



# **Mentor Handbook**

## **Business or Accounting Initial Accreditation**

# AACSB International Mentor Handbook

## PREFACE

This handbook focuses on the mentor relationship and responsibilities with a school through the initial accreditation process. The purpose of this handbook is to provide an understanding of the philosophy, procedures and guidelines for the initial accreditation process and the duties and responsibilities of the mentor in conducting a thorough and complete review. Where possible, the school and mentor should follow these guidelines. However, mentors should remain somewhat flexible in conducting reviews to achieve the conceptual aims that (1) bring value to the school, (2) maintain the integrity of AACSB International accreditation, and (3) provide a learning experience to effectively implement the initial accreditation process. Where the schools or the mentors find they must improvise to accomplish the purposes of the review, documentation of any deviations must be provided.

In an effort to provide additional assistance in all areas of the accreditation process AACSB has developed online accreditation volunteer training that is beneficial to the school, mentor and peer review team. The training can be accessed through the following link:  
<http://www.aacsb.edu/accreditation/volunteers/training/>

Another useful source of information is the AACSB accreditation staff liaison. Each institution has an assigned accreditation staff liaison to assist with the business and accounting review process. This individual serves as the designated AACSB staff member for all accreditation related questions and is the liaison between the institution leadership and the volunteer network (mentors, peer review team members, accreditation committees, etc.). The staff liaison is available to assist with any questions regarding the initial accreditation process.

Schools and mentors are encouraged to provide feedback on the accreditation process. This information is carefully considered for opportunities to further refine the accreditation process.

# TABLE OF CONTENTS

<b>I.</b>	<b>Assignment of the Mentor</b> .....	1
	Assignment of the Mentor .....	1
	The Mentor’s Term .....	1
	Role of the Mentor .....	1
	Mentor Responsibilities to the school.....	1
	Mentor Responsibilities to AACSB/IAC or AAC .....	1
	School Responsibilities to the Mentor/AACSB/IAC or AAC .....	2
<b>II.</b>	<b>The Mentor Visit</b> .....	2
	Purpose of the Mentor Visit .....	3
	Preparation for the Mentor Visit.....	3
	During the Visit.....	4
	Following the Visit .....	4
	Mentor Visit Reporting Requirements to IAC or AAC.....	4
<b>III.</b>	<b>Self-Assessment (Gap Analysis)</b> .....	5
	The Self-Assessment Process and Why It Is Important .....	5
	Conducting the Self-Assessment and Involving Appropriate Stakeholders ..	5
	Sources of Information to Guide the Self-Assessment.....	5
	Characteristics of an Effective Self-Assessment.....	6
	Communicating the Outcomes of the Self-Assessment.....	7
<b>IV.</b>	<b>Review of the Initial Self-Evaluation Report</b> .....	7
	Role of the Mentor .....	7
	Criteria for Evaluating the Initial Self-Evaluation Report .....	7
	Initial or Accounting Accreditation Committee Recommendations .....	8
<b>V.</b>	<b>Acceptance of the Initial Self-Evaluation Report</b> .....	8
	Role of the Mentor .....	9
	How Do We Know We Are on Track? .....	9
<b>VI.</b>	<b>Initial Accreditation Updates to the iSER</b> .....	9
<b>VII.</b>	<b>Transition to the final phase of the Initial Accreditation Process</b> .....	10
	Hand-off to the Peer Review Team Chair .....	10
	<b>Appendix A - Resources Links</b> .....	12
	<b>Appendix B - Mentor Introduction Letter, Business</b> .....	13
	<b>Appendix C - Mentor Introduction Letter, Accounting (2018 Standards)</b> .....	16
	<b>Appendix D - Sample Visit Schedule</b> .....	19
	<b>Appendix E - Mentor Visit Report, Business</b> .....	21
	<b>Appendix F - Mentor Visit Report, Accounting (2018 Standards)</b> .....	27
	<b>Appendix G - iSER Review Report, Business</b> .....	31
	<b>Appendix H - iSER Review Report, Accounting (2018 Standards)</b> .....	35
	<b>Appendix I - Progress Report Review, Business and Accounting</b> .....	39

# I. ASSIGNMENT OF THE MENTOR

## Assignment of the Mentor

After the accreditation eligibility application is accepted, the respective committee chair [Initial Accreditation Committee (IAC) or Accounting Accreditation Committee (AAC)] appoints a mentor. Based on recommendations received from AACSB accreditation staff, the committee chair selects a volunteer dean (or equivalent) or an experienced associate dean familiar with AACSB standards and processes to serve as the school's mentor. These individuals may continue as mentors for five years after leaving their position (i.e. retirement, change in role, etc.).

## The Mentor's Term

The mentor can assist a school for up to two years to develop the initial self-evaluation report (iSER). Once the iSER is developed, reviewed and accepted by the IAC or AAC, the mentor continues working with the school for up to three years to assist the school as it implements the actions outlined in the iSER.

## Role of the Mentor

The mentor serves as a key resource in advising the school on the self-assessment process and the development of the iSER. The mentor asks questions to encourage a school to define its processes, activities, and outcomes. The mentor may also present various options to help develop a better understanding of the standards and what they mean for an individual school. The mentor is a volunteer who receives no compensation from the school or from AACSB International.

## Mentor Responsibilities to the school

- Provide clarification of the philosophy and intent of the standards and their interpretations
- Be fully informed about AACSB International accreditation standards and the accreditation process
- Review the accreditation eligibility application and the school's website
- Be available regularly for the dean/equivalent and/or accounting administrator
- Visit the school and provide feedback relating to the initial accreditation self-assessment and iSER development
- Provide a thorough evaluation of the school's iSER and any necessary revisions
- Be encouraging, but also honest and realistic
- Advise the school about possible culture change and the length of time required to accomplish the improvements envisioned by the school
- Help the school focus on the standards within the context of its mission
- Ask questions that stimulate the school to define its processes, activities and outcomes

## Mentor Responsibilities to AACSB/IAC or AAC

- Consult with AACSB staff liaison, IAC or AAC when issues or processes need clarification
- Identify significant problems in the overall initial accreditation process and partnership

- Provide the IAC or AAC with periodic reports on progress toward developing the iSER
- Identify and resolve eligibility issues surrounding the scope of accreditation, and expectations for ethical behavior, sustainability, corporate and social responsibility, and maintaining a collegiate environment
- Provide an iSER critique that discusses the feasibility of the iSER and the likely access to and commitment of resources necessary to achieve the iSER's goals and timeline for potential accreditation
- Provide a recommendation on accepting the iSER in the form of mentor comments, which are housed in myAccreditation
- Act as the liaison between the school and the committee by providing feedback to the committee on the progress the school is making towards alignment with the standards

### **School Responsibilities to the Mentor and AACSB/IAC or AAC**

- Contact the mentor as soon as possible once the mentor accepts the assignment
- Be sincere about the institutional commitment of resources, time, money, energy, and change required for initial accreditation
- Review the accreditation standards and identify areas of strengths and weaknesses prior to the mentor's campus visit
- Identify items in the standards that need clarification
- Provide accurate data and information about the school, its aspirations, commitment, systems, and processes; exhibit complete honesty and openness; provide information on options that could be applied in meeting the standards
- Regard the mentor as a source of advice; take responsibility for conducting the self-assessment and preparing the iSER
- Work with the mentor to prepare a campus visit agenda
- Take consultation seriously and be considerate of the mentor's time
- Make timely payment of appropriate expenses (including airfare, hotel accommodations, meals, transportation, etc.) for the mentor's campus visit(s)
- Provide the mentor with periodic reports on progress toward developing the iSER
- Provide feedback on the quality of mentoring and the initial accreditation process

## **II. THE MENTOR VISIT**

After the mentor is appointed, the school should contact the mentor to determine what information he/she needs to develop an understanding of the school and its current situation related to the accreditation standards. Additionally the school should provide the mentor with materials related to the committee concerns and recommendations articulated in the school's decision letter. The mentor may also utilize the introduction letter, which explains the first mentor visit and expectations and items needed from the school for the visit.

