**Sample Mentor Introduction Letter (sent to school from mentor)**

Dear Dean [Name]:

I am pleased to visit [insert school name} at the University of XXXXX and work with you as you advance through the initial 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 ongoing accreditation. You may familiarize yourself with the AACBS 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 addressing all of the guiding principles and accreditation standards.

Based on my preliminary review of the materials you submitted for accreditation, it appears that the school is in a 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 will 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. As your mentor, I will assist the school as it prepares and submits an iSER and a 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 entire initial accreditation process from acceptance of the eligibility application to the on-site initial accreditation peer review team visit should not exceed 7 years).

The Initial Accreditation Committee (IAC) will review the iSER and the outcomes include acceptance, revise and resubmit, or reject.

1. 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.
2. 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.
3. Two years in advance of the anticipated accreditation review visit, a peer review team is appointed. During this period leading up to the visit, the team chair works with the school as it develops its Final SER.
4. The school prepares its Final Self-Evaluation Report during a period of up to two years of working with the team chair.
5. The team reviews the Final SER and prepares and sends a pre-visit analysis that is approved by IAC.
6. 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.
7. 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 [insert phone and email] 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 day of (month and day) in the evening and would like to start the actual visit on day of (month and day). All appointments should be completed by day of week (month and date). 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 day of (month and date).

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,

Title

School

Phone: [+1 XXX XXX XXXX] Email: dean@college.edu