



# Continuous Improvement Review Handbook

For  
Business Only Visits or  
Joint Business and Accounting Visits



# **AACSB International Accreditation Continuous Improvement Review Handbook for Business Only Visits or Joint Business and Accounting Visits**

## **PREFACE**

The *Continuous Improvement Review Handbook for Business only visits or Joint Business and Accounting visits* is a resource that provides assistance and essential information regarding the continuous improvement review and documentation process for institutions that hold AACSB Business or Business and Accounting Accreditation. The handbook also provides key information and guidance for peer review teams conducting business accreditation reviews or joint business and accounting accreditation reviews. It describes the philosophy, procedures, and guidelines for the continuous improvement review process, as well as the duties and responsibilities of the business and accounting peer review team members in conducting a thorough and complete AACSB continuous improvement review.

AACSB International has also developed an online accreditation volunteer training that provides an overview of the roles and processes involved in peer review. The training, found at <https://www.aacsb.edu/accreditation/volunteers/training> includes helpful information for schools and reviewers regarding all phases of the accreditation process, including continuous improvement review processes and responsibilities.

Throughout the rest of this document the information, processes and documentation is refers to both business and accounting units, unless noted. The accredited academic business unit is referred to as the (business) school. The term school is used to describe the entity that offers programs and is not meant to imply any particular organizational structure. For accounting units holding separate AACSB Accounting Accreditation, the term accounting academic unit or unit is used.

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## I. INTRODUCTION

The AACSB International board of directors adopted the continuous improvement review process and procedures described in this handbook in April 2013. **The Continuous Improvement Review (CIR) process pertains only to institutions already AACSB accredited.** All initial accreditation reviews follow the standard-by-standard review process as outlined in the *Initial Accreditation Handbook and the Initial Accounting Accreditation Handbook*.

The continuous improvement review process minimizes the reporting burden on accredited business and accounting academic units. The process creates an ongoing “continuous improvement” focus signaling that once an institution has achieved AACSB accreditation, a process of documented continuous improvements in support of the stated mission and strategic management plan will sustain AACSB accreditation status.

The continuous improvement review process is not a standard-by-standard review. By focusing the review on educational improvement, strategic management, and fulfillment of mission, the members of the peer review team will be particularly attuned to educational quality issues and problems that may be revealed in the process. The CIR process relies on extensive and effective communications between the host business school, accounting academic unit (only for accounting accreditation), and the peer review team.

In the spirit of continuous improvement, all schools and units, and the reviewers provide evaluations of the process which informs AACSB of continuous improvement efforts. Changes in the procedures and documentation specifications may be made each year to incorporate opportunities for continuous improvement learned from all participants in the previous year.

Each institution has an assigned accreditation staff liaison to assist with the review process. This individual serves as the designated AACSB staff member for all accreditation related questions and needs for the peer review team, and is the liaison between the institution’s business school and accounting academic unit leadership and the accreditation volunteer network, which includes peer review team members, Continuous Improvement Review Committee (CIRC), and the Accounting Accreditation Committee (AAC). The staff liaison is available to assist with any questions regarding the continuous improvement review process. The institution’s AACSB staff liaison can be found by logging on to myAACSB (the icon can be found on the upper right at [www.aacsb.edu](http://www.aacsb.edu) then viewing the institution in the organization directory).

The AACSB continuous improvement review process is conducted every five years and may involve up to two years of engagement by the school and unit inclusive of the year in which the peer review team conducts its campus visit. A continuous improvement review may produce the following recommendations from the peer review team for the school and unit (separate recommendations are made by the AACSB accounting accreditation peer review team):

- Extension of Accreditation: may include continuous improvement recommendation(s) to be addressed over the next five years and reported on at the time of the next review. If ratified by the CIRC/AAC, the recommendation is forwarded to the AACSB board of directors for final ratification.
- Continuous Improvement Review 2 (referred to as CIR2): where specific concern(s) regarding alignment with AACSB accreditation standards that must be addressed within

twelve months through a follow up report to the appropriate accreditation committee. The follow up report must address how the school and/or unit has resolved the specific concern(s) related to the identified accreditation standards. CIR2 recommendations are not ratified by the AACSB Board of Directors, since the school's accreditation status does not change.

- Revocation of accreditation: removal from the Accreditation Council based on the peer review team's assessment that non-alignment with AACSB accreditation standards seriously impact the school/unit's ability to demonstrate overall high quality and continuous improvement supported by engagement, innovation and impact, and that these concerns are unlikely to be successfully addressed in the next 3-5 years. Such a recommendation must be supported by an analysis documenting the non-alignment issues with specific AACSB accreditation standards.

The recommendation of the business and accounting peer review teams may yield different recommendations from the above set of possible outcomes.

The peer review team recommendation resulting from the review must be evaluated by the CIRC/AAC. The committee may concur with the peer review team's recommendation or remand it back for further discussion. If the committee concurs with an extension or a revocation recommendation, the accreditation recommendation must go the AACSB board of directors for final ratification. The accreditation recommendation is not final until the board of directors acts. In the case of a revocation of accreditation that is ratified by the AACSB board of directors, the school/unit may appeal the decision in accordance with AACSB appeal procedures (<https://www.aacsb.edu/accreditation/resources/policies-and-procedures>).

CIR2 recommendations from a peer review team must be approved by the CIRC/AAC or may be remanded back to the team for further discussions. If a CIR2 recommendation is concurred by the appropriate committee, no further action is taken until the school/unit provides the follow up report, which must be evaluated as to adequacy of the progress in addressing the concern(s) stated in the CIRC/AAC decision letter. A member of the CIRC/AAC and a member of the original peer review team will review the report and make a recommendation to the CIRC/AAC. The recommendation may be as follows:

- Extension of Accreditation: may include continuous improvement recommendation(s) to be addressed over the next five years and reported on at the time of the next review. The original review cycle remains in place and the next review will occur in approximately four years. If ratified by the CIRC/AAC, the recommendation is forwarded to the AACSB board of directors for final ratification.
- Focused Review (Referred to as FR1 or FR2): depending on the time frame granted by the committee) for up to two additional years if the concern(s) detailed in the CIRC/AAC decision letter have not been adequately addressed where issues of mission achievement and educational quality outcomes are in question. The school/unit will provide a report within one year of the committee's decision on its progress in addressing the specific concern(s). A member of the CIRC/AAC and a member of the original peer review team will review the school/unit's report and make a recommendation to the CIRC/AAC.

For a FR1 review, a campus visit is optional. If a school/unit proceeds into the FR2 stage, the final decision must be either Extension or Revocation of Accreditation. In such

cases, a peer review team must visit the school/unit prior to making such a recommendation. FR1 recommendations are not ratified by the AACSB Board of Directors, since the school's accreditation status does not change.

Extension and Revocation decisions must be ratified by the AACSB board of directors to be final. If an Extension recommendation is ratified by the board of directors, the school/unit moves forward to its next continuous improvement review which will occur based on the original continuous improvement review cycle. In the case of a Revocation of Accreditation ratified by the AACSB board of directors, the school/unit may appeal the decision in accordance with AACSB appeal procedures (<https://www.aacsb.edu/accreditation/resources/policies-and-procedures>).

- Revocation of accreditation: removal from the Accreditation Council based on the peer review team's assessment that non-alignment with AACSB accreditation standards seriously impact the school/unit's ability to demonstrate overall high quality and continuous improvement supported by engagement, innovation and impact, and that these concerns are unlikely to be successfully addressed in the next 3-5 years. Such a recommendation must be supported by an analysis documenting the non-alignment issues with specific AACSB accreditation standards.

## II. CONTINUOUS IMPROVEMENT REVIEW APPLICATION

The Continuous Improvement Review (CIR) application is due on July 1<sup>st</sup>, two years prior to the review year. This application initiates the continuous improvement review process. Sample applications are available in Appendix II (Business) and Appendix III (Accounting).

### What is Required

The school/unit submits a CIR application for sustaining accreditation, in which the school/unit provides any updates on the characteristics that determine alignment with eligibility criteria for accreditation and an update on issue(s) identified at the last AACSB review. The respective CIR application for the review will include:

- Institutional and school/unit demographic information.
- Acknowledge if the school/unit meets the eligibility criteria: ethical behavior (Criterion A); supports a collegiate environment (Criterion B); supports and engages in corporate social responsibility focus areas (Criterion C); and how the organizational structure provides proper oversight, accountability and responsibility of the school/unit's operations (Criterion E). If the school does not feel it complies with the criteria, please provide an explanation why.
- Update on progress addressing concern(s) stated in the committee decision letter from the last AACSB review and describe the school/unit's actions that have been taken and progress to date.
- Identify non-accreditation related topic(s) that the school/unit would like to receive consultative feedback on from the team, which is *optional*.

- Summarize some of the school's initiatives related to the themes of the accreditation standards: Engagement, Innovation and Impact.
- List of degree programs offered by the school/unit that are to be included in the accreditation review.
- Identify programs requested for exclusion and justifications - The process for requesting exclusions is described in Criterion D of the *Eligibility Procedures and Standards for Business Accreditation* (<https://www.aacsb.edu/accreditation/standards/business>) or the *Eligibility Procedures and Standards for Accounting Accreditation* (<https://www.aacsb.edu/accreditation/standards/accounting>). New documentation does not need to be submitted for exclusions approved from a prior review (CIR or initial). Schools/Units only need to submit exclusion request documentation for new degrees, degrees whose names have changed, or substantive changes in previously excluded degrees that have occurred since the last review.
- Preferred range of dates for the peer review team to conduct the campus visit. The school/unit must be in academic session during an accreditation visit. *AACSB will make every effort to accommodate the requested review timeframe. However, AACSB reserves the right to schedule the review in a different period of the originally scheduled year if necessary to evenly distribute the review among available timeframes.*
- Comparable Peers (for consideration to serve on the peer review team) -- a minimum of six comparable peers are required. Any institutions duplicated in the competitive group do not count towards the minimum of six.
- Competitive Group (excluded from serving on the peer review team) – the competitive peers' list may be of any number.
- Aspirant Group (for consideration to serve on the peer review team) -- a minimum of three aspirants are required. Any institutions duplicated in the competitive group do not count towards the minimum of three.
- Statement of affirmation of alignment with Eligibility Criterion F in the application documenting ongoing alignment with AACSB standards for and validation of the accuracy of the information being presented.

### **When to Submit**

The CIR application is due by July 1<sup>st</sup>, two years prior to the scheduled year of visit. Please refer to the respective continuous improvement review timeline for business only visits at <http://www.aacsb.edu/accreditation/business/continuous-improvement-review/> and joint business and accounting visits at <https://www.aacsb.edu/accreditation/resources/journey/accounting/continuous-improvement-review>.

### **How to Submit**

By the July 1<sup>st</sup> deadline, the school/unit must submit the CIR Application to the CIRC chair ([circ@aacsb.edu](mailto:circ@aacsb.edu)) / AAC chair ([aac@aacsb.edu](mailto:aac@aacsb.edu)) in care of the AACSB. Only electronic files are accepted, and should be in Adobe PDF format or Microsoft Word format.

## What Happens Next

Upon receipt, staff will review the documentation and confirms the sections documenting the response to eligibility criteria, progress addressing previous concern(s), and the scope of accreditation (degree programs that will be included in the review). In the event that requests are debatable, the request will be forwarded to the CIRC/AAC for a final decision. The process for identifying the accreditation scope must be completed prior to scheduling the on-site review and normally no later than one year in advance of the peer review team visit.

