INITIAL ACCREDITATION DRAFT PREVISIT LETTER

**[Date]**

**[Dean/Accounting Administrator]**

**[Address]**

Dear **[Dean/Professor]**:

The AACSB International Peer Review Team has completed its analysis of your Self-Evaluation Report for **[initial accreditation]** of the **[undergraduate, master’s, doctoral]** degree programs in **[business** or **accounting]** offered by **[institution name]**. The **[Initial Accreditation Committee** or **Accounting Accreditation Committee]** concurs with the team’s analysis for initial accreditation and with the team’s recommendation that the on-site review be conducted as scheduled. (See NOTE on last page of template if no visit is recommended**.)**

There are a number of important objectives of the previsit review and analysis of your Self-Evaluation Report including:

1. Helping the team gain familiarity with your **[business or accounting]** programs, school, and institution.
2. Identifying issues to explore and discuss during the visit.
3. Determining additional information, if any, the team requires prior to or during the visit.
4. Allowing the team an opportunity to begin forming recommendations for quality enhancement and continuous improvement.
5. Helping to ensure consistency across schools in assessing performance relative to your particular mission and AACSB International accreditation standards.

The purpose of the peer review process, including the on-site review, is to:

1. Confirm the existence of functioning processes and controls that ensure continuous improvement and the accomplishment of the school’s mission and objectives.
2. Review the measurable outcomes of achievement and the functioning of processes designed to produce the stated outcomes.
3. Analyze the school’s achievement of each accreditation standard and determine the reasonableness of any deviations from the accreditation standards.
4. Assess the school’s achievement of overall high quality.
5. Make a recommendation to the **[Initial Accreditation Committee** or **Accounting Accreditation Committee]** regarding **[business or accounting]** accreditation.
6. Provide consultation to the school, when requested.

**[Use the following if applicable, otherwise state the team’s overall assessment of the Self-Evaluation Report and presentation:]** The Peer Review Team commends you, your faculty, and staff for preparing an effective Self-Evaluation Report. The document is well written, generally thorough and reflects the hard work of its authors. It also reflects the professionalism of the individuals who are responsible for the programs that are described therein.

While your report provides considerable information, the team has a number of questions. In the attached analysis, a number of specific issues and concerns have been identified that we wish to have addressed. Noted is whether additional information is required prior to or during the visit. Naturally, during the course of the visit, there may be additional issues to be discussed.

Our major concerns, based upon our overall assessment of your Self-Evaluation Report, are:

1. **[Briefly list/summarize major concerns that were raised or left unanswered by the Self-Evaluation Report.]**

Please respond in writing to this previsit letter and accompanying standard-by-standard analysis. Send all requested previsit information to each team member no later than **[insert date at least two weeks prior to visit]**. In addition, please send one copy to **[*NAME*, Chair, Initial Accreditation Committee** or ***NAME*, Chair, Accounting Accreditation Committee – see** [**https://www.aacsb.edu/accreditation/volunteers/committees**](https://www.aacsb.edu/accreditation/volunteers/committees) **for appropriate names]**, in care of the AACSB International office. The response may be submitted electronically to team members, with a copy to the accreditation committee chair ([IAC@aacsb.edu](mailto:IAC@aacsb.edu) or [AAC@aacsb.edu](mailto:aac@aacsb.edu)).

In the near future,we will contact you to continue planning for the **[date]** visit to your campus. Please feel free to contact me should you have any questions.

Sincerely,

**[Signature**]

Peer Review Team **[Chair** or **Accounting Chair]**

Enclosure: Standard-by-Standard Analysis of Self Evaluation Report for **[Business** or **Accounting]** Accreditation

c: **[Dean, if this is an accounting letter]**

Peer Review Team Members:

**[list names]**

**[Chair, Initial Accreditation Committee]** if a business and accounting review and this is the accounting letter

**[Chair, Accounting Accreditation Committee]** if a business and accounting review and this is the business letter

**[\*NOTE: If the recommendation is “no visit”, delete last sentence of 1st paragraph and insert the paragraph below. (Additionally, all references to the visit in the remainder of the letter will need to be modified by indicating applicability only if the school requests a visit.)]**

The **[Initial Accreditation Committee** or **Accounting Accreditation Committee]** concurs with the team’s recommendation that a visit to your institution would be premature at this time. The team believes, and the Committee concurs, that the nature of the concerns summarized below and detailed on the attached, could not adequately be addressed in the near future. We encourage you to continue your pursuit of accreditation, and offer the service of AACSB International to assist you however possible. Should you elect to pursue a visit as originally scheduled, despite this recommendation, please provide a written communication within two weeks to **[Chair (name), Initial Accreditation Committee** or **Chair (name), Accounting Accreditation Committee]** in care of the AACSB International office.

