



DCU Business School

Peer Review Group Report

**Peer Review Report composed by Dr. Claire Bohan, Rapporteur,
on behalf of the Peer Review Group**

Date: 15 May 2015

Introduction

This Quality review has been conducted in accordance with a framework model developed and agreed through the Irish Universities Association Quality Committee and complies with the provisions of Section 35 of the Universities Act (1997) and the 2012 Qualifications and Quality Assurance Act. The model consists of a number of basic steps.

1. An internal team in the School/Faculty/Office/Centre being reviewed completes a detailed Self-Assessment Report (SAR). It should be noted that this document is confidential to the School/Faculty/Office/Centre as well as the Review Panel and senior officers of the University.
2. This report is sent to a team of peer assessors, the Peer Review Group (PRG) – composed of members from outside DCU and from other areas of DCU – who then visit DCU and conduct discussions with a range of relevant staff, students and other stakeholders.
3. The PRG then writes its own report. The School/Faculty/Office/Centre is given the chance to correct possible factual errors before the PRG report is finalised.
4. The School/Faculty/Office/Centre produces a draft Quality Improvement Plan (QulP) in response to the various issues and findings of the SAR and PRG reports.
5. The PRG report and the draft QulP are considered by the Quality Promotion Committee (QPC) and University Executive.
6. The draft QulP is discussed in a meeting between the School/Faculty/Office/Centre, members of the PRG, the Director of Quality Promotion and members of Senior Management. The University's responses are written into the draft document and the result is the finalised QulP.
7. The PRG Report and the QulP including the University's response is sent to the Governing Authority of the University, who approve publication in a manner that it sees fit.

This document is the report referred to in Step 3 above.

Note: DCU Business School internal quality review visit was undertaken during April 2015, in parallel with a mock AACSB¹ review, in preparation for the full AACSB review visit in November 2015.

¹ Association to Advance Collegiate Schools of Business

Peer Review Group Report for DCU Business School

1. Introduction and Overview

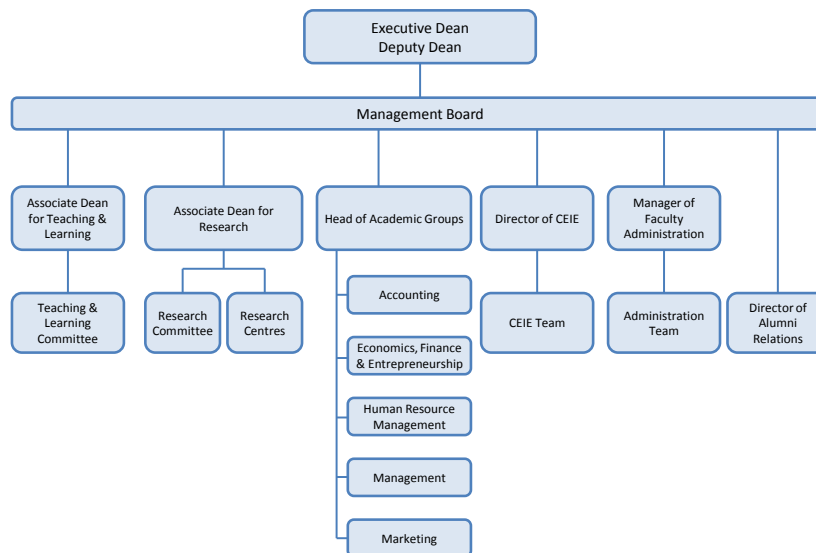
Location

DCU Business School is located on the main DCU campus and has its own dedicated building. In recent years, an additional storey was built in the School and this is exclusively used for the purpose of Executive Education. It is a fit-for-purpose highly impressive building, catering for both under- and postgraduate students.

Staff are all located in this building. The main School Office is in a visible location on the 1st floor, beside a modern canteen, which is used by both students and staff.

Staff

DCU Business School Organisational Structure:



There are 64.5 FTEs (full-time equivalents) staff in DCU Business School, composed of 66 permanent members of staff, two of whom are on 50% contracts and one on a reduced hours contract. There are also 35 part-time staff members, equating to 14.1 FTEs.