## III. COMPARISON / PEER GROUPS

Processes to support an AACSB accreditation review include the selection of comparison or peer groups to form a relevant context for judgments and assist in the selection of peer review team members. Reviewers from comparable institutions/units are better prepared to make evaluative and consultative judgments and recommendations about the school/unit and to understand the school/unit and its aspirations.

### What is Required

The school/unit submits three comparison groups selected from members of the AACSB Accreditation Council. The school/unit may select comparison groups on the basis of institutional or program comparisons and other factors such as mission, public vs. private, size, urban or suburban location, etc. It is important to note that a school/unit may be chosen in all three groups, as a peer, competitor, and aspirant based upon the particulars of the school/unit and programs offered. Doctoral programs may have another set.

- **Comparable Peers:** A list of peers considered similar in mission and assumed appropriate for performance comparison. A minimum of six comparable peers must be provided. The peers should be chosen carefully to match key characteristics of the school/unit. In addition to mission, some features that might be salient when choosing comparison institutions include student populations served, size, degree levels, and primary funding source.
- **Competitive Group:** A list of peers so directly competitive that conflict of interest considerations *exclude* their personnel from the review process. The competitive peers' list may be of any number. Only those peers should be included where the direct competition for students, faculty, or resources is so compelling that the appearance of a conflict of interest is present.
- **Aspirant Group:** A list of peers that provides a developmental goal for the school/unit, represents management education programs or features that the school/unit hopes to emulate, and places the vision and strategy of the school/unit in context. The list of aspirant peers may be of any number, though a minimum of three peers is required.

Comparison groups do not imply categories or rankings of peers or members accredited by AACSB International. AACSB will not publish or otherwise make available comparison group listings beyond the accreditation process. These lists are for the benefit of the school/unit and the peer review team in the accreditation review.

Although comparison groups include only AACSB accredited institutions, schools/units are encouraged to look beyond academe for examples of best practices and potential peer review



team members. Processes for selecting peer review team members will continue to add value and support involvement from corporations and other appropriate persons.

The school/unit should demonstrate in the review that it appropriately relates to the operational levels of the comparison school/unit set. In some circumstances idiosyncratic features of the school/unit may make some of the data non-comparable.

AACSB has developed an on-line system to assist the school to identify potential comparison peers. This online service offers advanced search functions that produce peer lists based on optionally selected criteria. This resource is available at <https://datadirect.aacsb.edu/public/profiles/search.cfm>.

### **What Happens Next**

**Peer Review Team:** AACSB staff, in conjunction with the CIRC/AAC chair selects, and proposes to the school/unit for acceptance, the peer review team chair, suggested by the school/unit that may include participants from the comparable peers and aspirant group. Additional team members will be selected based upon eligibility, experience, mission fit, and availability. Potential conflicts of interest are also considered. Suggestions for additional team members beyond the chair will be considered but are not guaranteed. The proposed members are expected to be well-prepared to make evaluative judgments about the school/unit, to understand the school/unit and its aspirations, and to offer consultative suggestions for the school/unit's improvement. If invitees cannot serve, the process is repeated until a full team is selected.

## **IV. CONTINUOUS IMPROVEMENT REVIEW VISIT MATERIALS**

### **What is Required**

#### **AACSB International will provide:**

- List of approved included and excluded programs (Scope of Accreditation) for the CIR review. Please note that any new degree programs started after the accreditation decision will be considered accredited until the next review. New degree programs will be reviewed during the next CIR.
- Documentation related to the last accreditation review (CIR or initial accreditation visit reports and official AACSB correspondence resulting from those reviews).

#### **The school will provide:**

- The CIR report via email to the PRT chair and members and the CIRC ([circ@aacsb.edu](mailto:circ@aacsb.edu))/ AAC ([aac@aacsb.edu](mailto:aac@aacsb.edu)) in care of AACSB at least 60 days prior to the team visit date.

## **V. FIFTH YEAR CONTINUOUS IMPROVEMENT REVIEW REPORT**

The continuous improvement review is a holistic review centered around the themes of the accreditation standards – Engagement – Innovation - Impact. The continuous improvement review report should not be a standard by standard review, but rather the report is organized around the three to four areas of accreditation standards.

A continuous improvement review report outline and guidelines available in Appendix IV. The required tables are available at <https://www.aacsb.edu/accreditation/journey/business/continuous-review>. The report should be no longer than 50 pages in length, excluding tables and appendices.

A separate report for accounting accreditation is required when applying for accounting continuous improvement review. The accounting CIR report outline and guidelines are available in Appendix V for the 2013 Standards and Appendix VI for the 2018 Standards. The required tables are available at <https://www.aacsb.edu/accreditation/resources/journey/accounting/continuous-improvement-review>. The report should be no longer than 50 pages in length, excluding appendices.

### **How to Submit**

The school/unit must submit the CIR report and all supporting materials electronically to the CIRC chair ([circ@aacsb.edu](mailto:circ@aacsb.edu)) / AAC chair ([aac@aacsb.edu](mailto:aac@aacsb.edu)) in care of the AACSB. Only electronic files are accepted, and should be in Adobe PDF format or Microsoft Word format. The school/unit will work with the peer review team should they desire to work from paper copies.

### **Materials for the Team at the Time of the Visit**

In addition to the CIR report, the school/unit is expected to provide organized supporting materials for the team to review during the campus visit process. These should be organized and available in one location to facilitate the team's campus visit. The school/unit should provide the following:

- Faculty vita on all faculty (ideally in a standardized format focused on the five-year review period).
- Professional Staff resource plan including deployment across mission-related activities.
- Faculty and Professional Staff Management Policies.
- Documentation of curricula management support data including outcomes assessment data, examples of student work assessed, program quality review reports, etc.
- Recent faculty promotion and/or tenure files.
- Access to student records, placement data, success of graduates.
- Annual reports by the school/unit for stakeholders and/or the institution.
- Current strategic plan.

The peer review team through its early engagement and dialogue with the school/unit may identify other materials that may be needed to support the review. However, care must be exercised to maintain the spirit and intent of the CIR review process ensuring that all requests for documentation are important to the review process and the school/unit is granted sufficient time to collect and organize the information.

### **Communication between the School/Unit, Peer Review Team, and the AACSB Staff Liaison:**

In order to maximize the benefits and value of the AACSB continuous improvement review process it is vitally important that all parties engage in active communications as soon as the peer review team is identified and reported to the school/unit. This early engagement allows the peer review teams to gain an in depth understanding of the school/unit, their strengths, their

challenges, and underlying characteristics and unique features prior to the visit. This familiarization in advance enhances the value of the visit as the team can focus on the review process and does not have to become familiar with the business school/accounting academic unit late in the process.

## VI. THE VISIT

The CIR review process focuses on strategic management, expected outcomes and underlying strategies. The peer review team contributes an external perspective on the school/unit's action items, accomplishments, and progress toward achieving its mission, expected outcomes through implementation of its various strategies. The school/unit should be prepared to respond to questions, such as:

- Are the expected outcomes, underlying strategies reflected in vision and mission statements realistic and the supporting strategic management plan for the school/unit?
- Does the school/unit have a realistic vision and mission, expected outcomes, and strategies relative to its financial, intellectual capital, human capital, and physical capital resources?
- What has the school/unit accomplished relevant to its plan?
- What are the next action items in the pursuit of the mission?
- Is the school/unit taking the necessary steps to see that its educational degree and executive education programs remain current and relevant?
- Does the school/unit have processes to ensure continuous improvement?
- Do the school/unit's accomplishments demonstrate effectiveness of its planning and implementation of its action items?

### VISIT SCHEDULE

The peer review team will have a designated chair. The peer review team chair works with the administrative head of the school/unit to develop a coordinated schedule for the visit (Appendix H and Appendix I). **The school/unit must be in academic session during an accreditation visit.** The visit should include certain individuals and groups. Because of differences in administrative structures, the groups and titles may differ from the following:

- Administrative officers of the business school/accounting academic unit
- Strategic management committee
- Department chairs and academic program directors
- Promotion and tenure committee
- Senior faculty representatives, junior faculty representatives, clinical faculty representatives, part-time and adjunct faculty representatives
- Assessment and curricula committee
- Student service directors, e.g., graduate admissions, academic support and advising, career services and placement

- Chief executive and chief academic officers of the institution, e.g., president, chancellor, academic vice president, provost, etc.
- Student representatives

The meeting of the peer review team with the chief executive and chief academic officers should be one of the final meetings of the visit. During this meeting, the team should present the peer review team recommendation (Section I of the CIR visit report) and discuss any best practices (Section V) highlighted during the review. The team should also leave a draft copy of the report with the school/unit.

## **PEER REVIEW TEAM RESPONSIBILITIES IN A JOINT REVIEW**

The business and accounting peer review teams should work in a collaborative process to develop the visit schedule working with representatives of the host school. The teams should also collaborate in conducting the on-site visit. To that end, the following is expected in joint business and accounting CIR reviews:

- The business and accounting peer review teams will collaborate in establishing the visit schedule and requests for documentation to be provided by the applicant at the time of the visit.
- Throughout the campus visit process, the business and accounting peer review teams should provide time for joint meetings to share results and findings and to discuss the possible implications of the findings.
- At the time of drafting the peer review team report, the business and accounting team must discuss their findings and conclusions and their recommendation resulting from the CIR review. The teams should be clear on the conclusions reached by each team and consider the impact of the conclusions of each team on the respective outcomes of the business or accounting review. If the two teams reach different conclusions, all team members must understand the basis for the different conclusions and recommendations.

## **CONTINUOUS IMPROVEMENT REVIEW VISIT REPORT**

**Within ten days following the visit**, the team provides the *Continuous Improvement Review Visit Report* to the school/unit and the CIRC/AAC. Prior to issuing the final report to the school/unit and the CIRC/AAC, the school/unit should be provided a review of the report in order to offer any clarifying comments and corrections related to factual information noted in the report.

The CIRC/AAC will review any response to the visit report from the school/unit at its next scheduled meeting (normally, provided that the report is received at least three weeks in advance of the meeting).

## **CONTINUOUS IMPROVEMENT REVIEW 2**

If, during the continuous improvement review, the peer review team finds standards-related issues affecting educational quality, additional investigation, reporting, and a focused review will occur in the following year. The peer review team identifies the weakness or threat to educational quality in Section III of the continuous improvement review visit report and states the expectations for the extended reporting period. During the CIR2 process, the accredited

status of the school/unit does not change until the review and decision process has been completed.

### **What Happens Next**

The CIRC/AAC selects, and proposes to the school/unit for approval, a revised, smaller team that normally includes one member from the peer review team and one from (or appointed by) the CIRC/AAC. The school/unit submits a CIR2 report to the peer review team and the CIRC/AAC detailing its response to the specific concerns cited by the peer review team. The CIR2 team reviews the response from the school/unit and prepares a team report. An on-site review may or may not be required. Please note that the policy for the extension of the CIR review period requires that the school/unit be assessed a continuous improvement review fee. (AACSB accreditation fees are subject to change as approved by the board of directors. See [AACSB Accreditation Fees](#) for the most current fee schedule).

