TEAM VISIT REPORT – 
MAINTENANCE OF ACCREDITATION REVIEW 

University of Kansas 
School of Business 

I. Team Recommendation 

The team recommendation reflects the opinion of the Peer Review Team only. It will be reviewed for concurrence or remanded to the team by the appropriate accreditation committee. The role of the accreditation committee is to ensure consistent application of the AACSB International accreditation standards and processes across peer review teams. 

Within ten days of receipt of this report, the applicant should send the team any comments and corrections related to factual information noted in this report. A copy should also be sent to the appropriate committee chair in care of the AACSB International office. 

A. Team Recommendation 

*Extend Accreditation Maintenance:* The recommendation of the Peer Review Team is that the accreditation of the undergraduate, master’s, and doctoral degree programs in business offered by University of Kansas be extended for an additional six years with a Maintenance Review to occur in year five. Concurrence by the accreditation committee and ratification by the Board of Directors are required prior to the confirmation of the accreditation decision. Following ratification by the Board of Directors, the applicant will be notified. The applicant must wait for this official notification before making any public announcement. AACSB International provides a list of applicants achieving accreditation to its members and the public. 

B. Subsequent Review of Team Recommendation 

The Maintenance of Accreditation committee will review this report, and any response from the applicant, at its next scheduled meeting (normally, provided that the report is received at least three weeks in advance of the meeting). The committee will meet December 10, 2007. 

The Board of Directors will consider for ratification via electronic ballot the team recommendations to extend accreditation or suspend accreditation that have concurrence from the appropriate accreditation committee, as soon as possible after the accreditation committee concurrence. 

II. Identification of Areas That Must Be Addressed Prior to Next Maintenance Review 

The next maintenance review will occur in five years with the expectation of Annual Maintenance Reports beginning with the current academic year. With this in mind, the
School of Business should annually update its Strategic Plan, in the form of the Annual Maintenance Reports, on the action items noted below:

- Establish School-wide learning goals at the undergraduate program level and, based on these goals, begin assessment activities at the overall program level. The School of Business has assessment activities for each of the specific majors, but needs to identify those learning goals that relate to all undergraduate business majors and begin assessing the extent to which these objectives are being satisfied through the related coursework. Further, the School of Business should seek to establish consistency in the breadth and depth of assessment in the various undergraduate programs.

- The School of Business should consider the role of its MBA program (and various iterations of the MBA program) in the School’s overall strategic plan. This consideration should identify the audiences served by the program and whether it serves national or regional markets and organizations. This is particularly important as the School seeks to increase the size of its doctoral program as well as continue to develop various majors at the undergraduate level.

### III. Relevant Facts and Assessment of Strengths and Weaknesses in Support of the Team Accreditation Recommendation

#### A. Educational Improvement

See details below.

#### B. Strategic Management

The School of Business initiated a strategic planning process in October 2006. The result of this process is a draft strategic plan that will begin to be implemented during the upcoming year. This plan is based on the KU School of Business’ mission “to prepare students for careers in the practice of business and management by being a leading School of Business that fosters the creation and dissemination of knowledge in a changing global environment. This plan provides the framework for making important decisions, both related to personnel and resource allocation.

The four key strategic directions identified by this plan are:

1. Building upon the School’s established research reputation by using both creative and practical approaches to increase the number and quality of contributions to business knowledge and practice.

2. Continuing to strengthen the teaching and other aspects of degree programs currently offered at the undergraduate and graduate levels, and judiciously considering other programs that serve their current and future students and the organizations that will or could hire them.
3. Improving the School of Business’ physical facilities so that they facilitate the work of faculty, staff, students, and others who come to KU to learn about business topics, conduct research, serve others, and support the School.

4. Increasing the promotion of the School and the interaction with constituents, businesses, and other entities in the state, region, and nation.

C. **Fulfillment of Mission**

See Strategic Management above. The School of Business mission statement is consistent with that of the University of Kansas, as it embraces the University’s purpose of research and teaching and the School mirrors the University’s aspirations to serve as a center for learning, scholarship, and creative endeavor.

IV. **Commendations of Strengths, Innovations, and Unique Features**

A. The School of Business has made significant progress in establishing majors for its students through implementation of a differential tuition model. The students see significant value in this process and understand the long-term benefits of this investment in the value of their degrees and the opportunities it provides them.

