is a common, frustrating scenario many administrators find themselves caught up in: Upon asking faculty for specific information needed for AACSB reporting, administrators receive items in varying formats. Even if an administrator requested the information in a certain format, the information is rarely delivered accordingly. As a result, those charged with gathering information needed for AACSB reporting are stuck pawing through hundreds of pages of submitted documents. Because accreditation is mission critical, this repetitive work falls to senior administrators who could certainly make better use of their time.

4

INDIVIDUAL DATA REQUESTS ARE TIME-WASTERS

Administrators who follow the process mentioned above soon realize they don't just need that same data for one single report. To report information accurately in support of AACSB accreditation, campus administrators will need to generate many unique reports on the very same information, causing those who use individual data requests to be burdened with going through those same hundreds of pages again and again.

5

INABILITY TO REPORT COLLECTED DATA IN MULTIPLE WAYS

AACSB requires the aforementioned tables be constructed in various manners. For example, each table must be constructed according to your organizational structure, campus location, by research groups and more at the request of your AACSB review team. Imagine having to generate each report and table individually, by hand. The amount of time it could take to do this is beyond exhaustive, not to mention the pressure of having to ensure each report is complete and correct.

The overall impact of these five reporting obstacles is wasted time and energy, from faculty and administrators alike. Information is most often inaccurate and not readily usable for multiple purposes. Thus, business schools continue to spend hundreds of man-hours manually collecting and summarizing AACSB-related data.

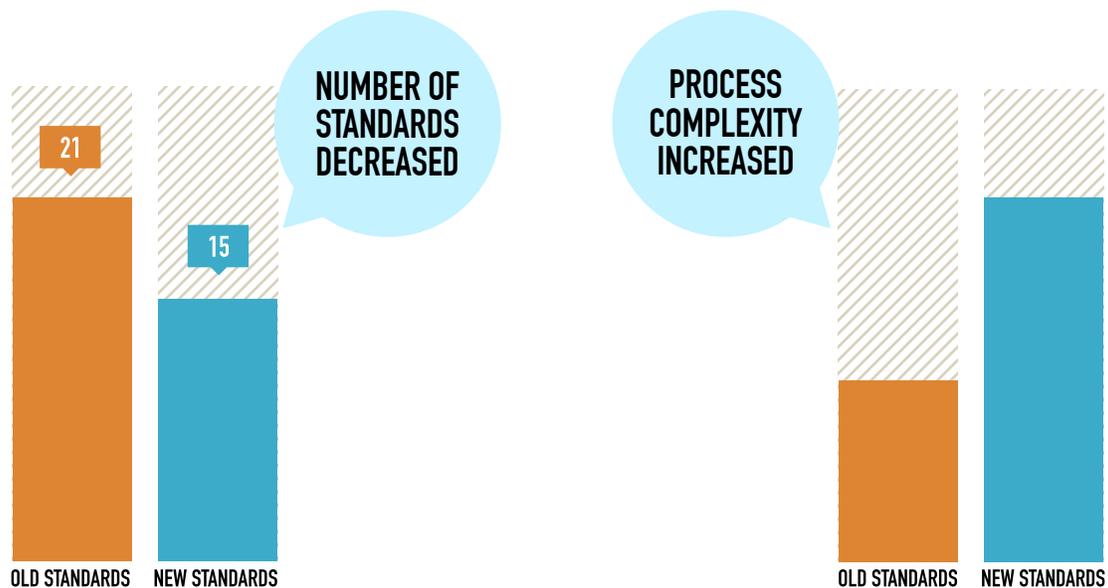
TWO



2013 OVERHAUL IN STANDARDS ADDS TO THE CHALLENGE

For the first time in a decade, AACSB International sought to completely reorganize and realign their standards in 2013. Areas for improvement were determined through a rigorous evaluation from the global education community and various employer organizations, and changes were implemented with the help of the Blue Ribbon Committee on Accreditation Quality (BRC). These changes ensure that the value of business education at each university is evaluated properly.