Successful completion of the review at the end of the CIR2 earns the institution a five-year Extension of AACSB accreditation with the original review year as the start year and the next scheduled CIR review to take place in year five; i.e., the five-year review cycle remains constant. For example, if the school/unit is reviewed in year 2017-18 (with a CIR2 review in 2018-2019), the next review will be in year 2022-23, irrespective of whether an extended review period is required. If successful completion is not achieved by the end of the extended review period, the peer review team will recommend continuing review of accreditation for up to two additional years. Continuing Review is a probationary status and will not be publicly disclosed.

### **FOCUSED REVIEWS**

During the continuing review period, the school/unit must rectify the standards-related quality issues identified by the CIR2 peer review team report before extension of accreditation can be formally awarded.

### **What Happens Next**

The CIRC/AAC selects, and proposes to the school/unit, the Focused Review team that normally includes one member from the CIR2 team and one from (or appointed by) the CIRC/AAC. The CIR2 team may be asked to continue to serve as the focused review team. The focused review team reviews the focused review report submitted by the school/unit and confers with the CIRC/AAC to determine (1) if the concerns have been satisfactorily addressed, (2) how the focused review team and committee can further assist the school/unit, and (3) if an on-site review is needed. An on-site visit is required in the second year of focused review. The team prepares a focused review team report. Note that the school/unit will be assessed a focused review fee. (AACSB accreditation fees are subject to change as approved by the board of directors. See [AACSB Accreditation Fees](#) for the most current fee schedule).

Successful completion of the Focused Review (FR) earns the institution/accounting academic unit Extension of Accreditation for five-years with the original review year as the start year and the next scheduled CIR review to take place in year five; i.e., the original five-year review cycle remains constant. For example, if the school is reviewed in year 2017-18 [with ongoing reviews in 2018-2019 (CIR2), 2019-2020 (FR1), and 2020-2021 (FR2)] the next review will be in year 2022-23, irrespective of whether a CIR2 review and focused review period are required. The focused review period can be up to two years in duration. If successful completion is not achieved by the end of the focused review period, the focused review team must recommend

revocation of accreditation. No additional time will be granted to resolve the issues identified over the review periods.

## **VII. REVIEW OF TEAM RECOMMENDATION**

### **CONTINUOUS IMPROVEMENT REVIEW COMMITTEE / ACCOUNTING ACCREDITATION COMMITTEE**

The role of the CIRC/AAC is to ensure consistent application of AACSB International accreditation standards and processes across peer review teams. Within 10 days following the visit, the peer review team submits the team visit report and its recommendation to the CIRC/AAC.

Two members of the committee will serve as reviewer 1 and reviewer 2, respectively, and liaise between the visit team and the committee. Reviewer 1's role is to lead discussions concerning the school/unit at the CIRC/AAC meetings. Reviewer 2 serves as a back-up should reviewer 1 not be available for the committee meetings. Prior to the committee meetings, the reviewers thoroughly review the reports, recommendation, and any responses from the institution/unit and should consult with the peer review team chair for additional information or clarification.

The CIRC/AAC will normally review the team visit report and any response from the school/unit at its next scheduled meeting. The committee can make the following recommendations:

#### **Continuous Improvement Review / Accounting Accreditation Team Recommendation**

- Concur with the team recommendation
- Remand the team's recommendation
  - The committee may remand the recommendation to the team for information, clarification, or similar reconsideration when an apparent inconsistency is noted. A conference call is convened with the committee chair and vice-chair, reviewers, peer review team members, and AACSB International staff. The team may submit additional information or a revised recommendation following this conference call.
  - Based on additional information or an updated team recommendation, the committee concurs with the recommendation or refers the case to a panel.
    1. A panel consists of three individuals: one from the original team; one from the committee; and an outside member who is an experienced accreditation reviewer. The outside member serves as chair.
    2. The panel must reach agreement on recommendation
      - Panel decision to extend accreditation or revoke of accreditation is forwarded to the board of directors for ratification consideration.
      - Panel decision for CIR2 (when the panel consideration is between extending accreditation and continuing review) becomes the decision.

#### **Continuous Improvement Review 2 Team Recommendation**

- Process is the same as noted above for original peer review team recommendation.
- Successful completion of the review in the extended year earns the school/unit a five-year extension of its accreditation with the original review year as the start year and the next scheduled CIR to take place in year five. If successful completion is not achieved in the extended year, the peer review team will recommend continuing review of accreditation for up to two additional years.

#### Focused Review Team Recommendation

- Process is the same as noted above for original peer review team recommendation.
- Successful completion of the focused review earns the institution/unit a five-year extension of its accreditation with the original review year as the start year and the next scheduled maintenance review to take place in year five. If successful completion is not achieved in the second year of focused review, the focused review team must recommend revocation of accreditation.
  - Recommendation for revocation will initiate an invitation to the school/unit to present its case for extension of accreditation at the next CIRC/AAC meeting.
  - When AACSB accreditation is revoked, the member is removed from the Accreditation Council and the listing of accredited schools/units.
  - Revocation of accreditation requires board of directors ratification.

#### **BOARD OF DIRECTORS**

- Ratifies recommendation for Extension of Accreditation or revocation of accreditation.
- May remand the recommendation to the CIRC/AAC with specific conditions.

#### **SCHOOL / ACCOUNTING UNIT**

- The school/accounting unit may withdraw its application for accreditation any time prior to consideration by the board of directors. In the case of an accredited school / accounting academic unit in the continuous improvement review process a, withdrawal from the process is also a withdrawal from the Accreditation Council.
- As to a revocation decision, the school/unit may submit an appeal in accordance with AACSB appeal procedures and policies (<https://www.aacsb.edu/accreditation/resources/policies-and-procedures>).
- When AACSB accreditation is revoked, the member is removed from the Accreditation Council and the listing of accredited schools/accounting units.

## VIII. CONTINUOUS IMPROVEMENT REVIEW TIMELINE

The continuous improvement review process is displayed below as a timeline. This five-year review cycle remains constant throughout the cycle of consecutive review for a school, irrespective of whether a continuous improvement review 2 is required. Therefore, Year 1 represents the academic year immediately following an on-site review, regardless of whether or not an accreditation decision has been made. The next visit will occur in Year 5. The Continuous Improvement Review Committee is responsible for oversight of the continuous improvement review process for review.

| Year 1<br>(July 1 – June 30)   | Year 2<br>(July 1 – June 30)   | Year 3<br>(July 1 – June 30)   | Year 4<br>(July 1 – June 30)   | Year 5<br>(July 1 – June 30)   |
|--|--|--|--|--|
| <ul style="list-style-type: none"> <li>Review and refine strategic management plan</li> </ul>  | <ul style="list-style-type: none"> <li>Review and refine strategic management plan</li> </ul>  | <ul style="list-style-type: none"> <li>Review and refine strategic management plan</li> </ul>  | <ul style="list-style-type: none"> <li>Review and refine strategic management plan</li> </ul>  | <ul style="list-style-type: none"> <li>Review and refine strategic management plan</li> </ul>  |
| <ul style="list-style-type: none"> <li>Complete Key Data and Accreditation Data Sections of the <i>Business School Questionnaire</i> for prior academic year</li> <li>Schools with Supplemental Accounting Accreditation should also complete the <i>Accounting Program Questionnaire</i></li> </ul> | <ul style="list-style-type: none"> <li>Complete Key Data and Accreditation Data Sections of the <i>Business School Questionnaire</i> for prior academic year</li> <li>Schools with Supplemental Accounting Accreditation should also complete the <i>Accounting Program Questionnaire</i></li> </ul> | <ul style="list-style-type: none"> <li>Complete Key Data and Accreditation Data Sections of the <i>Business School Questionnaire</i> for prior academic year</li> <li>Schools with Supplemental Accounting Accreditation should also complete the <i>Accounting Program Questionnaire</i></li> </ul> | <ul style="list-style-type: none"> <li>Complete Key Data and Accreditation Data Sections of the <i>Business School Questionnaire</i> for prior academic year</li> <li>Schools with Supplemental Accounting Accreditation should also complete the <i>Accounting Program Questionnaire</i></li> </ul> | <ul style="list-style-type: none"> <li>Complete Key Data and Accreditation Data Sections of the <i>Business School Questionnaire</i> for prior academic year</li> <li>Schools with Supplemental Accounting Accreditation should also complete the <i>Accounting Program Questionnaire</i></li> </ul> |
|  |  | <ul style="list-style-type: none"> <li>July 1 two years prior to visit year - submit continuous improvement review application(s)</li> </ul>   | <ul style="list-style-type: none"> <li>Peer review team and visit date confirmed. See <a href="#">Accreditation Policies &amp; Procedures</a> for accreditation volunteer deployment and selection</li> </ul>  | <ul style="list-style-type: none"> <li>Distribute completed continuous improvement review report(s) 60 days prior to visit</li> </ul>  |
|  |  | <ul style="list-style-type: none"> <li>CIRC or AAC rules on exclusions and the scope of the accreditation visit</li> </ul>   | <ul style="list-style-type: none"> <li>Begin communications with peer review team(s)</li> </ul>  | <ul style="list-style-type: none"> <li>Work with peer review team chair(s) to finalize the visit schedule</li> </ul>   |
|  |  | <ul style="list-style-type: none"> <li>Date and peer review team nomination request(s) sent to school (February)</li> </ul>  |  | <ul style="list-style-type: none"> <li>Peer review team(s) visit</li> </ul>  |
|  |  | <ul style="list-style-type: none"> <li>Return date and peer review team nominations form(s) to AACSB (March)</li> </ul>  |  |  |



# Appendix A

## Accreditation Policies, Processes, Terminology, and Timelines

[Accreditation Policies & Procedures](#)

[Accreditation Terminology](#)

[Continuous Improvement Review Timelines](#)

## Continuous Improvement Review Resources

The following documents and references within this handbook may be downloaded or accessed from the AACSB International website at:

**Business:** <https://www.aacsb.edu/accreditation/journey/business/continuous-review>

**Accounting:** <https://www.aacsb.edu/accreditation/resources/journey/accounting/continuous-improvement-review>

## Application for Continuous Improvement Review

**Business:** Continuous Improvement Review Application Outline

**Accounting:** Continuous Improvement Review Application Outline (2013 and 2018)

*Note: both applications include the program exclusion request form.*

## Fifth Year Continuous Improvement Review Reports

### **Business:**

Fifth Year Continuous Improvement Review Report Outline and Guidelines

Table 2-1 - Five-Year Summary of Intellectual Contributions

Table 2-2 - Five-Year Summary of PRJs and Number of Publications in Each

Table 15-1 - Summary of Faculty Sufficiency and Qualifications

Table 15-2 - Deployment of Participating and Supporting Faculty

### **Accounting:**

#### 2013 Standards

Fifth Year CIR School Report (Accounting) Outline and Guidelines

Table A2-1 – Five-Year Summary of Intellectual Contributions

Table A9-1 – Summary of Faculty Sufficiency and Qualifications

Table A9-2 – Deployment of Participating and Supporting Faculty

#### 2018 Standards

Fifth Year CIR School Report (Accounting) Outline and Guidelines (2018)

Table A2-1 (2018) – Intellectual Contributions

Table A6 (2018) – Assignment of Faculty to Teach Accounting Courses

## Peer Review Team Visits

Sample CIR Schedule – Business\_only

Sample CIR Schedule – Business and Accounting

## Appendix B



### CIR Business Application

The purpose of this application is to initiate the Continuous Improvement Review (CIR) process for accreditation and to provide updates to concerns identified from the previous review; adjustments to strategic goals and initiatives as well as financial resources and a summary of engagement, innovation and impact examples. The application is subdivided into six parts:

- Part I Institution Information
- Part II Eligibility Procedures
- Part III Continuous Improvement and Consultative Feedback
- Part IV Scope of Accreditation (Eligibility Criterion D)
- Part V Review Schedule and Comparison Groups
- Part VI Signatures

CIR applications are due by July 1st, two years prior to the review year. Applications are reviewed by AACSB staff upon receipt for content and completeness. If responses are determined to need further review, the application will be referred to the Continuous Improvement Review Committee. More in-depth information regarding the Eligibility Criteria are in the Eligibility Procedures and Standards for Business Accreditation, which can be found at <https://www.aacsb.edu/accreditation/standards/business>.

