出國報告（出國類別：國際研討會）

參加
國際商管教育認證聯盟(AACSB)
2015 國際研討會之心得報告

摘要

　　本人於 2015 年 08 月 18 日至 08 月 26 日到澳洲布里斯本參加國際商管教育認證聯盟(AACSB) 2015 國際研討會，共計參與四場研討會課程，包括 8 月 18 日至 8 月 19 日的商業認證研討會(BUSSINESS ACCREDITATION SEMINAR)、8 月 20 日的強化及評估成效論壇(ENHANCING AND MEASURING IMPACT FORUM)、8 月 24 日至 8 月 25 日的學習保證研討會(ASSURANCE OF LEARNING SEMINAR)和 8 月 26 日的學習品質保證之應用研討會(APPLIED ASSURANCE OF LEARNING SEMINAR)。為了提升本校國立中正大學管理學院之教育品質和國際競爭力，本院除接受來自於教育部週期性大學評鑑和卓越教學的補助外，本院亦積極參與國際商管學院促進協會(AACSB International)的認證，期許能通過此一國際認可的商管教育認證。目前全球通過國際商管教育認證聯盟(AACSB)認證的學術機構已達上千個，而目前臺灣地區已有 12 所商管學院已通過國際商管教育認證聯盟(AACSB)認證，本學院也經歷了數年的努力，目前已進入獲得初始認證的最後階段。

　　此次研討會議皆是國際商管學院促進協會所主辦的年度重要會議，參加的人士包含世界各地參加國際商管認證的世界各國大學的商管學院院長、副院長與其他教師等人，透過活動的參與有助於了解國際商管教育認證聯盟(AACSB)全貌及認證指標重點，亦是參加國際商管認證的學校須參與的重點研討課程。本出國報告含參加該研討會之目的、參加過程、心得感想、以及相關建議事項。

目次

目的

　　國際商管教育認證聯盟(AACSB) 2013 年的新標準講求投入(Engagement) 、創新(Innovation)以及影響力(Impact)。此次參與的是國際商管教育認證聯盟(AACSB)的重要年度研討會議，主要為四大課程，不同課程皆有關於特定、聚焦的主題討論，但仍扣緊在探討指標(Standard)、創新(Innovation)、學習品質保證(AOL)以及學習品質保證之應用(AAOL)等方面，課程內容預期協助實現個人或機構之目標。AACSB 係針對世界各管理學學院認證的非政府組織，核心任務是推動全球管理教育品質的認證，廣為全球重視與推崇，本次 2015 的研討會在澳洲布里斯本舉行，除透過小組討論互相學習激盪出不同的解決困難之道，並藉由各課程議題及分享了解最新的制度及工具，本人藉由參與此研討會以掌握最新資訊，並且與國際學者進行交流，藉由會議的參與取得相關的資訊。

過程

本人於 2015 年 8 月前往澳洲，參加由國際商管教育認證聯盟(AACSB) 主辦之四大研討會課程：商業認證研討會(Business Accreditation Seminar) 8/18-19，強化及評估成效論壇(Enhancing and Measuring Impact Forum) 8/20，學習保證研討會(Assurance of Learning Seminar, AOLS) 8/24-25，學習品質保證之應用研討會(Applied Assurance of Learning Seminar, AAOLS) 8/26。而除了參與研討會外，也與來自於臺灣、澳洲、中國大陸等的世界各大學教師交換名片，並交流彼此進行國際商管教育認證聯盟(AACSB)認證的經驗。

於 8/18、8/19 兩日，本人參加商業認證研討會(Business Accreditation Seminar)，藉著這個機會本人能夠與各地區的學術機構代表，互相學習在推動國際商管教育認證聯盟(AACSB)認證時所會遭遇之困難與挑戰；透過小組活動，參與者也試著將自己學校的使命和國際商管教育認證聯盟(AACSB)認證標準間做連結。18 日一早在用完早點後，先聆聽關於本研討會學習目標及認證的目的，讓與會人員對此次活動有了概略了解，接著再談到各項商業認證的標準，對於新的認證標準有更深入的介紹；19 日的課程談論的是一系列學習與教學方面的標準，關於創新部分，強調的是不只課程教法要創新，教學也是。將課程放入學習品質保證(Assurance of learning, AOL)系統中以測驗學生與老師的教學成效，較以往打成績不同的地方是，這個同時採用學生與老師的評分，不採用學習成績，而是用學習目標作為衡量依據。同時，有了課程創新之後，教師投入教學或是研究出現的成果，可以為管院增添影響力。教師的論文水準，不論質或是量都有各自的衡量依據，比如導入下載率，當作量化的依據，然後導入影響係數(Impact Factor)當作質量依據。並在享用美味的午餐後，談論到教師資格及參與的部分標準 15 教師資格與參與(Standard 15: Faculty Qualifications and Engagement)，根據標準 15 教師資格可分為四類 (SA、PA、SP 及 IP) 此與台灣現行制度不一樣，不是升等至依定的層級，就不用參與研究了；而參與部分分為教師參與教學與研究投入，亦了解持

續改進質量管理教育的重要性。

於 8/20 本人參加強化及評估成效論壇(Enhancing and Measuring Impact Forum)，首先探討影響力(Impact)與利益相關者的議題，透過講者的分享了解強化與評估影響力(Impact)之重點為對所訂定的 Mission 以適當方式（結構化）呈現對利益關係者（人、單位、產業、社會⋯）具正面意義的影響，過程中亦需陳述各項指標如何評估及評估標準，內容具難度與挑戰性但對導入國際商管教育認證聯盟(AACSB))後佐證資料彙整及呈現很有幫助，亦可檢驗及佐證辦訓成效。午餐時間則有機會與各國學術界人士交流和分享經驗，後續課程更進一步談論到認證有關的主題與案例的分享，整體而言內容具挑戰性但對導入 AACSB 後佐證資料彙整及呈現很有幫助。最後則以 Q&A 結束當日議程，本次包含了演講、討論和小組活動的論壇不僅獲益良多，亦有許多議題發人省思。