Product / Processes

DCU Business School's mission is to "educate leaders and professionals for the global marketplace. Through our teaching, our research, and our engagement with industry, we proactively contribute to the development of individuals, industry and society."

The School fulfils this mission by delivering undergraduate programmes to 2,166 undergraduate and 740 Masters' students (2014/2015 numbers). There are also currently 67 students studying at doctoral level.

The School is highly research-active, having attracted €8.5 million research funding over the period 2010-2014 from both the private and public sector. It prides itself on its industry engagement and the impact staff members have on government policy and practice.

2. The Self-Assessment Process

The Co-ordinating Committee

The following individuals were responsible for the writing of the report and co-ordinating the activities during the PRG visit:

Ms. Rachael Weiss	Director of Accreditations
Ms. Julie O'Donnell	Accreditation and Assurance Officer

Senior Management and Group Heads fed into the process of undertaking the internal Quality Review in alignment of the AACSB Mock Review during the compilation of the SAR.

Methodology adopted during process

The Quality Review Office organised a number of pre-meetings to coordinate and organise the Peer Review Group (PRG) visit. The PRG members met the evening prior to the review visit and coordinated their roles, including agreeing on a process for questioning, taking notes and chairing.

3. The Peer Review Group Process

The Review Group

Prof Mark Fenton-O'Creedy	The Open University Business School
Prof James Fleck	University of Edinburgh Business School
Dr Claire Bohan	Director, Student Support & Development, DCU
Mr Martin Leavy	Training & Development Manager, HR, DCU

Site Visit Programme

PRG SCHEDULE: 22 and 23 April, 2015

Tuesday, 21 April

19.30	Dinner for Panel at hotel	Clontarf Castle Restaurant
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Wednesday, 22 April

Strategic planning		Q317	
8.45	Meeting with Business School leadership to discuss Strategic Planning, Financial Strategies		Dean, Deputy Dean, Associate Deans: Anne Sinnott – Dean; Barbara Flood – Deputy Dean Caroline McMullan –ADTL Colm O'Gorman – ADR Ursula Baxter – Manager of Faculty Administration
10.00	Break		
Curriculum Management/Student Support			
10.15	Undergraduate Programme Directors	Undergraduate Programme Directors, Members of Faculty Teaching and Learning Committee (incl Personal Tutors) Siobhain McGovern -BBS Naoimh O'Reilly – BBS Int. (TLC) Tom McCluskey – AF (TLC) Patrick Mulcahy – GB; PJ Byrne –Aviation Mgt Yuhui Gao – MINT; Orla Feeney; Maria Scanlon	

11.00	Graduate Programme Directors		Graduate Programme Directors, Members of Faculty Teaching and Learning Committee Brid Murphy - MScA Michael Dowling – MScF (TLC) Ruchira Sharma – incoming MScF Brian Harney – MHRM Regina Connolly – MECB Des McLaughlin – MSBM and MSSM Paul Davis – MIM and SP Mark Cummins – MITB Aurora Trif – MHRS Colum Foley – Open Education	
11.45	Break			
12.00	Parallel session			Q317 & Q306
	Student Admissions and Support Services Staff	Career Advisors on student enrichment opportunities/ Activities	Admissions and Support Services Celine Jameson – Admissions, Registry (DCU) Ita Tobin – Head of Access (DCU) Deirdre Wynter – Marketing (DCU) Yseult Freeney Careers Advisors Yvonne McLoughlin – Head, Careers Service (DCU) Claire Gubbins Pauline Willis John Loonam Terry O'Brien Shaen Corbett	
12.30	Working lunch			
13.30	Undergraduate & Postgraduate students		Selected undergraduate & postgraduate students	Q306
				Q317
14.00	Faculty Management		Anne Sinnott; Barbara Flood; Caroline McMullan Colm O’Gorman; Michael Gannon; Tony Foley Dave Collings; Anne Byrne; PJ Byrne	
14:45	Break			
Faculty Management and Support				
15.00	Parallel session			Q317 & Q306
	Faculty meeting – Associate Professor and Professorial staff	Faculty meeting – Lecturer and Senior Lecturer staff	Selected Associate Professor and Professorial staff Dave Collings; Marann Byrne; Patrick Flood Liam Gallagher; Ronan Powell; Brian Leavy Darach Turley Selected Lecturer and Senior Lecturer staff Tony Foley; Edel Conway; Ruchira Sharma Mark Cummins; Hiroyuki Kawakatsu; Donal O’Brien Gerry Conyngham; Melrona Kirrane Karen-Ann Dwyer; John Nolan; Marty Reilly	
15:45	Meeting with Director of International and key staff on internationalization		Director of International and External, Faculty Internationalisation Committee Anne Sinnott – Dean; Trevor Holmes (VP, DCU) Maurice McCrum – CEIE; Monica Kelly - CEIE Bernard Pierce; Yuhui Gao; John Connolly Kathy Monks; Jonathan Begg	
16:45	Break			
17.30	Drinks reception with alumni		Selected employers and alumni	3rd Floor DCU Business School

