

Faculty of Business

2010 - 2011 Improvement Initiatives

AACSB Guidance for Documentation on all Standards & Actions Taken

The Strategic Management 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 a part. The school periodically reviews and revises the mission statement as appropriate. The review process involves appropriate stakeholders.
[MISSION STATEMENT]

			Bond Evidence	
A. Basis for judgement	B. Guidance for Documentation	C. Chapter 6 - Scope 2009 Response	D. 2010 Improvement Initiatives	E. 2011 Improvement Initiatives
<ul style="list-style-type: none"> The school's programs and activities are guided by its mission statement. The mission statement provides a shared understanding of program direction that connects participants' actions and provides a common basis for learning. The school demonstrates that its mission statement derives from processes that include input from its stakeholders. The school disseminates its mission statement widely to interested parties. The mission statement encourages learning that positively affect students' development as managers and professionals. (was in standard 2) The mission statement of the school supports the mission of any larger organization of which it is a part. (was in std 2) The mission emphasizes the achievement of high quality in each degree program. (was in std 2) The mission statement encourages learning experiences appropriate for collegiate management students and that positively affect students' development as managers and professionals. 	<ul style="list-style-type: none"> Provide the mission statement. Describe how the mission statement influences decision making in the school, connects participants' actions, and provides a common basis for learning. Describe the process through which the mission statement was developed and the role played by various stakeholders. Describe how and to whom the mission statement is disseminated. Describe the review and revision process, and show that the process is followed. Describe how and to whom the mission statement is disseminated. Describe the appropriateness of the mission statement for students, and discuss how it positively affects their development as managers and professionals. Describe the mission statement's relation to the mission of any larger organization of which it is a part. Describe the review and revision process, and show that the process is followed. The school documents annual reviews of its progress toward mission fulfilment and its systematic assessments of new developments, challenges, etc. and their impact on the mission and strategic management plan. 	<p>Evaluation of Performance against Standard One</p> <p>The School believes that it fully complies with the requirements of Standard One in that:</p> <ul style="list-style-type: none"> The School has a process for the development of a Mission Statement. The review process involves appropriate stakeholders. The Mission is disseminated to all staff, current students and future students. The School has a process for review and revision of the Mission. 	<ul style="list-style-type: none"> The first of 3 annual faculty Strategic Retreats was held on April 16th 2010. A review of the Mission Statement by faculty and staff was held by an external consultant to revise the current statement. A task force was formed to continue the process and include students and advisory board members prior to publishing the updated Mission Statement. The Mission Statement will be revisited at each Retreat and data collected on the areas dealing with Learning Outcomes, Faculty research, Graduate Placement etc for inclusion in annual reports. At the faculty retreat on 6 August the Mission Task force addressed the continuing revision. Groups were formed for feedback on: <ul style="list-style-type: none"> Overall vision – content and wording; Culture and values; Under Graduate Program Mission; MBA/EMBA/Other Masters' Mission; PhD Mission; Research Mission; Revised Mission Statement (still in process) but close to final acceptance: <p>Mission Statement <i>The Bond Faculty of Business builds the success of tomorrow's business leaders, one by one.</i> We accomplish this by:</p> <ul style="list-style-type: none"> Developing socially, professionally and culturally skilled business graduates 	<ol style="list-style-type: none"> The Mission Supporting Detail document was revised to be generic for all three Schools rather than unique to the School of Business in March 2011. Following a 24 step development process lasting more than a year and involving faculty, students, and business people, the final version of the Mission Statement was approved by Faculty Executive Committee in May. A Mission communication strategy is being developed by Faculty Marketing and the Faculty Business Director: <ul style="list-style-type: none"> Tri-fold desk calendars with mission statement to be distributed to all faculty staff. Email signature that includes mission statement is in development and will be disseminated after Open Day. Generic use folder containing mission statement on front has been ordered. Mission statement wall hangings (3) have been obtained for meeting rooms and Dean's suite. Digital signage advertising to commence this semester. Mission statement approved to be included in all collateral, generally within copy so as not to compete with

<ul style="list-style-type: none"> The school demonstrates that it systematically reviews and documents its progress toward mission fulfilment and that it periodically evaluates the appropriateness of its mission statement and supporting strategic management plan. 			<p>through a demanding, innovative, small class and high-engagement learning experience.</p> <ul style="list-style-type: none"> Generating research that contributes to theory and practice in the business disciplines and business education. Being recognised as a leading business faculty in terms of academic program quality, graduate satisfaction and outcomes and employer preference. Valuing quality over quantity in everything we do. 	<p>ambition tag line.</p> <ul style="list-style-type: none"> Mission statement will be included in all HR advertising. Official notification to be sent to Faculty by Dean regarding mission statement; launch event to be determined, probably at Faculty Retreat in August. Strategy for Mission dissemination to students is in development by student association leaders and the Student Liaison Committee. <p>4. The Faculty's Mission Statement is consistent with the overall goals of the institution. The following are Bond University's Vision, Mission, and Values:</p> <p>Vision</p> <p>The vision of Bond University is to be a leading private and independent university of world standing.</p> <p>Mission</p> <p>To produce uniquely identifiable graduates who are leaders and thinkers, imbued with initiative, the spirit of free enterprise and a continuing quest for intellectual inquiry, challenge and opportunity.</p> <p>Values</p> <ul style="list-style-type: none"> Respect and concern for students and colleagues. Truth, inquiry and the pursuit of advanced knowledge. Excellence in everything we do and pride in achievements. Effective collaboration and teamwork. Accountability for performance, actions and learning. Productive engagement between students and staff. The Faculty's mission provides the means to operationalise the more general goals of the institution. Bond is focused on attaining world standing largely through providing a personalised high quality educational experience delivered by top notch academics. The Faculty's mission
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				<p>likewise emphasises a high quality, innovative, high-touch student experience provided by caring and highly competent scholars.</p> <p>5. Processes have been developed to assure that the Mission Statement is considered in decision making within the faculty.</p> <ul style="list-style-type: none"> • The mission and need to consider it when decisions are made have been added to the terms of reference of all major committees within the faculty. • The agenda template for all committee meetings includes a final item requiring justification if decisions taken are not congruent with the mission. • The framed mission statement and four bullet points hang in both meeting rooms within the faculty. <p>6. The Mission is appropriate for students, and positively affects their development as managers and professionals.</p> <p>In keeping with Bond's priorities, the Faculty's mission statement emphasises the student experience in its entirety. Specifically, students' development as managers and professionals is facilitated by working in multi-cultural teams in the classroom, by challenging and innovative real world projects, and by interaction with outstanding faculty members in a small-class atmosphere.</p> <p>Mission Statement approved by FEC, May 2011</p> <p><i>Building tomorrow's business leaders, one by one.</i></p> <p>To accomplish this, we:</p> <ul style="list-style-type: none"> • Develop professionally, socially and cross-culturally skilled business graduates through a rigorous, innovative, small-class and high-engagement learning experience. • Are a leader in staff performance and commitment, academic program quality, and graduate satisfaction and outcomes. • Bring together students and staff to share diverse perspectives and ideas
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				<p>from around the world.</p> <ul style="list-style-type: none">• Generate knowledge through high-quality research that contributes to theory and practice in business disciplines and business education.• Value quality over quantity in everything we do.
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AACSB Guidance for Documentation on all Standards & Actions Taken Cont.....

The Strategic Management Standards

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]

			Bond Evidence	
A. Basis for Judgement	B. Guidance for Documentation	C. Chapter 6 - Scope 2009 Response	D. 2010 Improvement Initiatives	E. 2011 Improvement Initiatives
<ul style="list-style-type: none"> The mission statement includes a description of the school's emphases regarding intellectual contributions of faculty members. The school has infrastructure and processes that facilitate and encourage the production of intellectual contributions. If the portfolio of intellectual contributions relies on the outputs of faculty members who have primary faculty appointments with other institutions, the school must provide documentation of how its relationship with the individual faculty members and the other institutions contributes to the success of the school, supports its mission, and in particular, its portfolio of intellectual contributions. The portfolio of intellectual contributions reflects the mission and includes contributions from a substantial cross-section of the faculty in each discipline. 	<ul style="list-style-type: none"> Describe the appropriateness of the mission statement for collegiate management students, and discuss how it positively affects their development as managers and professionals. Demonstrate the school's infrastructure, policies, and processes which support the production of intellectual contributions. Display the portfolio of intellectual contributions for individual faculty members, within each discipline, and for the business school as a whole by completing Table 2-1 which should be used to provide an overall 5-year summary of the school's intellectual contributions. Discuss how this aligns with the school's mission. Table 2-2 may be provided. Provide an analysis of the value of the school's intellectual contribution efforts and how the "substantial cross-section of faculty in each discipline" is achieved. Show how the mission statement guides the production of appropriate intellectual contributions. Display the portfolio of intellectual contributions. Discuss the mission statement's relation to the mission of any larger institution of which it is a part. <p>To say that the mission statement is "appropriate to higher education for management" is a subjective statement regarding the school's intent. It implies a professional judgment about both higher education and management education. Research and scholarship in the form of intellectual contributions are essential for a business school to:</p> <ul style="list-style-type: none"> Contribute to the advancement of knowledge of management theory, practice, and/or learning/pedagogy; 	<p>Evaluation of Performance against Standard 2 (old standard)</p> <p>The School believes that it fully complies with the requirements of Standard 2 in that:</p> <ul style="list-style-type: none"> The School's Mission Statement requires that its students gain a sound understanding of: business fundamentals (management, marketing, finance); specific discipline fields such as leadership, entrepreneurship, global business; knowledge, characteristics and skills for successful business enterprise such as innovation, ethicality and collegiality. The School both encourages and facilitates a commitment to life long learning for its students which triggers their awareness of the need for continual development if they are to succeed as managers, professionals and members of the broader community. The Mission Statement outlines the School's priority areas and means for the intellectual contributions of its academic staff; The School's Mission Statement clearly supports the overarching mission of the University and is well aligned with the government's policy settings. Please note: Bond University is aware of the changes to Standard 2 and while it is submitting a revised plan to which the changes do not apply it will attach Table 2.2 which provides a summary of peer reviewed journal publications. 	<p>Standard has been changed to Intellectual Contributions.</p> <ul style="list-style-type: none"> Intellectual contributions by academic staff are measured through the annual Professional Development Review conferences and incorporated into the Sedona Data Base for reporting under Standards 9 & 10. The overarching mission of the University is embedded into the Mission Statement, and the Bond Graduate Attributes have been embedded into the AOL Plan/Report . 	<p>The mission explicitly states that we value scholarly contributions via discipline based research, applied research, and teaching research:</p> <p>"Generate knowledge through high-quality research that contributes to theory and practice in business disciplines and business education"</p> <p>The mission supporting detail statement elaborates:</p> <ul style="list-style-type: none"> Produce highly regarded discipline-based research and also produce and value applied and educational research related to our disciplines. Bond University maintains the Office of Research Services (ORS) to enable staff from all faculties to compete in competitive national grants from the Australian Research Council (ARC). Research productivity of Bond University is annually measured through the government audited Higher Education Research Data Collection (HERDC) run by the

	<ul style="list-style-type: none"> • Ensure intellectual vibrancy across and among faculty members contributing to the currency and relevancy of management education programs; and • Ensure the business school contributes and is an integral part of an academic community of scholars across all disciplines within an institution and in a larger context. 			<p>Department of Education, Employment and Workplace Relations (DEEWR). In 2010 The staff of the Faculty of Business submitted 104 research outputs. 2 books, 14 book chapters, 48 journal articles and 40 conference proceedings to HERDC.</p> <ul style="list-style-type: none"> • In 2008 The Faculty of Business was ranked 'world standard' in the Excellence in Research for Australia (ERA) initiative by the Australian Research Council (ARC) for the period 2003-2008. The ERA ranks Australian Universities based on the quality and quantity of journal publications of staff members in various Fields of Research (FoR) over rolling 6 year periods. • Discipline based research contributions demonstrate that staff contribute to the advancement of knowledge and assures that their teaching remains current in their fields of expertise. Research actively informs teaching. • Business education research assures the inclusion of innovative education techniques into our curriculum. • Applied research and consulting assures that we keep our fingers on the pulse of the business community we serve. • The education of higher degree research (HDR) students benefits from an active exchange of renowned scholars with other universities on an annually recurring schedule for up to two months per year. Other visiting scholars work with HDR students for shorter periods of time. • To further improve the quality of research in the Faculty the Research Management Plan (RMP) of the Faculty provides for additional research funding for successful active researchers as well as early career researchers. The goal to be counted as research active is 2 journal publications within the last 5 years in journals ranked B or better in the ERA ranked journal list.
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AACSB Guidance for Documentation on all Standards & Actions Taken Cont.....