第三場是從 8/24 至 8/25 的學習保證研討會(Assurance of Learning Seminar, AOLS)，每年國際商管教育認證聯盟(AACSB)都會在各地區舉行學習品質保證(AOL)研討會，以輔導各學校如何來進行學習品質保證(AOL)，從而了解其執行過程，此會議議程共為期兩天，此課程主要討論「如何確保學習與教學品質」，及指標 8 (Standard 8)。 24 日一開始講師介紹了學習品質保證(AOL)之目的、實行的步驟程序，深入的闡明各步驟並介紹許多實務範例，學員間討論熱烈且發問踴躍 ; 25 日則有機會參考一些已通過認證的學校的做法，了解他們曾面對的問題及解決方式，並讓學員相互討論，將討論的結果分組做報告，整個研討會內容豐富且充實。

最後一場是 8/26 之學習品質保證之應用研討會(Applied Assurance of Learning Seminar,AAOLS)課程，第一節的主題是評估、學習和持續改進(Assessment, Learning and Continuous Improvement)，第二節為評估與選擇 (Rubrics and Alternatives)，介紹何為評分表(Rubrics)及其使用方式並給予範例做介紹，午餐之後接兩節相關議題討論，依序為學位學程評量(Program Level Assessment)和整合迴圈循環(Closing the

Loop)，最後第五節以問答(Q&A)時間做 Ending。這幾天的研討會課程也有很多機會與各國專業人士在茶點、午膳中做交流，以及彼此交換名片並經驗分享，而課程結束後的晚宴，除可讓人體驗當地飲食文化外，亦是這幾天活動的心得與收穫的完美總結。

心得

此次能夠參與 2015 國際商管教育認證聯盟(AACSB)舉辦的一系列研討會，並與來自世界各地的國際學者互動，與來自不同學校商學學院院長、副院長與其他教師之間的交流是難能可貴的經驗，並且經由參與不同主題的研討會，了解最新的制度與工具，學習通過認證之學校經驗，再藉著茶敘或午晚宴的時機，把握機會將目前中正大學管理學院進行商管認證時所遇到的各種問題與現場先進做討論，收穫十分豐富。此外本次參與的課程，所帶回的課程議程及其附件諸如標準及投影片等，對未來參與國際商管教育認證聯盟(AACSB)所舉辦的活動及認識相當有幫助。

感謝國立中正大學管理學院對於國內學者參與際研討會所給予的支持與補助，才能讓人有機會前往布里斯本參與此難得的工作坊，與來自全球各地的學者齊聚一堂，進行經驗的交流與分享。

建議事項

建請科技部持續爭取預算，鼓勵國內大專院校之商學院參與國際商管教育認證聯盟(AACSB)認證或相似認證，讓臺灣的商學教育、研究能與國際接軌及交流，並站上國際舞台。鼓勵國內學者或學校能夠在未來踴躍參加各種性質的國際性研討會，這不僅可以為臺灣打開學術知名度，同時也能夠讓學界與業界了解目前全球趨勢與潮流。

商管認證的一系列研討會為該組織之年度重要活動之一，全世界各地參與商管認證之學校皆派教師與加，不少學校甚至派遣多位教師參與，顯現出其重要性。各課程內容豐富且讓本人獲益良多，參與該活動有助於了解國際商管教育認證聯盟(AACSB)全貌及認證指標重點，也建議日後可以考慮加派數名教師一同參與，以達到完整學習和深入的了解。

照片

研討會現場	8/18-8/19 研討會手冊
Business Accreditation Seminar 證書	研討會名牌
Enhancing and Measuring Impact Forum 證書	8/20 研討會手冊
研討會識別證	Assurance of Learning 研討會現場

演講與小組討論	本人留影於會場入口
8/24-8/25 研討會手冊	Assurance of Learning Seminar 證書
8/26 研討會手冊	Applied Assurance of Learning Seminar 證書
研討會後之晚宴	

附件一 **AACSB 2015 Seminar 網站**

2015 August Business Accreditation Seminar

http://www.aacsb.edu/en/events/seminar/2015/business-accreditation-brisbane/

2015 August Enhancing and Measuring Impact Forum

http://www.aacsb.edu/en/events/seminar/2015/enhancing-measuring-impact-brisbane/

2015 August Assurance of Learning Seminar

http://www.aacsb.edu/en/events/seminar/2015/assurance-of-learning-august-brisbane/

2015 August Applied Assurance of Learning Seminar

http://www.aacsb.edu/en/events/seminar/2015/applied-assurance-learning-brisbane/

附件二 AACSB 2015 Seminar 手冊暨議程

2015 August Business Accreditation Seminar

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FACILITATOR BIOS

Barry Burgan

Barry is Associate Dean (Accreditation and Engagement) at Bond University. He recently joined Bond, after an extended career at the University of Adelaide, the last 8 years as Dean of the Business School (and then Dean of Business Development for a group of Schools including Business), and a short time at Torrens University Australia. He has had a varied career path in the public sector and in management consulting. Barry was Dean at Adelaide over a period of substantial change (including the merger of the School of Commerce and the Graduate School of Management, in a major building move to significantly renovated building, and procuring AACSB accreditation. He was on the Initial Accreditation Committee of AACSB for 3 years, and has undertaken a number of review visits, and has mentored schools in their AACSB journey. Barry researches in the area of infrastructure valuation and financing (with a particularly interest in social infrastructure) and has a significant number of publications and research grants in this area. He teaches in the areas of financial management, quantitative methods and real estate finance and investment.

Michael Powell

Professor Michael Powell is Pro Vice Chancellor (Business) at Griffith University. Previous to this appointment he held the position of Dean of Griffith Business School, having joined Griffith in early 2005 from the University of Auckland. His current portfolio includes leadership of the University's Business Group, and associated Research Centres and Academic Departments. Michael is immediate past President of the Australian Business Deans' Council which represents university business schools across the country. He is also past Chair of the Globally Responsible Leadership Initiative and a member of the Continuous Improvement Review Committee of AACSB International. Professor Powell graduated from the University of Auckland with B Arts and M Arts (Hons) degrees in History, and with a PhD in Organisational Sociology from the University of Chicago. After an initial appointment at the University of North Carolina at Chapel Hill, Michael returned to New Zealand to take up a position at the University of Auckland Business School as Senior Lecturer in Organisation Studies. Subsequently, he was appointed Associate Professor of Public Sector Management, and then Professor of Health Management before taking on the role of Deputy Dean of the University of Auckland Business School.

