|  |  |
| --- | --- |
|  GUIDING PRINCIPLES FOR ACCREDITED SCHOOLS | **QUESTIONS/COMMENTS** |
|  **Ethics and Integrity.** The school encourages and supports ethical behavior and integrity by students, faculty, administrators, and staff in all its activities. The school is expected to have appropriate policies and procedures that attest to a strong emphasis on ethical behavior as well as a mechanism for identifying and remediating behavior by those associated with the conduct of the business school. It is expected that internal disputes between students and faculty or faculty and administration are dealt with at the school level. In particular, individual faculty personnel disputes are to be dealt with through local school channels. Only pervasive issues with systemic implications rise to the level of AACSB involvement and fall under the purview of this provision (e.g., a pattern of systematic discrimination against a particular group of students or faculty). |  |
|  **Societal Impact.** Societal impact as an expectation of all accredited schools reflects AACSB’s vision that business education is a force for good in society and makes a positive contribution to society, as identified in the school’s mission and strategic plan. This includes an expectation that the school explicates its intended strategies to affect a positive impact on society, that the school’s curriculum contains some components relating to societal impact, that the school’s intellectual contributions portfolio contains some contributions focused on societal impact, and that the school is fostering and promoting curriculum and/or curricular activities that seek to make a positive societal impact. |  |
|  **Mission-Driven Focus.** AACSB accreditation focuses on outcomes achieved through mission-related activities of the institution. As part of maintaining a robust strategic plan, each school identifies its specific mission, strategies, and expected outcomes. The school, then, is evaluated by peers against its stated mission to determine if its activities are aligned with its stated mission. This allows a wide variety of schools to maintain AACSB accreditation. |  |
|  **Peer Review.** The peer review process is a defining characteristic of AACSB accreditation. Peer review is characterized by professional judgment, collegiality, and a commitment to AACSB’s guiding principles. Because the accreditation standards are more principles-based than rules-based, more subjectivity is introduced into the peer review process. Consequently, the experience and training of the peer review team members is critical, which is why they are required to participate in formal training. Schools are strongly encouraged to establish and maintain clear and constant communication with the peer review team and share materials early so that any areas of substantive difference can be discussed prior to the visit. Peer review judgment, through the visit and the subsequent committee evaluation and board ratification, and absent a formal appeal by the school, is what ultimately prevails |  |
|  **Continuous Improvement.** The school demonstrates a commitment to a culture of continuous improvement that yields high-quality outcomes. Consistency of performance over time and stability of oversight of the accredited school or unit is a key element of continuous improvement. The school demonstrates financial vitality, sustainability, and financial resources sufficient to achieve its operational and strategic goals for the foreseeable future. |  |
|  **Collegiality.** The school maintains a collegiate environment. Mutual respect, collaboration, and trust are pursued to enable the business school to promote a positive culture that is supportive of the school’s strategic mission and goals, faculty development, learner success, and thought leadership. The school promotes shared governance and active participation by a cross-section of faculty in university and college service. |  |
| **Agility.** The school maintains a future-oriented mindset, with an eye to the knowledge, skills, and abilities needed by both faculty and learners, and adjusts curriculum content and faculty skill sets where trends in business education, employer feedback, and best practices clearly emerge. Strategic thinking is embraced, and best practices are sought in support of continuous improvement.  |  |
| **Global Mindset.** The curriculum imbues the understanding of other cultures and values, and learners are educated on the global nature of business and the importance of understanding global trends. The school fosters sensitivity toward a greater understanding and acceptance of cultural differences and global perspectives. Graduates should be prepared to pursue business careers in a diverse global context. Students should be exposed to cultural practices different than their own. |  |
| **Diversity and Inclusion.** Diversity in people and ideas enhances the educational experience and encourages excellence in every business education program. At the same time, diversity is a culturally-embedded concept rooted in historical and cultural traditions, legislative and regulatory concepts, ethnicity, gender, socioeconomic conditions, religious practices, and individual and shared experiences. Within this complex environment, the school is expected to demonstrate a commitment to advancing diversity and inclusion issues in the context of the cultural landscape in which it operates. The school fosters awareness, understanding, acceptance, and respect for diverse viewpoints related to current and emerging issues. |  |
| **Continued Adherence to AACSB Guiding Principles and Business Standards**. The school demonstrates continued adherence to accreditation standards and guiding principles and provides timely, accurate information in support of each accreditation review. Schools acknowledge the timeline to complete the initial accreditation process. Schools agree to a peer review visit. Schools acknowledge that AACSB may at any time request a review if questions arise concerning a school’s educational quality, financial resources, or other issues. Significant ethical breaches of conduct within the school may also result in an off-cycle peer review, or board action, as deemed necessary. Any school that deliberately misrepresents data contained within an accreditation report or within AACSB’s Business School Questionnaire is subject to revocation of accreditation status or termination of an initial accreditation application. |  |

|  |  |
| --- | --- |
| **ACCOUNTING STRATEGIC MANAGEMENT AND INNOVATION FOR ACCOUNTING ACADEMIC UNITS**  | QUESTIONS/COMMENTS |
| A1. Accounting Academic Unit Mission, Impact, and Innovation (Related Business Standard: Standard 1)The accounting academic unit articulates a clear and distinctive mission that is aligned with the business school and institution. The accounting academic unit has developed the expected outcomes this mission implies, and the strategies it will employ to achieve these outcomes. The unit has a history of achievement and continuous improvement and specifies future strategic priorities |  |
| A2. Accounting Intellectual Contributions’ Impact and Alignment with Mission(Related Business Standard: Standard 8)The accounting academic 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 accounting, business, and management. |  |
| A3. Financial Strategies And Allocation Of Resources (Related Business Standard: Standard 2)The accounting academic unit has financial strategies to provide resources appropriate to, and sufficient for, achieving its mission and action items. |  |
| **ACCOUNTING LEARNING AND TEACHING** | **QUESTIONS/COMMENTS** |
| A4. Accounting Curricula Content, Management and Assurance of Learning (Related Business Standard: Standard 4 & 5)Curriculum content is appropriate to professional expectations and requirements for each accounting degree program. The accounting academic 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.  |  |
| A5. Information Technology Skills, Agility and Knowledge For Accounting Graduates and Faculty(Related Business Standard: Standard 4)Consistent with mission, expected outcomes, and supporting strategies, accounting degree programs include learning experiences that develop skills and knowledge related to the integration of information technology in accounting and business. This includes the ability of both faculty and students to adapt to emerging technologies as well as the mastery of current technology.  |  |
| **ACCOUNTING ACADEMIC AND PROFESSIONAL ENGAGEMENT AND PROFESSIONAL INTERACTIONS** | **QUESTIONS/COMMENTS** |
| A6. Accounting Faculty Sufficiency, Credentials, Qualifications and Deployment(Related Business Standards: Standard 3)The accounting academic unit maintains and strategically deploys a sufficient number of faculty with professional and academic credentials, qualifications, certifications, and professional experience who collectively and individually demonstrate significant academic and/or professional engagement sustaining the intellectual capital necessary to support high-quality outcomes consistent with the school’s mission and strategies. |  |