Thursday, 23 April

8.30	Presentation on engaging with industry for student learning outcomes	Dean, Associate Dean Teaching and Learning, Professional Development Co-ordinator, Programme Director and other selected staff. Anne Sinnott Caroline McMullan – ADTL; Theo Lynn; Eric Clinton; Malcolm Brady; Liam Hourihane; Ruth Mattimoe	Q317
9.15	Meeting on alumni engagement	Director Alumni Relations, Alumni Relations Co-ordinator Bernadette McCulloch – Director, Alumni Relations Barbara Flood, Deputy Dean Michael Gannon; Finian Buckley; Des McLaughlin Brian Leavy	
10:00	Break		
10:15	Meeting with Research Committee and Research Centre Directors	Dean Research, Research Centre Directors, selected members of the Research Committee Colm O’Gorman – ADR Janine Bosak – Director of Doctoral Studies Teresa Hogan; David Jacobson; Theo Lynn; Declan Curran Edel Conway; PJ Byrne	
11:00	Meeting on Resources and Administration	Business School Senior Advisors: Group Resource Manager, Marketing Manager, HR Advisor, Business Development Manager, Academic Services Officer, Manager of Strategic Initiatives Anne Sinnott - Dean Ursula Baxter – Manager of Faculty Administration Barbara Flood – Deputy Dean Ciaran McGivern – Director of Finance (DCU) Marian Burns – Director of HR (DCU) Eithne Guilfoyle – VP Academic Affairs (DCU) Declan Raftery – Chief Operating Officer	
11.45	PRG meeting with President of DCU, Prof. Brian MacCraith and Deputy President, Mr. Jim Dowling		Q317
12:45	Lunch		Q306
13.30	Time for Panel to work on report		
15:00	Feedback to Dean and Management Team		Q317

Methodology

The review process was conducted over a period of two days. A Base Room was set up for the PRG, which was very impressive, and artefacts related to the AACSB standards, wall graphics and photography, committee meetings and examples of publications were well exhibited.

The PRG was predominantly located in one room, a Board Room Q317, which was spacious and fit-for-purpose. PRG members were provided with additional information as and when required and were extremely happy with the level of engagement and hospitality provided.

The Quality Promotion Office (QPO) provided relevant documentation in a very timely fashion, arranged briefing meetings prior to the visit and were available for clarification at all times. The level of service and support was exemplary from this office.

Schedule of Activity

The Director of Accreditations in DCU Business School, along with assistance from administrative staff, coordinated the operations during the 2-day visit. The panel requested

one change in schedule and additional information and both were accommodated immediately, with no hesitation.

Over the course of the review visit, staff and students were highly engaged in the process and eager to provide comprehensive answers to all questions posed. There was one notable exception to this, which was the Alumni session, where the lack of information and systematic approach to alumni relations was disappointing. On probing, the panel did get an overview of a high level of activity within the School but this took some time and much probing on behalf of the panel.

View of the Self-Assessment Report

The SAR was composed around the 21 standards (See Appendix 1) used by the AACSB (The Association to Advance Collegiate Schools of Business) and therefore took on a different format to the usual DCU Self-Assessment Report (SAR). There was no SWOC analysis included in the SAR, but one is included at the end of the report here arising from the findings during the review visit.

The PRG agreed that the personality of the School was not sufficiently reflected in the written SAR and that it lacked sufficient self-reflection. There was no reference to challenges and how the School had addressed these in the past – or, indeed, continues to address them.