**Please note:** For institutions that hold both business and accounting accreditation, separate business and accounting CIR applications must be submitted by the July 1 deadline.

#### Application Submission Information

Please submit this application and any accompanying documents via email to the Continuous Improvement Accreditation Committee Chair at [CIRC@aacsb.edu](mailto:CIRC@aacsb.edu).

Please note:

- There is a page limit of 30 pages (excluding tables and appendices).
- Email attachments over 20MB will not be received due to server limitations.
- A confirmation of receipt will be emailed within 2 business days.
- Only an electronic copy of the application and documents are required.

For questions or assistance in completing this application, please contact your AACSB Accreditation Staff Liaison. A complete list of staff liaisons is located at [www.aacsb.edu/accreditation/contact](http://www.aacsb.edu/accreditation/contact).

## PART I – Institution Information

|   |   |   |                                 |
|---|---|---|---------------------------------|
| Name of Institution   |   |   |                                 |
| Name of Business Unit   |   |   |                                 |
| Mailing Address   |   |   | Campus Box or Mail Code         |
| City (for schools with campuses in multiple cities, enter city that main campus resides in) | State/Province/Region                               | Postal Code   | Country                         |
| Telephone Number (include country/city code or area code)                                   | Fax Number (include country/city code or area code) |   | E-Mail Address of Business Unit |
| Name/Title of Business Unit Head (Dean or equivalent)                                       |   |   |                                 |
| Name/Title of Provost or equivalent (Academic Vice President, etc.)                         |   | Name/Title of Chief Executive Officer or equivalent (President, Chancellor, etc.) |                                 |

## **PART II – Eligibility Procedures**

Review the Eligibility Criteria noted below, and acknowledge below if the school meets or does not meet the spirit of each of the Eligibility Criterion. If the school does not feel it complies with the criteria, please provide an explanation why. Additional detail on AACSB's Eligibility Criteria can be found at: <https://www.aacsb.edu/accreditation/standards/business>.

- The school meets the Eligibility Criteria
- The school does not meet the Eligibility Criteria. *When this box is selected please indicate below which criterion(a) are not met.*

Additional comments regarding Eligibility Criteria, if applicable.

**PART III – Continuous Improvement and Consultative Feedback**

1. Describe the school's actions that have been taken and progress to date in responding to “concerns that must be addressed prior to or at the time of the next review” stated in the official correspondence from the Board of Directors regarding the most recent AACSB accreditation review. For each response please note the 2013 Standard(s) that corresponds to the addressed concern.

| Related Standard | Concern |
|------------------|---------|
|                  |         |
|                  |         |

*Insert additional rows as needed*

(Optional) List any topic(s) that the school would like to receive consultative feedback on from the team (i.e. non-degree expansion plans, fundraising, advisory board management, etc.).

| Topic | Additional Information |
|-------|------------------------|
|       |                        |
|       |                        |

*Insert additional rows as needed*

2. Briefly describe any updates, revisions or revamping of the school’s strategic plan. In this section please also address any changes in funding available to the school and the impact of these changes, if any, on the school. Also provide an update on expectations for student enrollment across programs.
3. The Continuous Improvement Review is a holistic review centered around the themes of the 2013 accreditation standards – Engagement – Innovation – Impact - rather than a standard by standard review. Summarize some of the school’s initiatives in these areas.

## **PART IV – Scope of Accreditation (Eligibility Criterion D)**

### **Degree Programs in Business to be Included in Accreditation Review**

Confirm all degree programs in business subjects at all levels and in all locations offered through the business school and other academic units within your institution to be included in the scope of accreditation are listed in the Business School Questionnaire (BSQ) within DataDirect. Edits to the included programs list should be made via the BSQ. Please contact your AACSB Staff Liaison if the BSQ has been closed and edits are needed or programs are started after the reporting period for the BSQ.

### **Degree Programs in Business Previously Excluded in Accreditation Review Reported on the BSQ (reporting of excluded programs in the BSQ is optional)**

Confirm all degree programs in business previously excluded from the review and reported in the BSQ are listed as excluded.

### **Degree Programs in Business Previously Excluded in Accreditation Review and Not Reported on in the BSQ:**

Add to Table A.1 and check #8. Please note: previously excluded programs **do not** require completion of the Exclusion Request Form.

### **Table A.1 – New Degree Programs in Business to be Excluded in Accreditation Review:**

List new degree programs in business for which you intend to seek exclusion from the accreditation review. Schools must provide the Program Exclusion Request form for each new degree program. Complete every required section of the form (Independence, Program Distinctiveness, and Operational Control), and as many of the optional sections that apply. All request forms are to be included with this application.

The *Program Exclusion Request* form is provided in Appendix A. An excerpt on program exclusions from Criterion D is provided in Appendix B.

More in-depth information on the basis for exclusion are in the Eligibility Procedures and Standards for Business Accreditation, which can be found at <https://www.aacsb.edu/accreditation/standards/business>.

**Table A.1 New Degree Programs to be Excluded from Review:**

Please complete the table below. A Program Exclusion Request Form (Appendix A) must be completed for each of the below – not including previously excluded programs.

| Degree Title <sup>1</sup> | Major Emphasis <sup>1</sup> | Sub Emphasis <sup>1</sup> | Department/<br>Division/<br>Administrative<br>Unit Conferring<br>Degree <sup>2</sup> | Basis for Exclusion:<br>(check all that apply) |   |                                     |  |                      |                      |                              |  |
|---------------------------|-----------------------------|---------------------------|--|--|---|-------------------------------------|--|----------------------|----------------------|------------------------------|--|
|                           |                             |                           |  | 1. Independence <sup>3</sup>                   | 2. Program Distinctiveness <sup>3</sup> | 3. Operational Control <sup>3</sup> | 4. Subject to Non-Business Accreditation | 5. Specialized Field | 6. Separate Location | 7. Participate But Not Named | 8. Previously Excluded Not Listed in the BSQ |
|                           |                             |                           |  |  |   |                                     |  |                      |                      |                              |  |
|                           |                             |                           |  |  |   |                                     |  |                      |                      |                              |  |

*Insert additional rows as needed*

<sup>1</sup>List each program by the degree which is offered including majors and/or concentrations.

<sup>2</sup>Regardless of what colleges, schools, departments, or divisions collaborate to deliver or administer the degree, please indicate the administrative unit which *confers* the diploma (i.e. College of Business, College of Liberal Arts and Sciences).

<sup>3</sup>Program must satisfy this category condition to be excluded.

## PART V: Review Campus- Visit Schedules and Comparison Groups

### Review Schedule

We request a peer review team visit in:

| Visit year (July 1 – June 30) | Rank (in order of preference) |
|-------------------------------|-------------------------------|
| July 1 – December 1           |                               |
| January 15 – March 31         |                               |
| April 1 – June 30             |                               |

*Specific visit dates will be requested after the first of the year along with team member nominations.*

### Comparison Groups

One of the processes to support an AACSB accreditation review include the selection of comparison or peer groups to form a relevant context for judgments and assist in the selection of peer review team members. For more information on determining comparison groups, review section III of the Continuous Improvement Review Handbook located on the website at

<https://www.aacsb.edu/accreditation/resources/journey/business/continuous-review>.

Comparable Peers - *A minimum of six AACSB accredited comparable peers.*

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Competitive Group – *AACSB accredited schools listed here do not count towards the minimum of six AACSB accredited comparable peers or minimum of three AACSB accredited aspirant schools.*

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Aspirant Group - *A minimum of three AACSB accredited aspirants.*

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**PART VI: SIGNATURES**

Affirmation of alignment with Eligibility Criterion F: The Head of the Business School and the institution's administration have reviewed this information. The institution's administration confirms that the information in this document is trustworthy and accurate.

By checking this box, I certify the above is true.

|  |  |
|--|--|
| Name of Head of Business School<br>(Dean or equivalent)                        |  |
| Name of Chief Executive Officer or<br>equivalent (President, Chancellor, etc.) |  |

## Appendix C



### CIR Accounting Application

The purpose of this application is to initiate the Continuous Improvement Review (CIR) process for accounting accreditation and to provide updates to concerns identified from the previous review; adjustments to strategic goals and initiatives as well as financial resources and a summary of engagement, innovation and impact examples. The application is subdivided into six parts:

- Part I Institution Information
- Part II Eligibility Procedures
- Part III Continuous Improvement and Consultative Feedback
- Part IV Scope of Accreditation (Eligibility Criterion D)
- Part V Review Schedule and Comparison Groups
- Part VI Signatures

CIR applications are due on July 1st, two years prior to the review year. Applications are reviewed by AACSB staff upon receipt for content and completeness. If responses are determined to need further review, the application will be referred to the Accounting Accreditation Committee. More in-depth information regarding the Eligibility Criteria are in the Eligibility Procedures and Standards for Accounting Accreditation, which can be found at <https://www.aacsb.edu/accreditation/standards/accounting>.

**Please note:** For institutions that hold both business and accounting accreditation, separate business and accounting CIR applications must be submitted by the July 1 deadline. Information found in the business application that also applies to the accounting application does not have to be repeated in the accounting application. In these cases, the accounting application should reference the business application.

#### Application Submission Information

Please submit this application and any accompanying documents via email to the Accounting Accreditation Committee Chair at [AAC@aacsb.edu](mailto:AAC@aacsb.edu)

Please note:

- There is a page limit of 30 pages (excluding tables and appendices).
- Email attachments over 20MB will not be received due to server limitations.
- A confirmation of receipt will be emailed within 2 business days.
- Only an electronic copy of the application and documents are required.

For questions or assistance in completing this application, please contact your AACSB Accreditation Staff Liaison. A complete list of staff liaisons is located at [www.aacsb.edu/accreditation/contact](http://www.aacsb.edu/accreditation/contact).