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Tuesday, 18 August	
07:45-08:30	**Registration and Refreshments**
08:30-10:15	**Seminar Learning Objectives and Purpose of Accreditation** Pedagogy Elements of a High Quality Business School Accreditation Themes Eligibility Criteria
10:15-10:45	**Refreshment Break**
10:45-12:00	**Standards for Business Accreditation: Strategic Management and Innovation** Strategic Management and Innovation Standard 1: Mission, Impact, and Innovation
12:00-13:00	**Lunch**
13:00-15:00	**Strategic Management and Innovation continued; Standards for Business Accreditation: Participants - Students, Faculty, and Professional Staff** Standard 2: Intellectual Contributions and Alignment with Mission Standard 3: Financial Strategies and Allocation of Resources Participants – Students, Faculty, and Professional Staff Standard 4: Student Admissions, Progression, and Career Development
15:00-15:30	**Refreshment Break**
15:30-17:00	**Participants - Students, Faculty, and Professional Staff - continued** Standard 5: Faculty Sufficiency and Deployment Standard 6: Faculty Management and Support Standard 7: Professional Staff Sufficiency and Deployment
17:00-	**End of Day One Discussion**
17:30-18:15	**Reception**

Wednesday, 19 August	
07:45-08:30	**Refreshments**
08:30-10:30	**Standards for Business Accreditation: Learning and Teaching** Learning and Teaching Standard 8: Curricula Management and Assurance of Learning Standard 9: Curriculum Content Standard 10: Student-Faculty Interactions Standard 11: Degree Program Educational Level, Structure, and Equivalence Standard 12: Teaching Effectiveness
10:30-11:00	**Refreshment Break**
11:00-12:00	Standards for Business Accreditation: Academic and Professional Engagement Academic and Professional Engagement Standard 13: Student Academic and Professional Engagement Standard 14: Executive Education
12:00-13:00	**Lunch**
13:00-14:45	**Standard 15: Faculty Qualifications**
14:45-15:15	**Refreshment Break**
15:15-16:00	**Guidelines and Processes** Initial Accreditation Strategic Pre-Accreditation Issues Continuous Improvement Review Seminar Evaluation
16:00-	**End of Seminar**

AACSB International

Mission:

*Advances quality management education worldwide through **accreditation**, **thought leadership**, and **value-added services**.*

AACSB Accreditation:

Recognizes institutions that align with its standards.

Focuses on continuous quality improvement through *engagement*, *innovation*, and *impact*.

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Accreditation Themes

Engagement

- High quality education results when there is significant on-going engagement with the professional and academic worlds.
- AACSB accreditation encourages the intersection of engagement consistent with the school's mission.

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Accreditation Themes

Innovation

- Foster quality, but not at the expense of creativity, experimentation, and innovation.
- Innovation is encouraged and should lead to improvements and high quality.

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Accreditation Themes

Impact

- Environment of increasing accountability.
- Must focus on high quality inputs and resulting outcomes.
- Show how the school is making a difference and having impact.
- Areas of impact: mission, AoL, curriculum, degree programs, research, teaching, students, and community.

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Core Values

A. Ethical behavior

B. Collegiate environment

C. Commitment to corporate and social responsibility

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Questions for Reflection

- What systems, policies, and procedures does your school use to support ethical behavior for administrators, faculty, professional staff, and students?

- How does your school communicate these policies and procedures to different participants?

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Questions for Reflection

- What evidence can you provide that shows your school's degree programs are offered at a level consistent with higher education in management?

- How would you describe the culture or environment in your school in which students, faculty, administrators, and practitioners interact?

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Questions for Reflection

- How does your school support diversity, cultural differences, and the global perspective?

- How has your school responded to current and emerging social responsibility issues such as environmental sustainability?

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General Criteria

D. Accreditation scope and AACSB membership

E. Oversight, sustainability, and continuous improvement

F. Policy on continued adherence to standards and integrity of submissions to AACSB

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Accreditation Scope

Question – What is the entity applying for accreditation?

- Institution – Includes all business programs and related activities in all academic units (business and non-business) in the institution; the institution is the default entity
- Single business academic unit – Must be approved by CAP and is based on 4 criteria….

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Questions for Reflection

• Does your school's organizational structure and processes ensure continuous improvement and accountability in accomplishing its mission?

• Does your school have adequate and sustained resources for accomplishing its mission and expected outcomes? Also, discuss the impact of resources on accomplishing the mission going forward.

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Questions for Reflection

• Can your school demonstrate continuing adherence to the accreditation standards?

• Does your school maintain and provide accurate information in support of each accreditation review?

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AACSB Accreditation: 15 Standards

- Strategic Management & Innovation (3)
- Participants (4)
- Learning and Teaching (5)
- Academic & Professional Engagement (3)

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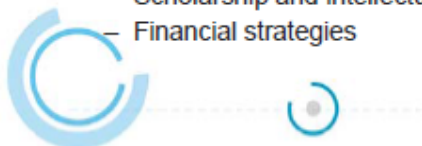## Standards for Business Accreditation

Strategic Management and Innovation

- A quality business school has and acts on a clear mission.
- The mission is translated into expected outcomes; strategies are developed for achieving those outcomes.
- 3 critical and related components are addressed:
  - Mission and strategy
  - Scholarship and intellectual contributions
  - Financial strategies

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Standards for Business Accreditation

Participants – Students, Faculty, Professional Staff

- Students (Std 4): matched to and supported to meet degree program expectations.
- Faculty (Std 5): develop and manage curricula, teach students, and produce ICs.
- Professional staff (Std 6): support the school's mission and provide important services.

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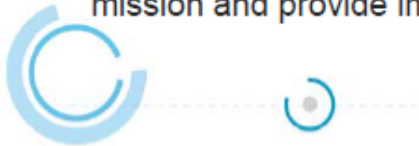
AACSB

Faculty Sufficiency and Deployment, Cont.

