

AACSB Accreditation – Fall 2016, Updates

Throughout the Fall semester, we consulted with a cross-section of our community: the PSB Management Team, LAC and LAC Sub-Committees, and the professors and staff at PSB School meetings. With valuable input and feedback from everyone, we have since completed a draft whitepaper and high level budget for this key initiative. Based on these consultations, we have moved to put the Accounting Accreditation on 'hold', however, we are on schedule to submit our overall Business Eligibility Application for the PSB in early 2017.

As a reminder, the key to the Accreditation process is ensuring that the AACSB Standards are linked to our Mission, Vision and Strategic Plan (Priorities, Goals, and Initiatives). More on this aspect of the project will be provided by our Phase 2 teams.

To learn more about the AACSB Standards, click [here](#).

Faculty Engagement:

Thank you for your active participation in our Faculty Engagement sessions at the October PSB School meeting. A Summary of key insights is attached in [Appendices](#).

The purpose of these sessions were for our community to describe:

- What the characteristics are that define us as an Educational choice?
- Ultimately answering the question of why PSB is the perfect solution?
- Your feedback will inform the Strategic Management and Innovation Pillar.

Communication Portal:

We have launched a [PSB's AACSB Accreditation](#) communication portal. The portal will be an on-going source of information and communication for our community - providing key findings, updates and status reports from the Accreditation team.

Phase 2 Ramping Up: Building the Accreditation Team

As we ramp up for phase 2 of the application process early in 2017, our focus will turn to the 4 Core Accreditation Pillars, and, to building engagement and capacity within our professorate.

- Strategic Management and Innovation
- Participants – Students, Faculty and Professional Staff
- Learning & Teaching
- Academic & Professional Engagement

An additional step will be to develop and integrate the upcoming PSB Mission, Vision and Strategic Planning efforts into our accreditation work. Stay tuned for updates on this complementary project in the new year.

Accreditation Team Updates

- Administrative support changes:

Jessie MacDougall will be joining the team to fill in for Sarah Bell as she transitions to that new and important role as “Mom”.

CALL FOR PARTICIPANTS/TEAMMATES FOR PHASE 2

We are starting to put together teams to build out the LEAD roles for the accreditation pillars and, we are looking for your support and leadership.

If you are interested, we'd love to hear from you! To be part of PSB's formal Accreditation team, kindly forward a brief letter outlining your interest and capacity to engage to Jessie MacDougall, who along with Sarah Bell will support this project on a going forward basis, by Friday December 23rd.

[Lorraine](#), [John](#), [Sarah](#), [Jessie](#)

Appendix 1

Survey Icebreaker School Meeting Findings (October 25, 2016)

Thinking about the PSB, put into a few words or 1-2 sentences how you would complete the following statement:

For prospective students, looking for a post-secondary educational experience to prepare you for an impactful future,

The Pilon School of Business is the perfect solution

Because:

- Building job-ready skills for tomorrow's leaders
- Preparing for the real-world, applying your knowledge
- Work with industry, co-op, internships
- Hands-on learning, experiential learning,
- Small class sizes, interaction with caring Professors
 - Educational specialists
 - Real-world experiences
 - Inspiring instructors
 - Student-centric
 - Diversity of students/instructors → unique/rich learning environment
- Optimal cost & quality of education
- Different pathways to achieve your goals

Appendix 2

PSB Staff Meeting Brainstorming Insights (October 25, 2016)

In answer to the following question: *What are the characteristics that define us as an educational choice?*

PSB Group Insights:

Group 1:

- Relationships among staff, faculty, support teams;
- More intimacy with people
- Intimate class sizes vs. hollow lecture halls
- Product Offering
 - Integrated support across sections
 - Course leads & course discussions
 - Experiential learning, problem-based and creative learning
- Services
 - Library, expanded offerings (i.e. Centre for Academic Integrity)
- Pathways
 - A number of options available to achieve end goal (**big positive vs. other schools**)
 - Very interdisciplinary (looking at ways to integrate)
- Partnerships
 - Industry related/partnerships to deliver current solutions. Helps with learning
 - PAC engagement

Group 2:

- Internationalism
 - Diverse student & staff population – rich, unique perspectives in the classroom
- Services
 - Accessibility services good, but supports may need to be broadened (extra time for assessments is not always/usually sufficient)
- Product offering
 - Instructional design – SLATE & flipped model in BBA progressive, creates **thinking** students.
- Pathways
 - Pathways are great, but better matching & pre-assessment of students in degree completion to better support their success are needed

Group 3:

- Why we are at Sheridan:
 - Excited by building a community of practise
 - Sense of “giving back” based on corporate experience
 - Influencing of students
 - Faculty (most) have industry experience – understands reality, not just theory.

Group 4:

- Innovative approaches to teaching & learning
- State of art educational aids
- Rich interaction between faculty and students
- Intimate class sizes, not hollow lecture halls
- Emphasis on employability skills, not merely knowledge

Group 5:

- People – friendly, interesting
- Facilities and Equipment
- Culture –
- Creativity & Innovation
 - Willingness to step out of the box
 - Adapt teaching practices to have creativity, innovation
 - Lot of focus on teaching and learning training
- Community – liaison between industry and college
- Services – tutoring, library

Group 6:

- Close interaction with students
- Professors belief in students ability to be successful
- Growth mindset, language
- Sheridan backing engagement development of staff & faculty
- Future proof students
- Collaboration
- Sense of giving back → corporate experience mix
- Freedom & standards
- Flipped vs not
- Can't get better if we don't adapt.
- Relationship among leads & courses

Group 7:

- People
 - Industry knowledge (relevancy)
- Facilities
 - HMC2 – small classroom size
- Services
 - Student Services
 - Co-op and Internship support
 - Career Centre
- Product Offering
 - Flipped Classroom
 - Application of content
 - Undergrad Competencies

- Portfolio
- Industry Projects
- Creating opportunities for real-world experience via Case Competition (Enactus, OCMC etc)
- Community Focus
 - Industry Focus
 - Letting community groups visit campus
 - Professional Advisory Councils
- Partnerships
 - Exchange programs (HAN, FHNS etc)
 - Provincial Case Competitions
 - PAC
- Pathways
 - Lots of pathways to choose from (52). Internally, with other colleges and high schools
 - Articulation agreements with York, Ryerson
- Internationalism
 - We understand why students select Sheridan

Group 8:

- Current – constantly updating content, technology to fit the student's goals.
- Fresh
- Innovative
- People
 - We've got good people. Friendly.
 - Collaborative, constantly updating skills, keeping connections with the industry.
 - Disseminating material to students in a manageable way.
 - Appreciative of academia combined with hands on application.
- Facilities
 - Free gym, opportunities outside of just education. Mind, body, spirit.
 - Great looking campuses – constantly updating (both structure, tech).
 - Making sure it fits the needs of both faculty and student.
- Partnerships
 - Partnering with local businesses, sharing culture.
- Community Focus
 - Giving back to the community, through partnerships that provide skilled student expertise.
- Creativity and Innovation
 - Constant change. Adapting to the industry/culture.
 - Creativity is looked at as a process and not just a mindset.

Group 9:

- Small classroom sizes
- Personal touch – faculty get to know and care about individual students
- Faculty have rich industry experience

- Faculty engagement/commitment to students and institution
- Support team commitment to students and faculty teams – strong support
- Cooperation/collaboration among faculty members – sharing of materials
- Continued renewal of facilities
- Strong employer relationships/partnerships (coops, field placements, etc.)