## PART I – Institution Information

|   |   |   |                                   |
|---|---|---|-----------------------------------|
| Name of Institution   |   |   |                                   |
| Name of Business Unit   |   | Name of Accounting Unit   |                                   |
| Mailing Address   |   |   | Campus Box or Mail Code           |
| City (for schools with campuses in multiple cities, enter city that main campus resides in) | State/Province/Region                               | Postal Code   | Country                           |
| Telephone Number (include country/city code or area code)                                   | Fax Number (include country/city code or area code) |   | E-Mail Address of Accounting Unit |
| Name/Title of Business Unit Head (Dean or equivalent)                                       |   | Name/Title of Accounting Unit Head  |                                   |
| Name/Title of Provost or equivalent (Academic Vice President, etc.)                         |   | Name/Title of Chief Executive Officer or equivalent (President, Chancellor, etc.) |                                   |

## PART II – Eligibility Procedures

Review the Eligibility Criteria noted below, and acknowledge below if the school meets or does not meet the spirit of each Eligibility Criterion. If the school does not feel it complies with the criteria, please provide an explanation why. Additional detail on AACSB's Eligibility Criteria can be found at: <https://www.aacsb.edu/accreditation/standards/accounting>.

- The school meets the Eligibility Criteria
- The school does not meet the Eligibility Criteria. *When this box is selected please indicate below which criterion(a) are not met*

Additional comments regarding Eligibility Criteria, if applicable.

### PART III – Continuous Improvement and Consultative Feedback

1. Describe the accounting academic unit's actions that have been taken and progress to date in responding to “concerns that must be addressed prior to or at the time of the next review” stated in the official correspondence from the Board of Directors regarding the most recent AACSB accounting accreditation review. For each response please note the 2013 Standard(s) and equivalent 2018 Standard(s) that corresponds to the addressed concern. A comparison chart of the standards is available at <https://www.aacsb.edu/accreditation/standards/accounting>.

| Related Standard | Concern |
|------------------|---------|
|                  |         |
|                  |         |

*Insert additional rows as needed*

(Optional) List any topic(s) that the accounting academic unit would like to receive consultative feedback on from the team (i.e. non-degree expansion plans, fundraising, advisory board management, etc.).

| Topic | Additional Information |
|-------|------------------------|
|       |                        |
|       |                        |

*Insert additional rows as needed*

2. Briefly describe any updates, revisions, or revamping of the school's strategic plan. In this section please also address any changes in funding available to the school and the impact of these changes, if any, on the accounting academic unit. Also provide an update on expectations for student enrollment across accounting programs.
3. The Continuous Improvement Review is a holistic review centered around the themes of the 2013 accreditation standards – Engagement – Innovation – Impact – rather than a standard-by-standard review. Summarize some of the accounting unit's initiatives in these areas.

## **PART IV – Scope of Accreditation (Eligibility Criterion D)**

### **Degree Programs in Accounting to be Included in Accreditation Review**

Confirm all degree programs in accounting subjects at all levels and in all locations offered through the accounting academic unit within your institution to be included in the scope of accreditation are listed in the Business School Questionnaire (BSQ) within DataDirect. Edits to the included programs list should be made via the BSQ. Please contact your AACSB Staff Liaison if the BSQ has been closed and edits are needed or programs are started after the reporting period for the BSQ.

### **Degree Programs in Accounting Previously Excluded in Accreditation Review Reported on the BSQ (reporting of excluded programs in the BSQ is optional):**

Confirm all degree programs in accounting previously excluded from the review and reported in the BSQ are listed as excluded.

### **Degree Programs in Accounting Previously Excluded in Accreditation Review and NOT Reported on the BSQ:**

Add to Table A.1 and check #8. Please note: previously excluded programs **do not** require completion of the Exclusion Request Form.

### **Table A.1 – New Degree Programs in Accounting to be Excluded in Accreditation Review:**

List new degree programs in accounting for which you intend to seek exclusion from accreditation review. Schools must provide the Program Exclusion Request form for each new degree program. Complete every required section of the form (Independence, Program Distinctiveness, and Operational Control), and as many of the optional sections that apply. All request forms are to be included with this application.

The *Program Exclusion Request* form is provided in Appendix A. An excerpt on program exclusions from Criterion D is provided in Appendix B.

More in-depth information on the basis for exclusion are in the Eligibility Procedures and Standards for Accounting Accreditation, which can be found at <https://www.aacsb.edu/accreditation/standards/accounting>.

**Table A.1 New Degree Programs to be Excluded from Review:**

Please complete the table below. A Program Exclusion Request Form (Appendix A) must be completed for each of the below – not including previously excluded programs.

| Degree Title <sup>3</sup> | Major Emphasis <sup>1</sup> | Sub Emphasis <sup>1</sup> | Department/<br>Division/<br>Administrative<br>Unit Conferring<br>Degree <sup>4</sup> | Basis for Exclusion:<br>(check all that apply) |   |                                     |  |                      |                      |                              |  |
|---------------------------|-----------------------------|---------------------------|--|--|---|-------------------------------------|--|----------------------|----------------------|------------------------------|--|
|                           |                             |                           |  | 1. Independence <sup>3</sup>                   | 2. Program Distinctiveness <sup>3</sup> | 3. Operational Control <sup>3</sup> | 4. Subject to Non-Business Accreditation | 5. Specialized Field | 6. Separate Location | 7. Participate But Not Named | 8. Previously Excluded Not Listed in the BSQ |
|                           |                             |                           |  |  |   |                                     |  |                      |                      |                              |  |
|                           |                             |                           |  |  |   |                                     |  |                      |                      |                              |  |

Insert additional rows as needed

<sup>1</sup> List each program by the degree which is offered including majors and/or concentrations.

<sup>2</sup> Regardless of what colleges, schools, departments, or divisions collaborate to deliver or administer the degree, please indicate the administrative unit which *confers* the diploma (i.e. College of Business, College of Liberal Arts and Sciences).

<sup>3</sup> Program must satisfy this category condition to be excluded.

**PART V: Review Schedule and Comparison Groups**

**Review Schedule**

We request a peer review team visit in:

| Visit year (July 1 – June 30) | Rank (in order of preference) |
|-------------------------------|-------------------------------|
| July 1 – December 1           |                               |
| January 15 – March 31         |                               |
| April 1 – June 30             |                               |

*Specific visit dates will be requested after the first of the year along with team member nominations.*

**Comparison Groups**

One of the processes to support an AACSB accreditation review include the selection of comparison or peer groups to form a relevant context for judgments and assist in the selection of peer review team members. For more information on determining comparison groups, review section III of the Continuous Improvement Review Handbook located on the website at

<https://www.aacsb.edu/accreditation/resources/journey/accounting/continuous-improvement-review>.

Comparable Peers - *A minimum of six AACSB accredited comparable peers.*

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Competitive Group – *AACSB accredited schools listed here do not count towards the minimum of six AACSB accredited comparable peers or minimum of three AACSB accredited aspirant schools.*

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Aspirant Group - *A minimum of three AACSB accredited aspirants.*

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**PART VI: SIGNATURES**

Affirmation of alignment with Eligibility Criterion F: The Head of the Accounting Academic Unit and the institution's administration have reviewed this information. The institution's administration confirms that the information in this document is trustworthy and accurate.

By checking this box, I certify the above is true.

# Appendix D

## Program Exclusion Request

Complete every required section of the form (marked with an \*), and as many of the optional sections that apply. A separate copy of this form is required for each degree program for which exclusion from the AACSB International accreditation review is requested.

\* **Name of Institution:**

\* **Name and Title of Person Completing Form:**

\* **Full Title and Descriptive Information for Program for which Exclusion is being requested** (include the percentage of business content in the degree program):

### **Bases for exclusion:**

Provide a brief, clear description of how the program satisfies the required and all other relevant categories. *Descriptions of the category expectations are discussed in Eligibility Procedure Criterion D of the Eligibility Procedures and Standards for Business Accreditation. An excerpt from Criterion D is in Appendix A below.*

1. \* **Independence** (Demonstration of limited or no participation in, and a high level of independence relative to, the development, delivery, and oversight of programs requested for exclusion) -
2. \* **Program Distinctiveness** (Demonstration of program distinctiveness such that students, faculty, and employers clearly distinguish such programs from those degree programs identified for inclusion in the accreditation review process) –
3. \* **Operational Control** (Demonstration of a lack of operational control relative to program design, faculty hiring, development and promotion, student selection and services, curriculum design, and degree conferral) –
4. **Subject to non-business accreditation** (Degree programs subject to accreditation by other non-business accreditation organizations) –
5. **Specialized field** (Specialized degree programs that are not marketed in conjunction with the business program under AACSB review) –
6. **Separate location** (Degrees offered on a separate or independent campus) –
7. **Participate, but not named** (Degree programs offered via a consortium of schools that do not carry the name of the applicant entity on the diploma or transcript and/or Degree programs in secondary business education whether offered within the entity applying for accreditation or elsewhere) -

# Appendix E

## CIR School Report (Business) Outline and Guidelines

The Continuous Improvement Review process is a holistic review centered around the themes of the accreditation standards – **Engagement – Innovation – Impact**. The Continuous Improvement Review report is not intended to be a standard by standard review, but rather the report is organized around an institutional overview to establish the current context in which the business school exists and the following four areas of the business accreditation standards:

1. Strategic Management and Innovation
2. Participants-Students, Faculty, and Professional Staff
3. Learning and Teaching
4. Academic and Professional Engagement

The documentation for the CIR report should be no more than 50 pages (excluding tables and appendices) and include the following elements:

### **INSTITUTIONAL AND BUSINESS SCHOOL OVERVIEW**

**A situational analysis (to better understand the context within which the business school operates, please answer the following questions which will provide a brief contextual analysis for the peer review team.) Topic areas for discussion are:**

- What historical, national, local, and other factors shape the school's mission and operations?
- What are the school's relative advantages and disadvantages in reputation, resources, sponsors, and supporters?
- What internal, environmental, or competitive forces challenge the school's future?
- What opportunities exist for enhancing the school's degree offerings?

**The progress made on issue(s) identified in the CIRC decision letter resulting from the previous visit.**

Provide an update on the areas that must be addressed resulting from the previous team review, citing the specific business accreditation standard(s) relevant to the issue(s) to be addressed and the reporting that is required.

| Associated Standard & Issue | Update |
|-----------------------------|--------|
|                             |        |
|                             |        |

**An update on substantive change disclosures since the previous visit (if applicable<sup>1</sup>).**

Provide a summary of the substantive change request, which should include the following:

- Overview of the request
- When it was reviewed by the CIRC
- Update on implementing feedback received by CIRC (based on the committee decision letter)

---

<sup>1</sup> Only applies to schools that have submitted a substantive change disclosure to the CIRC and subsequently received a decision letter from the committee.

## **FOUR AREAS OF AACSB BUSINESS ACCREDITATION**

### **1. Strategic Management and Innovation**

#### **Strategic Management Planning Process and Outcomes:**

Describe the strategic management planning process of the school. Provide an overview of demonstrated continuous improvement outcomes and/or achievement of mission, expected outcomes, and strategies. Summarize key continuous improvement achievements since the last accreditation review.

#### **Financial Strategies and Allocation of Resources:**

Describe the school's financial model including the primary sources of operational funding and how these funds are applied. Summarize current trends related to these resources since the last AACSB review. Identify 1 to 5 key strategic action items and the financial resources to achieve them. Include anticipated sources and timing of funding (see Standard 3).