A visit should occur within the first year of the mentor assignment. The objective of the first visit is to help the school get a better understanding of the accreditation standards, become

familiar with AACSB's terminology and assist the school with the development of a standard-by-standard gap analysis of its current strengths, weaknesses, opportunities, and threats. The visit is generally scheduled for up to two days, but the duration is at the discretion of the mentor. An initial meeting with the president and chief academic officer helps to establish the consultative nature of the visit and affirm the institutional commitment.

### **Purpose of the Mentor Visit**

Once appointed, the mentor will conduct an initial on-site visit to:

- Gain familiarity with the school
- Identify and resolve eligibility issues (i.e., scope of accreditation, and expectations for ethical behavior, sustainability, corporate and social responsibility and maintaining a collegiate environment)
- Provide clarification regarding the philosophy and intent of the standards
- Ensure consistent application of standards among faculty, staff and administration
- Analyze the school's achievement relative to the standards
- Identify issues that may help or hinder potential accreditation
- Confirm the existence of functioning processes and controls that ensure continuous improvement and accomplishment of the mission
- Assist school in responding to issues raised in the eligibility application acceptance letter
- Review measurable outcomes of achievement and functioning of processes designed to produce stated outcomes
- Begin formulating recommendations for quality enhancement and continuous improvement
- Provide insight to the IAC or AAC concerning the school's perceived timetable for development of the iSER

### **Preparation for the Mentor Visit**

The school should:

- Initiate contact with the mentor
- Plan an agenda for the mentor to review (see sample mentor visit schedule)
- Provide the mentor, prior to the visit, information about the campus and school.  
Suggested information:
  - Electronic links to program information
  - Reports (including annual reports)
  - Brochures
  - Program exclusion data (if appropriate)
  - Planning documents
  - Drafts of materials for iSER, if available
  - Budget documents
  - Faculty vitae
  - Web site addresses
  - Internal Processes
  - Institutional and departmental organizational charts

## **During the Visit**

The school should:

- Provide an opportunity for the mentor to become familiar with the school's facilities
- Provide opportunities for the mentor to talk with stakeholder groups (faculty, students, professional staff, central administration, employers, alumni) about mission and objectives, processes, and resources
- Allow for open discussion of strengths and areas for improvement, role of faculty, and preparation for the iSER

## **Following the Visit**

The school should:

- Continue to develop a draft iSER in myAccreditation
- Forward appropriate additional information to the mentor
- Process mentor's visit expenses in a timely manner

## **Mentor Visit Reporting Requirements to IAC or AAC**

Within 10 days of each visit, the mentor submits, via myAccreditation, the report and indicates a timetable for completion of the iSER. The mentor visit report consists of four sections: observations from visit including the visit schedule, eligibility criterion summary, a standard-by-standard summary and conclusion with additional comments.

As the school develops their iSER, the mentor should review the document as it evolves. The purpose of regular reviews is to ensure the school clearly articulates their achievements and gaps in aligning with each standard. Communicating by email, video conferencing, face to face (conferences and other events), and phone are tools to help with facilitating conversations. During this time, the mentor should continue to update the IAC or AAC and staff liaison on the school's progress toward completion of the iSER. The maximum time limit for the completion of the iSER is set at two years. However, with the right preparation and the correct guidance of a mentor the iSER can be developed in a shorter period of time.

Before the iSER is submitted to the IAC or AAC, the mentor reviews the document and provides a recommendation to the IAC or AAC and staff liaison. When the iSER is finalized it needs to be approved by the IAC or AAC. When the iSER is reviewed by the IAC or AAC, the possible recommendations can be:

- 1) accept and move directly to appoint a team chair and start preparing the final Self-evaluation report, or
- 2) accept and continue to implement the iSER and provide progress reports on the iSER to the committee on an annual basis, or
- 3) revise and resubmit - return the iSER to the school for additional information.

In the last two cases, the mentor will continue to work with the school until the school has implemented all the action items noted in the iSER. During this time the mentor may, but is not obligated, visit the school. When the committee recommends that a team chair be assigned, the mentor's work with the school is completed and an information exchange between mentor and

chair should occur so that no information is lost. As long as the mentor is involved with the accreditation efforts of the school, the mentor will keep the appropriate accreditation committee informed.

Please Note: A fourth recommendation, but less likely, can be made by the committee after review of the iSER. When the committee feels that the school is too far removed from meeting the standards that it will not be able to meet the standards in the maximum allotted time, the committee can recommend that the school withdraw from the process. At that time, the mentor will be released from the assignment.

### **III. SELF-ASSESSMENT**

#### **The Self-Assessment Process and Why it is Important**

The preliminary self-assessment process (also referred to as the gap analysis) is the most critical step in determining the business/accounting academic unit's readiness to pursue AACSB International accreditation. The self-assessment process is a gap analysis of the strengths and weaknesses of the school relative to each of the AACSB International standards for accreditation and relative to the school's unique mission and strategic management objectives. As a result, this systematic gap analysis of the business or accounting academic unit's mission, strategic management objectives, faculty, students, professional staff, curriculum, instructional resources, operations, intellectual contributions, and processes provides the basis upon which a realistic and comprehensive self-evaluation report can be developed.

#### **Conducting the Self-Assessment and Involving Appropriate Stakeholders**

The self-assessment process involves all stakeholders of the business/accounting academic unit including faculty, administration, professional staff, students, alumni, and business constituencies. There is no prescribed single approach to conducting the self-assessment. A school must develop an iSER that meets its specific needs and guides it through a rigorous self-assessment process.

The plan for conducting the self-assessment should be developed within the first three months of entering the initial accreditation process. It is not expected that the gap analysis will be completed within this three-month period. However, the plan of study should be established noting key questions to be answered, key participants, responsible parties, time frames, and appropriate study methods. Data collection should be conducted to support the objectives of the self-assessment and to assist in answering the self-assessment questions.

#### **Sources of Information to Guide the Self-Assessment**

Once the self-assessment plan has been developed, all data should be collected, organized, and analyzed. Possible sources of information that can be used to evaluate the business/accounting academic unit's programs and processes include:

- Regional accreditation reports
- Internal reports (e.g., program evaluations, outcomes reports, assessment results, exit surveys)
- External reports (e.g., reports to state boards of regents, state-wide program evaluations)
- Surveys
- Interviews



- Focus group results
- Other school or university reports.

## **Characteristics of an Effective Self-Assessment and Gap Analysis**

### *Systematic*

The self-assessment should be systematic and well-planned to ensure that it is thorough and comprehensive. Clearly identify the areas to be addressed, the questions to be answered, and the best ways to secure the most valid and reliable information.

### *Objective*

Avoid overstating the results of the gap analysis or focusing only on the weaknesses or limitations that are identified. The weaknesses need to be remedied and the strengths need to be maintained or enhanced.

### *Multiple sources of input*

The standards should provide guidance, but should not be used as a laundry list against which to answer "Yes, we do" or "No, we don't." Use multiple sources of input. Consider which groups are in the best position to provide input on key issues.