- Normally, *participating faculty* will deliver:
  - At least 75% of the school's teaching
  - At least 60% of the teaching in each program, discipline, location, and delivery mode.
- The remaining faculty members will be classified as *supporting faculty*

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Standards for Business Accreditation

Learning and Teaching

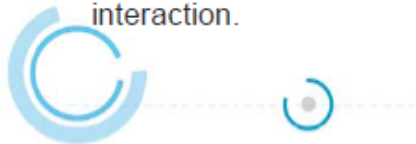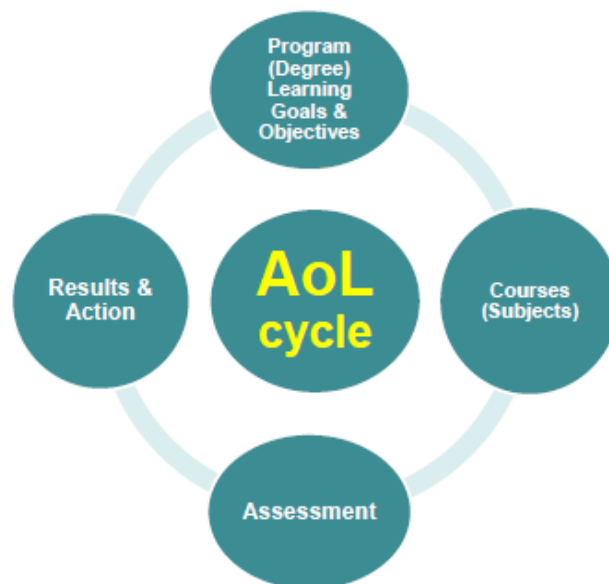- Curriculum management processes are in place to develop and improve the curriculum.

- AoL system produces a portfolio of evidence showing student performance against learning goals.

- Active student engagement in learning takes place as well as student-student and student-faculty interaction.

Standards for Business Accreditation

Academic and Professional Engagement

- Business schools must be grounded in both the academic study and practice of business and management.
- Appropriate engagement and the intersection of theory with practice should reflect the school's mission.

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TITAACSB

Initial academic preparation and professional experience

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

Faculty Qualifications Indicators:
- Minimum SA: (SA)/(SA +PA + SP + IP +O) $\geq$ 40%
- Minimum SA + PA + SP (SA + PA + SP)/(SA + PA + SP + IP + O) $\geq$60%
- Minimum SA + PA + SP + IP: (SA + PA + SP + IP)/(SA + PA + SP + IP + O) $\geq$90%

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Initial Accreditation Visit

- School submits application for initial accreditation visit
- PRT Chair appointed and assumes responsibility from Mentor
- Remaining PRT members are appointed
- PRT Chair conducts on-site visit in preparation of final SER
- Visit dates for PRT review are established
- School submits final SER to PRT for review

- PRT reviews final SER and drafts pre-visit letter for review by IAC (or AAC)
- Final determination concerning visit recommendation and additional information to be provided
- PRT visit occurs
- IAC (or AAC) reviews Team Visit Report for concurrence
- Team recommendation forwarded to the AACSB Board for ratification
- Initial accreditation with next review in five years

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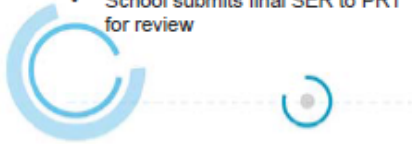
ENHANCING AND MEASURING IMPACT FORUM

📅 20 August 2015   📍 Brisbane, Australia

Facilitators:

- **Eileen Peacock**, Senior Vice President and Chief Officer Asia Pacific, AACSB International

- **Iain Watson**, Executive Dean in the faculty of business, economics, and law, University of Queensland

AACSB INTERNATIONAL

CONTENTS   **Page(s)**

FACILITATOR BIOS

Eileen Peacock

Eileen Peacock is senior vice president and chief officer of Asia Pacific at AACSB International. Previous to taking this position, she served as dean and professor of accounting at Charlton College of Business at the University of Massachusetts, Dartmouth. Prior to her position at Charlton College of Business, Peacock served as associate dean and professor of accounting in the school of business at Oakland University. Her teaching interests were in managerial and cost accounting and cost management. She obtained her PhD from the University of Birmingham, England. Her research interests lie in managerial accounting, including activity-based costing, behavioral aspects of accounting, IT justification, and curriculum development. Peacock previously was a member of the AACSB Board of Directors, Initial Accreditation Committee, Accounting Accreditation Committee, and Pre-Accreditation Committee.

Iain Watson

As executive dean in the faculty of business, economics, and law at the University of Queensland, Australia, Watson oversees academic and administrative matters in the faculty's schools of business, economics, law, and tourism. He is accountable for academic programs, staff management, and resource allocation. He also represents the faculty and the university to the wider community. Watson completed his PhD in 1996. Iain's work has been published in Journal of Business Finance and Accounting, Pacific Basin Finance Journal, Australian Journal of Management, and several others. He was consulting editor for the book The New York Times Guide to Finance. Watson has held various consulting assignments for different organizations, including professional accounting firms, investment banks, and regulatory authorities. The majority of these assignments drew upon his expertise in the area of capital markets research, and more specifically, in the arena of financial statement analysis and the reaction of various stock markets to the disclosure of company information. Over the last 10 years, he has provided expert opinion in the areas of insider trading and financial disclosure. Watson is currently a fellow of the Australian Institute of Management, member of the CEDA Advisory Board, and sits on the American Chamber of Commerce (AMCHAM Australia) Council of Governors. Prior to his appointment as executive dean, Watson was the dean and head of school at the UQ Business School.