The Strategic Management Standards

**Standard 3: The mission statement or supporting documents specifies the student populations the school intends to serve.
[STUDENT MISSION]**

			Bond Evidence	
A. Basis for Judgement	B. Guidance for Documentation	C. Chapter 6 – Scope 2009 Response	D. 2010 Improvement Initiatives	E. 2011 Improvement Initiatives
<ul style="list-style-type: none"> The school specifies students who are appropriate for collegiate education in management and who are consonant with other provisions of the mission statement. 	<ul style="list-style-type: none"> Indicate by program the intended students and the actual composition of the student population, e.g., whether global, regional, local, or characterized by any specific features. Describe how the student population of the school intends to serve is consistent with the stated mission. 	<p align="center">Evaluation of Performance against Standard 3</p> <p>The School believes that it fully complies with the requirements of Standard 3. Whilst it does not explicitly recruit for particular student characteristics (academic merit being the criterion for admission), it is careful to tailor its programs to the needs of different student populations and has a diversified student body that reflects this.</p>	<ul style="list-style-type: none"> A student profile has been developed and addressed by faculty at the April 16 Retreat to identify the strengths/weaknesses of the admissions process. The Mission Statement requires that its students gain a sound understanding of: business fundamentals (management, marketing, finance); specific discipline fields such as leadership, entrepreneurship, global business; knowledge, characteristics and skills for successful business enterprise such as innovation, ethicality and collegiality. Measurement of these attributes is conducted using the Assurance of Learning (AOL) Subject Mapping. Attention on academic merit for admission has been strengthened with the raising of the Overall Position (OP) requirement of entering high school students for a more competitive cohort. The Panel Review Report 6/8/10 has made specific recommendations for admissions policies and student quality. Student Advisory Staff carefully monitor program authenticity and student progress. 	<ul style="list-style-type: none"> The raising of the entrance requirements for the BCOM and BBUS has been successfully implemented for 2011 onwards and has resulted in an improvement in the overall quality of the academic achievements of the new students enrolling. A fundamental part of our quest to build tomorrow's business leaders is to ensure that our graduates are well equipped to participate in the global workplace. To this end, Bond University and the Faculty of Business work to ensure the global outreach of our programmes. We aim to have approximately 50% of our students originating from countries other than Australia. We encourage diversity in our enrolment through our recruitment practices and ensure that no one country dominates our enrolments. One example of the diversity of our student body is the January intake of 31 students into the MBA programmes included students from 18 different countries. This diversity ensures that our students not only learn about business globalisation, they experience first-hand working with a culturally diverse student cohort and are able to begin building their global networks. All Heads of School are currently calculating the statistics associated with this standard. <p>School of Hotel, Resort and Tourism Management</p> <p>Student Population Data supporting AACSB standard 3</p>

				<p>The School currently has 93 students enrolled in our single undergraduate and postgraduate degree programs. Overall 53% of our students are domestic students and 47% are international. The breakdown within the degree program is as follows:</p> <p>Undergraduate Degree Programs:</p> <ul style="list-style-type: none"> • Bachelor of International Hotel and Resort Management – 58% Domestic / 42% International • Bachelor of Tourism Management – 68% Domestic / 32% International <p>Within the Bachelor of International Hotel and Resort Management the majority of international students come from China with other source markets including the Russian Federation, Indonesia, Taiwan and Estonia. Within the Bachelor of Tourism Management the majority of international students come from the United States of America, while other students to date come from Germany, the Solomon Islands and Canada.</p> <p>Postgraduate Degree Programs:</p> <ul style="list-style-type: none"> • Master of International Hotel and Resort Management (Professional) – 100% International • Master of International Hotel and Resort Management – 33% Domestic / 67% International • Master of Tourism Management – 100% International • Master of Philosophy (School of Hotel, Resort and Tourism Management) – 67% Domestic / 33% International • Master of International Hotel and Tourism Management – 100% Domestic • Doctor of Philosophy (School of Hotel, Resort and Tourism Management) – 100% Domestic <p>Within the Master of International Hotel and Resort Management the majority of students are of Chinese background. Within the Master of Tourism Management current students come from Germany, the United States and France.</p> <ul style="list-style-type: none"> • Describe how the student population the school intends to serve is consistent with the stated mission. <p>The School currently has a diverse range of cultures represented in its student enrolments, with an even split between domestic and international students. The international student body consists of a wide range of</p>
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				<p>countries. Students bring those diverse backgrounds and experiences into the class room which enables a sharing of international perspectives on the topics discussed. In addition, the majority of HRTM subjects integrate case studies and discussions from a range of countries into the curriculum. Every seminar provides a high engagement learning experience and opportunity for discussions. Students can articulate their different views and learn from each other as well as the global material provided</p> <p>Guest lectures are an integral part of our subjects, enabling students to gain first-hand knowledge of the top performers in the industry and develop a professional attitude. Outside of the class room the School facilitates a number of networking functions for undergraduate and postgraduate students in which students can get to know each other and share their experiences and beliefs and meet with industry leaders. The Hotel and Tourism Student Association also provides an independent way of socialising and networking for both undergraduate and postgraduate students which offers further opportunities to develop socially and cross-culturally skilled graduates.</p>
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AACSB Guidance for Documentation on all Standards & Actions Taken Cont.....

The Strategic Management Standards

**Standard 4: The school specifies action items that represent high priority continuous improvement efforts.
[CONTINUOUS IMPROVEMENT OBJECTIVES]**

			Bond Evidence	
A. Basis for Judgement	B. Guidance for Documentation	C. Chapter 6 – Scope 2009 Response	D. 2010 Improvement Initiatives	E. 2011 Improvement Initiatives
<ul style="list-style-type: none"> The school's action items (for a one to three-year timeframe) will enhance the school's mission fulfilment. 	<ul style="list-style-type: none"> State the action items. Describe their relationship to the mission if there is any ambiguity. 	<p>Evaluation of Performance against Standard 4</p> <p>The School believes that it fully complies with the requirements of Standard 4, in that it explicitly identifies action items in a one to three-year timeframe in order to enhance the fulfilment of the School's mission and monitors the status of these actions through formal management committees and systems (primarily SEDONA).</p>	<ul style="list-style-type: none"> The 2010-2 Operational Plan includes budget requests and is required by the University to be submitted each July and updated each February. Budget Items dealing with Faculty and the Student Experience were highlighted for attention at the Retreat on April 16. <p>CONTINUOUS IMPROVEMENT INITIATIVES: Some important changes have occurred since 2006:</p> <ul style="list-style-type: none"> In 2006, the Bond University School of Information Technology underwent a transformation to strengthen the business appeal and career choices of its graduates. The School of Information Technology, has designed new Bond IT programs in consultation with industry and Australian IT accrediting bodies. An important initiative to strive towards the program excellence required internationally by requesting a review and endorsement by AACSB was commenced in 2007 by Dean Garry Marchant and has continued under the direction of Professor Ray Gordon. The process has reached Stage 3 of the extensive documentation required with the expectation of a formal review in 2012. If the integrity of the Business School and its programs is to reach its mission of identification among the top 100 Business Schools internationally, and as a consequence, continue to attract high quality domestic and international students and faculty, it is critical, that the journey toward AACSB Accreditation be continued with a successful outcome in 2012. The new Bond Mirvac School of Sustainable Development has proved itself to be a popular choice amongst 	<ul style="list-style-type: none"> In 2010 the Faculty of Business, Technology and Sustainable Development (BTSD) was split into the Faculty of Business (FOB) and The institute of Sustainable Development and Architecture. This reorganisation has enabled the FOB to become closer to the more traditional 'business school' mould. This clearer strategic focus and greater alignment of the business disciplines has enhanced our ability to pursue our mission. The recommendations of the 2010 Faculty Review have been fully implemented. These included the recommendation that the Faculty of BTSD be split to enable greater cohesion between the cognate disciplines. Other recommendations related to improvements in the process to ensure teaching and learning quality. Bond University is subject to the Australian government's tertiary education quality assurance processes including the Australian Universities Quality Audit (AUQA) audit conducted in 2010. The University was successful in this audit and received several commendations relating to teaching quality. In 2011 the FOB formalised a structure for ensuring that continuous improvement is implemented and monitored in an ongoing fashion. These Continuous Improvement Teams (CITS) each take responsibility for the implementation of improvement relating to our initiatives surrounding the AACSB standards. All recommendations resulting from the first cycle of AOL have been implemented (Capstone subjects, independent

			<p>students. With the first courses open to both undergraduate and postgraduate students in late 2006, the School has received unprecedented interest with strong enrolments. The new building, completed in 2008, is a pilot for the Green Star Education tool developed by the Green Building Council Australia. It was expected that the cutting edge design and technologies integrated into the building would achieve a six star performance rating and this was achieved in mid 2008. This is the highest accolade awarded by the Green Building Council Australia and represents World's Best Practice. The recent recommendation by the Panel Review that SSD become its own Institute, will see these programs operate independently and a School of Architecture added late in 2010.</p> <ul style="list-style-type: none"> • A Business Faculty initiative was the introduction of The Macquarie Trading Room which was officially opened in early 2007. The new cutting-edge facility enables students to experience the latest trading room technology with access to real-time market information and software for simulated trading. Funded by the Macquarie Bank Foundation and Macquarie's Investment Banking Group, it responds to a Business Council of Australia report which argued that graduates emerged from universities and TAFE colleges lacking the practical skills needed in the workplace. • 2008 saw the establishment of the School of Hotel, Resort and Tourism Management. The School's association with Marriott International attests to the quality and relevance of the curriculum and student enrolment is strong. • Bond University has developed a system of quality assurance based on internal five-year Faculty Program and Subject Reviews Program, Annual Operational (Business) Plan and Budget documentation and five year external reviews by Australian Universities Quality Agency (AUQA) Review. On March 25th 2009 a Faculty meeting and reception was held to inform all BTSD Faculty and staff of the timelines to be followed and the information that would be sought for the AACSB, Panel Review and AUQA. Acting Dean George Earl provided timelines and information related to AACSB, PVC Quality Assurance Professor Raoul Mortley attended to give an AUQA preview and Faculty Business Director for Humanities and Social 	<p>assessment teams etc.). See AOL Report for details.</p> <ul style="list-style-type: none"> • Qualifications for primary supervisors of PhD students altered. All primary supervisors must have published at least 3 peer review journal publications in the most recent 5 year period.
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			<p>Sciences (HSS) Veronica Boulton provided an overview of the procedures followed for the recently completed HSS Review.</p> <ul style="list-style-type: none"> • Due to changes in leadership, the AOL plan was not initiated until 2009, under the direction of Professor Ray Gordon. The new initiative in Curriculum planning and assessment, based on the Assurance of Learning Standards of AACSB was introduced and the AACSB Curriculum and Quality Assurance Committee (formerly the Faculty Curriculum Committee), was formed with Heads of Department involved with a review of subject outlines and assessment criteria. The committee members have been involved with implementing the Assurance of Learning process for all Business degrees within the scope of AACSB accreditation. The first completed Assurance of Learning cycle, capturing assessment data from the past three semesters (12 months), involved the Bachelor of Business, the Bachelor of Commerce and the Master of Business Administration degrees. It is anticipated that the committee will 'close the AOL loop' and report on these findings by September 2010 for the October progress report. Minutes of these meetings are available on the Bond AACSB web site. • On July 24th a half-day retreat was held for all Panel Review report writers, and other relevant faculty and staff, to review each of the draft documents and receive feedback. Subsequently, the documents were edited and revised and finalised for presentation to our external consultant Professor Debbie Clayton on October 28th and 29th in preparation for the review to commence on December 2nd. • An external consultant conducted the BBT Review in Japan in July 2009, and a member of the AUQA Panel visited in March 2010 with AACSB criteria in mind. • In September 2009, a unique new Faculty initiative, based upon the combined Faculty attention to International coursework and student support has led to the introduction of a new Internationalisation Committee with membership across all four Schools This initiative shows promise of capitalising on the outstanding international faculty and curriculum across all four Schools and which has been a hallmark of the Business School since its inception. 	
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			<ul style="list-style-type: none"> • BTSD was reviewed by an external panel including the University Chancellor, early in December 2009. The panel report was received on 2 July 2010. The AUQA Review took place in March 2010. • In January 2010 the AACSB Task Force was formally constituted under the direction of Professor Gordon and Professor Dunstan to systematically guide the activities and documentation required to meet the Standards. As a result, committees have been formed to concentrate on clusters of Standards. Minutes of these meetings are on the Bond AACSB web site. • The Faculty Executive Committee has endorsed the concept of three faculty retreats a year. A one day Faculty retreat was held in April 2010, to address: Bond University Strategic Goals related to the student experience; AACSB Standards; Assurance of Learning; Research initiatives; Faculty climate and the Mission Statement and the Student profile. A Mission Statement task force was organised following the retreat and has met to discuss revision of the current statement. • A faculty second retreat was held on August 6th to address the Bond Panel Review Report which was presented by the Chancellor as Chair of the Panel; feedback from the visit of our AACSB Mentor on July 27-29; Research initiatives; Teaching and Learning and Assessment data; and the continued revision of the Mission Statement. • The Operational Plan to meet Bond University Strategic Goals was sent forward on July 6th 2010. The Financial Plan was also submitted. Both of these reports were reviewed by the University Panel on 29th July. • The Business School Advisory Board has recently been established under the direction of HoS Professor Keitha Dunstan. • A Student Liaison Committee was formed in mid 2009 to include the Presidents and Vice Presidents of the Student Associations for the purpose of providing a formal avenue for student feedback. The Committee meets twice each semester but with access to the Dean and FBD on call. • Our previous mentor noted that there was some confusion existing with Policy 	
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			<p>documents from Bond and BTSD overlapping. A Policy Review Committee was formed in 2009 under the direction of the FBD, to review all policy documentation, All BTSD policies ratified by the FEC prior to posting on the website.</p> <ul style="list-style-type: none"> • There has been an increased focus on Intellectual Contributions from the faculty since 2007. This has led to a 54% increase in scholarly work by faculty and is the most improved output for Bond University. A new Associate Dean for Research will be appointed shortly to replace Dr. Craig Langston whose appointment is with SSD. • The Manager for Financial services has increased the visibility of the budget process with regular presentations and updates to the FEC. • The Bond Panel Review Report addresses strengths and weaknesses found from their external Review. These recommendations are currently being addressed. 	
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AACSB Guidance for Documentation on all Standards & Actions Taken Cont.....

