## I:\Projects\Branding Committee\2 strategy_and_design_phase\JPG Logos\Excluding Tagline\AACSB-logo-primary-color-RGB.pngAccounting 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 *[insert the parties with whom you met, examples include: 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*]

1. *[issue here*]

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| --- | --- |
| **Strategic Management and Innovation for**  **Accounting Academic Units Standards** | QUESTIONS/COMMENTS |
| A1. Accounting Academic Unit Mission, Impact, and Innovation  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  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 accounting, business, and management. |  |
| A3. Financial Strategies and Allocation of Resources  The accounting unit has financial strategies to provide resources appropriate to, and sufficient for, achieving its mission and action items. |  |
| Accounting Learning and Teaching Standards | **QUESTIONS/COMMENTS** |
| A4. Accounting Curricula Content, Management, and Assurance of Learning  Curriculum 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  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 Standards** | **QUESTIONS/COMMENTS** |
| A6. Accounting Faculty Sufficiency, Credentials, Qualifications, and Deployment  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. |  |

Additional comments:

**Conclusion**

In summary, I consider [*name of institution*] [*ready/not 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