#### **Mission Statement and Summary of Strategic Plan or Framework:**

Provide the mission statement of the school and the supporting major components of the strategic plan or framework (expected outcomes, strategies, etc.). If the mission statement and supporting strategic plan have changed, provide factors influencing the changes. Based on the mission and strategic plan, identify the elements of the plan that document the school's distinctive features, focus areas or priorities. Identify innovative actions, strategies, programs, and outcomes along with substantive impacts of the school's mission-focused activities

#### **Intellectual Contributions:**

Briefly describe how the "substantial cross-section of faculty in each discipline" is achieved. Support Table 2-1 with narrative analysis focused on indicators of quality of the intellectual contribution (IC) outcomes reported in the table and indicators of impact on theory, practice, and/or teaching/pedagogy. Briefly describe the infrastructure supporting faculty intellectual contribution development. In addition, please provide the journal outlets which faculty publish in by completing Table 2-2.

### **2. Participants – Students, Faculty, and Professional Staff**

#### **Students:**

Describe any changes in students (enrollments trends, diversity, effect of changes in admission criteria, etc.) and/or support services (advising, career services, other student development initiatives, etc.) since the last review.

#### **Faculty and Professional Staff Sufficiency and Deployment; Faculty Management and Support:**

Provide an overview of faculty management policies including recruitment, hiring, mentoring, evaluation, reward systems, etc. Also, please summarize your criteria guiding identification of faculty as participating and supporting. Describe the professional staff resources and how they are supported and developed. Describe any major changes in faculty resources or other related developments since the last review.

### **3. Learning and Teaching**

#### **Curricula Management and Development:**

Provide an overview of major curricula revisions that have occurred since the last review. Describe the factors that led to the revisions. Summarize in a brief statement learning goals for each degree program, along with a list of the assessment tools, procedures, and results used to demonstrate progress toward achievement of expected learning outcomes. Ensure documentation is available to the peer review team that details the structure of all degree programs. If degree structure is not clear to a peer review team, the team may request a curricula map indicating how each degree program addresses the content guidance in Standard 9. Summarize joint or partnership degree programs and transfer credit policies. Summarize how high quality teaching is encouraged, supported, and developed. Summarize continuous improvement activities of faculty focused on teaching enhancement. Be prepared to discuss how instructional development is supported across diverse delivery modes.

#### **4. Student Academic and Professional Engagement**

##### **Student academic engagement:**

Examples may include evidence of active involvement in learning in the form of projects, papers, presentations and other demonstrations. Examples of student professional engagement may include exposure to industry through activities such as internships, consulting projects, mentorship programs, field trips and participation in industry professional speaker series. Summarize major initiatives focused on experiential and active learning strategies for students.

##### **Executive Education:**

Summarize the business school's executive education portfolio including faculty involved linking it to the mission, expected outcomes, and strategies. Describe how executive education is assessed for quality and summarize continuous improvement outcomes resulting from these assessments.

##### **Strategies supporting faculty engagement:**

Discuss the school's strategies supporting faculty engagement with the practice of business. Examples of faculty engagement with the profession may include consulting, executive education development and presentation, professional education experiences, and faculty internships. Summarize policies guiding faculty in support of the qualifications to support mission achievement and to be relevant and current for the classroom teaching responsibilities.

#### **ADDITIONAL SUPPORTING MATERIAL**

##### **Additional activities and issues not previously included in this report:**

Please discuss any additional topics, concerns or areas relevant to the school's mission and activities in support of the mission. For example, identify any innovative and/or exemplary practices, innovations, activities, programs, etc. that should be brought to the attention of the team and AACSB. Provide a brief overview of progress relative to the stated mission, the distinctiveness of the school's activities in support of mission, a summary of the impact of the school across its mission-related activities.

##### **Criteria for Faculty classification:**

Please provide the criteria the business school uses to define Scholarly Academic (SA), Scholarly Practitioners (SP), Practice Academics (PA), and Instructional Practitioners (IP).

##### **Consultative Review (Optional)**

An institution may request the peer review team to provide non-standard-related insights, analysis, and/or recommendations concerning a prospective strategic opportunity and/or challenge facing the institution. To support such a request, the institution should provide a summary of relevant background information that informs the team of the opportunity or challenge well in advance of the visit.

#### **ADDITIONAL ITEMS TO INCLUDE WITH THE CONTINUOUS IMPROVEMENT REVIEW REPORT**

##### **1. Scope of Review:**

###### **Current Degree Programs:**

Confirm the degree programs provided in the BSQ to ensure current scope of review. Contact your staff liaison if any corrections are needed.

###### **New Degree Programs:**

Provide a list of degree programs introduced since the previous accreditation review. The following information is required for each new degree program:

- A brief description of the employer or employment needs to be served by the program.
- A brief description of the intended student market.
- A description of the source(s) of faculty, technology, and facility support.
- A description of the learning goals, how the goals are measured, and results that demonstrate achievement.

| Name of New Program/Level/Location | Brief Description |
|------------------------------------|-------------------|
|                                    |                   |

**Note:**

- New degree programs that have begun or will have begun prior to the CIR visit will be reviewed during the peer review visit.
- Any new degree programs that begin after the CIR visit and subsequent decision letter will be considered accredited until the next accreditation review.

**2. Required Tables**

The templates for Table 2-1, Table 2-2, Table 15-1, and 15-2 are located [here](#)

**3. Strategic Plan**

Provide current strategic plan.

**4. Executive Summary**

The school needs to prepare and submit a three to five-page executive summary, which should include:

1. A one paragraph to one page statement and written description of your mission and objectives;
2. Written descriptions of the processes that support achievement, the outcomes and measurements associated with those processes, and how the processes and objectives may have changed as a result of your efforts;
3. Describe the most significant strategies and outcomes related to engagement, innovation, and impact. Examples should include the outcomes linked to the mission and strategic plan. (For additional information, please refer to Appendix I in the eligibility criteria and accreditation standards for business accreditation at <https://www.aacsb.edu/accreditation/standards/business>.)
4. A written summary of self-assessed strengths and weaknesses as they relate to AACSB International's standards and the achievement of specific objectives;
5. How your strategic plan relates to your mission development activities; and,
6. A written section listing up to five effective practices, which are unique or inherent to the success of your operations.

**REPORT AND APPENDICES SUBMISSION GUIDELINES**

- The Continuous Improvement Review (CIR) report, all required materials and any supplemental documents is due no later than 60 days prior to the start of the campus visit and should be emailed to [CIRC@aacsb.edu](mailto:CIRC@aacsb.edu) and the peer review team.
  - Note: The peer review team has the option to also request a hard copy of submitted items. Hard copies are to be mailed directly to the team members as listed on your team roster.
- Email submissions will be sent a confirmation of receipt within 2 business days. Attachments totaling more than 20MB will not be received due to server limitations.
- If a school also holds separate accounting accreditation, a separate accounting CIR report must be submitted to the Accounting Accreditation Committee to [AAC@aacsb.edu](mailto:AAC@aacsb.edu).

# Appendix F

## CIR School Report (Accounting) Outline and Guidelines

The Continuous Improvement Review process is a holistic review centered around the themes of the accreditation standards – **Engagement – Innovation – Impact**. The Continuous Improvement Review report is not intended to be a standard by standard review, but rather the report is organized around an institutional overview to establish the current context in which the accounting academic unit exists and the following four areas of the accounting accreditation standards:

- Strategic Management and Innovation for Accounting Academic Units
- Accounting Unit Participants-Students, Faculty, and Professional Staff
- Accounting Learning and Teaching
- Accounting Academic, Professional Engagement and Professional Interactions

The documentation for the CIR report should be no more than 50 pages (excluding tables and appendices) and include the following elements:

### **INSTITUTIONAL AND ACCOUNTING ACADEMIC UNIT OVERVIEW**

**A situational analysis (to better understand the context within which the accounting academic unit school operates, please answer the following questions, which will provide a brief contextual analysis for the peer review team.) Topic areas for discussion are:**

- What historical, national, local, and other factors shape the accounting academic unit's mission and operations?
- What are the accounting academic unit's relative advantages and disadvantages in reputation, resources, sponsors, and supporters?
- What internal, environmental, or competitive forces challenge the accounting academic unit's future?
- What opportunities exist for enhancing the accounting academic unit's degree offerings?

### **The progress made on issue(s) identified in the AAC decision letter resulting from the previous visit.**

Provide an update on the areas that must be addressed resulting from the previous team review, citing the specific accounting accreditation standard(s) relevant to the issue(s) to be addressed and the reporting that is required.

| Associated Standard & Issue | Update |
|-----------------------------|--------|
|                             |        |
|                             |        |

### **An update on substantive change disclosures since the previous visit (if applicable<sup>1</sup>).**

Provide a summary of the substantive change request, which should include the following:

- Overview of the request
- When it was reviewed by the AAC
- Update on implementing feedback received by AAC (based on the committee decision letter)

<sup>1</sup> Only applies to schools that have submitted a substantive change disclosure to the CIRC and subsequently received a decision letter from the committee.

## **FOUR AREAS OF AACSB ACCOUNTING ACCREDITATION**

### **1. Strategic Management and Innovation for Accounting Academic Units**

#### **Strategic Management Planning Process and Outcomes:**

Describe the strategic management planning process of the school. Provide an overview of demonstrated continuous improvement outcomes and/or achievement of mission, expected outcomes, and strategies. Summarize key continuous improvement achievements since the last accreditation review.

#### **Financial Strategies and Allocation of Resources:**

Describe the school's financial model including the primary sources of operational funding and how these funds are applied. Summarize current trends related to these resources since the last AACSB review. Identify 1 to 5 key strategic action items and the financial resources to achieve them. Include anticipated sources and timing of funding (see Standard A3).

#### **Mission Statement and Summary of Strategic Plan or Framework:**

Provide the mission statement of the school and the supporting major components of the strategic plan or framework (expected outcomes, strategies, etc.). If the mission statement and supporting strategic plan have changed, provide factors influencing the changes. Based on the mission and strategic plan, identify the elements of the plan that document the school's distinctive features, focus areas or priorities. Identify innovative actions, strategies, programs, and outcomes along with substantive impacts of the school's mission-focused activities

#### **Intellectual Contributions:**

Briefly describe how the "substantial cross-section of faculty in each discipline" is achieved. Support Table A2-1 with narrative analysis focused on indicators of quality of the IC outcomes reported in the table and indicators of impact on theory, practice, and/or teaching/pedagogy. Briefly describe the infrastructure supporting faculty intellectual contribution development.

### **2. Accounting Unit Participants-Students, Faculty, and Professional Staff**

#### **Students:**

Describe any changes in students (enrollments trends, diversity, effect of changes in admission criteria, etc.) and/or support services (advising, career services, other student development initiatives, etc.) since the last review.

#### **Faculty and Professional Staff Sufficiency and Deployment; Faculty Management and Support:**

Provide an overview of faculty management policies including recruitment, hiring, mentoring, evaluation, reward systems, etc. Also, please summarize your criteria guiding identification of faculty as participating and supporting. Describe any major changes in faculty resources or other related developments since the last review.

### **3. Accounting Learning and Teaching**

#### **Curricula Management and Development:**

Provide an overview of major curricula revisions that have occurred since the last review. Describe the factors that led to the revisions. Summarize in a brief statement learning goals for each degree program, along with a list of the assessment tools, procedures, and results used to demonstrate progress toward achievement of expected learning outcomes. Ensure documentation is available to the peer review team that details the structure of all degree programs. If degree structure is not clear to a peer review team, the team may request a curricula map indicating how each degree program addresses the content guidance in Standard A5. Summarize joint or partnership degree programs and transfer credit policies. Summarize how high quality teaching is encouraged, supported, and developed. Summarize continuous improvement activities of faculty focused on teaching enhancement. Be prepared to discuss how instructional development is supported across diverse delivery modes.