### *Multiple data collection devices*

Use multiple data collection devices. Using only reports or the results of one survey will not provide the scope and depth of input that is needed. Use data collection methods best suited to the questions needing answers. For example, the quality of student services, teaching, and interaction with the business community should all be addressed in different ways by different groups.

### *Multiple reviewers to provide objectivity*

Use multiple reviewers to provide a "reality check." Once the self-assessment data are consolidated, the results should be reviewed by various groups to ensure accurate interpretation. These groups might include: the faculty, a SER committee, a student advisory committee, or members of a business advisory council.

### *Realistic representation of strengths, weaknesses, opportunities, and threats*

- Conduct a realistic assessment of strengths, areas for improvement, opportunities, and threats.
- Continue to realistically assess these within the context of the AACSB International standards (i.e. what gaps need to be closed to meet the expectations of AACSB standards as well as what expectations of AACSB standards are currently met and how).
- Determine the changes, additions, or modifications that may need to be made in programs and processes.

## **Communicating the Outcomes of the Self-Assessment**

During the self-assessment, communication should be ongoing with all stakeholders and participants. These include the faculty, staff, students, alumni, and business constituencies. All parties need to understand the initial accreditation process and the responsibilities of an initial accreditation school.

The results of the gap analysis should be shared with the mentor and should become the basis for the iSER.

## **IV. REVIEW OF THE INITIAL SELF-EVALUATION REPORT**

### **Role of the Mentor**

The mentor thoroughly reviews the school's initial self-evaluation report (iSER) and submits a written recommendation, via myAccreditation, to the IAC or AAC. This includes a reflection on the school's commitment to achieving AACSB International accreditation; its ability to provide evidence of stakeholder involvement (e.g. students, faculty, staff, community, university administrators) and the commitment of the school to the initial accreditation process and AACSB International accreditation. Additionally, the recommendation should include a reflection on the following areas:

- The academic unit's understanding of both the initial accreditation process and AACSB International standards for accreditation
- Mission consensus demonstrated through stakeholder involvement
- Whether the mission is realistic, visionary, and focused enough to serve as a guide for selection of alternatives and opportunities
- The likelihood that the school will meet AACSB International standards and attain accreditation. It is part of the mentor's responsibility to recommend that the school should withdraw if it has no reasonable chance to achieve accreditation
- Internal and external assessment processes for achieving quality and continuous improvement
- Evidence that processes are used to strengthen curricula, develop faculty and staff, improve instruction, and enhance intellectual activity and that these processes are appropriate and will result in improvement
- Evidence that the academic unit's iSER accurately projects the current situation and future direction and activities to be taken by the academic unit, evidence that the action steps listed and the corresponding completion dates and assigned responsibilities for each step appear to be realistic, and that these plans enable the academic unit to meet accreditation requirements
- Any unique strengths or weaknesses that need to be observed and tracked during the initial accreditation process and addressed in the progress report.

### **Criteria for Evaluating the Initial Self-Evaluation Report**

To what extent will achievement of the actions outlined in the iSER result in attaining a level of quality appropriate for accreditation?

Does it include these important elements?

- Clearly identified objectives and outcomes
- A schedule for progress checkpoints and completion
- Measurements of progress
- Accountable individuals or function areas

Is it?

- **Specific:** does it focus on the issues, outcomes, and processes identified in the self-assessment?
- **Quantifiable:** can progress and achievement be tracked and measured?
- **Realistic:** are overall and specific outcomes and objectives consistent with the mission and level of resources? Is the targeted year for the initial accreditation visit realistic? The school should be aware that programs in business or accounting shall satisfy the standards during the final self-evaluation year.
- **Comprehensive:** does it cover all standards? Is the emphasis on overall quality and continuous improvement?

Does it explain which AACSB standards expectations are currently met and how?

### **Initial Accreditation Committee Recommendations**

Each iSER will be presented and reviewed by the IAC or AAC. The committee will take one of the following actions:

- Accept the iSER without further comments and invite the school to apply for the initial accreditation visit
- Accept the iSER, with comments outlining concerns of the committee to be addressed by the school in its annual progress report
- Request that the iSER be revised and resubmitted to address specific issues and concerns identified by the Committee
- Do Not Accept the iSER

## **V. ACCEPTANCE OF THE INITIAL SELF-EVALUATION REPORT**

When the iSER has been approved by the IAC or AAC, the school moves to the iSER implementation stage. The school is allowed up to five years to align with the standards, with the final two years of alignment corresponding to the development of the final self-evaluation report and the visit year. During this period, the school must submit progress reports (at least one per year) to the IAC or AAC. The IAC or AAC reviews the updates and provides its comments in the form of a decision letter to the school with a copy to the mentor.

## **Role of the Mentor**

Once the iSER is accepted, the formal relationship between the mentor and the school continues for up to three additional years as the school implements its iSER and submits progress reports. The mentor will submit annually, or more frequently if necessary, feedback to the IAC or AAC on the progress the school is making towards alignment with the standards.

## **How Do We Know We Are on Track?**

The progress report is the only formal contact with AACSB International, aside from the mentor, accreditation staff liaison and eventually the chair, while preparing for accreditation. Business schools are encouraged to seek advice and evaluation of their progress from the mentor and the accreditation staff liaison.

## **VI. INITIAL ACCREDITATION UPDATES TO THE iSER**

Each year or sooner, the school will make a report to the IAC or AAC on the progress it is making towards meeting the objectives documented in the iSER. This progress report will take place via myAccreditation. Action items that have fallen behind their scheduled completion dates should be discussed in the text of the progress report.

The IAC or AAC will review the progress report to determine if acceptable progress is apparent.

The progress report should include:

1. Tables 2-1, 15-1, and 15-2 for business and Tables A2-1, A9-1, and A9-2 for accounting or Tables A2-1 and A6 for 2018 accounting standards.
2. Respond to any areas of concern from the previous committee decision letter
3. Explain how the school has met the objectives established for the past year of the plan. If the objectives have not been met, provide details. When outcomes or milestones are reported, schools should support that these outcomes are the result of a continuous improvement process with appropriate stakeholder input. The IAC's or AAC's review of progress reports will focus on process development, implementation, and outcomes.
4. Report any changes in the environment (internal or external) that affect the iSER (e.g., a new mission, new president, new dean/equivalent, changes in enrollment, or deviations from the projected number of faculty as described in the iSER).
5. Explain how existing strengths have been maintained or improved.
6. Report any new areas of necessary improvement that have emerged.
7. Report any other adjustments to the iSER (e.g., changes in the time frame leading to the self-evaluation for accreditation).
8. Explain how the school will have the necessary continuing support and resources from the administration to meet the objectives outlined in the iSER.
9. An uploaded three to five-page executive summary, which should include:
  - a) A one paragraph to one page statement and written description of your mission and objectives;
  - b) 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;

- c) A written summary of self-assessed strengths and weaknesses as they relate to AACSB International's standards and the achievement of specific objectives;
- d) How your strategic plan relates to your mission development activities; and,
- e) A written section listing up to five effective practices, which are unique or inherent to the success of your operations.

## **VIII. TRANSITION TO THE FINAL PHASE OF THE INITIAL ACCREDITATION PROCESS**

When the action items described in the iSER are implemented and adequate progress has been demonstrated, the IAC or AAC will direct the school to complete the application for an initial accreditation visit. The letter of application, submitted via myAccreditation, will include the following:

- Verification of Institution Information
- Confirmation of scope of programs offered by the school
- The list of comparison groups, including comparable peer group, competitive group, and aspirant group
- The timeframe requested for the on-site review to take place. The school must be in academic session during an accreditation visit.
- Nominations for peer review team chair.
- The application for initial accreditation information will need to be confirmed by the chief executive officer/president/chancellor, the chief academic officer, and the head of the business/accounting academic units (Dean/Equivalent and/or accounting academic chair).