Thursday, 20 August	
07:45-08:30	Registration and Refreshments
08:30-09:30	Introductions, Defining Impact, and Discussion of Stakeholders
09:30-10:15	Measuring Impact
10:15-10:30	Refreshment Break
10:30-12:00	Group Activity: Analyzing missions to determine scope and measurement of impact
12:00-13:00	Lunch
13:00-14:15	Accreditation
14:15-15:15	Examples
15:15-15:30	Refreshment Break
15:30-17:00	Wrap Up and Q&A
17:30-18:15	Reception

Impact:

To have a strong effect* on something or someone

*As this relates to the B-School mission, it assumes the effect is *positive*, *purposeful*, and *strategic*

6

Types of Impact
2013 *Standards Appendix*

- Mission alignment impact
- Intellectual contributions impact
- Academic impact
- Teaching & instructional impact
- Academic program impact
- Practice & community impact
- Executive education impact
- Research center impact
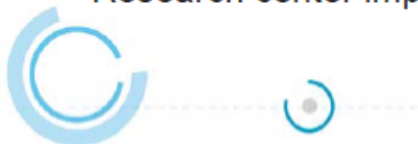
7

Frameworks to describe what you impact: potential tools

- Multidimensional diagrams eg. radar chart
- "Fan out" tables
- Reverse "fan out" tables

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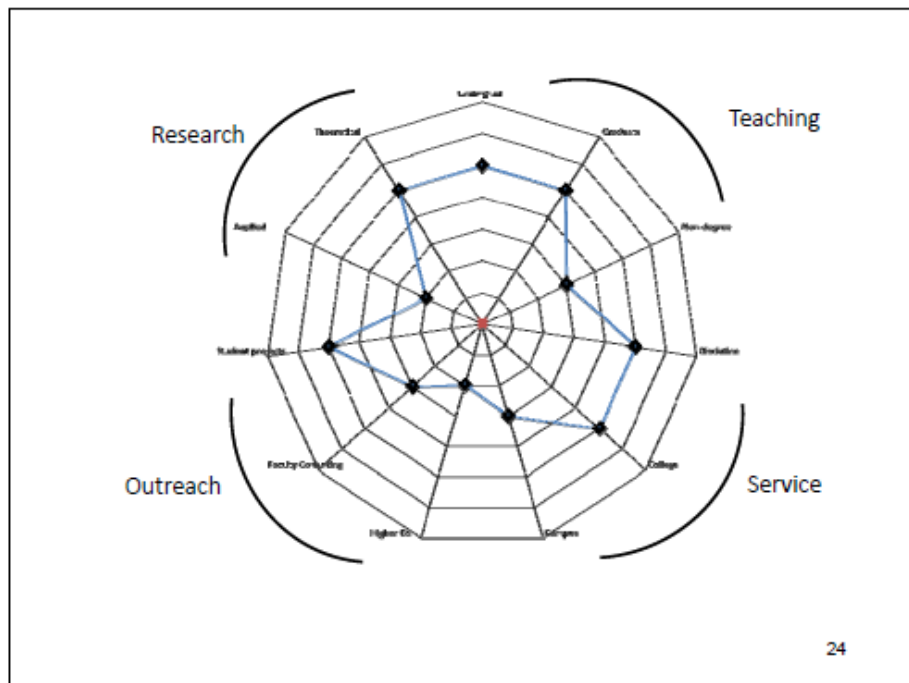
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Tabular Framework to Describe Mission Impact

What we do	Who do we Impact	How	Potential Measure	Frequency
Teaching				
Research				
Service				
Outreach				

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Reverse Framework Using Stakeholder as Driver

Stakeholder	Impacted by…	How	Potential Measure	Frequency
Students	Faculty member			
	Curriculum			
	etc.			
University	BS mission			
	Research output			
	Quality of graduate			
	Programs			
	etc.			
Business	Research output			
	Student projects			
	etc			
Society	SR projects			
	etc			

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ASSURANCE OF LEARNING SEMINAR

24–25 August 2015   Brisbane, Australia

Facilitators:

- **Phil Hancock**, Associate Dean, Teaching and Learning, UWA Business School, University of Western Australia

- **Eileen Peacock**, Senior Vice President and Chief Officer Asia Pacific, AACSB International

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FACILITATORS' BIOS

PHIL HANCOCK

Phil Hancock is currently Winthrop Professor of Accounting and associate dean of the Business School at the University of Western Australia and as such has oversight of Assurance of Learning in the Business School at UWA. Phil is a member of the CPA Australia Divisional Council in WA and he is also chair of the Australian Business Deans Council Teaching and Learning Network. He is a fellow of the Institute of Chartered Accountants, CPA Australia, and the Accounting and Finance Association of Australia and New Zealand (AFAANZ).

Phil has been involved in a number of Office for Learning and Teaching projects and in 2010 was chair of the Accounting Learning Outcomes working party which developed the threshold learning outcomes for Bachelor and Master degrees in Accounting. Phil is currently joint leader of the project Achievement Matters: external peer review of accounting learning standards which received funding and support from the Office for Learning and Teaching, CPA Australia, and the Institute of Chartered Accountants Australia.

Phil has received in excess of $700,000 in research grants and has published many articles, chapters in books, and is the co-author of an introductory accounting book, which is used in over 25 tertiary institutions in Australia and New Zealand. He is an associate editor of the Journal of Accounting Education and has received numerous teaching awards including a National Carrick citation for outstanding contributions to student learning. In 2013, he received an award for outstanding contributions to accounting education by AFAANZ.

EILEEN PEACOCK

Eileen Peacock is senior vice president and chief officer Asia Pacific of AACSB International as of June 1, 2009. Previous to taking this position, she had served as dean and professor of accounting at Charlton College of Business at the University of Massachusetts Dartmouth since 2004. Prior to her position at Charlton College of Business, Peacock served as associate dean and professor of accounting in the School of Business at Oakland University. Her teaching interests were in managerial and cost accounting, and cost management. She obtained her PhD from the University of Birmingham, England. Her research interests lie in managerial accounting, including activity-based costing, behavioral aspects of accounting, IT justification and curriculum development. Recent grants include one associated

with the creative economy and development and delivery of blended programs.

She has published in a variety of journals and magazines including The Journal of Information Systems, Information & Management, The British Accounting Review, Review of Business Information Systems, Internal Auditing, Journal of Cost Management, Journal of International Accounting, Auditing and Taxation, Database, Strategic Finance and Management Accounting.

Peacock previously was a member of the AACSB International Board of Directors, Initial Accreditation Committee, Accounting Accreditation Committee and Pre-accreditation Committee. She has served as a member of many accreditation teams, and worked as an accreditation mentor to a number of schools and accounting programs.