#### 4. Accounting Academic, Professional Engagement and Professional Interactions

**Strategies Supporting Accounting Faculty Engagement:** Discuss the school's strategies supporting faculty engagement with the practice of accounting. Examples of faculty engagement with the profession may include consulting, executive education development and presentation, professional education experiences, and faculty internships. Summarize policies guiding faculty in support of the qualifications to support mission achievement and to be relevant and current for the classroom teaching responsibilities.

#### ADDITIONAL SUPPORTING MATERIAL

**Additional activities and issues not previously included in this report:**

Please discuss any additional topics, concerns or areas relevant to the accounting academic unit's mission and activities in support of the mission. For example, identify any innovative and/or exemplary practices, innovations, activities, programs, etc. that should be brought to the attention of the team and AACSB. Provide a brief overview of progress relative to the stated mission, the distinctiveness of the school's activities in support of mission, a summary of the impact of the school across its mission-related activities.

**Criteria for Faculty classification:**

Please provide the criteria the accounting academic unit uses to define Scholarly Academic (SA), Scholarly Practitioners (SP), Practice Academics (PA), and Instructional Practitioners (IP).

**Consultative Review (Optional)**

An institution may request the Peer Review Team to provide non-standard-related insights, analysis, and/or recommendations concerning a prospective strategic opportunity and/or challenge facing the institution. To support such a request, the unit should provide a summary of relevant background information that informs the team of the opportunity or challenge well in advance of the visit.

#### ADDITIONAL ITEMS TO INCLUDE WITH THE CONTINUOUS IMPROVEMENT REVIEW REPORT

##### 1. Scope of Review:

**Current Degree Programs:**

Confirm the degree programs provided in the BSQ/APQ to ensure current scope of review. Contact your staff liaison if any corrections are needed.

**New Degree Programs:**

Provide a list of degree programs introduced since the previous accreditation review. The following information is required for each new degree program:

- A brief description of the employer or employment needs to be served by the program.
- A brief description of the intended student market.
- A description of the source(s) of faculty, technology, and facility support.
- A description of the learning goals, how the goals are measured, and results that demonstrate achievement.

| Name of New Program/Level/Location | Brief Description |
|------------------------------------|-------------------|
|                                    |                   |

**Note:**

- New degree programs that have begun or will have begun *prior* to the CIR visit will be reviewed during the peer review visit.
- Any new degree programs that begin *after* the CIR visit and subsequent decision letter will be considered accredited until the next accreditation review.

##### 2. Required Tables

The templates for Table A2-1, Table A9-1, and Table A9-2 can be found [here](#)

### 3. Strategic Plan

Provide current strategic plan.

### 4. Executive Summary

The school needs to prepare and submit a three to five-page executive summary, which should include:

1. A one paragraph to one page statement and written description of your mission and objectives;
2. Written descriptions of the processes that support achievement, the outcomes and measurements associated with those processes, and how the processes and objectives may have changed as a result of your efforts;
3. Describe the most significant strategies and outcomes related to engagement, innovation, and impact. Examples should include the outcomes linked to the mission and strategic plan. (For additional information, please refer to Appendix I in the eligibility criteria and accreditation standards for accounting accreditation at <https://www.aacsb.edu/accreditation/standards/accounting>).
4. A written summary of self-assessed strengths and weaknesses as they relate to AACSB International's standards and the achievement of specific objectives;
5. How your strategic plan relates to your mission development activities; and,
6. A written section listing up to five effective practices, which are unique or inherent to the success of your operations.

**Note:** Any items included in the business CIR executive summary, do not need to be duplicated in the accounting executive summary.

## **REPORT AND APPENDICES SUBMISSION GUIDELINES**

- The Continuous Improvement Review (CIR) report, all required materials and any supplemental documents is due no later than 60 days prior to the start of the campus visit and should be emailed to [AAC@aacsb.edu](mailto:AAC@aacsb.edu) and the peer review team.
  - Note: The peer review team has the option to also request a hard copy of submitted items. Hard copies are to be mailed directly to the team members as listed on your team roster.
- Email submissions will be sent a confirmation of receipt within 2 business days. Attachments totaling more than 20MB will not be received due to server limitations.

## Appendix G

### CIR School Report (2018 Accounting Standards) Outline and Guidelines

The Continuous Improvement Review process is a holistic review centered around the themes of the accreditation standards – **Engagement – Innovation – Impact**. The Continuous Improvement Review report is not intended to be a standard by standard review, but rather the report is organized around an institutional overview to establish the current context in which the accounting academic unit exists and the following three areas of the accounting accreditation standards:

- Strategic Management and Innovation for Accounting Academic Units
- Accounting Learning and Teaching
- Accounting Academic, Professional Engagement and Professional Interactions

The documentation for the CIR report should be no more than 50 pages (not including tables and appendices) and include the following elements:

#### **INSTITUTIONAL AND ACCOUNTING ACADEMIC UNIT OVERVIEW**

**A situational analysis (to better understand the context within which the accounting academic unit school operates, please answer the following questions, which will provide a brief contextual analysis for the peer review team.) Topic areas for discussion are:**

- What historical, national, local, and other factors shape the accounting academic unit's mission and operations?
- What are the accounting academic unit's relative advantages and disadvantages in reputation, resources, sponsors, and supporters?
- What internal, environmental, or competitive forces challenge the accounting academic unit's future?
- What opportunities exist for enhancing the accounting academic unit's degree offerings?

#### **The progress made on issue(s) identified in the AAC decision letter resulting from the previous visit.**

Provide an update on the areas that must be addressed resulting from the previous team review, citing the specific accounting accreditation standard(s) relevant to the issue(s) to be addressed and the reporting that is required.

| Associated Standard & Issue | Update |
|-----------------------------|--------|
|                             |        |
|                             |        |

#### **An update on substantive change disclosures since the previous visit (if applicable<sup>1</sup>).**

Provide a summary of the substantive change request, which should include the following:

- Overview of the request
- When it was reviewed by the CIRC
- Update on implementing feedback received by CIRC (based on the committee decision letter)

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<sup>1</sup> Only applies to schools that have submitted a substantive change disclosure to the AAC and subsequently received a decision letter from the committee.

## **THREE AREAS OF AACSB ACCOUNTING ACCREDITATION**

### **1. Strategic Management and Innovation for Accounting Academic Units**

#### **Strategic Management Planning Process and Outcomes:**

Describe the strategic management planning process of the school. Provide an overview of demonstrated continuous improvement outcomes and/or achievement of mission, expected outcomes, and strategies. Summarize key continuous improvement achievements since the last accreditation review.

#### **Financial Strategies and Allocation of Resources:**

Describe the school's financial model including the primary sources of operational funding and how these funds are applied. Summarize current trends related to these resources since the last AACSB review. Identify 1 to 5 key strategic action items and the financial resources to achieve them. Include anticipated sources and timing of funding (see Standard A3).

#### **Mission Statement and Summary of Strategic Plan or Framework:**

Provide the mission statement of the school and the supporting major components of the strategic plan or framework (expected outcomes, strategies, etc.). If the mission statement and supporting strategic plan have changed, provide factors influencing the changes. Based on the mission and strategic plan, identify the elements of the plan that document the school's distinctive features, focus areas or priorities. Identify innovative actions, strategies, programs, and outcomes along with substantive impacts of the school's mission-focused activities

#### **Intellectual Contributions:**

Briefly describe how the "substantial cross-section of faculty in each discipline" is achieved. Support Table A2-1 with narrative analysis focused on indicators of quality of the IC outcomes reported in the table and indicators of impact on theory, practice, and/or teaching/pedagogy. Briefly describe the infrastructure supporting faculty intellectual contribution development.

### **2. Accounting Learning and Teaching**

#### **Curricula Content, Management and Assurance of Learning:**

Provide an overview of major curricula revisions that have occurred since the last review. Describe the factors that led to the revisions. Summarize in a brief statement learning goals for each degree program, along with a list of the assessment tools, procedures, and results used to demonstrate progress toward achievement of expected learning outcomes. Ensure documentation is available to the peer review team that details the structure of all degree programs. If degree structure is not clear to a peer review team, the team may request a curricula map indicating how each degree program addresses the content guidance in Standard A4. Summarize joint or partnership degree programs and transfer credit policies. Summarize how high quality teaching is encouraged, supported, and developed. Summarize continuous improvement activities of faculty focused on teaching enhancement. Be prepared to discuss how instructional development is supported across diverse delivery modes.

#### **Information Technology Skills, Agility and Knowledge for Accounting Graduates**

Provide an overview of the integration of information systems and business processes, data analytics, and the new technology skills in the curricula. Describe the current and emerging technologies incorporated in the curricula, where and how the systems are utilized and the learning opportunities available to improve technology agility.

### **3. Accounting Academic and Professional Engagement and Professional Interactions**

#### **Accounting Faculty Sufficiency, Credentials, Qualifications and Deployment:**

Provide an overview of faculty management policies including recruitment, hiring, mentoring, evaluation, reward systems, etc. Also, please summarize your criteria guiding identification of faculty as participating and supporting. Describe any major changes in faculty resources or other related developments since the last review.

**Strategies Supporting Accounting Faculty Engagement:**

Discuss the school’s strategies supporting faculty engagement with the practice of accounting. Examples of faculty engagement with the profession may include consulting, executive education development and presentation, professional education experiences, and faculty internships. Summarize policies guiding faculty in support of the qualifications to support mission achievement and to be relevant and current for the classroom teaching responsibilities.

**ADDITIONAL SUPPORTING MATERIAL**

**Additional activities and issues not previously included in this report:**

Please discuss any additional topics, concerns or areas relevant to the accounting academic unit’s mission and activities in support of the mission. For example, identify any innovative and/or exemplary practices, innovations, activities, programs, etc. that should be brought to the attention of the team and AACSB. Provide a brief overview of progress relative to the stated mission, the distinctiveness of the school’s activities in support of mission, a summary of the impact of the school across its mission-related activities.

**Criteria for Faculty classification:**

Please provide the criteria the accounting academic unit uses to define Scholarly Academic (SA), Scholarly Practitioners (SP), Practice Academics (PA), and Instructional Practitioners (IP).

**Consultative Review (Optional)**

An institution may request the peer review team to provide non-standard-related insights, analysis, and/or recommendations concerning a prospective strategic opportunity and/or challenge facing the institution. To support such a request, the unit should provide a summary of relevant background information that informs the team of the opportunity or challenge well in advance of the visit.

**ADDITIONAL ITEMS TO INCLUDE WITH THE CONTINUOUS IMPROVEMENT REVIEW REPORT**

**1. Scope of Review:**

**Current Degree Programs:**

Confirm the degree programs provided in the BSQ/APQ to ensure current scope of review. Contact your staff liaison if any corrections are needed.