Upon receipt of the application for initial accreditation, the school will be invoiced for the initial accreditation fee.

### **Handoff to the Peer Review Team Chair**

Upon receipt of the application for the initial accreditation visit and full payment of the initial accreditation fee, the IAC or AAC will appoint a peer review team (PRT) chair. The PRT chair is generally a dean/equivalent from an accredited school with extensive experience serving on PRT's, who is from a similar school and/or familiar with the type of school and/or education system in the country. The chair replaces the mentor to assist the school with the development of the final SER and the schedule for the initial accreditation visit. The transition from mentor to the chair should be facilitated by:

- The passing of relevant documents (iSER, Strategic Management Plan, progress reports, school and IAC or AAC correspondence, and other relevant materials) via myAccreditation.
- A conversation between the mentor and chair to discuss issues and concerns.
- If possible, an introductory conversation between the mentor, chair, and host school Dean/Equivalent (may be at an AACSB function).

The IAC or AAC chair will select additional team members that may or may not appear on the list of comparable schools submitted by the school.

Simultaneously, the school works with the chair to prepare a final SER and refine the strategic management plan. The peer review process and the final self-evaluation report preparation are detailed in the *Initial Accreditation Handbook* or *Initial Accounting Accreditation Handbook*.

## Appendix A

### Mentor Resources

The following documents and references within this handbook are available for both business and accounting accreditation, and may be downloaded or accessed from the AACSB International website at: <https://www.aacsb.edu/accreditation/volunteers/mentors>.

- Sample Introduction Letter
- Sample Visit Schedule
- Mentor Visit Report
- Standards Worksheet
- Gap Analysis
- iSER Review Template
- Progress Report Review Template

*NOTE: Only accounting templates for 2018 standards are located in the appendices. Templates for the 2013 Accounting standards are located on the website*

### Accreditation Policies, Processes, Terminology, Handbooks and Training

- [Accreditation Policies & Procedures](#)
- [Accreditation Terminology](#)
- [Accreditation Volunteer Training](#)
- [Initial Business Accreditation Handbook](#)
- [Initial Accounting Accreditation Handbook](#)
- [Initial Accreditation Process Overview](#)

## Appendix B

### Sample Business Mentor Introduction Letter (sent to school from mentor)

Dear Dean [Name]:

I am pleased to visit the School of Business at the University of XXXXX and work with you while you as you advance through the accreditation process. I look forward to visiting you and your colleagues on XXXXX.

My role as an AACSB mentor is to do an in depth review and provide guidance to your school as you develop the initial Self Evaluation Report (iSER). AACSB has provided me with all of the documents you submitted as part of your accreditation application. Should you have any additional information and/or documentation that might help me get a better understanding of your programs, faculty, students and operations before the visit please send that information to me at your earliest convenience.

The objective of this first visit is:

1. Becoming familiar with your organization and institution.
2. Identifying issues that may help or hinder potential accreditation.
3. Begin forming recommendations for quality enhancement and continuous improvement.
4. Help ensure consistency in assessing performance relative to your particular mission and AACSB accreditation standards.
5. Review the business programs offered at the institution to determine what is to be included and excluded from scope.

The initial accreditation process and the continuous improvement review process are viewed as one integrated continuum. From the moment that a business school begins to contemplate accreditation, it should do so with a commitment to success in both initial and continuing accreditation. You may familiarize yourself with the AACSB International accreditation standards at <https://www.aacsb.edu/accreditation/standards/business> on the AACSB website.

The goal of the accreditation process regarding strategic management is to develop a mission and a strategic plan for implementing the mission while closing any existing gaps between conditions at the school and the accreditation standards. The iSER will include (but not be limited to) initiatives to close gaps with accreditation standards. Accordingly, the iSER should describe activities to satisfy the accreditation standards consonant with the overall strategic plan.

A key element of my role as mentor is to work with you to identify those activities, if any, that must be undertaken to satisfy the accreditation standards and processes. This would also include satisfying all of the eligibility requirements regarding ethical conduct of faculty, staff and administration, collegiate environment, commitment to corporate social responsibility, accreditation scope, oversight, sustainability, and continuous improvement.

Based on my preliminary review of the materials you submitted for accreditation, it appears that the school is in an excellent position to move forward in pursuit of accreditation in business. This was also conveyed in the official correspondence of the initial accreditation committee and I would like to take the opportunity to discuss the recommendation from the Initial accreditation committee at the time of my visit to your campus.



The next step is to develop the iSER to guide you through the accreditation process. The iSER must be forward looking and include an into-the-future strategic plan.

The initial accreditation process identifies and resolves eligibility issues that might represent barriers to accreditation, assures good standards "literacy" among faculty and administrators, and establishes the iSER that constitutes the school's accreditation preparation agenda.

The school should be in a position to move forward with the development and implementation of actions described in the iSER that is forwarded to the Initial Accreditation Committee (IAC) for review and acceptance.

The school is at the beginning of an accreditation journey that will unfold in a series of integrated steps:

1. As your assigned mentor I visit the campus and assist the school to respond to the concerns raised by the IAC and review how the school satisfies each standard to assist in the preparation of a gap analysis that forms the basis for the iSER.
2. The IAC will review any concerns related to eligibility issues and scope of accreditation.
3. As your mentor, I will assist the school as it prepares and submits an iSER and a Strategic Plan. The iSER is presented as part of the school's Strategic Plan. As mentor I will continue to assist you with the development of the iSER for the maximal allotted time of two years (the whole initial accreditation process from acceptance of the eligibility application to the on-site initial accreditation peer review team visit cannot exceed 7 years).
4. The Initial Accreditation Committee (IAC) will review the iSER and approve it, or provide suggestions for modification and review until approval is possible.
5. Once the iSER is accepted and approved by the committee, the school will submit annual reports on progress made and any delays in achieving alignment with the standards.
6. As the mentor assigned to the school, I can continue to work with the school for up to three years during the action implementation phase.
7. Two years in advance of the anticipated accreditation review visit, a peer review team chair (but not the full team) is appointed. During this period leading up to the visit, the team chair works with the school as it develops its Final SER.
8. The school prepares its Final Self-Evaluation Report during a period of up to two years of working with the team chair.
9. IAC appoints the other members of the peer review team. The team reviews the Final SER, and prepares and sends a pre-visit letter that is approved by IAC.
10. The visit takes place, and the team delivers to the applicant and to IAC a visit report that includes an accreditation decision recommendation. IAC ratifies or remands.
11. Recommendations for accreditation or denial are ratified by the IAC are sent to AACSB's Board of Directors for ratification or remand.

The purpose of the peer review team on-site visit is to:

1. Confirm the existence of functioning processes and controls that ensure continuous improvement and the accomplishment of mission and objectives.
2. Review the measurable outcomes of achievement and the functioning of processes designed to produce the stated outcomes.
3. Analyze achievement relative to each accreditation standard and determine the reasonableness of any deviations from the standards.
4. Assess the school's achievement of overall high quality.
5. Provide guidance in determining the scope of accreditation and developing the Final SER. The extent of the Final SER will be determined by the degree of conformity with the standards.

I have attached a preliminary schedule for the visit and will be in touch with you regarding a final schedule for the visit after you have had time to review the preliminary schedule. In the meantime, please feel free to contact me at 555-555-5555 and [dean@college.edu](mailto:dean@college.edu) if you have any questions regarding this letter or the visit.