In the overhaul of their standards, AACSB went from having 21 unique Business Accreditation Standards to only 15. However, this is not to say that the accreditation process was made easier. If anything, reporting requirements for accreditation have become even more complex in the transition from the 2003 standards to the 2013 versions, which added complication to many tables and reports, along with various other requirements.



Making this transition even more elaborate, individual institutions applying for AACSB reaccreditation have a choice of which version of the standards they want to follow in their journey for accreditation. Up until 2017, schools can elect to maintain accreditation by following the 2003 reporting requirements. However, once 2017 rolls around, AACSB expects all universities that want to maintain accreditation to follow the 2013 standards only. Because of this, many business schools are choosing to maintain accreditation following the new standards today.

AACSB accreditation — whether you're maintaining it or getting accredited for the first time — is a significant challenge. Large scale changes like these place even heavier burdens on school administrators and their faculty.



Currently, business schools must satisfy 15 different standards to achieve AACSB accreditation. Of those, the majority of schools face significant reporting challenges related to several specific standards:

- [Standard 2, Intellectual Contributions and Alignment with Mission](#) – Producing information for table 2-1
- [Standard 5, Faculty Sufficiency and Deployment \(formerly Standard 9, Faculty Sufficiency\)](#) – Producing information for table 15-1
- [Standard 15, Faculty Qualifications and Engagement \(formerly Standard 10, Faculty Qualifications\)](#) – Producing information for tables 15-1 and 15-2

SAMPLE**TABLE 2-1: INTELLECTUAL CONTRIBUTIONS**

DEPARTMENT OF ACCOUNTING AND COMPUTER INFORMATION SYSTEMS												
ACCOUNTING	0	70	16	38	0	8	0	0	0	0	40	100%
COMPUTER INFORMATION SYSTEMS	12	24	2	11	0	9	0	1	0	0	17	80%
TOTAL ACIS	12	94	18	49	0	17	0	1	0	0	57	92.30%
DEPARTMENT OF ECONOMICS, FINANCE AND BANKING												
ECONOMICS	12	38	31	25	1	4	5	1	0	1	44	100%
FINANCE	0	48	14	21	0	22	0	0	0	0	19	100%
TOTAL ECONOMICS, FINANCE & BANKING	12	86	45	46	1	26	5	1	0	1	63	100%
DEPARTMENT OF MANAGEMENT AND MARKETING												
MANAGEMENT	16	97	24	57	0	18	0	5	0	1	56	88.88%
MARKETING	5	35	32	15	0	12	0	5	0	3	37	100%
INTERNATIONAL BUSINESS	1	11	0	6	1	2	0	0	0	0	3	100%
TOTAL MANAGEMENT AND MARKTING	22	143	56	78	1	32	0	10	0	4	96	92.86%
GRAND TOTAL	46	323	119	173	2	75	5	12	0	5	216	94.44%

SAMPLE**TABLE 15-1: FACULTY SUFFICIENCY AND QUALIFICATIONS SUMMARY**

FACULTY PORTFOLIO			FACULTY SUFFICIENCY		NORMAL PROFESSIONAL RESPONSIBILITIES	PERCENT OF TIME DEVOTED TO MISSION FOR EACH FACULTY QUALIFICATION GROUP					BRIEF DESCRIPTION OF BASIS FOR QUALIFICATION
FACULTY MEMBER'S NAME	DATE OF FIRST APPOINTMENT TO THE SCHOOL	HIGHEST DEGREE, YEAR EARNED	PARTICIPATING FACULTY TEACHING PRODUCTIVITY	SUPPORTING FACULTY TEACHING PRODUCTIVITY		SCHOLARLY ACADEMIC	PRACTICE ACADEMIC	SCHOLARLY PRACTITIONER	INSTRUCTIONAL PRACTITIONER	OTHER	
ACCOUNTING											
John Doe	June 26, 2006	MBA, 2009		282 sch	UT					25.0	Academic Preparation: MBA; Professional Preparation: Professional employment in the primary teaching area with significant achievements
Jane Doe	January 22, 1998	MBA, 1999		525 sch	UT					50.0	Academic Preparation: MBA; Professional Preparation: Professional employment in the primary teaching area with significant achievement