The factual overview of the mission and activities of the School was limited in the written document and insufficient examples of the activities of the School were referenced, although these were available in the base room.

In summary, the SAR would benefit hugely from references to examples of ‘excellence in teaching’ or ‘industry-engagement’ and also the inclusion of references to materials available in the base room. It was clear from the interactions with staff that there are numerous examples of excellent practices in the School, but these must be included in the SAR to improve the credibility of the report.

The lack of glossary and explanation of acronyms made the report challenging to read at times.

4. Findings of the Peer Review Group

4.1 Background, Overview, Strategy, Context

It is clear that DCU Business School makes a huge contribution to DCU staff development, students, Irish society and, indeed, international education. The Mission Statement is clearly defined and aligned with the University Strategy.

Although there is much collaboration between the School and other parts of the institution (e.g. Alumni, SS&D, HR etc.), this had to be probed in the sessions with staff. It was not mentioned in the SAR at any point.

The Report would benefit from an introductory chapter which incorporates this cross-university collaboration as well as an overview of the national and institutional context within which the School is operating.

4.2 Organisation and Management

Dr. Anne Sinnott	Executive Dean / Member of University Senior Management Team
Prof. Barbara Flood	Deputy Dean
Dr. Caroline McMullan	Associate Dean for Teaching and Learning
Prof. Colm O’Gorman	Associate Dean for Research
Dr. John McMackin	Director of Executive and International Education
Ms. Ursula Baxter	Faculty Manager

The School’s Management Board also includes the following members of staff:

Prof. David Collings	HRM Group
Prof. Marann Byrne	Accounting Group
Prof. PJ Byrne	Management Group
Mr. Tony Foley	Economics, Finance and Entrepreneurship Group
Dr. Michael Gannon	Marketing Group

4.3 Staffing and Accommodation

The School has managed the staffing levels in line with national cuts in recent years but has been pro-active in ensuring that the quality of the teaching and research has not been negatively affected. The School’s Work Allocation Model appears to work very effectively, with staff reporting a high level of satisfaction with the recognition of teaching duties, research, administrative duties and industry liaison.

Due to the nature of the PRG visit, the schedule did not include a tour of the facilities, so it is difficult to comment on suitability or quality of same, outside of the immediate area of the meetings, which was in the Executive Education space, which is of excellent quality.

4.3 Management of Financial and other Resources

In line with national cuts and the University’s response to encourage Schools and Faculties to explore diverse sources of revenue, the School is pro-actively attracting external funding. This funding is secured through engagement with industry, government and international partners.

The Executive Dean has overall responsibility for financial and resource management but delegates most operational duties and day to day financial and facilities management to Ursula Baxter as Faculty Manager.

4.4 Functions, Activities and Processes

There was clear evidence that the business of the School is governed by clear structures, policies and procedures. Ample evidence of Committee meeting minutes, evidencing that processes were completed, were provided during the course of the visit.

4.5 User/Customer/Supplier Perspective

Both under- and postgraduate students were highly complimentary of their experiences within the School, noting that the biggest asset of the School was the people. Students noted their level of satisfaction with the number of staff who had industry experience at undergraduate level, as this made the lectures more interesting. Two students at Masters’ level felt that the staff did not have sufficient industry experience.

The excellent resource of *Loop* (DCU's Virtual Learning Environment VLE), which was well integrated into the students' learning, was also noted.

The meeting with Alumni confirmed the commitment of students to stay in touch with the School post-graduation. Alumni felt that they could benefit from the networking opportunities provided through the School and from the possibility to recruit fresh graduates. Alumni also noted that there had been increased activity in this area recently.

4.6 Staff Perspective

The enthusiasm, commitment and engagement of staff was clear during the visit. All staff members who took part in the various meetings showed a clear understanding of the mission of the School and were pursuing teaching, research and industry-engagement to a very high level. There were some discrepancies in the opinion of staff regarding the standing of 'professional' qualifications or 'academic' qualifications – with an undertone present at times that professional qualifications were not as highly valued. It was note-worthy that staff at all levels were engaged in teaching undergraduate as well as postgraduate students.