I am expected to meet with various administrators, directors or heads of the academic units, directors or heads of the academic degree programs, center directors, chairs of important committees, key administrators/staff and select faculty who may be involved in the accreditation process. It is not necessary to meet with representative students from each of the degree programs. However, it is desirable to meet key administrators outside of the school in order to make them aware of the accreditation process.

I will be arriving on Sunday, xxxxx xx, in the evening and would like to start the actual visit on Monday, xxxx xx. All appointments should be completed by Tuesday afternoon on xxxx xx,. The visit will conclude with an exit interview where I will meet with you as well as other key individuals involved in the AACSB accreditation process. The exit interview should be scheduled for Tuesday afternoon on xxxx xx,.

I am looking forward to working with you and your colleagues in the School at the University of xxxxx. I will review the materials you originally provided to AACSB to see if I have any specific questions that I may want you to address before my visit. As a reminder, you may familiarize yourself with the new AACBS International accreditation standards at <https://www.aacsb.edu/accreditation/standards/business> on the AACSB website.

Sincerely,

Dean  
School  
Phone: [+1 XXX XXX XXXX] Email: [dean@college.edu](mailto:dean@college.edu)

## Appendix C

### Sample Accounting Mentor Introduction Letter (sent to school from mentor)

Dear Dean [Name]:

I am pleased to visit the Department of Accounting at the University of XXXXX and work with you while you as you advance through the initial process for supplemental accounting accreditation. I look forward to visiting you and your colleagues on XXXXX.

My role as an AACSB mentor is to do an in depth review and provide guidance to your school as you develop the initial Self Evaluation Report (iSER). AACSB has provided me with all of the documents you submitted as part of your accounting accreditation application. Should you have any additional information and/or documentation that might help me get a better understanding of your programs, faculty, students and operations before the visit please send that information to me at your earliest convenience.

The objective of this first visit is:

1. Becoming familiar with your organization and institution.
2. Identifying issues that may help or hinder potential accreditation.
3. Begin forming recommendations for quality enhancement and continuous improvement.
4. Help ensure consistency in assessing performance relative to your particular mission and AACSB accounting accreditation standards.
5. Review the accounting programs offered at the institution to determine what is to be included and excluded from scope.

The initial accreditation process and the continuous improvement review process are viewed as one integrated continuum. From the moment that a business school begins to contemplate supplemental accounting accreditation, it should do so with a commitment to success in both initial and continuing accreditation. You may familiarize yourself with the AACSB International accounting accreditation standards at <https://www.aacsb.edu/accreditation/standards/accounting> on the AACSB website.

The goal of the accreditation process regarding strategic management is to develop a mission and a strategic plan for implementing the mission while closing any existing gaps between conditions at the school and the accreditation standards. The iSER will include (but not be limited to) initiatives to close gaps with accreditation standards. Accordingly, the iSER should describe activities to satisfy the accreditation standards consonant with the overall strategic plan.

A key element of my role as mentor is to work with you to identify those activities, if any, that must be undertaken to satisfy the accreditation standards and processes. This would also include satisfying all of the eligibility requirements regarding ethical conduct of faculty, staff and administration, collegiate environment, commitment to corporate social responsibility, accreditation scope, oversight, sustainability, and continuous improvement.

Based on my preliminary review of the materials you submitted for accreditation, it appears that the school is in an excellent position to move forward in pursuit of supplemental accounting accreditation. This was also conveyed in the official correspondence of the Accounting Accreditation Committee (AAC) and I would like to take the opportunity to discuss the recommendation from the Initial accreditation committee at the time of my visit to your campus.

The next step is to develop the iSER to guide you through the accreditation process. The iSER must be forward looking and include an into-the-future strategic plan.

The initial accreditation process identifies and resolves eligibility issues that might represent barriers to accreditation, assures good standards "literacy" among faculty and administrators, and establishes the iSER that constitutes the school's accreditation preparation agenda.

The school should be in a position to move forward with the development and implementation of actions described in the iSER that is forwarded to the AAC for review and acceptance.

The school is at the beginning of an accreditation journey that will unfold in a series of integrated steps:

12. As your assigned mentor I visit the campus and assist the school to respond to the concerns raised by the AAC and review how the school satisfies each standard to assist in the preparation of a gap analysis that forms the basis for the iSER.
13. The AAC will review any concerns related to eligibility issues and scope of accreditation.
14. As your mentor, I will assist the school as it prepares and submits an iSER and a Strategic Plan. The iSER is presented as part of the school's Strategic Plan. As mentor I will continue to assist you with the development of the iSER for the maximal allotted time of two years (the whole initial accreditation process from acceptance of the eligibility application to the on-site initial accreditation peer review team visit cannot exceed 7 years).
15. The AAC will review the iSER and approve it, or provide suggestions for modification and review until approval is possible.
16. Once the iSER is accepted and approved by the committee, the school will submit annual reports on progress made and any delays in achieving alignment with the standards.
17. As the mentor assigned to the school, I can continue to work with the school for up to three years during the action implementation phase.
18. Two years in advance of the anticipated accreditation review visit, a peer review team chair (but not the full team) is appointed. During this period leading up to the visit, the team chair works with the school as it develops its Final SER.
19. The school prepares its Final Self-Evaluation Report during a period of up to two years of working with the team chair.
20. AAC appoints the other members of the peer review team. The team reviews the Final SER, and prepares and sends a pre-visit letter that is approved by AAC.
21. The visit takes place, and the team delivers to the applicant and to AAC a visit report that includes an accreditation decision recommendation. AAC ratifies or remands.
22. Recommendations for accreditation or denial are ratified by the AAC are sent to AACSB's Board of Directors for ratification or remand.

The purpose of the peer review team on-site visit is to:

6. Confirm the existence of functioning processes and controls that ensure continuous improvement and the accomplishment of mission and objectives.
7. Review the measurable outcomes of achievement and the functioning of processes designed to produce the stated outcomes.
8. Analyze achievement relative to each accreditation standard and determine the reasonableness of any deviations from the standards.
9. Assess the school's achievement of overall high quality.
10. Provide guidance in determining the scope of accreditation and developing the Final SER. The extent of the Final SER will be determined by the degree of conformity with the standards.

I have attached a preliminary schedule for the visit and will be in touch with you regarding a final schedule for the visit after you have had time to review the preliminary schedule. In the meantime, please feel free to contact me at 555-555-5555 and [dean@college.edu](mailto:dean@college.edu) if you have any questions regarding this letter or the visit.

I am expected to meet with various administrators, directors or heads of the academic units, directors or heads of the academic degree programs, center directors, chairs of important committees, key administrators/staff and select faculty who may be involved in the accreditation process. It is not necessary to meet with representative students from each of the degree programs. However, it is desirable to meet key administrators outside of the school in order to make them aware of the accreditation process.

I will be arriving on Sunday, xxxxx xx, in the evening and would like to start the actual visit on Monday, xxxx xx. All appointments should be completed by Tuesday afternoon on xxxx xx,. The visit will conclude with an exit interview where I will meet with you as well as other key individuals involved in the AACSB accreditation process. The exit interview should be scheduled for Tuesday afternoon on xxxx xx,.

I am looking forward to working with you and your colleagues in the School at the University of xxxxx. I will review the materials you originally provided to AACSB to see if I have any specific questions that I may want you to address before my visit. As a reminder, you may familiarize yourself with the new AACBS International accreditation standards at <http://www.aacsb.edu/accreditation/standards> on the AACSB website.