The Strategic Management Standards

**Standard 5: The school has financial strategies to provide resources appropriate to, and sufficient for, achieving its mission and action items.
[FINANCIAL STRATEGIES]**

			Bond Evidence	
A. Basis for Judgement	B. Guidance for Documentation	C. Chapter 6 - Scope 2009 Response	D. 2010 Improvement Initiatives	E. 2011 Improvement Initiatives
<ul style="list-style-type: none"> • The school has analysed carefully the costs and potential resources for initiatives associated with its mission and action items. • The school's infrastructure fits its activities, e.g., campus-based learning, distance learning, research, and executive education. Classrooms, offices, laboratories, communications and computer equipment, and other basic facilities are adequate for high quality operations. • The school's support services for students and for faculty activities are adequate. Student advising and placement services are appropriate to programs, student populations, and to faculty and professional development expectations (e.g., leave programs, travel support). • Technology support for students and faculty is appropriate to programs (e.g., online learning, classroom simulations), and to intellectual contributions expectations (e.g., databases, data analysis programs). • The school identifies realistic financial support resources for current and planned activities. Resources are sufficient to sustain and improve current programs, and anticipated resources are sufficient to implement planned programs. 	<ul style="list-style-type: none"> • Describe the infrastructure for all major programs of activity. • Describe support systems for student advising and placement, student and faculty technology, and faculty intellectual contributions and professional development. • Show the sources of funding for all major activities and how the resources are allocated. Show the anticipated funding sources for improvements and planned new activities. 	<p>Evaluation of Performance against Standard 5</p> <p>The School believes that it fully complies with the requirements of Standard 5 in that:</p> <ul style="list-style-type: none"> ▪ it analyses through a robust business planning process the costs and potential resources for initiatives associated with its purpose and action items; ▪ its infrastructure fits its activities and ensures high quality operations; ▪ extensive support services are available to students and academic staff both through the School and the wider University; ▪ it provides excellent technology support for students and academic staff appropriate to its programs and expectations regarding intellectual contributions; and ▪ it identifies through the business planning process realistic financial support resources for current and planned activities. 	<ul style="list-style-type: none"> ▪ The Financial Plan for the faculty is designed in collaboration with the University Finance Office and the SMG to support strategic and operational goals which are primarily identified through the Operational plan. ▪ Internally, Heads of School and FBD in collaboration with the Dean, provide requests for resources to support programs and services. These are matched with KPI's in the Operational Plan to be measured for compliance. ▪ External financial consultants are also commissioned to ensure fiscal compliance and address any risk management issues. (Ernst & Young, Deloitte). ▪ Particular attention is given to resources to support the Student Experience Bond (Goal 3) and Faculty teaching and Research Bond (Goal 1). ▪ Specific technology (hardware and software) needs (ie. Macquarie Trading Room; VITTL; labs etc.) are all maintained in collaboration with university ICT department. ▪ Faculty Student Services team provide specialised program advice for students during their studies. Additional support is also provided by the industry/placement officers who assist with internship, work experience and graduate positions. 	<ul style="list-style-type: none"> • ARC block grants (DEST). • Databases funding. • Endowment funds interest used as part of Scholarship. • Industry and Student Placement Officer placed 175 in 2010 and 55 YTD 2011 (Semester 1). • Budget allocation for staff PD as part of job specification. • Budget allocation for i-Learn support facilitating subject delivery. • Roll out with updating software/hardware. • Faculty allowance in MTR. • Broad spending parameters for research activity including reward for publishing in A and A+ Peer Reviewed Journals. • Support provided to Student Associations with events/activities eg funding for website.

AACSB Guidance for Documentation on all Standards & Actions Taken Cont.....

Participants Standards

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]

			Bond Evidence	
A. Basis for Judgement	B. Guidance for Documentation	C. Chapter 6 – Scope 2009 Response	D. 2010 Improvement Initiatives	E. 2011 Improvement Initiatives
<ul style="list-style-type: none"> • The school follows its admissions policies in making admissions decisions. • Admissions policies include all factors considered in entry decisions and can be accessed and understood by all participants in the entry process. • Admissions policies result in an entering student body that supports the achievement of the school's mission. • The school demonstrates how it prepares and supports students for success in the degree programs. • Where admission policies are not under the control of the school, the school demonstrates how it prepares and supports students for success in the degree programs and how the process is consistent with the school's mission. • For graduate business degree programs, normally admission criteria should include, among other requirements, the expectation that applicants have or will earn a Baccalaureate degree prior to admission to the graduate program. The school should be prepared to document how exceptions support quality in the business graduate program. 	<ul style="list-style-type: none"> • Provide access to existing statements of admissions policies. • Describe how admission policies serve the mission of the school. Document and explain how the characteristics of the current student body for each degree program result from application of admission policies and are consistent with the school's mission. If exceptions are made, provide justification and basis for quality. Use data wherever possible. 	<p>Evaluation of Performance against Standard 6</p> <p>The School believes that it fully complies with the requirements of Standard 6 in that the University's student admission policy supports the School's Mission as defined by the School's strategic goals:</p> <ol style="list-style-type: none"> 1. <i>Offer leading edge innovative programs for business leaders and entrepreneurs who will redefine and renew their organizations and markets; and</i> 2. <i>Enrol students who have high leadership potential, strong intellectual ability, an entrepreneurial spirit, and high aspirations.</i> <p>The School recognises that business leaders and entrepreneurs come from varied backgrounds and experiences, and therefore does not limit program entry based solely on past academic performance. The University's student admission policy seeks to find all-rounder applicants that can demonstrate not only the potential for academic success, but also leadership potential and other extra-curricular interests and achievements.</p> <ol style="list-style-type: none"> 3. <i>Foster an international orientation which permeates our courses, which defines the composition of our student body and academic staff, and which drives our engagement with the academic and business community;</i> <p>The University's student admission policy supports the School's international orientation through the diversity of the student population. During the past three years 2005-2007, international students have averaged 43% from 66 different countries, of which the top ten include China, USA, Sweden, Germany, India, Japan, Malaysia, Thailand, Canada and Taiwan.</p> <p>The School also continues to build upon existing partnerships with highly ranked overseas institutions to facilitate various forms of student exchange and study abroad initiatives, as well as formal articulation agreements. Some of these include strong student exchange networks and study abroad promotions with the USA, Norway and Germany. The School has long term articulation agreements with Sweden, Norway and Malaysia.</p>	<ul style="list-style-type: none"> ▪ See also Standard 3. ▪ The University student admissions' policy supports the enrolment of a diverse student population with attention to a balance of domestic and international students. 	<ul style="list-style-type: none"> • Wider access to Admission Policy on CRM for dissemination. • We have developed a formal process to review our Admission Policy annually to achieve our Mission Statement. • Faculty Marketing have developed "Sales Sheets" for wider faculty both Academic and Professional Staff to access during marketing activities. • A pathway option for students who are marginally below the requirement for entry in Faculty of Business. (exception) • Staff to Student Ratio 10:1. • Articulation – Academic Staff map curricula from fellow tertiary institutions to consider exemptions from certain subjects.

AACSB Guidance for Documentation on all Standards & Actions Taken Cont.....

Participants Standards

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]

			Bond Evidence	
A. Basis for Judgement	B. Guidance for Documentation	C. Chapter 6 – Scope 2009 Response	D. 2010 Improvement Initiatives	E. 2011 Improvement Initiatives
<ul style="list-style-type: none"> The school has established academic standards consistent with its mission. The school has clearly articulated processes that <ul style="list-style-type: none"> - evaluate student progress; - provide early identification of retention issues; - intervene with support, where appropriate; and - separate students from programs, if necessary. The school's retention practices and support services produce high quality graduates in keeping with the mission. 	<ul style="list-style-type: none"> Document academic standards and retention practices. Provide descriptions of the processes and criteria for evaluation, identification, intervention, and separation. Provide data on the number of students identified with retention issues, the interventions undertaken, and the number of students separated over the last academic year. 	<p>Evaluation of Performance against Standard 7</p> <p>The School complies with the requirements of Standard 7 by establishing academic standards consistent with its Mission exemplifying moral responsibility, life-long learning and a spirit of collaboration and innovation through monitoring and evaluating its students via ethical assessment processes.</p> <p>In line with the Mission, the School's teaching programs and academic standards are designed to ensure that students develop skills and attributes that will produce leaders, thinkers and communicators through the following:</p> <ul style="list-style-type: none"> Understand the nature of the learning task and are actively supported in developing their preferred styles of learning. Become actively engaged in planning their learning and accept appropriate responsibility for outcomes. Come to know the ways in which they can succeed through goal setting, planning, monitoring and evaluating their learning. Develop skills in accessing and using appropriate learning resources, including Information and Communication Technologies. Receive constructive and timely guidance, support and feedback on their learning. Interact and form positive relationships with peers and teachers. 	<ul style="list-style-type: none"> Increased attention has been deliberately planned to develop assessment criteria for courses and programs to ensure the monitoring of student learning across a range of measures. Course outlines detail assessment requirements, including attendance, participation, assessment criteria. IAW University policy COR 4.01(Student Development and Support policy) Academics identify student underperforming. Faculty support officer emails students after notification at Wk 4 & wk 8, advices support available. Placed on Faculty register. IAW University result processing, students identified 'on academic warning or for exclusion. Procedure follows Division 3, review and appeals process. Successful appeals, students are re-admitted on probation and monitored IAW above. 	<ul style="list-style-type: none"> Students of Risk register maintained by Faculty – presented at BOE meeting. Students at risk are identified on the following parameters <ol style="list-style-type: none"> Attendance. Academic progress. failed mid term assessment .English Language difficulties Additional tutors are available for students for consultation. Students are encouraged to seek support from University T & L Support Staff. Setup an online student forum (blog) to facilitate student communication, with Faculty monitoring activity.

AACSB Guidance for Documentation on all Standards & Actions Taken Cont.....