B. Related to the above, the School of Business has undergone a significant faculty hiring process in the past few years, with faculty recruited from top doctoral programs and institutions from across the United States. The addition of this faculty will allow the School to build upon an already strong research foundation.

C. The School of Business admissions process results in only students who have shown high academic achievement being admitted for study.

D. A formal mentoring program exists for junior faculty; both the mentors and protégés remarked on the effectiveness of this program.

E. The small size of the Ph.D. program, relative to the size of the faculty, provides doctoral students with an opportunity to have significant individual attention from faculty and begin to develop their research programs early in their studies.

F. Undergraduate students were highly complementary of their education, citing the attention received from faculty, advisors, and career services professionals. They were particularly complimentary of the accessibility and availability of the faculty and Dean’s Office staff.

G. The School’s promotion and tenure committee annually evaluates all untenured faculty members and provides assessment of their progress towards tenure. Given this group’s prominent role in the promotion and tenure process, it is both important and necessary that they participate in this fashion.
V. Opportunities for Continuous Improvement Relevant to the Accreditation Standards

A. One matter that needs to be carefully evaluated by the School of Business is the teaching workload (including teaching loads, "stacking" of teaching loads, and number of preparations) provided to junior ( untenured) faculty. Junior faculty indicated that workloads were not always consistent across areas and were more onerous than those at peer and aspirant institutions. Further, efforts should be made to continue summer research support beyond the current three-year horizon.

B. The School of Business should work diligently on implementation of their strategic plan, which has been developed during the most recent year.

VI. Summary of Visit

A. Brief description of the school or accounting unit, including its size and the institutional setting;

The University of Kansas is a comprehensive educational and research institution with 29,000 students and more than 2,000 faculty members. The School of Business, established in 1924, has developed into a School offering seven different undergraduate majors, a minor in business, three master-level degrees, several MBA degrees (some co-offered with other institutions and programs), and one doctoral degree. The School of Business shares the University’s mission of research, teaching, and service.

Undergraduate students currently apply for admission to the School of Business following completion of 60 credit hours and have an average graduate point average of 3.4 (a minimum grade point average of 2.5 is required for application). The number of undergraduate students enrolled in the School of Business at any time approximates 1,000. Many of the current major areas of study at the undergraduate level have been added in the past few years through the addition of a differential tuition charged to students majoring in business.

The School of Business offers various versions of an MBA program, with a full-time offering (76 students enrolled), a part-time offering (200 students enrolled), and joint options with other offerings on campus. Enrollments in the masters’ programs are primarily related to the Master of Accounting, with 83 students. Finally, the School of Business enrolls 29 students in its doctoral programs and offers eight concentrations (Accounting, Decision Sciences, Finance, Information Systems, Human Resources, Marketing, Organizational Behavior, and Strategic Management).

The afore-mentioned differential tuition has allowed the School of Business to increase the size of its faculty by 35 percent. In addition to the ability to offer majors to its students, these faculty provide a significant opportunity to enhance an already strong core group of faculty and enhance contributions to the school’s research mission.
B. List of degree programs included in the review and the number of program graduates in the most recent year;

<table>
<thead>
<tr>
<th>Name of Degree Program</th>
<th>Major(s), Concentration(s), Area(s) of Emphasis</th>
<th>Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Science (BS)</td>
<td>Accounting, Business Administration, Finance, Information Systems, Management and Leadership, Marketing, Supply Chain Management</td>
<td>491</td>
</tr>
<tr>
<td>Master of Science (MS)</td>
<td>Finance</td>
<td>3</td>
</tr>
<tr>
<td>Master of Business Administration</td>
<td></td>
<td>106</td>
</tr>
<tr>
<td>MBA (CIMBA)</td>
<td></td>
<td>37</td>
</tr>
<tr>
<td>Master of Accountancy</td>
<td></td>
<td>62</td>
</tr>
<tr>
<td>Doctor of Philosophy</td>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>

C. List of Comparison Groups:

i. Comparable Peers

- Florida State University
- Iowa State University
- University of Kentucky
- University of Oklahoma
- University of Oregon
- University of Utah

ii. Competitive Group

iii. Aspirant Group

- University of Georgia
- University of Iowa
- University of Maryland
- Michigan State University