Sincerely,

Dean  
School  
Phone: [+1 XXX XXX XXXX] Email: [dean@college.edu](mailto:dean@college.edu)

## Appendix D

### SAMPLE MENTOR VISIT SCHEDULE

#### Sunday-Month Day, 20XX

7:00pm- Meet with key administrators for a working dinner  
Eligibility, Strategic Management and Innovation and Scope of Accreditation  
(Dean, Head of School or equivalent position, and other individuals deemed appropriate by institution)

#### Monday-Month Day, 20XX

8:00am- Meet at hotel for breakfast and travel to campus (Dean, Head of School or equivalent position, and other individuals deemed appropriate by institution)

9:00am Tour of facilities (Dean, Head of School or equivalent position, and other individuals deemed appropriate by institution)

10:00am Continuation of Eligibility, Strategic Management and Innovation and Scope of Accreditation  
Working Session and Faculty Overview, Discussion of AACSB Processes  
Overview of Faculty Organization and Structure  
Management processes and quality control processes  
Mission and Objectives (Dean, Head of School or equivalent position, and other individuals deemed appropriate by institution)

11:00am- Participants Standards  
Faculty Composition  
Review of staff evaluation and development  
Faculty reappointment process  
Faculty sufficiency and faculty qualifications  
Summary of workforce planning process and goals  
Student characteristics (Dean, Head of School or equivalent position, and other individuals deemed appropriate by institution)

12:30pm- Discussions continue with working lunch and break  
(Dean, Head of School or equivalent position, and other individuals deemed appropriate by institution)

3:00pm- Meeting with chairs or heads of programs  
(Professors, Director for MSc programme (business sector), Associate Dean, Deputy Head of School (Postgraduate Studies) or equivalent position, Director of Undergraduate Studies, and other individuals deemed appropriate by institution)

4:00pm- Visit with support staff (TBA)

5:00pm- Academic and Professional Engagement  
Student, professional and community engagement activities  
(Dean or Head of School, Associate Dean or equivalent and other individuals deemed appropriate by institution)

6:00pm- Dinner (Dean or Head of School, Deputy Head of School or Associate Dean, or those deemed appropriate by institution)

**Tuesday, Month Day, 20XX**

- 8:00am- Meet at hotel for breakfast and travel to campus (Dean, Head of School, or equivalent position)
- 9:00am- Learning and Teaching Standards  
Assessment of learning  
Degree programs  
Curriculum and resources  
(Dean or Head of School, Deputy Head of School or Associate Dean, or those deemed appropriate by institution)
- 11:00am- Exit discussions (Dean or Head of School, Deputy Head of School or Associate Dean, or those deemed appropriate by institution)
- 12:00pm- Leave for Airport

## Appendix E

### Mentor Visit Report (Standard by Standard)

[Name of Institution], [Name of Business Academic Unit]  
[Name Dean/Head of unit], [Name accreditation contact person if different than Dean/Head of unit]  
[Name of Mentor], Mentor

[Visit Dates]

#### Introduction

This report is regarding my first site visit to [name of institution].

[Insert name of accreditation unit]'s was well organized for the site visit, which included a range of meetings with faculty, staff and students. (Please see attached visit schedule.)

During the visit, I had meetings with the Director of Admissions, faculty members, students, Deputy Superintendent for Academics and Dean of the Faculty. All parties were genuinely supportive of the pursuit of AACSB accreditation.

In addition to learning more about the unique culture of [name of institution], the main issues addressed during this first visit focused on the concerns outlined by the Initial Accreditation Committee (IAC) which include:

[Insert here concerns highlighted in IAC decision letter]. The following visit report concerns were from the IAC decision letter.

1. Diversity issues
2. Development of mission, strategic management plan and continuous improvement processes
3. Sufficiency of resources
4. Clarification of scholarly academic faculty
5. Adequate curriculum coverage
6. Future levels of Intellectual Contribution



AACSB ELIGIBILITY PROCEDURES	QUESTIONS/COMMENTS
A. The school must encourage and support ethical behavior by students, faculty, administrators, and professional staff.	
B. The school maintains a collegiate environment in which students, faculty, administrators, professional staff, and practitioners interact and collaborate in support of learning, scholarship, and community engagement.	
C. The school must demonstrate a commitment to address, engage, and respond to current and emerging corporate social responsibility issues (e.g., diversity, sustainable development, environmental sustainability, and globalization of economic activity across cultures) through its policies, procedures, curricula, research, and/or outreach activities.	
D. An applicant for AACSB accreditation must be a well-defined, established entity and a member of AACSB International in good standing. The entity seeking AACSB accreditation may be an institution authorized to award bachelor's degrees or higher (in business) or under certain circumstances a business academic unit within a larger institution.	
E. The school must be structured to ensure proper oversight, accountability, and responsibility for the school's operations; must be supported by continuing resources (human, financial, infrastructure, and physical); and must have policies and processes for continuous improvement.	
F. All degree programs included in the AACSB accreditation review must demonstrate continuing adherence to AACSB accreditation standards. Schools are expected to maintain and provide timely, accurate information in support of each accreditation review.	

<b>AACSB STRATEGIC MGMT. AND STANDARDS</b>	<b>QUESTIONS/COMMENTS</b>
<p>1. <u>Mission, Impact, and Innovation</u></p> <p>The school articulates a clear and distinctive mission, the expected outcomes this mission implies, and strategies outlining how these outcomes will be achieved. The school has a history of achievement and improvement and specifies future actions for continuous improvement and innovation consistent with this mission, expected outcomes, and strategies.</p>	
<p>2. <u>Intellectual Contributions, Impact, and Alignment with Mission</u></p> <p>The school produces high-quality intellectual contributions that are consistent with its mission, expected outcomes, and strategies and that impact the theory, practice, and teaching of business and management.</p>	
<p>3. <u>Financial Strategies and Allocation Of Resources</u></p> <p>The school has financial strategies to provide resources appropriate to, and sufficient for, achieving its mission and action items.</p>	
<b>AACSB PARTICIPANTS – STUDENTS, FACULTY, AND PROFESSIONAL STAFF STANDARDS</b>	<b>QUESTIONS/COMMENTS</b>
<p>4. <u>Student Admissions, Progression, and Career Development</u></p> <p>Policies and procedures for student admissions, as well as those that ensure academic progression toward degree completion, and supporting career development are clear, effective, consistently applied, and aligned with the school's mission, expected outcomes, and strategies.</p>	
<p>5. <u>Faculty Sufficiency and Deployment</u></p> <p>The school maintains and deploys a faculty sufficient to ensure quality outcomes across the range of degree programs it offers and to achieve other components of its mission. Students in all programs, disciplines, locations, and delivery modes have the opportunity to receive instruction from appropriately qualified faculty.</p>	
<p>6. <u>Faculty Management and Support</u></p> <p>The school has well-documented and well-communicated processes to manage and support faculty members over the progression of their careers that are consistent with the school's mission, expected outcomes, and strategies.</p>	