Participants Standards

Standard 8: The school maintains a 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]

			Bond Evidence	
A. Basis for Judgement	B. Guidance for Documentation	C. Chapter 6 – Scope 2009 Response	D. 2010 Improvement Initiatives	E. 2011 Improvement Initiatives
<ul style="list-style-type: none"> • Student support activities may be provided by staff, faculty members, or a combination. • Staff is sufficient to perform the following functions as appropriate for the mission, programs, and characteristics of the students: <ul style="list-style-type: none"> - Academic Assistance: Students have personalized interactive resources available for out-of-class assistance with course materials and assignments. - Academic Advising: Students have personalized interactive resources available for guidance in planning and implementing their academic programs. - Career Advising: Students have personalized interactive resources available for guidance in choosing and pursuing career paths. 	<ul style="list-style-type: none"> • Describe student support activities including academic assistance, academic advising, and career advising as appropriate for the school's mission, programs, and characteristics of students. 	<p>Evaluation of Performance against Standard 8</p> <p>The School believes that it fully complies with the requirements of Standard 8 in that it demonstrates relevance to the School's Mission through fostering future business leaders by encouraging them to take responsibility for their careers. Additionally:</p> <ul style="list-style-type: none"> ▪ the Faculty has administrative Program Advisors who provide advice and guidance to students on subject and enrolment issues. Head of Department or Subject Convenors provide academic learning assistance support to students. ▪ both the University and the School provides a comprehensive career service for all its students, enhancing students to make informed career choices, undertake effective graduate job searches and access information that promotes entry into employment; and ▪ a service is also provided to employers enabling them to advertise both graduate and casual/part-time positions to our students and graduates. • 	<ul style="list-style-type: none"> ▪ The student services area has been strengthened with additional staff to ensure quality interaction with students in their continuous development through the selected program of study. ▪ Students are given 1;1 personalised industry placement opportunities and guidance. The industry placement officer works to deliver a personalised service to all students in the faculty trying to match the students study areas and career aspirations with placements, on a local, national and sometimes international level (e.g. EUSA). ▪ Numerous opportunities exist for students to interact with industry leaders on a regular basis, e.g. Business Leaders, Qld Tourism events, Students Experience days, Sustainability lecture series, Sustainability road show. ▪ Centralised career development function for the University (Career Development Centre) provides support for students in developing their career from the start of their degree. <p style="margin-left: 20px;">Program Advisors carry high but manageable student contacts. Staff are required to attend professional development sessions on customer service as well as cultural sensitivity forum due to cultural diversity of staff and students at Bond.</p>	<ul style="list-style-type: none"> • The bond University BUPPP program for students. • Professionally trained advisors for students. • HODs meet with Program Advisors once a semester to train and update on any program changes. • BBLF/Business Links. • CDC organise campaigns, interviews for firms looking for graduates as prospective employees. • BondMate program organised by Faculty staff. • Personalised guidance on workload management, timetabling matters – assisting individually, students throughout their program and timely from enrolling to graduation completion. • Program Advisors invited to School meetings to keep them updated with broader School agendas.

AACSB Guidance for Documentation on all Standards & Actions Taken Cont.....

Participants Standards

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]

			Bond Evidence	
A. Basis for Judgement	B. Guidance for Documentation	C. Chapter 6 - Scope 2009 Response	D. 2010 Improvement Initiatives	E. 2011 Improvement Initiatives
<ul style="list-style-type: none"> • Regardless of the type of contractual relationships between faculty members and the school (e.g., full-time/part-time, tenured/non-tenured, permanent/temporary, academic/clinical), the faculty is sufficient in numbers and presence to perform or oversee the following functions: <ul style="list-style-type: none"> - Curriculum Development: A process exists to engage multidiscipline expertise in the creation, monitoring, evaluation, and revision of curricula. - Course Development: A process exists to engage content specialists in choosing and creating the learning goals, learning experiences, media, instructional materials, and learning assessments for each course, module or session. - Course delivery: The obligations specified in the Assurance of Learning standards are met. - Other activities that support the instructional goals of the school's mission. • In determining sufficiency, reviewers should consider faculty commitments to all activities. This includes degree programs and such additional activities as research, instructional development, non-degree education, faculty development activities, community service, institutional service, service in academic organizations, economic development, organizational consulting, and other expectations the school holds for faculty members. • Normally, Participating faculty members will deliver at least 75 	<ul style="list-style-type: none"> • Describe the faculty complement available to fulfil the school's mission and all instructional programs they staff in the most recent academic year. • Demonstrate how faculty members and staff fulfil the functions of curriculum development, course development, course delivery, academic assistance, academic advising, career advising, and other activities that support the school's mission. • Describe the faculty complement available to fulfil the school's mission and all instructional programs they staff in the most recently completed academic year. • Demonstrate how faculty members and support staff fulfil the functions of curriculum development, course development, course delivery, academic assistance, academic advising, career advising, and other activities that support the school's mission. <p>Table 9-1 should be completed to document deployment of participating and supporting faculty for the most recently completed, normal academic year. Peer review teams may request documentation for additional years, individual terms as well as by program, location, and/or disciplines.</p>	<p>Evaluation of Performance against Standard 9</p> <ul style="list-style-type: none"> ▪ The School believes that it fully complies with the requirements of Standard 9 for the programs delivered by the Business School and for those joint programs put forward for accreditation by Bond's School of Information Technology. The School acknowledges that it does not fully comply with standard 9 for the MyBond MBA program jointly run with BBT College in Japan. Central to the problem is the use of part time staff by BBT College to teach the component of the program delivered in Japanese (Constitutes 40% of the program). These staff are Academically Qualified. We seek advice from AACSB in regard to this deficiency and are beginning dialog with the CEO of BBT College Professor Kenichi Ohmae. ▪ The Initial Accreditation Committee (IAC) asked for further information with regard to how Bond University had progressed with dealing with the participation status problem with BBT College. Bond University and BBT College staff have developed a set of contractual agreements to which all BBT lecturers teaching on the MyBond MBA will need to agree before teaching on the program. The agreements are aimed at increasing the level of the faculty involvement with the program beyond just teaching. 	<ul style="list-style-type: none"> ▪ The University Administration has provided strong support to ensure the currency quantity and quality of faculty for FoB. Heads of School are responsible for the appropriate selection and deployment of faculty to Program needs. ▪ The ratio of faculty/student is a goal of 1-10 and currently stands at 1-10.3 which guarantees a high level of faculty/student support and interaction. See Faculty Review Report: Table 2.5: Growth in Staff, Academic and General page 8 and Table 2.8: Student EFTS over Academic Staff FTE page 9. <p>The participation of BBT College Staff has been addressed to meet Bond requirements.</p>	<ul style="list-style-type: none"> • The Faculty of Business (FOB) Workload model requires that staff dedicate 20% of their time to service for the university. This service includes contributions to curriculum development and all other aspects of student learning. An important contribution of staff relates to our assurance of learning work which involves numerous staff from across the three schools. • From 2011 all staff appointed to full-time positions at the level of Assistant Professor or above must hold a PhD and be research active.

<p>percent of the school's teaching (whether measured by credit hours, contact hours, or other metric appropriate to the school).</p> <ul style="list-style-type: none"> • Normally, Participating faculty members will deliver at least 60 percent of the teaching in each discipline, each academic program, and location. • Participating faculty are distributed across programs, disciplines and locations consistent with the school's mission. • The school has processes to support faculty members regardless of the employment relationships. • Participating faculty do not have to be "full-time" faculty members. • If the school deploys a faculty model that relies on different levels of support for classroom instruction (e.g., senior faculty teaching large classes supported by a cadre of "teaching assistants"), the school must document how the model supports high quality academic programs and meets the student-faculty interaction principles of this standard. • In cases where a substantial proportion of a business school's faculty resources hold primary faculty appointments with other institutions, the school must provide documentation of how this faculty model supports mission achievement, overall high quality, and continuous improvement and is consistent with the spirit and intent of this standard. • A school must provide documentation supporting its determination of faculty members as "participating" or "supporting" by adopting and implementing criteria consistent with its mission for the classification of faculty into these two categories. <p>The interpretive material in the standard provides guidance only and each school should adapt this guidance to its particular situation and mission by developing and implementing criteria that indicate how the school is meeting the spirit and intent of the standard. The criteria should address:</p> <ul style="list-style-type: none"> - The activities that are required to attain participating status. - The priority and value of different activity outcomes reflecting the mission and strategic management processes. 				
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<p>- Quality standards required of each activity and how quality is assured.</p> <p>- The quantity and frequency of activities expected within a typical AACSB review cycle to maintain participating status.</p> <p>The criteria should be periodically reviewed and reflect a focus on continuous improvement over time.</p>				
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AACSB Guidance for Documentation on all Standards & Actions Taken Cont.....

Participants Standards

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 member's 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]

			Bond Evidence	
A. Basis for judgement	B. Guidance for Documentation	C. Chapter 6 – Scope 2009 Response	D. 2010 Improvement Initiatives	E. 2011 Improvement Initiatives
<ul style="list-style-type: none"> • At least 90 percent of faculty resources are either academically or professionally qualified. Faculty resources are counted as appropriate to their contributions to the school, i.e., some faculty members may have full-time assignments with the school while others may be partial assignments. The aggregate, or total, faculty resources is the sum of full and partial assignments. For example, if a school has 12 full-time faculty members and seven faculty members who are only half-time assignments, the total faculty resources would equal 15.5. • At least 50 percent of faculty resources are academically qualified. • In the aggregate, the portfolio of current capabilities for all faculty members is sufficient to support high quality performance of all activities in support of the school's mission. Qualified faculty resources are distributed across programs, disciplines, and locations consistent with the school's mission. Variations from the overall percentages may be justified at the program, discipline, and location level. The burden of proof is on the school to demonstrate the delivery of overall high quality in such cases. • In cases where a substantial proportion of a business school's faculty resources hold primary faculty appointments with other institutions, the school must provide documentation of how this faculty model supports mission achievement, overall high quality, and continuous 	<ul style="list-style-type: none"> • The school should provide information on academic and professional qualifications for each faculty member. This may be provided in the form of academic vitae, but must include sufficient detail as to actions, impacts and timing to support an understanding of faculty development activities. • Documentation must clearly identify which of the three areas of contributions is represented in each faculty member's development activities. • The school should provide an aggregated summary of the qualifications and development contributions brought to the educational programs by the faculty members. • Tables 10-1 and 10-2 should be completed to document the deployment of qualified faculty for the most recently completed, normal academic year. Peer review teams may request documentation for additional years, individual terms as well as by program, location, and/or discipline. Schools should explain or define their normal academic year format/schedule. 	<p>Evaluation of Performance against Standard 10</p> <p>The School believes that it fully complies with the requirements of Standard 10 in that:</p> <ul style="list-style-type: none"> ▪ The School has and maintains intellectual qualifications and current expertise (See Tables 10.1A, 10.1B and 10.1C) ▪ As mentioned above, the School encourages its academics to maintain intellectual contributions through a number of mechanisms, such as, the annual performance review where initiatives for professional development are discussed; funding assistance to attend domestic and/or international conferences, seminars or workshops; School support to host visiting scholars who share expertise and collaborate in research activities; the academic workload model; encouragement to engage in external consultancy work; and membership of learned societies or other professional organisations. ▪ Virtually all of the participating academic staff are PhD qualified and all staff are either academically or professionally qualified or in some cases both. ▪ Qualified faculty resources are distributed across programs consistent with the School's Mission. ▪ The School has a clearly defined process to evaluate individual faculty members' contributions to the School's Mission through the annual review process where faculty are required to demonstrate the achievement of agreed goals and objectives that indicate on-going publications and other intellectual contributions consistent with their stage of development. <ul style="list-style-type: none"> • The Initial Accreditation Committee requested further clarifying data in regard to AQ and PQ status of certain academic staff and a rationale for including peer reviewed conference proceedings in the AQ status metric. Detailed explanations can be found in the Standard 10 section of this document. 	<ul style="list-style-type: none"> ▪ Intellectual qualifications, current expertise and professional responsibilities are displayed in Table 10.1. ▪ Intellectual contribution and professional development of individual faculty are embedded in an annual PDR Review. ▪ The AQ/PQ metric displays the level of each faculty member. Table 10.2. 	<ul style="list-style-type: none"> • From 2011 all staff appointed to full-time positions at the level of Assistant Professor or above must hold a PhD and be research active. • Heads of School and Heads of Department are regularly updated about the intellectual qualifications and current expertise of their staff to ensure that all appointments are made in accordance with our policies for maintaining appropriate proportions of academically and professionally qualified staff.