TABLE 15-2: DEPLOYMENT OF PARTICIPATING AND SUPPORTING FACULTY BY QUALIFICATION STATUS**SAMPLE**

	PERCENT OF TEACHING (MEASURING BY CREDIT HOURS)					
	SCHOLARLY ACADEMIC	PRACTICE ACADEMIC	SCHOLARLY PRACTITIONER	INSTRUCTIONAL PRACTITIONER	OTHER	TOTAL
BACHELORS	56.89%	0%	11.03%	25.9%	6.19%	100%
MBA	90.85%	0%	0%	9.15%	0%	100%

THREE



WHY YOU NEED TO GET IT RIGHT

As most administrators know, accreditation is a huge commitment and it's not to be taken lightly. Maintaining or applying for accreditation for the first time isn't just a job for a handful of administrators: it's an institution-wide commitment. The entire faculty and staff must present the business school in the best, most accurate light possible.

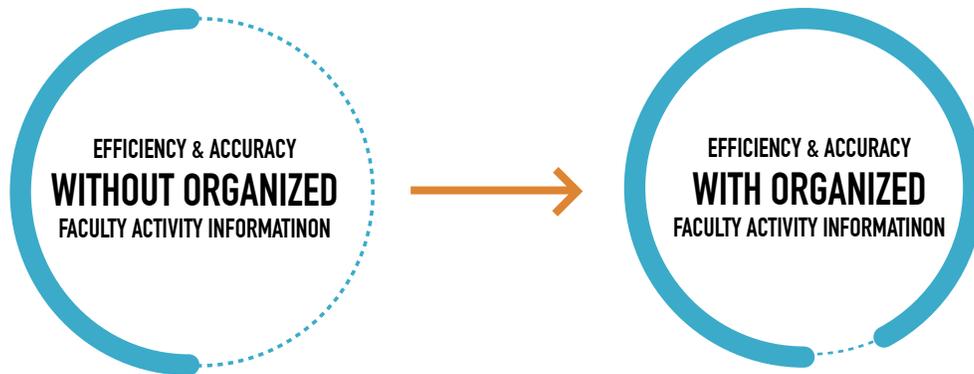
A top issue to overcome with AACSB accreditation is the complex reporting requirements. Though these standards present a high bar, organizing your faculty activity information within a well-structured database increases the efficiency and accuracy of AACSB reporting dramatically. Streamlining this process allows your university to better manage the reaccreditation process.

You may also be familiar with the woes of accreditation gone wrong. Universities that enter the process unorganized, lack complete information or cannot respond to the requests made by a review team are deemed unprepared for AACSB reaccreditation. When this occurs, the university is required to take part in one or both of the following extended review processes:

- **Sixth Year Review**: Additional review conducted in the sixth year on those standards-related issues specifically identified as problematic in the maintenance of accreditation review.
- **Continuing Review**: Additional review for up to two years beyond the sixth year review.

Both Sixth Year and Continuing Review place universities under the microscope for extended periods of time. Not only is this strenuous on the faculty and staff involved, it tarnishes the reputation of a university. The university risks losing key faculty during this time which may result in lower business school enrollment overall.

With a customized faculty activity reporting solution in play, a university has immediate access to information during the reaccreditation process and is thus better prepared. Everyone in a university, from administrators to faculty, benefit from improved data collection and reporting processes that a faculty activity reporting solution provides.



FOUR



HOW TO STREAMLINE AACSB REPORTING

THE SOLUTION: A CENTRALIZED FACULTY ACTIVITY REPORTING SOLUTION

Many business schools have taken advantage of a faculty activity reporting solution to keep track of faculty activities in support of AACSB accreditation. The solution lessens the burden on campus administrators, department chairs and faculty by streamlining the process of producing useful reports, templates and analyses of faculty activities. In fact, it enables administrators to focus on utilizing reports for improvement instead of focusing on aggregating information to prepare the reports.