4.8 Overall Analysis of Strengths, Weaknesses, Opportunities and Concerns

<p>Strengths:</p> <ul style="list-style-type: none"> - Strong Management team - Industry-engagement and impact - Staff engagement and commitment - Quality of staff - Personal Tutor System and monitoring of 'at risk' students is comprehensive and affective - Academically strong student intake - Excellent retention rates - International flavour of programme offering - Quality of Teaching - Level / Quality of Research - Diversification of revenue streams - Agility in meeting market demand - Access programme and support of students - Workload Allocation Model is very effective 	<p>Weaknesses:</p> <ul style="list-style-type: none"> - Lack of clear graphic representation of how industry engagement is incorporated throughout the programmes offered - Lack of understanding among some staff that governance and oversight of Assurance of Learning (AOL) takes place at Programme Board, not individual academic, level. Insufficiently clear criteria for measuring the impact of the School's Mission Statement through teaching and learning.
<p>Opportunities:</p> <ul style="list-style-type: none"> - Build on informal links with Alumni and proactively engage with the University's renewed activity in this area. - Opportunities presented through the DCU Incorporation Programme² should be explored. - Mentoring opportunity to help other Faculties extend their programme offerings to Princess Nora University (PNU). 	<p>Concerns:</p> <ul style="list-style-type: none"> - Communication could be improved amongst staff on the Academic Promotion Criteria and the benefits of taking part in revenue generating activities. - Vigilance needs to be exercised to ensure that the School is not overly burdened with subsidising other activities in the University. - Unclear where the Ryan Academy, Innovation Campus and <i>Invent</i> interfaces occur.

² The DCU Incorporation Programme is the planned coming together of St Patrick's College, Drumcondra, Mater Dei Institute of Education and Church of Ireland College of Education with Dublin City University in 2015/2016. The vision of the DCU Incorporation Programme includes a new Institute of Education and an enhanced Faculty of Humanities & Social Sciences that will incorporate the combined strengths of the four institutions.

5. Recommendations for Improvement

Indication of Priority:

P1: A recommendation that is important and requires urgent action.

P2: A recommendation that is important, but can, or perhaps must, be addressed on a more extended time scale.

P3: A recommendation which merits serious consideration but which is not considered to be critical to the quality of the ongoing activities.

Level(s) of the University where action is required:

A: Area under review

U: University Senior Management

No.	Priority	Level	Recommendation
1	P1	A	Make more explicit the thread of Assurance of Learning (AOL) throughout undergraduate and postgraduate programmes. Ensure staff clearly understand and can articulate, that governance of AOL is at programme, not module level.
2	P1	A	Ensure that the Academic Promotion criteria are clear to all staff
3	P1	U/A	Continue to monitor the financial model for externally generated revenue to ensure equity and sustainability.
4	P1	A	Improve the promotion of engagement with industry. This is hugely impressive for DCU Business School but is not evident in the SAR.
5	P1	A	Continue to reach out across the University to engage in relevant activities and share good practice e.g. Alumni Office.
6	P1	A	Develop criteria for measuring the impact of teaching and learning on students, especially 'global awareness' and 'transformation'.
7	P1	A	Develop a narrative around <i>Learning Analytics</i> , which should include the use of <i>Guru</i> and personal tutor interventions.
8	P1	A	Clarify for staff the benefits of taking part in 'revenue-generating' activities to ensure continuous support for same.
9	P2	A	Explore the opportunities of the DCU Incorporation Programme for DCU Business School and examine the impact of this major university development on the School.

Appendix 1

AACSB Standards

Standard 1

The School publishes a mission statement or its equivalent that provides directions for making decisions. The mission statement derives from a process that includes the viewpoints of various stakeholders. The mission statement is appropriate to higher education for management and consonant with the mission of any institution of which the School is part. The School periodically reviews and revises the mission statement as appropriate. The review process involves appropriate stakeholders.