<p>improvement and is consistent with the spirit and intent of this standard.</p> <p>If the school deploys a faculty model that relies on different levels of support for classroom instruction (e.g., senior faculty teaching large classes supported by a cadre of “teaching assistants”), the school must document how the model supports high quality academic programs and supports mission achievement.</p> <ul style="list-style-type: none"> • Maintenance of knowledge and expertise supports faculty performance through an appropriate balance, given the school’s mission, through contributions over the past five years in all of the following areas: <ul style="list-style-type: none"> - Learning and pedagogical research - Contributions to practice - Discipline-based scholarship • The school has a clearly defined process by which it evaluates how faculty members contribute to the mission and maintain their qualifications. • A school should develop appropriate criteria consistent with its mission for the classification of faculty as academically or professionally qualified. The interpretive material in the standard provides guidance only and each school should adapt this guidance to its particular situation and mission by developing and implementing criteria that indicate how the school is meeting the spirit and intent of the standard. Specific policies should be developed to provide criteria by which academically and professionally qualified status is granted and maintained. The criteria should address: <ul style="list-style-type: none"> - The academic preparation and/or professional experience required to attain each status. - Consistent with the stated mission, the types of development activities that are required to maintain academic or professional qualifications on an ongoing, sustained basis. - The priority and value of different development activities reflecting the mission and strategic management processes. - Quality standards required for the various, specified development activities and how quality is 				
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<p>assured.</p> <p>- The quantity and frequency of development activities and outcomes expected within the typical five-year AACSB review cycle to maintain each status. The criteria for granting and for maintaining academic or professional qualifications for those individuals holding faculty status and also holding significant administrative appointments (e.g., deans, associate deans, department head/chairs, centre directors, etc.) may reflect these important administrative roles. The policies should delineate, where appropriate, how criteria for granting and maintaining status varies with the development of individual faculty members across programs and levels (e.g., the experience of a professionally qualified faculty member who is assigned to teach introductory classes may be different than the professional experience expected of a PQ faculty member assigned to teach a capstone course). The criteria should be periodically reviewed and reflect a focus on continuous improvement over time.</p> <ul style="list-style-type: none"> • Qualified faculty will generally be distributed equitably across each discipline, each academic program, and each location consistent with the school's mission and student needs. • Distance delivered programs are considered to be a unique location. 				
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AACSB Guidance for Documentation on all Standards & Actions Taken Cont.....

Participants Standards

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 service workloads.**
- **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]

			Bond Evidence	
A. Basis for judgement	B. Guidance for Documentation	C. Chapter 6 – Scope 2009 Response	D. 2010 Improvement Initiatives	E. 2011 Improvement Initiatives
<ul style="list-style-type: none"> • Faculty management processes systematically assign faculty responsibilities to individuals. These processes fulfil the school's mission while setting realistic expectations for individual faculty members. • The school communicates performance expectations to faculty members clearly and in a manner that allows timely performance. • Faculty assignments may reflect differences in expectations for different faculty members. However, workloads from all activities are reasonably distributed across all faculty members. • Faculty review, promotion, and reward processes are systematic and support the school's mission. • The school has an overall faculty resource plan that reflects its mission and that projects faculty resource requirements and anticipated resource actions. 	<ul style="list-style-type: none"> • Describe the processes for determining performance expectations for faculty. • Show how performance expectations are communicated to faculty members. • Describe review, promotion, and reward processes. • Describe the overall faculty resource plan. 	<p>Evaluation of Performance against Standard 11</p> <p>The School believes that it complies with the requirements of Standard 11 in that:</p> <ul style="list-style-type: none"> ▪ Departments within the School have workload allocation models to assign faculty responsibility within the guidelines. ▪ The School has in place systems for the cyclical review of academic staff performance and promotion. ▪ These processes are documented and are available to all staff. <p>In accordance with its continuous improvement focus, the School intends to develop a Staffing Resource Plan that will be incorporated into the Business Plan. It is proposed that such a Plan will specify the costs of any new initiative to support the School's purpose.</p>	<ul style="list-style-type: none"> ▪ The workload policy has recently been reviewed to ensure faculty meet their responsibilities and will be implemented in 2011. ▪ The FOB cyclical review of academic/staff performance for promotion is rigorous and endorsed by University Committees. ▪ A Staffing Resource Plan has been revised to provide 5 year goals and permit the scrutiny of new initiatives to ensure Program and financial viability. <p>Notes from Chancellor:</p> <ul style="list-style-type: none"> ▪ Concern was expressed by the Panel review Committee related to an aging faculty and staff and ramifications for budgeting and future recruitment. (6/8/10). ▪ ∴ A further revision of the Staffing Plan will be developed. 	<ul style="list-style-type: none"> • Visiting Scholars mentor HDR students and ECRs to groom future researchers. • Workload Model is implemented with 40% Research, 40% Teaching and 20% Service component in line with the Mission. • Each new staff member has a comprehensive Position Description which explains expectations for all positions. • An Annual PDR is organised with the Manager to report on KPIs set for year, to set new KPIs for following year. A six monthly review is conducted for staff requiring extra support to ensure that targets are on-track. This informs the budget process with allocations for teaching and research resources (including technology). • An Operational Plan addresses the strategic vision of SMG which translates into tactical initiatives for the Faculty. • The University runs T&L programs for staff professional development. • Each HOS formulates an annual staffing plan in consultation with the Dean as part of the annual plan for each school.

AACSB Guidance for Documentation on all Standards & Actions Taken Cont.....

Participants Standards

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]

			Bond Evidence	
A. Basis for judgement	B. Guidance for Documentation	C. Chapter 6 – Scope 2009 Response	D. 2010 Improvement Initiatives	E. 2011 Improvement Initiatives
<ul style="list-style-type: none"> • All participants understand the expectations for the investment of time by students and faculty members in learning activities. These expectations allow ample resources for effective learning by students, for example, and effective teaching by faculty members. Time-on-task for students may be measured by review of syllabi, lecture notes, learning activities, and samples of student work to assess the demands of course projects and learning expectations. Time-on-task for faculty members may be measured by review of syllabi, lecture notes, and examples of student work to assess participation of faculty members in direct faculty-student interaction and currency of materials. • Frequent interaction between students and faculty members develops critical dialogues, provides mentoring support, offers role models, and fosters professional dedication and commitment. Required and voluntary opportunities for interaction may be measured by review of syllabi, classroom observation, or other appropriate means. • Evaluation of the effectiveness of instruction begins with an examination of learning goals. It goes on to include such things as student reactions, peer observation, expert observation, 	<ul style="list-style-type: none"> • Show time-on-task for students and faculty members and show student-faculty interaction through review of syllabi or other appropriate means. • Describe processes for the evaluation of the quality of instruction. • Show how learning expectations are communicated to all involved. • Describe how evaluations guide instructional improvement. Provide recent examples. • Describe recent instructional innovations and how they relate to systematic evaluation or assessment. 	<p>Evaluation of Performance against Standard 12</p> <p>The School believes that it fully complies with the requirements of Standard 12 in that:</p> <ul style="list-style-type: none"> ▪ The School ensures that adequate time is devoted to learning activities for all faculty members and student-faculty interaction by the adoption of a workload allocation system and guidelines for staff availability. ▪ The School uses a credit point system for students that define expected contact hours. ▪ The School communicates learning goals through subject outlines and measures these through assessment practices. ▪ The School encourages continuous improvement and innovation through recognition of both teaching excellence and innovation and uses various indicators as evidence for both. 	<ul style="list-style-type: none"> ▪ The faculty workload model ensures consultation/access time for student conferences and guidance. This is recognised as a strength of the faculty. ▪ The AOL Plan has increased the level of faculty documentation for student learning outcomes under the direction of Program Directors and the CQAC Committee. ▪ Teaching excellence and innovation is recognised by Heads of School on a variety of measures. Faculty are rewarded through FOB and University processes (eg extended opportunities for Research leave). 	<ul style="list-style-type: none"> • The Associate Dean Teaching & Learning and the Faculty of Business Teaching & Learning Committee have led initiatives to improve the quality of mathematics and economics instruction for first year students. Proposals for offering courses that are formulated specifically for students who do not intend to undertake higher level studies in these areas are presently being considered. • CQAC was disbanded in July 2011 and the T& L committee is now responsible for Assurance of Learning procedures.

<p>and periodic assessment of the impact of instruction on later performance.</p> <p>To ensure quality, the school's faculty members measure overall student achievement by use of such techniques as pre- and post-testing, assessment in subsequent coursework, surveys of employers, etc.</p> <ul style="list-style-type: none"> • The school and its faculty members hold high expectations for themselves and their students. These standards are communicated clearly and frequently to all members of the community. Strong support for reaching the expectations pervades the statements and actions of faculty members and administrators. Evaluations of student performance reflect faculty expectations. • The school and its faculty members use established processes to evaluate and guide instructional improvement. Instructional improvement depends on individual faculty members, the faculty as a whole, and support staff, as appropriate. • The school and its faculty members participate in the development and evaluation of innovations in teaching and learning. At a minimum, there are formal processes in place to evaluate innovations made in other schools for testing in the school's programs. 				
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AACSB Guidance for Documentation on all Standards & Actions Taken Cont.....

Participants Standards

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]

			Bond Evidence	
A. Basis for judgement	B. Guidance for Documentation	C. Chapter 6 – Scope 2009 Response	D. 2010 Improvement Initiatives	E. 2010 Revised Response to Updated Standards
<ul style="list-style-type: none"> • The school has processes to encourage, support, and assess faculty members in their own knowledge development. • The school's programs actively involve students in the learning process. Peer review teams should consider the totality of the learning experience (in-class, extracurricular, technology-based, etc.). The following are examples of ways students may be involved in their education: <ul style="list-style-type: none"> - Student involvement in the formulation and solution of business or management problems. - Continuing tutorial support including frequent student recitations. - Opportunities for continuous interaction through technology-based learning. - Mentored reflection on problem solving and issues resolution activities. - A pervasive commitment to two-way, interactive discussions for instruction. • The school's programs involve collaboration and cooperation among participants in the educational process (in class, in extracurricular activities, or in the on-going governance activities of the school). To assess how much collaboration and cooperation occurs in the unit, review team members should consider the following, paying special attention to their connection with the 	<ul style="list-style-type: none"> • Provide examples through course syllabi, course project descriptions, learning products, and other descriptive materials that demonstrate: <ul style="list-style-type: none"> - Active student involvement. - Collaborative learning experiences. - Frequent, prompt, and accurate feedback. • Document faculty development activities that support continuous improvement in instructional methods. 	<p>Evaluation of Performance against Standard 13</p> <p>The School believes that it fully complies with the requirements of Standard 13 in that:</p> <ul style="list-style-type: none"> ▪ Staff and students are guided by the University's Regulations and Policies which underpin the expectation that all members of the Bond University community operate with integrity in their dealings with students and colleagues. ▪ Strategies are in place to ensure that faculty members keep their own knowledge current with the continuing development of their teaching disciplines. ▪ The School engages in a variety of techniques to engage students in the learning process. The Faculty's programs encourage collaboration and co-operation amongst participants. There is considerable emphasis on group activities with members coming from diverse backgrounds and perspectives. ▪ The School encourages interaction and communication via a variety of social activities for academic staff, administrative staff, and students. ▪ The School has in place, through its assessment practices, processes for effective feedback on student performance. 	<ul style="list-style-type: none"> ▪ Staff and students are guided by the University's Regulations and Policies and those of the Faculty. Procedures/Policies are in place if there are questions raised on any aspect of failure to adhere to regulations. (Refer to University Regulations http://www.bond.edu.au/student-resources/student-administration/policies-procedures-guidelines-and-forms/handbook/index.htm, the University's Policy Manual http://www.staff.bond.edu.au/quality/policies.htm and the Faculty's policies and processes http://www.staff.bond.edu.au/bus/policies/index.htm . ▪ Faculty are expected to keep current with their teaching disciplines using generous funding support for conference attendance and released time research. ▪ Each subject/course includes active involvement of students in the Learning Process. ▪ The nature of the organisational structure involving small departments and relatively small school faculties ensures collaboration in the delivery of Programs. ▪ The AOL in conjunction with i-Learn, small classes and tutorials, provides documentation of consistent and prompt feedback to students on their performance. ▪ (Reference Tables 9.1, 10.1 and 10.2) 	<ul style="list-style-type: none"> • As part of the annual Performance Development Review process, all academic staff are required to reflect on their own teaching achievements and to discuss with their manager whether any further staff development is necessary. • The Faculty Retreat on 26 August addressed issues related to Teaching and Learning and included a student presentation to the Faculty.