HERE'S HOW

Faculty members benefit from a database because they can use it as a repository to record activities as they occur over time. At the same time, faculty are freed from having to fill in a variety of reporting templates and keeping information about their accomplishments up to date on the school's website. Administrators and department chairs can simply pull requisite data from the database and generate needed AACSB reports and tables, instead of burdening faculty with requests.

BENEFITS FOR FACULTY:



RECORDING ACTIVITIES
IN ONE PLACE



MANUAL REPORTING
FREEDOM



INCREASED PROCESS
EFFICIENCY

Since reports are configured within the system, the process takes only minutes and just a few clicks of a mouse. That virtually eliminates the weeks spent chasing faculty down and aggregating information from many disparate, unstructured and inconsistent documents.

Likewise, business school leaders now have ready access to all needed information through a convenient report, table or search, and are able to:

- Make better, faster decisions
- Allocate resources in a smarter, more informed manner
- Summarize faculty activities and qualifications with accuracy and ease

STOP TRYING TO HERD CATS!

Implementing a faculty activity reporting solution for tracking and reporting faculty activities, CV data and other relevant information helps business schools make the best case possible to AACSB for accreditation. It enables faculty to easily enter their data and administrators to easily collect it.

BENEFITS FOR UNIVERSITY LEADERS:



SUMMARIZE WITH EASE &
ACCURACY



MAKE BETTER & FASTER
DECISIONS



ALLOCATE RESOURCES
SMARTER

FIVE



WHY DIGITAL MEASURES IS THE CHOICE SOLUTION

Activity Insight from Digital Measures is the premiere faculty activity reporting solution, used by hundreds of top universities to streamline AACSB reporting. The solution immediately accommodates AACSB report; that means once you implement Activity Insight, you can get started right away. This level of customization has proven particularly valuable when it comes to AACSB reporting. Activity Insight enables business schools to easily transition their data collection and reporting processes as AACSB's standards evolve.

Digital Measures keeps a close eye on AACSB's continually evolving standards and suggests relevant revisions to each of its clients' instances of Activity Insight. Then, a university administrator notifies faculty of the additional data input requirements.

It's as simple as that.

DIGITAL MEASURES ENSURES THAT ACTIVITY INSIGHT IS UP TO DATE ON ALL NEW AACSB STANDARDS, REPORTS AND TABLES.

With the transition to the new AACSB standards underway, business schools that partner with Digital Measures rest assured knowing that all changes to the standards are reflected in Activity Insight. Digital Measures updates pre-configured templates to match the changes and provides unlimited customizations to fit the needs of each university.

As a result, business schools:

- Save thousands of hours of man-power, time and effort
- Relieve staff from a complex reporting burden
- Provide robust, accurate and complete sets of data for accreditation reviews

BENEFITS TO BUSINESS SCHOOLS:



UNIVERSITIES SAVE
TIME & EFFORT



STAFF IS FREED FROM
CUSTOMIZATION



INFORMATION IS
ACCURATE & COMPLETE

HUNDREDS OF BUSINESS SCHOOLS LEVERAGE ACTIVITY INSIGHT FROM DIGITAL MEASURES TO MAINTAIN AACSB ACCREDITATION.

In doing so, they:

- Mitigate time-consuming, repetitive tasks from burdening faculty and staff
- Improve data usability, providing better visibility into the quality of their institution
- Generate reports that are more accurate and up-to-date than was ever possible with manual processes

In short, faculty activity reporting is one of the most useful solutions for any school looking to obtain or maintain accreditation. With a faculty activity reporting solution, navigating the new AACSB reporting standards will be less time consuming, more efficient and less frustrating for everyone involved.

ABOUT DIGITAL MEASURES

Digital Measures focuses exclusively on web-based data management and reporting for universities. Activity Insight™, its popular faculty activity reporting solution, is trusted by 60% of the largest 500 universities in the United States and universities in more than 15 countries. The Milwaukee, Wisconsin-based company was founded in 1999.

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