Standard 2

The mission incorporates a focus on the production of quality intellectual contributions that advance knowledge of business and management theory, practice, and/or learning/pedagogy. The school's portfolio of intellectual contributions is consistent with the mission and programs offered. [INTELLECTUAL CONTRIBUTIONS]

Standard 3

The mission statement or supporting documents specifies the student populations the school intends to serve. [STUDENT MISSION]

Standard 4

The school specifies action items that represent high priority continuous improvement efforts. [CONTINUOUS IMPROVEMENT OBJECTIVES]

Standard 5

The school has financial strategies to provide resources appropriate to, and sufficient for, achieving its mission and action items. [FINANCIAL STRATEGIES]

Standard 6

The policies for admission to business degree programs offered by the school are clear and consistent with the school's mission. [STUDENT ADMISSION]

Standard 7

The school has academic standards and retention practices that produce high quality graduates. The academic standards and retention practices are consistent with the school's mission. [STUDENT RETENTION]

Standard 8

The school maintains a support staff sufficient to provide stability and ongoing quality improvement for student support activities. Student support activities reflect the school's mission and programs and the students' characteristics. [STAFF SUFFICIENCY-STUDENT SUPPORT]

Standard 9

The school maintains a faculty sufficient to provide stability and ongoing quality improvement for the instructional programs offered. The deployment of faculty resources reflects the mission and programs. Students in all programs, disciplines, and locations have the

opportunity to receive instruction from appropriately qualified faculty. [FACULTY SUFFICIENCY]

Standard 10

The faculty of the school has, and maintains, expertise to accomplish the mission, and to ensure this occurs, the school has clearly defined processes to evaluate individual faculty members' contributions to the school's mission. The school specifies, for both academically qualified and professionally qualified faculty, the required initial qualifications of faculty (original academic preparation and/or professional experience), as well as requirements for maintaining faculty competence (intellectual contributions, professional development, or practice). [FACULTY QUALIFICATIONS]

Standard 11

The school has well-documented and communicated processes in place to manage and support faculty members over the progression of their careers consistent with the school's mission. These include:

- Determining appropriate teaching assignments, intellectual expectations, and other components of the faculty member's professional responsibilities to the school.
 - Providing staff and other mechanisms to support faculty in meeting the expectations the school holds for them on all mission-related activities.
 - Providing orientation, guidance and mentoring.
 - Undertaking formal periodic review, promotion, and reward processes.
 - Maintaining overall plans for faculty resources.
- [FACULTY MANAGEMENT AND SUPPORT]

Standard 12

The business school's faculty in aggregate, its faculty subunits, and individual faculty, administrators, and staff share responsibility to:

- Ensure adequate time is devoted to learning activities for all faculty members and students.
 - Ensure adequate student-faculty contact across the learning experiences.
 - Set high expectations for academic achievement and provide leadership toward those expectations.
 - Evaluate instructional effectiveness and overall student achievement.
 - Continuously improve instructional programs.
 - Innovate in instructional processes.
- [AGGREGATE FACULTY AND STAFF EDUCATIONAL RESPONSIBILITY]

Standard 13

Individual teaching faculty members:

- Operate with integrity in their dealings with students and colleagues.
 - Keep their own knowledge current with the continuing development of their teaching disciplines.
 - Actively involve students in the learning process.
 - Encourage collaboration and cooperation among participants.
 - Ensure frequent, prompt feedback on student performance.
- [INDIVIDUAL FACULTY EDUCATIONAL RESPONSIBILITY]

Standard 14

Individual Students:

- Operate with integrity in their dealings with faculty and other students.
- Engage the learning materials with appropriate attention and dedication.
- Maintain their engagement when challenged by difficult learning activities.
- Contribute to the learning of others.
- Perform to standards set by the faculty.

[STUDENT EDUCATIONAL RESPONSIBILITY]

Standard 15

Management of Curricula: The school uses well documented, systematic processes to develop, monitor, evaluate, and revise the substance and delivery of the curricula of degree programs and to assess the impact of the curricula on learning. Curriculum management includes inputs from all appropriate constituencies which may include faculty, staff, administrators, students, faculty from non-business disciplines, alumni, and the business community served by the school.

The standard requires use of a systematic process for curriculum management but does not require any specific courses in the curriculum. Normally, the curriculum management process will result in an undergraduate degree program that includes learning experiences in such general knowledge and skill areas as:

- Communication abilities.
- Ethical understanding and reasoning abilities.
- Analytic skills.
- Use of information technology.
- Dynamics of the global economy
- Multicultural and diversity understanding.
- Reflective thinking skills.