<p>learning agenda:</p> <ul style="list-style-type: none"> - Group-based activities assigned in classes or designed into extracurricular or governance activities. - Continuing informal Group activities. - The extent to which faculty demonstrate their own commitment to learning by participating in group activities that include, or are visible to, students. <ul style="list-style-type: none"> • The school's programs involve feedback: formal or informal, in class, in small group activities, or in one-on-one discussions. To assess promptness and pervasiveness of feedback for students, peer review team members should consider the following: <ul style="list-style-type: none"> - To what extent students have opportunities to understand their levels of knowledge and skills. - The formative content of the evaluations. - The extent to which students are encouraged to reflect on their performance and the feedback given on it. 				
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AACSB Guidance for Documentation on all Standards & Actions Taken Cont.....

Participants Standards

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]

			Bond Evidence	
A. Basis for judgement	B. Guidance for Documentation	C. Chapter 6 – Scope 2009 Response	D. 2010 Improvement Initiatives	E. 2011 Improvement Initiatives
<ul style="list-style-type: none"> • Syllabi, course project descriptions, and examples of student projects show how students engage in challenging learning experiences and how they satisfy learning goals. 	<ul style="list-style-type: none"> • Provide syllabi, course project descriptions, examples of student projects, and other materials that show how students engage in challenging learning experiences and how they satisfy learning goals. 	<p>Evaluation of Performance against Standard 14</p> <p>The School believes that it fully complies with the requirements of Standard 14 in that:</p> <ul style="list-style-type: none"> ▪ It has policies and practices in place to encourage high levels of integrity across students. ▪ It provides subject-specific, program-level, and University-wide systems to assist students to persist through challenging academic situations. ▪ Subjects are designed to provide numerous and varied ways for students to contribute to the learning of others. <p>The School has standards of performance that are actively communicated to students as well as clearly understood by academic staff members of the University community.</p>	<ul style="list-style-type: none"> ▪ Policies and procedures at University and School level are in place to ensure integrity across all levels of campus interactions and include Plagiarism and Academic Dishonesty. (Refer to University Regulations http://www.bond.edu.au/student-resources/student-administration/policies-procedures-guidelines-andforms/handbook/index.htm, the University's Policy Manual http://www.staff.bond.edu.au/quality/policies.htm and the Faculty's policies and processes http://www.staff.bond.edu.au/bus/policies/index.htm . ▪ The level of Student/Faculty ratio is endorsed by the University to ensure support for students who may have learning difficulties. External resources are also available. ▪ Each subject includes opportunities for students to engage in teamwork and projects to satisfy a range of learning styles. <ul style="list-style-type: none"> ▪ Standards of performance are clearly explained in course materials and student orientation meetings. 	<ul style="list-style-type: none"> • Membership of Student Liaison Committee includes Student Association executives. This forms a bridge between Faculty and Students to air any grievances/improvements. • Student representative on T & L, Academic exclusions, ASC to bring specialised input into curricula, teaching methodology etc. • Online Subject Outlines help students make an informed decision about enrolling in subjects. • Students participate in various assessments throughout the semester to reach standards set by the lecturers. • In addition to Open Door Policy, for every 2 hours teaching, Faculty are expected to do 1 hour consultation, where students can seek individual assistance. • This gives Students an indication if they are not performing and encourages them to engage with Faculty to achieving standards.

AACSB Guidance for Documentation on all Standards & Actions Taken Cont.....

The Assurance of Learning Standards

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.
- 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]

			Bond Evidence	
A. Basis for judgement	B. Guidance for Documentation	C. Chapter 6 – Scope 2009 Response	D. 2010 Improvement Initiatives	E. 2011 Improvement initiatives
<ul style="list-style-type: none"> • Faculty led processes actively manage curricula for degree programs. Processes are in operation for all phases of curriculum management including development, monitoring, evaluation, revision, and assessment of learning. • Curriculum management processes engage perspectives from a variety of relevant constituencies. • Evidence of recent curriculum development, review, or revision demonstrates the effectiveness of curriculum management. • Resulting curricula include an appropriate set of learning experiences to prepare graduates for business and management careers. 	<ul style="list-style-type: none"> • Document curriculum management processes. • Show how the curriculum management processes have produced new or revised curricula. • Provide curriculum descriptions for all degree programs included in the accreditation review. • Show how the curriculum across the dimensions outlined in the standard demonstrates a global perspective. 	<p>Evaluation of Performance against Standard 15</p> <p>The School believes it fully satisfies the requirements of Standard 15 in that:</p> <ul style="list-style-type: none"> ▪ It has established Program Directors whose main responsibility is the maintenance of the strategic direction of the Business School programs. This role includes curriculum improvements and periodic reviews of degree structures, in liaison with the Faculty Curriculum Committee. ▪ It has established a Faculty Curriculum Committee whose responsibility includes ensuring that the development, structure, review and quality of the School's programs are consistent with the <u>mission</u> of the School. ▪ The School has a systematic process for management of the Business School degree programs that commences with the respective Program Director making recommendations to the Faculty Curriculum Committee, which then provides advice to the Faculty Academic 	<ul style="list-style-type: none"> ▪ New or substantially revised courses follow the University procedure for ratification. This involves discussion and approval at Faculty Teaching and Learning Committee, Faculty Executive Committee, University Program and Subject Review Committee and, finally, ratification by Academic Senate. ▪ Monitoring and evaluation of subjects is conducted after each delivery through student teaching evaluations (TEVAL) and through Faculty Board of Examiners. ▪ Every subject in the Business School is externally reviewed / benchmarked every 5 years. This process is managed by a sub-committee of the Faculty Teaching and Learning Committee. ▪ Programs in the Business School are reviewed every 5 years by the Program Director and recommendations for change made to the Head of School and Dean. 	<p>1. Mechanisms for assessment</p> <p>a) An Associate Dean for Teaching and Learning – also Leader of Team 3 (AoL) for the Continuous Improvement Teams, meets regularly with the Faculty T&L Committee to review the AoL standards in the context of the AoL Plan. All Program Directors sit on the Faculty Teaching and Learning Committee. Regular reports are provided to the Director of AACSB, the Continuous Improvement Leader's meeting and the Faculty Executive Committee.</p> <p>b) Degree Programs are monitored by Program Directors and Heads of Department under the added direction of Heads of School to ensure cross-functional approaches to any issues. Heads of Schools also meet with the Dean and are included on the Continuous Improvement Teams.</p>

		<p>Committee and the Faculty Executive Committee respectively. The Faculty Executive Committee then gains final approval from the University's Academic Senate.</p>	<ul style="list-style-type: none"> ▪ Subjects and programs in the IT School are regularly reviewed by the external accrediting body (Australian Computer Society). 	<ul style="list-style-type: none"> c) The Global/international dimension is of high priority and embedded in all programs and courses as well as identified in the Learning Goals. <p>2.</p> <ul style="list-style-type: none"> a) Teacher Evaluations (TEVALS) are conducted for each course each semester by students. Results are reviewed by the ADT&L and Heads of School as part of the annual Faculty Evaluation Process. b) Student achievement is measured in each course and evaluated at the Board of Examiners Meeting each semester. Capstone courses have been instituted in all programs with Assessment of student outcomes evaluated by external Assessment Teams. c) Placement results are carefully monitored by the Career and Placement Centre on campus. d) Alumni evaluation is an important function of the Alumni Centre. A special section on Business Graduates appears in each quarterly magazine. <p>3. An annual review of individual teaching performance is conducted by the Head of each School as part of the faculty PDR process. Discussion centres around three areas of expectation – Teaching, Research and Service. Attention to the Mission statement and Faculty Learning Goals is included in the conference.</p> <p>4.</p> <ul style="list-style-type: none"> a) The ADT&L and T&L Committee, continuously review the development of curricula as it relates to the Mission. This internal process is followed by recommendation to the Bond Academic senate for all course changes/deletions etc. b) Degree requirements are carefully monitored to ensure relevance to current theory and practice. <p>5.</p> <ul style="list-style-type: none"> a) There is an internal Bond University five year Cycle of Faculty Reviews of curricula and all facets of Faculty action, by a team of external evaluators selected by the Chancellor. In addition, there is a five year external review conducted in all Australian Universities by AUQA/TEQSA. b) The most recent evaluation of the
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				<p>Faculty of business was in December 2009 led by the Chancellor, and the external AUQA visit in March 2010, (Reports of both evaluations and responses are available).</p> <p>c) Current curricula are appropriate but under continual review.</p> <p>d) All curricula are current.</p> <p>6.</p> <p>a) Heads of School and Program Directors hold regular meetings to review and update curriculum based upon accreditation requirements, knowledge from current research, discipline based conference interactions, and professional consultation.</p> <p>b) A campus based Quality Assurance Teaching and Learning Centre provides regular workshops and seminars for faculty.</p> <p>7. The five year reviews provide documented evidence of program quality, and stated degree objectives.</p> <p>8. Student placements are reviewed by the Careers and Placement Centre and the Alumni Office. Regular reports are provided to faculty. A high percentage of graduates are placed in their chosen fields based upon campus assistance and involvement with work experience placements,</p> <p>9. Information from stakeholders is obtained from members of evaluation committees, campus speakers, faculty consultation and regular meetings of the Business Leaders series. The industry community is highly supportive of the knowledge and skill displayed by graduates.</p> <p>Additional information relevant to the IT School:</p> <ul style="list-style-type: none"> • SIT's curriculum is guided by the Australian Computer Society (ACS), which reviews the curriculum and degree structure and accredits SIT every 5 years. SIT undertakes a curriculum review every year with feedback from internal and external academic staff, international professional and industry bodies and external industry partners. • The curriculum ensures that students receive a diverse and appropriate set of learning experiences, including significant amounts of group work, and a
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				<p>capstone subject where project teams perform academic/professional work under the supervision of an industry partner.</p> <ul style="list-style-type: none">• Learning goals pertaining to subject specific knowledge and skills were aligned with the Skills Framework for the Information Age (http://www.sfia.org.uk/) through a SIT process mapping specific bodies of subject knowledge to the SIFA framework in 2009/10.
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AACSB Guidance for Documentation on all Standards & Actions Taken Cont.....

The Assurance of Learning Standards

Standard 16: Bachelor’s 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]

			Bond Evidence	
A. Basis for judgement	B. Guidance for Documentation	C. Chapter 6 - Scope 2009 Response	D. 2010 Improvement Initiatives	E. 2011 Improvement Initiatives
<ul style="list-style-type: none"> For each undergraduate degree program the school defines learning goals for key general, management-specific, and/or appropriate discipline-specific knowledge and skills identified by the school. For each undergraduate degree program the school demonstrates that students meet the learning goals. Or, if assessment demonstrates that learning goals are not being met, the school has instituted efforts to eliminate the discrepancy. The school is responsible for the quality of learning counted toward satisfying degree requirements regardless of where or how it takes place. 	<ul style="list-style-type: none"> Define the learning goals for each undergraduate degree program—this should include both conceptual and operational definitions. Show that students meet all of the learning goals for undergraduate degree programs. Or, if assessment demonstrates that learning goals are not being met, describe efforts that have been instituted to eliminate the discrepancy. 	<p>Evaluation of Performance against Standard 16</p> <ul style="list-style-type: none"> The learning goals for the undergraduate programs are consistent with the overall mission of the School and the graduate attributes specified by the School for its undergraduates. These learning goals are currently being reviewed to ensure that they are specific and assessable. An assessment matrix is being developed for each program that details the extent to which the learning goals specified for the program are measured via assessment embedded in subjects throughout the program. <p>The School believes that continuous improvement with respect to the review of learning goals and development of the assessment matrix, will ensure that it fully satisfies the requirements of Standard 16.</p>	<p>Mission Statement Undergraduate Programs:</p> <ul style="list-style-type: none"> We attract and admit capable students from a wide variety of countries. We strive to raise or sustain high admission standards, and value student quality over rapid growth in student numbers. We produce graduates who are work-ready both professionally and interpersonally. The learning goals for the undergraduate programs are integrated with specific program/course requirements and the University Graduate Attributes and FoB Learning Goals. These learning goals are specific and accessible as displayed in the AOL Plan/Report. Discipline specific learning goals are provided by Program Directors under the support of Heads of School and in line with accreditation requirements for each program of study. 	<ul style="list-style-type: none"> Programs have learning goals in line with the mission statement and broad Faculty Learning Goals. Program Directors have developed Program Specific Learning Objectives for each program Programs have been aligned (mapped) with respect to the Program Learning Objectives Programs have capstones courses identified and scheduled for review. Assessment teams have been nominated in April 2011 for the first twelve months of AOL. Programs have been scheduled for assessment of all learning objectives by September 2012 and twice in the 5 year period commencing January 2011 The Bachelor of Commerce (Accounting Program was assessed in January Semester 2011, Bachelor of Finance in May Semester 2011, <p>Additional information relevant to the IT School:</p> <ul style="list-style-type: none"> SIT engages in an AOL process through creation of learning goals and subsequent annual administrative review of the alignment of learning goals with specific class assessments. Learning goals pertaining to subject specific knowledge and skills were aligned with the Skills Framework for the Information Age (http://www.sfia.org.uk/) through a SIT process of mapping specific bodies of subject knowledge to the SIFA framework completed in 2009/10. The

				<p>identified learning objectives for each subject are clearly identified in the Subject Outlines</p> <ul style="list-style-type: none">• Assessments are created in alignment with the ANZ ICT Accreditation Board. These assessments demonstrate cognition up to level 4 of Bloom's hierarchical learning taxonomy.
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AACSB Guidance for Documentation on all Standards & Actions Taken Cont.....