D. Review Team Members

- Jerry Strawser, Texas A&M University, Business (Chair)
- Frances Ayres, University of Oklahoma, Accounting (Vice-Chair)
- Greg Mosier, University of Nevada-Reno, Business (Member)
- Bud Fennema, Florida State University, Accounting (Member)

E. Visit Schedule
<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunday, October 28</td>
<td>5:00 – 6:00 p.m.</td>
<td>Peer Review Team meeting to discuss issues and review schedule.</td>
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<tr>
<td></td>
<td>6:00 – 7:00</td>
<td>Reception with Board of Advisors representatives (attire - business casual).</td>
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<tr>
<td></td>
<td>7:00 – 9:00</td>
<td>Dinner with School administrators.</td>
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<tr>
<td>Monday, October 29</td>
<td>7:30 – 8:30 a.m.</td>
<td>Breakfast meeting with Area Directors of Accounting and Information Systems; Finance, Economics and Decision Sciences; and Management, Marketing, and Law.</td>
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<td></td>
<td>8:30 – 8:45</td>
<td>Travel to Summerfield Hall.</td>
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<td></td>
<td>8:45 – 9:15</td>
<td>Meeting with Director and Associate Director of Business Career Services Center and Director of Student and Academic Services.</td>
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<td>9:15 – 9:45</td>
<td>Meeting with Faculty Advisory Committee.</td>
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<td></td>
<td>9:45 – 10:00</td>
<td>BREAK</td>
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<tr>
<td></td>
<td>10:00 – 10:45</td>
<td>Meeting with Promotion and Tenure Committee.</td>
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<tr>
<td></td>
<td>10:45 – 11:15</td>
<td>Meeting with the Directors and team members of the Ph.D. Program.</td>
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<tr>
<td></td>
<td>11:15 – 11:45</td>
<td>Meeting with the Directors and team members of the MBA Program.</td>
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<td></td>
<td></td>
<td><strong>Business</strong></td>
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<td></td>
<td>11:45 – 1:15 p.m.</td>
<td>Lunch with selected senior faculty.</td>
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<td></td>
<td>1:15 – 1:45</td>
<td>Meeting with selected junior faculty.</td>
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<td></td>
<td>1:45 – 2:15</td>
<td>Meeting with international program and center directors.</td>
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<td></td>
<td>2:15 – 2:45</td>
<td>Meetings with directors of research centers and education centers.</td>
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<td></td>
<td>2:45 – 3:15</td>
<td>Meeting with undergraduate students.</td>
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<td></td>
<td>3:15 – 3:30</td>
<td>BREAK</td>
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<td></td>
<td>3:30 – 4:00</td>
<td>Meeting with MBA students.</td>
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<td></td>
<td>4:00 – 4:30</td>
<td>Meeting with Ph.D. students.</td>
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<td></td>
<td>4:30 – 5:00</td>
<td>Meeting with Research Evaluation and Development Team.</td>
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<td></td>
<td>5:00</td>
<td>Depart for hotel.</td>
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<td></td>
<td>6:00 – 7:30</td>
<td>Review Team meeting in hotel conference room.</td>
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<tr>
<td></td>
<td>7:30 – 8:30</td>
<td>Dinner in hotel conference room (Review Team members only).</td>
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<tr>
<td></td>
<td>8:30</td>
<td>Report preparation.</td>
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<tr>
<td>Tuesday, October 30</td>
<td>8:30 – 9:30 a.m.</td>
<td>Review Team breakfast and discussion in hotel conference room.</td>
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<td></td>
<td>9:30 – 10:30</td>
<td>Meeting with deans to review findings and discuss recommendations.</td>
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<td></td>
<td>10:30 – 11:00</td>
<td>Meeting with the Provost.</td>
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<tr>
<td></td>
<td>11:00</td>
<td>Depart.</td>
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F. Materials Reviewed
- Fifth Year Maintenance Report
- Annual Maintenance Reports (Academic years 2003-04/2006-07)
- Policies for Faculty Management
- Draft Strategic Plan, 2008-2013
- Faculty vitae
- Information provided by directors of Centers of International Business Education and Research, International Center for Ethics and Business, Business Career Services Center, and Student and Academic Services.
- Various information provided based on requests during visit, including (1) assessment procedures at the university and school level, (2) allocation of current endowments across mission areas (faculty, students, programs), (3) advising resources dedicated to new majors and in academic areas, (4) description of the roles and budgets for centers, (5) class preparations per faculty member, (6) distribution of class sizes, (7) charter for Board of Advisors, and (8) progress on fundraising for new building.
BEST PRACTICES REPORT
ACCREDITATION REVIEW