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SEMINAR AGENDA

MONDAY, 24 AUGUST

07:30–08:30	Registration & Refreshments
08:30–10:00	Introductions Overview of the AoL Process
10:00–10:30	Refreshment Break
10:30–12:00	AACSB AoL Standards Detailed Examples of the AoL Process
12:00–13:00	Lunch
13:00–14:30	AoL Process Steps
14:30–15:00	Refreshment Break
15:00–16:30	AoL Process Steps (Continued)
16:45–17:45	Reception

TUESDAY, 25 AUGUST

07:30–08:30	Refreshments
08:30–10:00	Recap Individual School Issues
10:00–10:30	Refreshment Break
10:30–12:00	Reporting Results Closing the Loop
12:00–13:00	Lunch
13:00–14:30	Overcoming Obstacles to AoL Best Practices in Assessment

PROGRAM CONCLUDES

AACSB's 15 Standards (2013)

Strategic Management and Innovation
* Standards 1–3

Participants: Students, Faculty, and Professional Staff
* Standards 4–7

Learning and Teaching
* Standards 8–12
* Standard 8 is Curricula Management and AoL

Academic and Professional Engagement
* Standards 13–15

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Standard 8: Curricula Management and Assurance of Learning

"*The school uses well documented, systematic processes for determining and revising degree program learning goals; designing, delivering, and improving degree program curricula to achieve learning goals; and demonstrating that degree program learning goals have been met.*"

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AoL: Key Issues

- Assurance of Learning is concerned with PROGRAMS rather than students, and is an on-going process ….

- It involves making our **expectations** (for what students can do on completion of a program) **explicit, setting criteria and standards** …**systematically gathering, analyzing, and interpreting the evidence** to determine how well performance matches those expectations
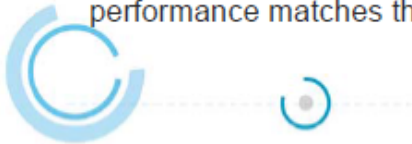
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AoL Process: 4 Steps

- Expectation: Learning goals
- Alignment for teaching and assessing
- Collecting evidence
- Reporting and closing the loop

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Griffith Business School
Master of Supply Network Management (MSNM)
Curriculum Map

Vision: To develop the capabilities for strategic leadership of sustainable and agile supply networks

Griffith Graduate Attributes	Goals: The MSNM Programme will...	Objectives: The MSNM Graduate will...	Code	7920IBA Systems Thinking & Sustainability	7105IBA Strategic Sourcing	7103IBA Global Business Logistics	7104IBA Legal Aspects of Procurement	7102IBA Strategic Supply Network Management	7940AFE Business Law: A Critical Thinking Approach (Alternative Courses)	7916EHR Human Resource Management	7910EHR Managing Change Through Responsible Leadership (Alternative Courses)	7021EHR Leadership & Self-Development	7905AFE Corporate Finance	7115IBA Managing Complex Projects	7120IBA Research Project	7106IBA (NEW) Managerial Problem Solving	7107IBA (NEW) Sustainable Supply Network Management for the next decade
Socially responsible and engaged in their communities. / Competent in culturally diverse international environments	1. Develop responsible leadership of sustainable supply networks	1.1 Leadership: Demonstrate leadership capability through the identification, monitoring and adoption of ethical and sustainable behaviour and practices.	TLAs	✓✓	✓	✓	✓	✓	-	✓	✓✓	✓✓	✓	✓✓	✓	✓	✓✓
			Ass	XX	X	X	X	X	-	X	X	X	X	X	X	X	XX
Knowledgeable and skilled in their discipline	2. Develop critical thinking and deep knowledge of the management of supply networks	2.1 Critical Thinking: Critically analyse and question knowledge claims in the management of supply networks.	TLAs	✓✓	✓✓	✓✓	✓✓	✓✓	-	-	-	-	-	✓	✓✓	✓✓	✓✓
			Ass	XX	XX	XX	XX	XX	-	-	-	-	-	X	XX	XX	XX
		2.2 Supply Network Management Knowledge: Demonstrate an appropriate depth of integrated understanding of the management of supply networks that underpins forward thinking.	TLAs	-	✓✓	✓✓	✓✓	✓✓	-	-	-	-	-	✓	✓✓	✓	✓✓
			Ass	-	XX	XX	XX	XX	-	-	-	-	-	X	Xx	X	XX
Effective Communicators and team members	3. Develop graduates who effectively and persuasively communicate in an organisational environment with a wide range of stakeholders	3.1 Written Communication: Demonstrate a high proficiency of persuasive written communication in an organisational context catering for a variety of audiences.	TLAs	✓✓	✓✓	✓	✓	✓✓	✓	✓	✓	✓	✓	✓✓	✓✓	✓✓	✓
			Ass	XX	XX	X	X	XX	X	X	X	X	X	XX	XX	XX	X
		3.2 Oral Communication: Demonstrate a high proficiency of oral	TLAs	✓✓	✓✓	-	✓	✓✓	✓	-	-	✓	-	✓	✓	✓	✓✓

Griffith Graduate Attributes	Goals: The MSNM Programme will...	Objectives: The MSNM Graduate will...	Code	7920IBA Systems Thinking & Sustainability	7105IBA Strategic Sourcing	7103IBA Global Business Logistics	7104IBA Legal Aspects of Procurement	7102IBA Strategic Supply Network Management	7940AFE Business Law: A Critical Thinking Approach (Alternative Courses)	7916EHR Human Resource Management	7910EHR Managing Change Through Responsible Leadership (Alternative Courses)	7021EHR Leadership & Self-Development	7905AFE Corporate Finance	7115IBA Managing Complex Projects	7120IBA Research Project	7106IBA (NEW) Managerial Problem Solving	7107IBA (NEW) Sustainable Supply Network Management for the next decade
		communication in an organisational context catering for a variety of audiences.	Ass	XX	XX	-	X	XX	X	-	-	X	-	X	X	X	XX
Innovative and creative, with critical judgement	4. Develop graduates who are able to research supply network management problems strategically and to solve them critically and creatively	4.1 Analysis & interpretation: Demonstrate the ability to research and apply appropriate theories, models, and tools for analysing and interpreting the relevant supply network management environment.	TLAs	✓	✓✓	✓✓	✓✓	✓✓	✓	-	-	-	-	✓	✓✓	✓	✓✓
			Ass	-	XX	XX	XX	XX	XX	-	-	-	-	XX	XX	X	XX
		4.2 Problem solving: Demonstrate a capability to assess, interpret and develop innovative approaches to the solving of supply network management problems to suit different contexts.	TLAs	-	✓✓	✓✓	✓✓	✓✓	✓✓	-	-	-	-	✓	✓✓	✓✓	✓✓
			Ass	-	XX	XX	XX	XX	XX	-	-	-	-	X	XX	XX	XX

