**附件：**

**(一)李天行教授简历**

李天行教授在辅仁大学获得企业管理学士学位，后在美国奥斯汀大学(The University of Texas at Austin)作业研究与工业工程的硕士和博士学位，现任台湾辅仁大学副校长、商学研究所特聘教授；曾任管理学院院长，博士生导师，中国人民大学、厦门大学、中国科技大学、广州中山大学、武汉大学、上海财经大学、澳洲南澳大学、美国纽约州立大学石溪分校、美国德州大学阿灵顿分校等多所国内外知名高校的客座教授。

李天行教授目前担任 AACSB 认证访视委员会同侪评估(peer review team, PRT)委员、AACSB 认证研讨会(business accreditation seminar, BAS)大中华区首位特约讲座专家及AACSB 初次认证委员会(initial accreditation committee, IAC)第一位华人委员，具有丰富的AACSB 认证经验。

**（二）2020年AACSB标准**

**Standard 1: Strategic Planning**

**标准1：战略规划**

**1.1** The school maintains a well-documented strategic plan,developed through a robust and collaborative planning process involving key stakeholder input, that informs the school on resource allocation priorities. The strategic plan should also articulate a clear and distinctive mission for the school.

**1.2** The school regularly monitors its progress against its planned strategies and expected outcomes and communicates its progress to key stakeholders. As part of monitoring, the school conducts formal risk analysis and has plans to mitigate identified major risks.

**1.3** As the school carries out its mission, it embraces innovation as a key element of continuous improvement.

**1.4** The School demonstrates a commitment to positive societal impact as expressed in and supported by its distinctive mission and specified how it intends to achieve this impact.

**Standard 2: Physical, Virtual, and Financial Resources**

**标准2：硬软件财政资源**

The school manages its physical, virtual, and financial resources to sustain the school on an ongoing basis and to promote a high-quality environment that fosters success of all participants in support of the school’s mission, strategies, and expected outcomes.

**Standard 3: Faculty and Professional Staff Resources**

**标准3：教授及全体技术职工资源**

**3.1** The school maintains and strategically deploys a sufficient cadre of participating (P) and supporting (S) faculty who collectively demonstrate significant academic and professional engagement that, in turn, supports high-quality outcomes consistent with the school’s mission.

**3.2** Faculty are qualified in initial academic or professional preparation and sustain currency and relevancy appropriate to their classification, as follows: Scholarly Academic (SA), Practice Academic (PA), Scholarly Practitioner (SP), or Instructional Practitioner (IP). Faculty members who do not meet the definitions of any of these categories are classified as Additional Faculty (A).

**3.3** Sufficient professional staff are available to ensure high-quality support for faculty and students as appropriate.

**3.4** The school has well-documented and well-communicated processes to manage, develop, and

support faculty and staff over the progression of their careers that are consistent with the school’s

mission, strategies, and expected outcomes.

**Standard 4: Curriculum**

**标准4：课程**

**4.1** The school delivers content that is current, relevant, forward-looking, globally oriented, innovative, and aligned with program competency goals.

**4.2** The school manages its curricula through assessment and other systematic review processes to ensure currency, relevance, and competency goals.

**4.3** The school’s curriculum promotes and fosters innovation, experiential learning, and a lifelong learning mindset. Program elements promoting positive societal impact are included within the curriculum.

**4.4** The school’s curriculum facilitates meaningful learner-to-learner and learner-tofaculty academic and professional engagement.

**Standard 5: Assurance of Learning**

**标准5：教学评估**

**5.1** The school uses well-documented assurance of learning (AOL) processes, using direct and indirect assessment, for ensuring the quality of all programs that are deemed in scope for accreditation purposes. The results of the school’s AOL work leads to curricular and process improvements.

**5.2** Programs resulting in the same degree credential are structured and designed to ensure equivalence of high-quality outcomes irrespective of location and modality of instructional delivery.

**5.3** Micro-learning certifications that are “stackable” or otherwise able to be combined into an AACSB-accredited degree program should include processes to ensure high quality and continuous improvement.

**5.4** Non-degree executive education that is a significant component of a school’s strategic mission and objectives should include processes to ensure high quality and continuous improvement.

**Standard 6: Learner Progression**

**标准6：学习发展**

**6.1** The school has policies and procedures for admissions, academic progression toward degree completion, and supporting career development that are clear, effective, consistently applied, and aligned with the school's mission, strategies, and expected outcomes.

**6.2** Post-graduation success is consistent with the school’s mission, strategies, and expected outcomes. Public disclosure of academic program quality supporting learner progression and post-graduation success occurs on a current and consistent basis.

**Standard 7: Teaching Effectiveness and Impact**

**标准7：教学有效性和影响力**

**7.1** The school has a systematic, multi-measure assessment process for ensuring quality of teaching and impact on learner success.

**7.2** The school has development activities in place to enhance faculty teaching and ensure that teachers can deliver curriculum that is forward-looking, globally oriented, innovative, and aligned with program competency goals.

**7.3** Faculty are current in their discipline and pedagogical methods, including teaching diverse perspectives in an inclusive environment. Faculty demonstrate a lifelong learning mindset, as supported and promoted by the school.

**7.4** The school demonstrates teaching impact through learner success, learner satisfaction, and other affirmations of teaching expertise.

**Standard 8: Impact of Scholarship**

**标准8：学术影响力**

**8.1** The school’s faculty collectively produce high-quality, impactful intellectual contributions that, over time, develop into mission-consistent areas of thought leadership for the school.

**8.2** The school collaborates with a wide variety of external stakeholders to create and transfer credible, relevant, and timely knowledge that informs the theory, policy, and/or practice of business to develop into mission-consistent areas of thought leadership for the school.

**8.3** The school’s portfolio of intellectual contributions contains exemplars of basic, applied, and/or pedagogical research that have had a positive societal impact, consistent with the school’s mission.

**Standard 9: Engagement that Impacts Business and Society**

**标准9：商业和社会影响力**

The school demonstrates positive societal impact through internal and external initiatives and/or activities, consistent with the school’s mission, strategies, and expected outcomes.