**[INSTITUTION]**

**[SCHOOL]**

**PEER REVIEW TEAM ANALYSIS OF SELF-EVALUATION REPORT   
FOR *BUSINESS ACCREDITATION***

**AND REQUESTS FOR ADDITIONAL INFORMATION**

**STANDARD-BY-STANDARD ANALYSIS**

(Differentiate whether requests are due prior to or during the visit)

**ELIGIBILITY PROCEDURES** [Paragraph(s) describing comments, requests, if any]

Core Values A through C

General Criteria D through F

**STRATEGIC MANAGEMENT AND INNOVATION STANDARDS** [Paragraph(s) describing comments, request, if any]

Standard 1: Mission, Impact, and Innovation

Standard 2: Intellectual Contributions, Impact, and Alignment with Mission

Standard 3: Financial Strategies and Allocation of Resources

**PARTICIPANTS – STUDENTS, FACULTY, AND PROFESSIONAL STAFF STANDARDS** [Paragraph(s) describing comments, request, if any]

Standard 4: Student Admissions, Progression, and Career Development

Standard 5: Faculty Sufficiency and Deployment

Standard 6: Faculty Management and Support

Standard 7: Professional Staff Sufficiency and Deployment

**LEARNING AND TEACHING STANDARDS** [Paragraph(s) describing comments, request, if any]

Standard 8: Curricula Management and Assurance of Learning

Standard 9: Curriculum Content

Standard 10: Student-Faculty Interactions

Standard 11: Degree Program Educational Level, Structure, and Equivalence

Standard 12: Teaching Effectiveness

**ACADEMIC AND PROFESSIONAL ENGAGEMENT STANDARDS** [Paragraph(s) describing comments, request, if any]

Standard 13: Student Academic and Professional Engagement

Standard 14: Executive Education

Standard 15: Faculty Qualifications and Engagement

**GENERAL COMMENTS [**Paragraph(s) describing other general comments, requests not covered on above paragraphs]

**INSTITUTION]**

**[ACADEMIC UNIT]**

**PEER REVIEW TEAM ANALYSIS OF SELF-EVALUATION REPORT   
FOR *ACCOUNTING ACCREDITATION***

**AND REQUESTS FOR ADDITIONAL INFORMATION**

**STANDARD-BY-STANDARD ANALYSIS**

(Differentiate whether requests are due prior to or during the visit)

**ELIGIBILITY PROCEDURES** [Paragraph(s) describing comments, requests, if any]

Core Values A through C

General Criteria D through F

**STRATEGIC MANAGEMENT AND INNOVATION STANDARDS** [Paragraph(s) describing comments, request, if any]

Standard A1: Accounting Academic Unit Mission, Impact and Innovation

Standard A2: Accounting Intellectual Contributions’ Impact and Alignment with Mission

Standard A3: Financial Strategies and Allocation of Resources

**PARTICIPANTS – STUDENTS, PROFESSIONAL STAFF, AND FACULTY STANDARDS** [Paragraph(s) describing comments, request, if any]

Standard 4: Student Admissions, Progression and Career Development

Standard A4: Accounting Faculty Sufficiency and Deployment

Standard 6: Faculty Management and Support

Standard 7: Professional Staff Sufficiency and Deployment

**LEARNING AND TEACHING STANDARDS** [Paragraph(s) describing comments, request, if any]

Standard A5: Accounting Curricula Management and Assurance of Learning

Standard A6: Accounting Program Curricula Content

Standard A7: Information Technology Skills and Knowledge for Accounting Graduates

Standard 9: Curricula Content (for all business degrees)

Standard 10: Student-Faculty Interactions

Standard 11: Degree Program Educational Level, Structure, and Equivalence

Standard 12: Teaching Effectiveness

**ACADEMIC AND PROFESSIONAL ENGAGEMENT AND PROFESSIONAL INTERACTIONS STANDARDS** [Paragraph(s) describing comments, request, if any]

Standard A8: Faculty Professional Credentials

Standard A9: Accounting Faculty Qualifications and Engagement/Professional Interactions

Standard 13: Student Academic and Professional Engagement

Standard 14: Executive Education

**GENERAL COMMENTS** [Paragraph(s) describing other general comments, requests not covered on above paragraphs]

**INSTITUTION]**

**[ACADEMIC UNIT]**

**PEER REVIEW TEAM ANALYSIS OF SELF-EVALUATION REPORT   
FOR *ACCOUNTING ACCREDITATION***

**AND REQUESTS FOR ADDITIONAL INFORMATION**

**2018 STANDARD-BY-STANDARD ANALYSIS**

(Differentiate whether requests are due prior to or during the visit)

**ELIGIBILITY PROCEDURES** [Paragraph(s) describing comments, requests, if any]

Core Values A through C

General Criteria D through F

**STRATEGIC MANAGEMENT AND INNOVATION STANDARDS** [Paragraph(s) describing comments, request, if any]

Standard A1: Accounting Academic Unit Mission, Impact and Innovation

Standard A2: Accounting Intellectual Contributions’ Impact and Alignment with Mission

Standard A3: Financial Strategies and Allocation of Resources

**PARTICIPANTS – STUDENTS, PROFESSIONAL STAFF, AND FACULTY STANDARDS** [Paragraph(s) describing comments, request, if any]

Standard 4: Student Admissions, Progression and Career Development

Standard 6: Faculty Management and Support

Standard 7: Professional Staff Sufficiency and Deployment

**LEARNING AND TEACHING STANDARDS** [Paragraph(s) describing comments, request, if any]

Standard A4: Accounting Curricula Content, Management and Assurance of Learning

Standard A5: Information Technology Skills and Knowledge for Accounting Graduates

Standard 10: Student-Faculty Interactions

Standard 11: Degree Program Educational Level, Structure, and Equivalence

Standard 12: Teaching Effectiveness

**ACADEMIC AND PROFESSIONAL ENGAGEMENT AND PROFESSIONAL INTERACTIONS STANDARDS** [Paragraph(s) describing comments, request, if any]

Standard A6: Accounting Faculty Sufficiency, Credentials, Qualifications and Deployment

Standard 13: Student Academic and Professional Engagement

Standard 14: Executive Education

**GENERAL COMMENTS** [Paragraph(s) describing other general comments, requests not covered on above paragraphs]