Code for teaching & learning activities (TLAs)
- objective not covered, or barely covered
✓ objective is addressed through TLAs but would need further development in order to 'entrap' student in learning the desired objective
✓✓ very strong – TLAs designed to promote thorough, deep & active learning in relation to desired objective

Code for Assessment Activities (Ass)
- objective not covered, or barely covered
X objective is addressed, but would need further development in order to demonstrate learning
XX very strong – thorough, deep assessment of objective that would clearly demonstrate learning
Include assessment item number next to XX or X (e.g., XX3 indicates that the third piece of assessment in your course demonstrates deep learning of the objective specified)

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APPLIED ASSURANCE OF LEARNING SEMINAR

26 August 2015 **Brisbane, Australia**

Facilitators:

- **Lorelle Frazer,** Director, Online and Blended Learning, Griffith Business School, Griffith University

CONTENTS

FACILITATOR'S BIO

LORELLE FRAZER

Professor Lorelle Frazer is director, online and blended learning at the Griffith Business School and director of the Asia-Pacific Centre for Franchising Excellence at Griffith University. Prior to that, she was the dean, learning & teaching of the Griffith Business School. The Griffith Business School received AACSB accreditation in February 2009 and its Assurance of Learning process was recognised as being "Best Practice" by the review panel.

Lorelle obtained her B.Ed, BBus (Hons) and PhD from the University of Southern Queensland (USQ) and has worked at USQ, University of Queensland (UQ) and Griffith University. She teaches and researches franchising. She has been the lead researcher on three Australian Research Council Linkage Project grants investigating international franchising, conflict in franchising and success factors in franchising and small business. Lorelle has published her research in a variety of academic journals, including the Journal of Business Research, Journal of Marketing Management, Journal of Marketing Channels and the European Journal of Marketing. She has co-authored the biennial *Franchising Australia* surveys since 1998. In 2010, Lorelle was appointed a Global Facilitator for AACSB International to co-facilitate Assurance of Learning seminars in Australia.

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SEMINAR AGENDA

WEDNESDAY, 26 AUGUST

07:30–08:30	Registration & Refreshments
08:30–10:00	Session1 – Assessment, Learning and Continuous Improvement
10:00–10:30	Refreshment Break
10:30–12:00	Session 2 – Rubrics and Alternatives
12:00–13:00	Lunch
13:00–14:30	Session 3 – Programs Level Assessment
14:30–15:00	Refreshment Break
15:00–16:30	Session 4 – Closing the Loop
16:30–17:00	Session 5 – Questions and Answers
17:15–18:15	Reception

PROGRAM CONCLUDES

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How can we show the link between a bunch of courses and the whole program?

Through a curriculum map…

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Mapping Learning Objectives within Courses to Program Objectives

Table 1: Example of map using check marks

|	Year 1						Year 2						Year 3					
	Core			Optional			Core			Optional			Core			Optional		
	XY100	XY101	XY102	XY103	XY105	XY106	XY200	XY201	XY202	XY203	XY204	XY205	XY300	XY301	XY302	XY303	XY304	XY305
Program-level Learning Objectives (PLOBS)																		
PLOB1	✓						✓		✓				✓					
PLOB2		✓			✓					✓			✓					
PLOB3		✓								✓			✓	✓				
PLOB4		✓	✓	✓						✓	✓		✓	✓	✓	✓	✓	✓
PLOB5				✓							✓		✓					
Generic Learning Objectives (GLOBS)																		
GLOB1	✓	✓	✓	✓	✓	✓							✓					
GLOB2	✓		✓					✓			✓		✓					
GLOB3			✓					✓			✓		✓					

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Rubrics at Program Level

- Rubrics at a degree and program level are not necessarily about assigning marks or grades but rather **defining what standards of performance have been assured** (through the assessments at the course level – which are aligned with the objectives at the program level!)

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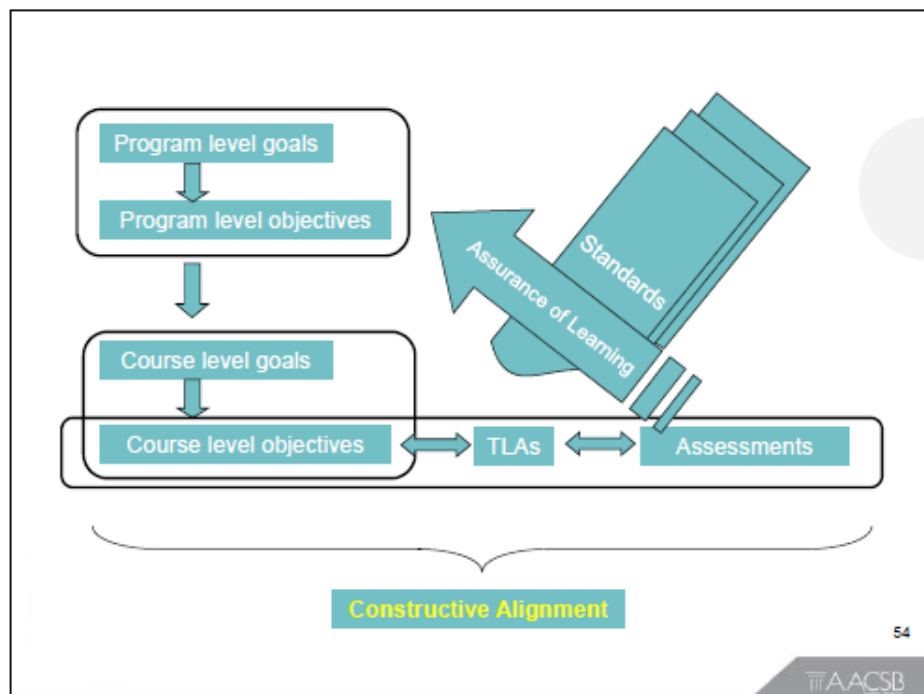
Direct Assessment

- Direct assessment of student performance
- Examples:
  - Course embedded assessments
  - Use employers or alumni to rate student performance
  - Exit exams
  - Archived data, e.g. theses

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Indirect Assessment

- Opinions of student performance
- Examples:
  - Survey of employers
  - Survey of alumni
  - Survey of graduates (e.g. CEQ in Australia)
  - Exit surveys
  - Internships

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Collecting and Managing Data

- All programs?
- All learning objectives?
- All students?

