

Deconstructing AACSB Standards: Participants 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.”¹

Participants Standard 13 presents a real problem for the CoB. Problems with this Standard include:

1. “Operate with integrity in their dealings with students and colleagues.” The WSJAPP situation in the CoB demonstrates just how secretive the CoB administration is and how unwilling administrators are to have a frank and open discussion with students. Accounting professor C.M. DePree has repeatedly invited CoB Dean D. Harold Doty to address his classes and to participate in dialogue. Such an unwillingness leads students and faculty to believe that something is amiss, as students are effectively taxed without representation in the form of mandatory Wall Street Journal subscription fees.
2. “Keep their own knowledge current with the continuing development of their teaching disciplines.” There is no incentive for faculty to keep current in their fields with respect to teaching. In fact, quality teaching receives little weight in overall evaluations as good researchers who are also poor teachers are rewarded at much higher rates than good teachers who are competent researchers. Evidence of this may be found in the “Evaluation, Tenure, and Rewards” section at www.usmpride.com.

Comment

Evidence presented at www.usmpride.com indicates that the CoB’s system of rewards fails to appropriately reward instructors who follow AACSB Participants Standard 13. Aside from the two issues raised above, Doty has effectively instituted a policy that using technology in the classroom is equivalent to having kept current in knowledge advancements, a position that any intelligent person who is honest with himself can see is untenable. CoB administrators seem to also embrace a minimalist approach to education – as long as students do not complain outside the college (i.e., to the Provost, Vice Presidents, or President), then instruction is acceptable. Unfortunately, this does not match up with the CoB’s stated mission: “Developing Careers.” The CoB’s current position leaves little incentive to improve any facet of the students’ classroom experience. While research is important to the College’s reputation, it is instruction, and not faculty research, that advances student careers.

¹ “Eligibility Procedures and Accreditation Standards for Business Accreditation,” AACSB International – The Association to Advance Collegiate Schools of Business, revised January 1, 2006, p.17.