**New Degree Programs:**

Provide a list of degree programs introduced since the previous accreditation review. The following information is required for each new degree program:

- A brief description of the employer or employment needs to be served by the program
- A brief description of the intended student market
- A description of the source(s) of faculty, technology, and facility support
- A description of the learning goals, how the goals are measured, and results that demonstrate achievement.

| Name of New Program/Level/Location | Brief Description |
|------------------------------------|-------------------|
|                                    |                   |

**Note:**

- New degree programs that have begun or will have begun prior to the CIR visit will be reviewed during the peer review visit.
- Any new degree programs that begin after the CIR visit and subsequent decision letter will be considered accredited until the next accreditation review.

**2. Required Tables**

The templates for Table A2-1 and Table A6 can be found [here](#).

### 3. Strategic Plan

Provide current strategic plan.

### 4. Executive Summary

The school needs to prepare and submit a three to five-page executive summary, which should include:

1. A one paragraph to one page statement and written description of your mission and objectives;
2. Written descriptions of the processes that support achievement, the outcomes and measurements associated with those processes, and how the processes and objectives may have changed as a result of your efforts;
3. Describe the most significant strategies and outcomes related to engagement, innovation, and impact. Examples should include the outcomes linked to the mission and strategic plan. (For additional information, please refer to Appendix I in the eligibility criteria and accreditation standards for accounting accreditation at <https://www.aacsb.edu/accreditation/standards/accounting>).
4. A written summary of self-assessed strengths and weaknesses as they relate to AACSB International's standards and the achievement of specific objectives;
5. How your strategic plan relates to your mission development activities; and,
6. A written section listing up to five effective practices, which are unique or inherent to the success of your operations.

**Note:** Any items included in the business CIR executive summary, do not need to be duplicated in the accounting executive summary.

### **REPORT AND APPENDICES SUBMISSION GUIDELINES**

- The Continuous Improvement Review (CIR) report, all required materials and any supplemental documents is due no later than 60 days prior to the start of the campus visit and should be emailed to [AAC@aacsb.edu](mailto:AAC@aacsb.edu) and the peer review team.
  - Note: The peer review team has the option to also request a hard copy of submitted items. Hard copies are to be mailed directly to the team members as listed on your team roster.
- Email submissions will be sent a confirmation of receipt within 2 business days. Attachments totaling more than 20MB will not be received due to server limitations.

## Appendix H

### SAMPLE SCHEDULE FOR THE CONTINUOUS IMPROVEMENT REVIEW VISIT – BUSINESS

| Day One                   |   | Focus   | Participants at the meeting  |
|---------------------------|---|---|--|
| 17:30                     | Peer Review Team Meeting at Hotel                               |   | Peer Review Team by  |
| 19:00                     | Dinner team and representatives from school                     | Review schedule, meeting participants and make last minute changes as necessary                 | Deans, Vice Deans and accreditation team   |
|                           |   |   |  |
| Day Two                   |   |   |  |
| 7:00                      | Breakfast   | Review of tasks and responsibilities  | Peer Review Team by itself   |
| 7:45                      | Travel to school and introduction to facilities and base room   |   | PRT and accreditation coordinator/director   |
|                           | <b><i>Innovation, impact and engagement</i></b>                 |   |  |
| 8:00                      | Strategic Management meeting                                    | Mission, Innovation, Financial management and Allocation of Resources – including support staff | President, Provost, Dean, Financial Director (or similar positions), Dean of faculty |
| 9:30                      | Research  | Intellectual contributions, impact and alignment with mission                                   | Director of research and research committee and/or research active scholars          |
| 10:30                     | <b><i>Break</i></b>   |   |  |
|                           | <b><i>Participants</i></b>                                      |   |  |
| 10:45                     | Faculty and support staff Management                            | Faculty development and evaluation – faculty qualifications                                     | Department and Program Chairs, Dean  |
| 11:45<br>Parallel session | Faculty involvement   | Faculty governance, development and evaluation  | Representation of all faculty (senior, junior, adjunct, tenure, etc.)                |
| 11:45<br>Parallel session | Professional staff and administrative support staff involvement | Professional and support staff duties, responsibilities and engagement                          | Select representation of professional staff and administrative support staff         |
| 12:30                     | Walk/travel to restaurant                                       |   |  |
|                           | <b><i>Engagement</i></b>  |   |  |
| 12:45                     | Lunch   | Interaction between Academics and industry- Impact on the immediate and larger community        | Alumni   |
|                           | <b><i>Learning and teaching</i></b>                             |   |  |
| 14:00<br>Parallel session | AOL and curriculum management                                   | Systematic and continuous improvement and adjustment of curriculum                              | AOL committee  |
| 14:00                     | Teaching evaluation and quality improvement                     | Teaching effectiveness  | Faculty, professional staff, administrative support staff                            |

|                        |  |  |   |
|------------------------|--|--|---|
| Parallel session       |  |  | and department/program chairs, associate deans  |
| <b>Engagement</b>      |  |  |   |
| 15:00 Parallel session | Executive Education                                      | Quality of exec ed and the impact on degree programs                                     | Director of Executive Education (and or faculty)                                      |
| 15:00 Parallel session | Internationalization/corporate and social responsibility | Strategic objectives and expected outcomes   | Dean of internationalization, Dean business school, other as determined by the school |
| <b>Break</b>           |  |  |   |
| 16:00                  | Previous concerns/consultative feedback                  | Standard related standard concerns from previous review                                  | Dean and key professional staff/faculty related                                       |
| 17:00 Parallel Session | Undergraduate Students                                   |  | Selected undergraduate and postgraduate students                                      |
| 17:00 Parallel Session | Postgraduate Students                                    |  | Selected undergraduate and postgraduate students                                      |
| <b>Engagement</b>      |  |  |   |
| 18:00                  | Reception with advisory board members                    | Interaction between Academics and industry- Impact on the immediate and larger community | Advisory board members, key administrators and professional staff                     |
| <b>Wrap up</b>         |  |  |   |
| 19:30                  | Dinner   |  | Peer Review Team  |
|                        | Writing of report  |  |   |
| <b>Day Three</b>       |  |  |   |
| 7:30                   | Breakfast  |  | Peer Review Team  |
| 8:00                   | PRT meeting  | Writing report   | Peer Review Team  |
| 10:00                  | Exit meeting   | Review of draft report and recommendations   | Dean, Associate/Assistant/Vice Deans (optional)                                       |
| 11:00                  | Meeting with President and Provost                       | Exit Meeting   | President, Provost, Dean and PRT  |



## Appendix I

### SAMPLE SCHEDULE FOR THE CONTINUOUS IMPROVEMENT REVIEW VISIT – BUSINESS & ACCOUNTING

| Day One  |  | Focus   | Participants at the meeting  |
|--|--|---|--|
| 17:30  | Peer Review Team Meeting at Hotel – business and accounting combined and separate                |   | Peer Review Team   |
| 19:00  | Dinner team and representatives from school  | Review schedule, meeting participants and make last minute changes as necessary                 | Deans, Vice Deans accounting Chair and accreditation team                              |
| Day Two  |  |   |  |
| 7:00   | Breakfast  | Review of tasks and responsibilities  | Peer Review Team by itself   |
| 7:45   | Travel to school and introduction to facilities and base room                                    |   | PRT and accreditation coordinator/director   |
| <b><i>Engagement, Innovation, and Impact</i></b> |  |   |  |
| 8:00   | Strategic Management and Innovation for Business programs  | Mission, Innovation, Financial management and Allocation of Resources – including support staff | President, Provost, Dean, Financial Director (or similar positions), Dean of faculty   |
| 8:00   | Strategic Management and Innovation for Accounting Academic Units                                | same  | Accounting strategic Management Committee  |
| 9:30   | Research (Depending on the size of the accounting department - business and accounting combined) | Intellectual contributions, impact and alignment with mission                                   | Director of research and research committee and/or research active scholars            |
| 10:30  | <b><i>Break</i></b>  |   |  |
| <b><i>Participants</i></b>                       |  |   |  |
| 10:45  | Faculty and support staff management – business and accounting combined                          | Faculty development and evaluation – faculty qualifications                                     | Department and Program Chairs, Dean, Accounting Chair, promotion and tenure committee  |
| 11:45<br>Parallel session                        | Faculty involvement - Business   | Faculty governance, development and evaluation  | Representation of all business program faculty (senior, junior, adjunct, tenure, etc.) |
| 11:45<br>Parallel session                        | Faculty involvement – Accounting   | Faculty governance, development and evaluation  | Representation of all accounting program faculty                                       |
| 11:45<br>Parallel session                        | Professional staff and administrative support staff involvement                                  | Professional and support staff duties, responsibilities and engagement                          | Select representation of professional staff and administrative support staff           |
| 12:30  | Walk/travel to restaurant  |   |  |
| <b><i>Engagement</i></b>                         |  |   |  |
| 12:45  | Lunch – business and accounting combined   | Interaction between Academics and industry-Impact on the immediate and larger community         | Alumni – representation of business and accounting programs                            |

|                           |   |  |  |
|---------------------------|---|--|--|
|                           | <b>Learning and teaching</b>  |  |  |
| 14:00<br>Parallel session | AOL and curriculum management – business  | Systematic and continuous improvement and adjustment of curriculum                       | Key staff/faculty involved with AOL and curriculum management business programs                          |
| 14:00                     | AOL and curriculum management – accounting  | Systematic and continuous improvement and adjustment of curriculum                       | Key staff/faculty involved with AOL and curriculum management in business programs                       |
| 14:00<br>Parallel session | Teaching evaluation and quality improvement – business and accounting combined              | Teaching effectiveness   | Faculty, professional staff, administrative support staff and department/program chairs, associate deans |
|                           | <b>Engagement</b>   |  |  |
| 15:00<br>Parallel session | Executive Education - business and accounting   | Quality of exec ed and the impact on degree programs                                     | Director of Executive Education (and or faculty)   |
| 15:00<br>Parallel session | Internationalization/corporate and social responsibility – business and accounting combined | Strategic objectives and expected outcomes   | Dean of internationalization, Dean business school, other as determined by the school                    |
| 16:00                     | <b>Break</b>  |  |  |
| 16:15                     | Previous concerns/consultative feedback – Business  | Standard related standard concerns from previous review                                  | Dean and key staff/faculty   |
| 16:15                     | Previous concerns/consultative feedback - accounting  | Standard related standard concerns from previous review                                  | Accounting Chair and key staff/ faculty  |
| 17:00<br>Parallel Session | Undergraduate Students  |  | Selected undergraduate and postgraduate students   |
| 17:00<br>Parallel Session | Postgraduate Students   |  | Selected undergraduate and postgraduate students   |
|                           | <b>Engagement</b>   |  |  |
| 18:00                     | Reception with advisory board members – Combined business and accounting                    | Interaction between Academics and industry- Impact on the immediate and larger community | Advisory board members, key administrators and faculty/staff   |
|                           | <b>Wrap up</b>  |  |  |
| 19:30                     | Dinner  |  | Peer Review Team   |
|                           | Writing of report   |  | Peer Review Team   |
|                           |   |  |  |
| <b>Day Three</b>          |   | <b>Focus</b>   | <b>Participants at the meeting</b>   |
| 7:30                      | Breakfast   |  | Peer Review Team   |
| 8:00                      | PRT meeting   | Writing report   | Peer Review Team   |
| 10:00                     | Exit meeting  | Review of draft report and recommendations   | Deans, Vice Deans, Accounting chair and accreditation team   |
| 11:00                     | Meeting with President and Provost  | Exit Meeting   | President, Provost, Dean and accreditation team  |