<p>7. <u>Professional Staff Sufficiency and Deployment</u></p> <p>The school maintains and deploys professional staff and/or services sufficient to ensure quality outcomes across the range of degree programs it offers and to achieve other components of its mission</p>	
<p><b>AACSB LEARNING AND TEACHING STANDARDS</b></p>	<p><b>QUESTIONS/COMMENTS</b></p>
<p>8. <u>Curricula Management and Assurance Of Learning</u></p> <p>The school uses well-documented, systematic processes for determining and revising degree program learning goals; designing, delivering, and improving degree program curricula to achieve learning goals; and demonstrating that degree program learning goals have been met.</p>	
<p>9. <u>Curriculum Content</u></p> <p>Curriculum content is appropriate to general expectations for the degree program type and learning goals.</p>	
<p>10. <u>Student-Faculty Interactions</u></p> <p>Curricula facilitate student-faculty and student-student interactions appropriate to the program type and achievement of learning goals..</p>	
<p>11. <u>Degree Program Educational Level, Structure, and Equivalence</u></p> <p>Degree program structure and design, including the normal time-to-degree, are appropriate to the level of the degree program and ensure achievement of high-quality learning outcomes. Programs resulting in the same degree credential are structured and designed to ensure equivalence.</p>	
<p>12. <u>Teaching Effectiveness</u></p> <p>The school has policies and processes to enhance the teaching effectiveness of faculty and professional staff involved with teaching across the range of its educational programs and delivery modes.</p>	
<p><b>AACSB ACADEMIC AND PROFESSIONAL ENGAGEMENT STANDARDS</b></p>	<p><b>QUESTIONS/COMMENTS</b></p>
<p>13. <u>Student Academic and Professional Engagement</u></p> <p>Curricula facilitate student academic and professional engagement appropriate to the degree program type and learning goals.</p>	

<p>14. <u>Executive Education</u></p> <p>If applicable, executive education (activities not leading to a degree) complements teaching and learning in degree programs and intellectual contributions. The school has appropriate processes to ensure high quality in meeting client expectations and continuous improvement in executive education programs.</p>	
<p>15. <u>Faculty Qualifications And Engagement</u></p> <p>The school maintains and strategically deploys participating and supporting faculty who collectively and individually demonstrate significant academic and professional engagement that sustains the intellectual capital necessary to support high-quality outcomes consistent with the school's mission and strategies.</p>	

Additional comments:

## **Conclusion**

In summary, I consider [name of institution] ready to move forward in pursuit of accreditation. The upper administration, faculty and students are supportive and adequate resources appear available. I suggest the following tentative schedule:

### **20XX**

#### **January – June**

Faculty meets on a regular basis to prepare documentation consistent with the accreditation standards and areas identified by the Mentor and the IAC.

#### **July/August**

Visit by Mentor to finalize the Strategic Plan and Initial Self Evaluation Report (iSER)

#### **November/December**

Submit the Strategic Plan and iSER to the AACSB Initial Accreditation Committee

## Appendix F

### Accounting Mentor Visit Report (2018 Standard by Standard)

[Name of Institution], [Name of Accounting Academic Unit]

[Insert Name Dean/Head of unit], [Insert Name accreditation contact person if different than Dean/Head of unit]

[Insert Name of Mentor], Mentor

[Insert Visit Dates]

#### Introduction

This report is based on my first site visit to [name of institution] .

[Insert name of accreditation unit was well organized for the site visit, which included a range of meetings with faculty, staff and students. (Please see attached visit schedule.)

During the visit I had meetings with the Director of Admissions, faculty members, students, Deputy Superintendent for Academics and Dean of the Faculty. All parties were genuinely supportive of the pursuit of AACSB accreditation.

In addition to learning more about the unique culture of [name of institution], the main issues addressed during this first visit focused on the concerns outlined by the Accounting Accreditation Committee (AAC) which include:

[Insert here concerns highlighted in AAC decision letter] – for this example visit report the following concern were taken out of the AAC decision letter]

7. Diversity issues
8. Development of mission, strategic management plan and continuous improvement processes
9. Sufficiency of resources
10. Clarification of scholarly academic faculty
11. Adequate curriculum coverage
12. Future levels of Intellectual Contribution

<b>AACSB ELIGIBILITY PROCEDURES</b>	<b>QUESTIONS/COMMENTS</b>
<p>Criterion A. The accounting unit must encourage and support ethical behavior by students, faculty, administrators, and professional staff.</p>	
<p>Criterion B. The accounting unit maintains a collegiate environment in which students, faculty, administrators, professional staff, and practitioners interact and collaborate in support of learning, scholarship, and community engagement.</p>	
<p>Criterion C. The accounting unit must demonstrate a commitment to address, engage, and respond to current and emerging corporate social responsibility issues (e.g., diversity, sustainable development, environmental sustainability, and globalization of economic activity across cultures) through its policies, procedures, curricula, research, and/or outreach activities.</p>	
<p>Criterion D. An applicant for AACSB accreditation must be a well-defined, established entity and a member of AACSB International in good standing. The entity seeking AACSB accreditation may be an institution authorized to award bachelor's degrees or higher (in business) or under certain circumstances a business academic unit within a larger institution.</p>	
<p>Criterion E. The accounting unit must be structured to ensure proper oversight, accountability, and responsibility for the accounting unit's operations; must be supported by continuing resources (human, financial, infrastructure, and physical); and must have policies and processes for continuous improvement.</p>	
<p>Criterion F. All degree programs included in the AACSB accreditation review must demonstrate continuing adherence to AACSB accreditation standards. Accounting units are expected to maintain and provide timely, accurate information in support of each accreditation review.</p>	

<b>Strategic Management and Innovation for Accounting Academic Units Standards</b>	<b>QUESTIONS/COMMENTS</b>
<p><u>A1. Accounting Academic Unit Mission, Impact, and Innovation</u>  The accounting unit articulates a clear and distinctive mission, the expected outcomes this mission implies, and strategies outlining how these outcomes will be achieved. The accounting unit has a history of achievement and improvement and specifies future actions for continuous improvement and innovation consistent with this mission, expected outcomes, and strategies.</p>	
<p><u>A2. Accounting Intellectual Contributions, Impact, and Alignment with Mission</u>  The accounting unit produces high-quality intellectual contributions that are consistent with its mission, expected outcomes, and strategies and that impact the theory, practice, and teaching of business and management.</p>	
<p><u>A3. Financial Strategies and Allocation of Resources</u>  The accounting unit has financial strategies to provide resources appropriate to, and sufficient for, achieving its mission and action items.</p>	
<b>Accounting Learning and Teaching Standards</b>	<b>QUESTIONS/COMMENTS</b>
<p><u>A4. Accounting Curricula Content, Management and Assurance of Learning</u> The accounting unit uses well-documented, systematic processes for determining and revising degree program learning goals; designing, delivering, and improving degree program curricula to achieve learning goals; and demonstrating that degree program learning goals have been met. Curriculum content is appropriate to general expectations for the degree program type and learning goals.</p>	
<p><u>A5. Information Technology Skills, Agility and Knowledge for Accounting Graduates and Faculty</u>  The accounting unit includes in accounting degree programs learning experiences that develop skills and knowledge related to the integration of information technology in accounting and business. Included in these learning experiences is the development of skills and knowledge related to data creation, data sharing, data analytics, data mining, data reporting, and storage within and across organizations.</p>	
<b>Accounting Academic and Professional Engagement and Professional Interactions Standards</b>	<b>QUESTIONS/COMMENTS</b>
<p><u>A6. Accounting Faculty Sufficiency, Credentials, Qualifications and Deployment</u>  The accounting unit maintains and strategically deploys participating and supporting faculty who collectively and individually demonstrate significant academic and professional engagement that sustains the intellectual capital necessary to support high-quality outcomes consistent with the accounting unit's mission and strategies.</p>	

Additional comments:



## **Conclusion**

In summary, I consider [name of institution] ready to move forward in pursuit of accreditation. The upper administration, faculty and students are supportive and adequate resources appear available. I suggest the following tentative schedule:

### **20XX**

#### **January – June**

Faculty meets on a regular basis to prepare documentation consistent with the accreditation standards and areas identified by the Mentor and the IAC.