University of Kansas
School of Business

Date of Review: October 28-30, 2007

Review Team Members:

Jerry R. Strawser, AACSB Business Review Team Chair and Interim Executive Vice President and Provost, Texas A&M University

Gregory C. Mosier, AACSB Review Team Member, Dean, College of Business Administration, University of Nevada, Reno

The following items are noted as examples of exceptionally effective practices that demonstrate leadership and high quality continuous improvement in management education. They are highlighted in this report as “best practices” that may be of interest to other management educators.

1. Undergraduate Program Experiences

The School of Business provides a wealth of unique experiences to its undergraduate students, many of which were developed through proceeds of the differential tuition. These experiences include Jayhawks on Wall Street, participation in a number of case competitions, consulting and other “projects” courses, and the development of area “Scholars” programs. Students were highly complimentary of these programs and their impact on the students’ overall professional and personal development.

2. International Programs

Through its Center for International Business Education and Research and Institute for International Business, the School of Business has significantly engaged its students and faculty in study abroad and other types of international experiences. The fact that one-third of its students participate in a study abroad experience during their studies indicates that the School of Business does an outstanding job in promoting these opportunities to students and providing financial support for these opportunities.

3. Faculty Hiring and Development of “Majors”

Through differential tuition, the School of Business has hired a significant number of new faculty members since the last accreditation visit and, through the efforts of these faculty, developed major areas of study in Finance, Information Systems, Management and Leadership, Marketing, and Supply Chain Management. As part of the requirements for developing majors, areas were required to create and engage advisory boards and student
organizations. As a result, a great deal of excitement and enthusiasm has been created for students and faculty members have begun collaborating to develop curricula.

4.
CONSULTATIVE REPORT
ACCREDITATION REVIEW

University of Kansas
School of Business

Date of Review: October 28-30, 2007

Review Team Members:

Jerry R. Strawser, AACSB Business Review Team Chair and Interim Executive Vice President and Provost, Texas A&M University

Gregory C. Mosier, AACSB Review Team Member, Dean, College of Business Administration, University of Nevada, Reno

The following items are offered in the spirit of consultative suggestions for improvement. They are not related to AACSB International accreditation standards or the accreditation recommendation.

1. Enrollment Management by Major

   The School should consider student demand for the recently-developed majors and whether to implement enrollment management strategies for majors. In so doing it may be able to more efficiently allocate resources and develop specific areas of emphasis to further its mission.

2. Evaluation of Teaching

   There are efficient processes in place to evaluate the sufficiency and rigor of faculty research productivity. In particular, the processes of the Promotion and Tenure Committee and the Research Evaluation and Development Team are laudable. Similar processes and methods to evaluate faculty performance in the teaching may contribute to better recognition of this important part of the School’s mission.

3. Junior Faculty Teaching Loads

   Consideration should be given to the consistency of teaching expectations for junior faculty across disciplines. The School should consider moving to a commitment of three courses per year for untenured faculty throughout their probationary period. In addition, reducing the number of class preparations required of junior faculty can allow them more time to develop their research programs and contribute to the research mission of the school.
4. Size and Composition of PhD Program

The School’s strategic plan identifies increasing the size of the Ph.D. program as one of the strategic priorities during the next few years. We encourage the School to the size of the PhD program and the multiple areas of study (concentrations) that are permitted in that program. Currently, the program allows an incoming student to select from up to eight areas of interest (three in management). Considering the size of the school faculty, a careful evaluation of all those areas, with a focus on a limited number of specific areas, may allow the School’s PhD program to develop a more prominent reputation as it grows.

5. Centers and Programs

The number of centers and non-academic programs in the college should be carefully monitored to insure that they are consistent with School goals and meet School requirements for resources and activity. Limiting the number and types of such programs and centers to those that meet School-developed criteria will help avoid proliferation and allow a regular review of existing centers to assess how they relate to the School’s mission.