The Assurance of Learning Standards

Standard 17: The bachelor's 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]

			Bond Evidence	
A. Basis for judgement	B. Guidance for Documentation	C. Chapter 6 – Scope 2009 Response	D. 2010 Improvement Initiatives	E. 2011 Improvement Initiatives
<ul style="list-style-type: none"> • Expectations will vary dependent on the educational practices and structures in different world regions and cultures. - In the USA, for example, the bachelor's or undergraduate level degree normally represents the equivalent of four years of full-time study subsequent to the completion of a 12-year pre-collegiate education. - In several European countries, for example, the bachelor's or undergraduate level degree normally represents the equivalent of three years of full-time study subsequent to the completion of a 13-year pre-collegiate education. - Variations in educational expectations, length of academic years, pedagogies, and other educational features will give rise to other patterns. • The Peer Review Team will need to judge the appropriateness of the educational level expectations taking into account the context and mission of the school. • Normally, the majority of learning (credits, contact hours, or other metric) in traditional business subjects (as listed under "Defining the Scope of Accreditation") counted toward degree fulfilment is earned through the institution awarding the degree. • The school defines and broadly disseminates its policies for evaluating, awarding, and accepting transfer credits/courses from other institutions consistent with its mission and degree programs. These policies should ensure that the academic work accepted from other institutions is comparable to the school's own degree programs. • If the school awards an undergraduate business degree as 	<ul style="list-style-type: none"> • Show that undergraduate level degree programs fulfil expectations appropriate for the context and mission of the school. 	<p>Evaluation of Performance against Standard 17</p> <p>The School believes that it complies with the requirements of Standard 17 in that through the establishment of the Program Directors and the Business Faculty Curriculum Committee, the School has a process and structure to ensure that programs are developed, managed, assessed, and reviewed in line with the mission of the School and that the undergraduate programs continue to provide sufficient time, content coverage, student effort, and student-faculty interaction to assure that the learning goals are accomplished.</p>	<ul style="list-style-type: none"> ▪ Undergraduate degree programs comprise 240 Credit Points (normally 24 subjects each of 10 CP). ▪ Standard delivery mode for each 10 CP subject in the undergraduate degree program requires 48 hours contact time (usually 4 hours per week over a minimum 12 weeks). ▪ In addition to the contact time students are expected to spend approximately 6 hours per week for each subject in guided readings, exercises and preparation of assessment items. ▪ Thus, total student commitment for a bachelor's degree is approximately 2,880 hours (1,152 hours of contact plus 1,728 hours of guided learning). ▪ Teaching staff are expected to provide a minimum 2 hours consultation time (office hours) for each subject they teach during which time students can seek additional support from the academic. ▪ Subject content is approved by Heads of School and Program Directors and is transparent in the course Outlines provided on i-Learn. ▪ Assessment of the extent to which students achieve the learning goals related to each subject and the program in general is documented in the AOL Matrix. ▪ Extensive support is provided for work/internship related experiences to ensure theoretical principles are reinforced by supervised practical experiences. For example, in the first two semesters of 2010 the Faculty Industry and Student Placement Officer placed 126 students in work experience positions with local employers and 15 students completed structured work-based Internships for credit. 	<ul style="list-style-type: none"> • Programs have learning goals in line with the mission statement and broad Faculty Learning Goals. Program Directors have developed Program Specific Learning Objectives for each program • Programs have been aligned (mapped) with respect to the Program Learning Objectives • Programs have capstones courses identified and scheduled for Assessment. • Assessment teams have been nominated for the first twelve months of AOL and are operational. • All Programs have been scheduled for assessment of all learning objectives by September 2012 and twice in the 5 year period commencing January 2011 <p>Additional information relevant to the IT School:</p> <ul style="list-style-type: none"> • The SIT AOL process and annual review ensures that learning goals are aligned with the mission of the school. • An undergraduate degree is composed of 24 subjects taken over 6 semesters of full-time study. • Each subject requires a minimum of 4 hours contact time/week for 13 weeks, but more typically 5 contact hours/week for 13 weeks and the expectation is that the students undertake a further 6 hours/week of study for each subject. This requirement is detailed in all subject and degree outlines.

<p>part of a joint and/or partnership degree program, the expectation that “the majority of business subjects counted toward degree fulfillment is earned at the institution awarding the degree,” can be met through the agreements supporting the joint/partnership degree program. However, in such joint programmatic efforts, the school must demonstrate that appropriate quality control provisions are included in the cooperative agreements and functioning, and these are functioning to ensure high quality and continuous improvement. Such agreements should address and ensure that: the joint/partnership programs demonstrate mission appropriateness; that students served align with mission; student admission criteria are consistent for all students admitted by all partner institutions and are consistent with mission; deployment of sufficient and qualified faculty by all partner institutions; and assurance of learning processes function for the entire program including components delivered by partner or collaborating institutions. Furthermore, the school should demonstrate appropriate, ongoing oversight and engagement in managing such programs. If such joint degree programs involve partners who do not hold AACSB accreditation, quality and continuous improvement must be demonstrated.</p>				
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AACSB Guidance for Documentation on all Standards & Actions Taken Cont.....

The Assurance of Learning Standards

Standard 18: Master’s 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 LEARNINGGOALS]

			Bond Evidence	
A. Basis for judgement	B. Guidance for Documentation	C. Chapter 6 - Scope 2009 Response	D. 2010 Improvement Initiatives	E. 2011 Improvement Initiatives
<ul style="list-style-type: none"> • For each master’s level general management degree program the school defines learning goals for key general and management-specific knowledge and skills identified by the school. The learning goals include the capacity to apply and adapt knowledge. • For each master’s level general management degree program the school demonstrates that students meet the learning goals. Or, if assessment demonstrates that learning goals are not being met, the school has instituted efforts to eliminate the discrepancy. • The school is responsible for the quality of learning counted toward satisfying degree requirements regardless of where or how it takes place. 	<ul style="list-style-type: none"> • Define the learning goals for each master’s level general management program - this includes both conceptual and operational definitions. • Show that students meet all of the learning goals for master’s level general management programs. Or, if assessment demonstrates that learning goals are not being met, describe efforts that have been instituted to eliminate the discrepancy. • Show how the curriculum across the dimensions outlined in the standard demonstrates a global perspective. 	<p>Evaluation of Performance against Standard 18</p> <ul style="list-style-type: none"> • Through the combined efforts of the MBA Program Directors and the Business Faculty Curriculum Committee, one can see that the School specifies learning goals for the MBA, MyBond MBA and Executive MBA Programs that are consistent with the Faculty’s mission and with Master’s level achievement for key management-specific knowledge. • These learning goals are currently being reviewed to ensure that they are specific and assessable. • An assessment matrix is being developed for each program that details the extent to which the learning goals specified for the program are measured via assessment embedded in subjects throughout the program. <p>The School believes that continuous improvement with respect to the review of learning goals and development of the assessment matrix, will ensure that it fully satisfies the requirements of Standard 18.</p>	<p>Mission Statement Master of Business Administration:</p> <ul style="list-style-type: none"> ▪ We admit a highly diverse international and domestic cohort, with <ul style="list-style-type: none"> ○ At least three years of professional work experience ○ An undergraduate degree with a strong GPA from a recognised university, and ○ Demonstrated initiative, creativity, and self-motivation. ▪ We nurture strong and sustained global networks among graduates. ▪ We graduate MBAs with enhanced capabilities in leadership, a global orientation and entrepreneurship. ▪ We apply innovative teaching and learning strategies with an emphasis on integrating theory and application. ▪ We offer discipline-based specialised programs that build on the generalist MBA program. <ul style="list-style-type: none"> • Program Directors and Heads of School are responsible for the development of Program Content and structure. • Programs are reviewed every 5 years by a curriculum review committee, led by the Program Director. 	<ul style="list-style-type: none"> • MBus, [MBA, EMBA], BBT – closely aligned learning outcomes. • Programs have learning goals in line with the mission statement and broad Faculty Learning Goals. Program Directors have developed Program Specific Learning Objectives for each program • Programs have been aligned (mapped) with respect to the Program Learning Objectives • Programs have capstones courses identified and scheduled for Assessment. • Assessment teams have been nominated for the first twelve months of AOL. • Programs have been scheduled for assessment of all learning objectives twice in the 5 year period commencing January 2011

			<ul style="list-style-type: none">• Achievement of learning objectives is assessed through AOL in the final capstone subjects.	
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AACSB Guidance for Documentation on all Standards Cont.....

The Assurance of Learning Standards

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.

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]

			Bond Evidence	
A. Basis for judgement	B. Guidance for Documentation	C. Chapter 6 - Scope 2009 Response	D. 2010 Improvement Initiatives	E. 2011 Improvement Initiatives
<ul style="list-style-type: none"> • Learning goals for specialized master’s programs require extensive knowledge in the field, an understanding of how knowledge is created in the field, and the ability to apply knowledge of the field. • The school demonstrates that students achieve the learning goals. Or, if assessment demonstrates that learning goals are not being met, the school has instituted efforts to eliminate the discrepancy. • Students demonstrate the capacity to apply and adapt knowledge. • The school is responsible for the quality of learning counted toward satisfying degree requirements regardless of where or how it takes place. 	<ul style="list-style-type: none"> • Display examples of student work showing the ability to apply and adapt accumulated knowledge. • Describe the learning goals of each specialized master’s degree program. • Demonstrate that students achieve all of the learning goals for each specialized master’s degree. Or, if assessment demonstrates that learning goals are not being met, describe efforts that have been instituted to eliminate the discrepancy. • Show how the curriculum across the dimensions outlined in the standard demonstrates a global perspective. 	<p>Evaluation of Performance against Standard 19</p> <p>The School believes that it complies with the requirements of Standard 19 in that:</p> <ul style="list-style-type: none"> ▪ Through the combined efforts of the Master’s Program Director and the Business Faculty Curriculum Committee, one can see that the School specifies learning goals that are consistent with the School’s mission and with Master’s level achievement in key areas such as application of theoretical knowledge, conceptual understanding of the specialization, an ability to adapt and innovate to solve problems and a capacity to critically analyze and question knowledge claims in the specialized discipline. ▪ These learning goals are currently being reviewed to ensure that they are specific and assessable. ▪ An assessment matrix is being developed for each program that details the extent to which the learning goals specified for the program are measured via assessment embedded in subjects throughout the program. <p>The School believes that continuous improvement with respect to the review of learning goals and development of the assessment matrix, will ensure that it fully satisfies the requirements of Standard 16.</p>	<p>Mission Statement Master of Business Administration – Executive:</p> <ul style="list-style-type: none"> ▪ We target upper echelon corporate managers who rely on a complex matrix of managerial, organisational and analytical skills on a day-to-day basis. We admit students with a minimum of 8 years of experience, at least three of which were in a management role. ▪ We focus on building executive analysis and decision making skill. This is supported by the four pillars of leadership, global orientation, teamwork and entrepreneurship. ▪ We provide flexible intensive on-campus delivery for students who remain employed. ▪ We use challenging and practical assessments involving application of course concepts to real business situations. ▪ We offer specializations in corporate or family business arenas. ▪ We strive to transform the way candidates operate as senior business leaders. <p>Mission Statement Bond - BBT MBA Master of Business Administration:</p> <ul style="list-style-type: none"> ▪ In partnership with Business Breakthrough, we target bilingual Japanese upper and middle level managers. ▪ We utilize instructional technology for 	<ul style="list-style-type: none"> • Programs have learning goals in line with the mission statement and broad Faculty Learning Goals. Program Directors have developed Program Specific Learning Objectives for each program • Programs have been aligned (mapped) with respect to the Program Learning Objectives • Programs have capstones courses identified and scheduled for Assessment. • Assessment teams have been nominated for the first twelve months of AOL. • Programs have been scheduled for assessment of all learning objectives twice in the 5 year period commencing January 2011 <p>Additional information relevant to the IT School:</p> <ul style="list-style-type: none"> • The SIT AOL process is intended to ensure that the relevant body of knowledge of the field for the specialization is present in all subjects. SIT learning goals for specialized subjects go beyond knowledge and comprehension to focus on the analysis, synthesis and evaluation levels of learning in Bloom’s taxonomy. SIT engages in a biannual review of subject mappings to maintain relevance and