Normally, the curriculum management process will result in undergraduate and master's level general management degree programs that will include learning experiences in such management-specific knowledge and skills areas as:

- Ethical and legal responsibilities in organizations and society.
- Financial theories, analysis, reporting, and markets.
- Creation of value through the integrated production and distribution of goods, services, and information.
- Group and individual dynamics in organizations.
- Statistical data analysis and management science as they support decision-making processes throughout an organization.
- Information technologies as they influence the structure and processes of organizations and economies, and as they influence the roles and techniques of management.
- Domestic and global economic environments of organizations.
- Other management-specific knowledge and abilities as identified by the school.

[MANAGEMENT OF CURRICULA]

Standard 16

Bachelors or undergraduate level degree: Knowledge and skills. Adapting expectations to the school's mission and cultural circumstances, the school specifies learning goals and

demonstrates achievement of learning goals for key general, management-specific, and/or appropriate discipline-specific knowledge and skills that its students achieve in each undergraduate degree program. [UNDERGRADUATE LEARNING GOALS]

Standard 17

The bachelors or undergraduate level degree programs must provide sufficient time, content coverage, student effort, and student-faculty interaction to assure that the learning goals are accomplished. [UNDERGRADUATE EDUCATIONAL LEVEL]

Standard 18

Masters level degree in general management (e.g., MBA) programs: Knowledge and skills. Participation in a master's level degree program presupposes the base of general knowledge and skills appropriate to an undergraduate degree. Learning at the master's level is developed in a more integrative, interdisciplinary fashion than undergraduate education.

The capacities developed through the knowledge and skills of a general master's level program are:

- Capacity to lead in organizational situations.
- Capacity to apply knowledge in new and unfamiliar circumstances through a conceptual understanding of relevant disciplines.
- Capacity to adapt and innovate to solve problems, to cope with unforeseen events, and to manage in unpredictable environments.
- Capacity to understand management issues from a global perspective.
- Adapting expectations to the school's mission and cultural circumstances, the school specifies learning goals and demonstrates master's level achievement of learning goals for key management-specific knowledge and skills in each master's level general management program.

[MASTER'S LEVEL GENERAL MANAGEMENT LEARNING GOALS]

Standard 19

Master's level degree in specialized programs: Knowledge and Skills. Participation in a master's level program presupposes the base of general knowledge and skills appropriate to an undergraduate degree and is at a more advanced level.

The level of knowledge represented by the students of a specialized master's level program is the:

- Application of knowledge even in new and unfamiliar circumstances through a conceptual understanding of the specialization.
- Ability to adapt and innovate to solve problems.
- Capacity to critically analyze and question knowledge claims in the specialized discipline.
- Capacity to understand the specified discipline from a global perspective.

Master's level students in specialized degree programs demonstrate knowledge of theories, models, and tools relevant to their specialty field. They are able to apply appropriate specialized theories, models, and tools to solve concrete business and managerial problems. Adapting expectations to the school's mission and cultural circumstances, the school specifies learning goals and demonstrates achievement of learning goals in each

specialized master's degree program. [SPECIALIZED MASTER'S DEGREE LEARNING GOALS]

Standard 20

The master's level degree programs must provide sufficient time, content coverage, student effort, and student-faculty interaction to assure that the learning goals are accomplished.

[MASTERS EDUCATIONAL LEVEL]

Standard 21

Doctoral level degree: Knowledge and Skills: Doctoral programs educate students for highly specialized careers in academe or practice. Students of doctoral level programs demonstrate the ability to create knowledge through original research in their areas of specialization. Normally, doctoral programs will include:

- The acquisition of advanced knowledge in areas of specialization.
 - The development of advanced theoretical or practical research skills for the areas of specialization.
 - Explicit attention to the role of the specialization areas in managerial and organizational contexts.
 - Preparation for teaching responsibilities in higher education (for those students who expect to enter teaching careers).
 - Dissertation, or equivalent, demonstrating personal integration of, and original intellectual contribution to, a field of knowledge.
 - Other areas as identified by the school.
- [DOCTORAL LEARNING GOALS]