Master of Marketing
Curriculum Map

Our vision is that a Master of Marketing graduate will develop capabilities for strategic leadership of marketing at a functional and organisational level.

The M.Mkt Program will: Goals		The M.Mkt Graduate will: Objectives		Code	7209MKT Integrated Mkt Comm	7207MKT Market Research	7210MKT Adv Consum Dec Mkng	7032MKT Strategic Marketing
1	Advance critical thinking and deep knowledge in the global marketing domain.	1.1	Critically analyse and question knowledge claims in marketing.	TLAs	✓	✓✓	✓✓	✓✓
				Assessment	XX	XX	XX	XX
		1.2	Demonstrate a depth of understanding of marketing that facilitates forward thinking and responsible leadership.	TLAs	-	-	✓	✓✓
				Assessment	X	-	X	XX
2	Advance a high level of effective communication with a wide range of stakeholders.	2.1	Demonstrate a high proficiency of persuasive written communication in an organisational context catering for a variety of audiences.	TLAs	-	✓	✓✓	✓
				Assessment	X	XX	XX	XX
		2.2	Demonstrate a high proficiency of persuasive oral communication in an organisational context catering for a variety of audiences.	TLAs	✓✓	✓	✓✓	✓
				Assessment	XX	X	XX	X
3	Advance leadership capabilities in ethical marketing practice for social responsibility and sustainability.	3.1	Demonstrate leadership capability through the identification, monitoring and adoption of ethical marketing behaviour and responsible citizenship in social, work and professional environments.	TLAs	✓	✓✓	✓	✓
				Assessment	-	XX	X	-

附件三 與會人員名單(部分)

2015 August Business Accreditation Seminar

2015 August Business Accreditation Seminar Brisbane
08/18/2015 - 08/19/2015
Brisbane, Queensland Australia

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2015 August Enhancing and Measuring Impact Forum Brisbane

08/20/2015
Brisbane, Queensland Australia

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** Facilitator   As of 08/06/2015   Page 1 of 2

2015 August Assurance of Learning Seminar Brisbane

08/24/2015 - 08/25/2015
Brisbane, Queensland Australia

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** Facilitator   As of 08/10/2015   Page 1 of 3

2015 August Applied Assurance of Learning Seminar Brisbane

08/26/2015
Brisbane, Queensland Australia

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2015 August Business Accreditation Seminar

Seminar Learning Objectives, Cont.

Seminar participants will also:

- Develop relationships with other deans, administrators, and faculty, many of whom could serve as important resources for initial accreditation or continuous improvement review of accreditation; and

- Have an opportunity for self-reflection and evaluation relative to one's own school.

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Seminar Pedagogy

- Presentation
- Discussion
- Interaction and sharing
- Reflection

AACSB

Enhancing and Measuring Impact

20 August 2015
Brisbane

Eileen Peacock, Senior Vice President and Chief Officer Asia Pacific, AACSB International

Iain Watson, Executive Dean, Faculty of Business, Economics, and Law, University of Queensland, Australia

1

Objectives

- Address the requirement for increased accountability to stakeholders and society as a whole- why IMPACT is important
- Identify the challenges of measuring and communicating IMPACT- why IMPACT is difficult, and how it permeates the standards
- Discuss frameworks for schools to develop a portfolio of goals and metrics for IMPACT

2

Agenda

- Overview of the scope of impact
- Introduction to some possible frameworks to assist with determining impact
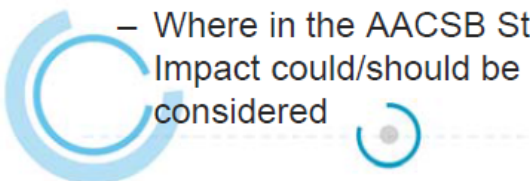- Working examples with school mission statements
- AACSB Standards

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About this Forum

What it is…
- A discussion of possible frameworks and methodologies to identify impacts and possible measures
- A dialog about the challenges of articulating, measuring and communicating impact
- Where in the AACSB Stds Impact could/should be considered

What it is *not*…
- A set of "approved" methodologies
- A cookie-cutter, one-size-fits-all answer for B-Schools
- A substitute for your own analysis

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Assurance of Learning

Eileen Peacock
Senior Vice President and Chief Officer Asia
AACSB International

Phil Hancock
Associate Dean, Teaching and Learning
University of Western Australia

August 2015
Brisbane, Australia

Overview

Day 1
- Overview of AoL Process
- Review of Examples
- AoL and Its Role in Curriculum Management
- AoL Process Detailed

Day 2
- AoL Process Detailed (Continued)
- Identification of Potential Obstacles to Completing the AoL Process

2

Seminar Goals

By the end of the seminar, you should be able to:

- Understand the AACSB Standards for AoL within the Curriculum Management Process

- Have an appreciation of the conceptual and practical issues which arise when trying to meet those Standards

- Identify the SWOT facing your school in respect to meeting the Standards

3

Overall Structure of the Seminar

- How to design systems and processes so as to capture the evidence needed to show the extent to which learning is assured

- This includes:
  - Opportunities to learn from examples
  - Analysis of each step in the AoL process
  - Identification of potential obstacles

4

Applied Assurance of Learning Seminar
Assurance of Learning: Completing Your Toolkit

Lorelle Frazer

Director (Online & Blended Learning)
Griffith Business School

August 2015

Our Program

Morning
- Assessment, learning & continuous improvement
- Rubrics and alternative approaches

Afternoon
- Program level assessment
- Closing the loop
- Q & A

2

Seminar Goals

By the end of this seminar, you should be able to:

- Understand the Assurance of Learning cycle
- Apply various methods of program level assessment
- Design rubrics and alternative measures
- Close the loop on student learning
- Appreciate the issues relevant to managing AoL within your Faculty/School

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