			<p>distance delivery together with residential periods on campus to provide a flexible mixed-mode MBA experience.</p> <ul style="list-style-type: none"> ▪ We aim to produce graduates with knowledge of the contemporary theory and practice of leadership, global business, entrepreneurship, ethics and teamwork. ▪ Advanced application of Knowledge is expected of students through the use of case studies and models that develop theoretical principles against 'real life' situations. ▪ Problem solving around complex issues is designed into course outlines and student interaction is required to explore practical solutions to complex issues embedded into the coursework. 	<p>currency in the subject content. SIT follows the SFIA reference framework for mapping PG subject content to the levels of professional competency which emphasize application and adaptation of knowledge. Assessments are created in alignment with the ANZ ICT Accreditation Board. These assessments demonstrate cognition at or above level 3 of Bloom's hierarchical learning taxonomy.</p> <ul style="list-style-type: none"> • Global perspective can be demonstrated through the international origination and the national and international academic and practice backgrounds of the staff. The curriculum is aligned with the international standards set forth in SIFA and recognizes that global interconnectivity of ICT is the critical backbone business, NGOs, military, and media. ICTs are based on international standards for interconnect, security, governance, and design process. SIT emphasises these standards in all subjects and details regionally specific differences where relevant. • ACS Accreditation requires that the Masters of IT (and programs derived from it) contain mandatory (foundation) elements and have areas of professional specialisation and a capstone project.
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AACSB Guidance for Documentation on all Standards & Actions Taken Cont.....

The Assurance of Learning Standards

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. [MASTER'S EDUCATIONAL LEVEL]

			Bond Evidence	
A. Basis for judgement	B. Guidance for Documentation	C. Chapter 6 – Scope 2009 Response	D. 2010 Improvement Initiatives	E. 2011 Improvement Initiatives
<ul style="list-style-type: none"> • Expectations will vary dependent on the educational practices and structures in different world regions and cultures. <ul style="list-style-type: none"> - In the USA, for example, master's level education normally represents the equivalent of 9 to 12 months of full-time study subsequent to earning a bachelor's degree in business or in a discipline related to a specialized master's degree, or the equivalent of 15 to 18 months of full-time study subsequent to earning a bachelor's degree in a non-business field. - Variations in educational expectations, length of academic years, pedagogies, and other educational features will give rise to other patterns. • The Peer Review Team will need to judge the appropriateness of the educational level expectations taking into account the context and mission of the school. • Normally, the majority of learning (credits, contact hours, or other metric) in traditional business subjects (as listed under "Defining the Scope of Accreditation") counted toward degree fulfilment is earned through the institution awarding the degree. • Normally, the majority of learning (credit hours, contact hours, or other metric) counted toward degree fulfilment is earned in classes reserved primarily for graduate students. • The school defines and broadly disseminates its policies for evaluating, awarding, and accepting transfer credits/courses from other institutions consistent with its mission and degree programs. These policies should ensure that the academic work accepted from other institutions 	<ul style="list-style-type: none"> • Show that master's level degree programs fulfil expectations appropriate for the context and mission of the school. 	<p>Evaluation of Performance against Standard 20</p> <p>The School believes that it complies with the requirements of Standard 20 in that through the establishment of the Program Directors and the Business Faculty Curriculum Committee, the School has a process and structure to ensure that programs are developed, managed, assessed, and reviewed in line with the mission of the School and that the Master's level degree programs continue to provide sufficient time, content coverage, student effort, and student-faculty interaction to assure that the learning goals are accomplished.</p>	<ul style="list-style-type: none"> • Learning goals for each program are published and students learn of their successful progression throughout the program. • The Programs are continuously evaluated by the Program director under the oversight of the Heads of School and the Teaching & Learning Committee. • Consultation time with faculty is provided at regular intervals to ensure students are knowledgeable about their strengths/weaknesses and progression toward degree completion. 	<ul style="list-style-type: none"> • Programs have learning goals in line with the mission statement and broad Faculty Learning Goals. Program Directors have developed Program Specific Learning Objectives for each program • Programs have been aligned (mapped) with respect to the Program Learning Objectives • Programs have capstones courses identified and scheduled for Assessment. • Assessment teams have been nominated for the first twelve months of AOL. • Programs have been scheduled for assessment of all learning objectives twice in the 5 year period commencing January 2011. <p>Additional information relevant to the IT School:</p> <ul style="list-style-type: none"> • The SIT AOL process and annual review ensures that learning goals are aligned with the mission of the school. • A Masters degree is composed of 12 subjects taken over 4 semesters of fulltime study. A Masters Professional Degree is composed of 12 subjects taken over 4 semesters plus a 13-week Work Integrated Learning composed of full-time academic/professional work in partnership with industry. • As per university policy, the SIT can accept a maximum of 50% subject credit from other tertiary institutions however prior learning recognition is more normally associated with exemption rather than credit allowance.

<p>is comparable to the school's own degree programs.</p> <ul style="list-style-type: none"> • If the school awards a graduate business degree as part of a joint and/or partnership degree program, the expectation that "the majority of business subjects counted toward degree fulfillment is earned at the institution awarding the degree," can be met through the agreements supporting the joint/partnership degree program. However, in such joint programmatic efforts, the school must demonstrate that appropriate quality control provisions are included in the cooperative agreements and functioning, and these are functioning to ensure high quality and continuous improvement. Such agreements should address and ensure that: the joint/partnership programs demonstrate mission appropriateness; that students served align with mission; student admission criteria are consistent for all students admitted by all partner institutions and are consistent with mission; deployment of sufficient and qualified faculty by all partner institutions; and assurance of learning processes function for the entire program including components delivered by partner or collaborating institutions. Furthermore, the school should demonstrate appropriate, ongoing oversight and engagement in managing such programs. If such joint degree programs involve partners who do not hold AACSB accreditation, quality and continuous improvement must be demonstrated. 				<ul style="list-style-type: none"> • The SIT broadly disseminates its policies for evaluating, awarding, and accepting transfer credits/courses from other institutions and has a formal process for evaluation of credit transfer requests by students arriving from other tertiary institutions which is in compliance with faculty policy. This ensures that credit transfers are comparable to the school's own degree programs. • Post graduate subjects are differentiated from undergraduate subjects as demonstrated by the Subject outlines. Differences are represented in the greater depth of knowledge required, the greater emphasis on synthesis, evaluation and differential assessments. • The SFIA Framework sets out in its level structure the assurance of learning goals.
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AACSB Guidance for Documentation on all Standards & Actions Taken Cont.....

The Assurance of Learning Standards

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]

			Bond Evidence	
A. Basis for judgement	B. Guidance for Documentation	C. Chapter 6 – Scope 2009 Response	D. 2010 Improvement Initiatives	E. 2011 Improvement Initiatives
<ul style="list-style-type: none"> • Students in doctoral programs create knowledge through original research. <p>The doctoral program includes components related to each of the relevant areas mentioned in the standard.</p>	<ul style="list-style-type: none"> • Demonstrate that doctoral students make original research contributions. • Show that doctoral programs include the relevant areas mentioned in the standard. • Show how the curriculum across the dimensions outlined in the standard demonstrates a global perspective. 	<p>Evaluation of Performance against Standard 21</p> <p>The School believes it satisfies the requirements of Standard 21 in that:</p> <ul style="list-style-type: none"> ▪ Through the PhD Program Director and the Business Faculty Curriculum Committee, the School specifies educational goals for PhD students with respect to the acquisition of advanced knowledge in areas of specialization, the development of advanced theoretical or practical research skills for the areas of specialization preparation for teaching responsibilities in higher education and demonstration personal integration of, and original intellectual contribution to, a field of knowledge via a dissertation. ▪ These educational goals are then measured via a program of coursework and comprehensive examinations, and examination of the dissertation at both the proposal stage and at the completion of the dissertation. This assessment process is sufficient to demonstrate that students are meeting the goals outlined above. ▪ The PhD Program is focused on the Mission Statement through its Faculty profile i.e. supervisors only take on students with proposals that are indicative of their discipline hence we have PhD students working in the areas of Leadership, Family Business and Entrepreneurship and Global Strategy, Marketing, Accounting and Finance. 	<p>Mission Statement Doctoral Program:</p> <p>We selectively credential students for careers as academics and as researchers in business disciplines.</p> <ul style="list-style-type: none"> ▪ We admit a limited number of residential doctoral students whose research interests are good matches for faculty interests and skills. ▪ We provide research training through classes and/or research methods workshops. ▪ We provide individual mentoring and supervisory committees. ▪ We use a structured program and milestones to provide feedback and assure students are on track to successful completion. ▪ We equip doctoral students planning an academic career with teaching skills via mentored tutoring or teaching experience in their discipline and/or teaching workshops and seminars offered by the Office of Quality, Teaching, and Learning. ▪ Doctoral students produce externally reviewed original contribution(s) to knowledge in their field and demonstrate competence in the discipline and in research methods used in that discipline. ▪ We provide financial support commensurate with the student's qualifications, performance 	<p>Admittance processes have been improved by introducing another level to a three stage process to review PhD applications - PhD Director, Head of department and Head of school. Each stage of the review process aims to ensure high quality matches between prospective student and supervision.</p> <p>Doctoral students are encouraged submit their research to internationally regarded conferences and journals to enhance research mentoring and training. Outstanding research by doctoral students in distinguished international peer reviewed journals is recognised and rewarded through the award of 'Outstanding Early Researcher' given each year.</p> <p>An annual performance review of the feedback reporting mechanism was completed showing strong student and supervisor engagement. One aim of this milestone reporting is to enhance successful completion and to proactively resolve conflict..</p> <p>Workshops went through an annual review and the evidence indicated that these workshops were well received by students. Some minor adjustments to ensure rigour were made as a result of the review demonstrating continual improvement.</p> <p>Just prior to thesis submission, doctoral students are now also required to present their finalised research to their supervisors,</p>

			<p>and potential.</p> <p>The PhD Program Director and the Business Faculty Curriculum Committee specify educational goals for PhD students in terms of:</p> <ul style="list-style-type: none"> ▪ Knowledge and critical thinking: Our graduates will demonstrate a solid command of literature within their domain as well as make an original contribution to knowledge; ▪ Initiative: Our graduates will be able to design and conduct a substantial piece of research effectively and within the university mandated timeframe; ▪ Communication skills: Our students will demonstrate good communication skills, both written and verbal. <p>A series of compulsory research methods workshops and research seminars ensures that students acquire the advanced theoretical and practical research skills required for completion of their thesis.</p> <p>Doctoral students are currently strongly encouraged to participate in the Teaching and Learning Enhancement Workshops conducted by the Office of Quality Teaching and Learning (http://www.bond.edu.au/about-bond/quality-teaching-and-learning/office-of-quality-teaching-and-learning)</p> <p>Theses are examined at the proposal stage by a Confirmation Panel to ensure rigour and the potential to make an intellectual contribution to the field.</p> <p>On completion theses are examined by three examiners (minimum two external) for originality and intellectual contribution to their field of knowledge.</p> <p>The PhD Program is focused on the Mission Statement through its Faculty profile i.e. supervisors only take on students with proposals that are indicative of their discipline hence we have PhD students working in the areas of Leadership, Family Business and Entrepreneurship and Global Strategy, Marketing, Accounting and Finance.</p>	<p>PhD director and colleagues in a formal seminar to ensure original contribution to the field of knowledge.</p>
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