#### **July/August**

Visit by Mentor to finalize the Strategic Plan and Initial Self Evaluation Report (iSER)

#### **November/December**

Submit the Strategic Plan and iSER to the AACSB Initial Accreditation Committee

## Appendix G

### OUTLINE FOR REVIEW OF

### APPLICANT'S INITIAL SELF EVALUATION REPORT (iSER) - BUSINESS

Institution :	
Name of Business School:	
Dean/Head of business school:	Mentor:
Date of this report:	
Projected Final Self Evaluation Year:	Projected Visit Year:

**A. APPLICANT PROFILE** (time period: \_\_ )

Headcount	Business
Undergraduate Students	
Graduate Students	
Doctoral students	
<b>Total</b>	

Headcount	Business
Participating Faculty	
Supporting Faculty	
<b>Total</b>	

**Accreditation Sought:**

Business

- Baccalaureate
- Masters
- Doctoral

Accounting

- Baccalaureate
- Masters
- Doctoral

Degree Programs and Majors	Degrees Conferred Per Year (prior five years)				

**B. APPLICANT MISSION**

What is the Mission of the school?

What is the Vision of the school?

Is the mission translated into?

1. Educational objectives for degree programs? If no, please explain.
2. Commitment to continuous improvement in teaching and management of the curriculum? If no explain
3. Faculty staffing priorities? If no, please explain.
4. The intellectual contributions? If no, please explain.
5. Priorities for service activities? If no, please explain.
6. Is the mission consistent with the institutional mission?

**C. MENTOR INVOLVEMENT**

How did Mentor participate in the process?

Is the iSER acceptable?                      Yes                       No

If no, please elaborate your concerns.

**D. SUMMARY OF STRENGTHS AND WEAKNESSES** (Standard by standard ---

Related to the applicant's unique identity, character and mission)

Strategic Management and Innovation Standards	Alignment with Standard Yes/no	If no, is plan in place to address the deficiency	Comments – as appropriate, cite relevant page numbers in iSER
1. Mission, Impact, and Innovation			
2. Intellectual Contributions, Impact, and Alignment With Mission			
3. Financial Strategies and Allocation Of Resources			
Participants – Students, Faculty, and Professional Staff Standards	Alignment with Standard Yes/no	If no, is plan in place to address the deficiency	Comments – as appropriate, cite relevant page numbers in iSER.
4. Student Admissions, Progression, and Career Development			
5. Faculty Sufficiency and Deployment			
6. Faculty Management and Support			
7. Professional Staff Sufficiency and Deployment			
Learning and Teaching Standards	Alignment with Standard Yes/no	If no, is plan in place to address the deficiency	Comments – as appropriate, cite relevant page numbers in iSER.
8. Curricula Management and Assurance Of Learning			
9. Curriculum Content			
10. Student-Faculty Interactions			
11. Degree Program Educational Level, Structure, and Equivalence			
12. Teaching Effectiveness			
Academic and Professional Engagement Standards	Alignment with Standard Yes/no	If no, is plan in place to address the deficiency	Comments – as appropriate, cite relevant page numbers in iSER.
13. Student Academic and Professional Engagement			
14. Executive Education			
15. Faculty Qualifications and Engagement			

## **E. THE INITIAL SELF EVALUATION REPORT (iSER)**

Has the iSER been approved by the President and Provost (or equivalent) signifying their buy-in and understanding?

Is report specific, quantifiable, realistic, and comprehensive?

Does the report include the improvement implementation table? And does that table identify: improvement steps, resources needed, timetable, responsible individuals, and measures for performance?

Are you confident that – if the report is implemented as written – the school has a high probability of being in compliance with all standards before the final self-evaluation year? If not, why not?

Summary of Mentor recommendation(s):



**OUTLINE FOR REVIEW OF  
APPLICANT’S INITIAL SELF EVALUATION REPORT (iSER) - ACCOUNTING**

Institution :	
Name of Accounting Academic Unit:	
Chair/Director of Accounting Academic Unit:	Mentor:
Date of this report:	
Projected Final Self Evaluation Year:	Projected Visit Year:

**A. APPLICANT PROFILE** (time period: \_\_\_ )

Headcount	Accounting
Undergraduate Students	
Graduate Students	
Doctoral students	
<b>Total</b>	

Headcount	Accounting
Participating Faculty	
Supporting Faculty	
<b>Total</b>	

**Accreditation sought:**

- Business       Baccalaureate  
 Masters  
 Doctoral

- Accounting       Baccalaureate  
 Masters  
 Doctoral

Degree Programs and Majors	Degrees Conferred Per Year (prior five years)				

**B. APPLICANT MISSION**

What is the Mission of the Accounting Academic Unit?

What is the Vision of the Accounting Academic Unit?

Is the mission translated into?

- 7. Educational objectives for degree programs? If no, please explain.
- 8. Commitment to continuous improvement in teaching and management of the curriculum? If no explain
- 9. Faculty staffing priorities? If no, please explain.
- 10. The intellectual contributions? If no, please explain.
- 11. Priorities for service activities? If no, please explain.
- 12. Is the mission consistent with the institutional mission and the business school?

**C. MENTOR INVOLVEMENT**

How did Mentor participate in the process?

Is the iSER acceptable?                      Yes                       No

If no, please elaborate your concerns.

**D. SUMMARY OF STRENGTHS AND WEAKNESSES** (Standard by standard ---  
Related to the applicant's unique identity, character and mission)

<b>Accounting Strategic Management and Innovation</b>	Alignment with Standard Yes/no	If no, is plan in place to address the deficiency	Comments – as appropriate, cite relevant page numbers in iSER
A1: Accounting Academic Unit Mission, Impact, and Innovation			
A2: Accounting Intellectual Contributions' Impact, and Alignment with Mission			
A3: Financial Strategies and Allocation of Resources			
<b>Accounting Learning and Teaching</b>	Alignment with Standard Yes/no	If no, is plan in place to address the deficiency	Comments – as appropriate, cite relevant page numbers in iSER.
A4. Accounting Curricula Content, Management and Assurance of Learning			
A5. Information Technology Skills, Agility and Knowledge For Accounting Graduates and Faculty			
<b>Accounting Academic and Professional Engagement and Professional Interactions</b>	Alignment with Standard Yes/no	If no, is plan in place to address the deficiency	Comments – as appropriate, cite relevant page numbers in iSER.
A6. Accounting Faculty Sufficiency, Credentials, Qualifications and Deployment			



## **F. THE INITIAL SELF EVALUATION REPORT (iSER)**

Has the iSER been approved by the President, Provost and Dean (or equivalent) signifying their buy-in and understanding?

Is report specific, quantifiable, realistic, and comprehensive?

Does the report include the improvement implementation table? And does that table identify: improvement steps, resources needed, timetable, responsible individuals, and measures for performance?

Are you confident that – if the report is implemented as written – the school has a high probability of being in compliance with all standards before the final self-evaluation year? If not, why not?

Summary of Mentor's Recommendation(s):

## Appendix I

### Mentor Feedback for Committee

Date:

Mentor:

School:

Document: Progress Report

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1. Do you support the acceptance by the IAC or AAC of the school's progress report?
2. Since the school's last submission, describe what communication has taken place between the mentor and the school. Have you visited the school on-site?
3. Which standard(s) is the school having difficulties with? What are the challenges? Describe the progress made by the school in addressing these challenges since their last submission.
4. Based on your collaboration with the school, when do you believe the school might be ready for a visit?
5. Additional comments