**Initial Team Report (Accounting)**

**2018 Accounting Standards**

**2013 Business Standards**

I. **Introduction**

In preparing the accounting academic unit’s team report, the peer review team will assimilate the relevant information, constructively assess and perform a micro and macro analysis to (1) assess the accounting academic unit’s performance relative to each standard; (2) determine how the accounting academic unit’s policies and practices, in relation to each standard, affect achievement and continuity of overall high quality; and (3) consider whether or not the accounting academic unit's processes lead to outcomes that are consistent with its mission and objectives. The team performs a standard-by-standard review of the accounting academic unit’s situation. Additionally, the report notes the processes utilized by the accounting academic unit to ensure achievement of the standards, as well as those processes that may inhibit achievement of the standards.

II. **Team Recommendation**

The team recommendation reflects the opinion of the peer review team only. It will be reviewed for concurrence or remanded to the team by the appropriate accreditation committee. The role of the accreditation committee is to ensure consistent application of the AACSB International accreditation standards and processes across peer review teams.

Within ten days of receipt of this report, the school should send the team any comments and corrections related to factual information noted in this report.

Please choose one of the following recommendations:

 (Select one)

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| --- | --- | --- | --- |
|  |  |  | **Initial Accreditation**: The recommendation of the Peer Review Team is that the selected degree programs in accounting offered by the institution be granted initial accreditation with a Continuous Improvement Review to occur in year five. Concurrence by the Accounting Accreditation Committee and ratification by the Board of Directors are required prior to the confirmation of the accreditation decision. Following ratification by the Board of Directors, the school will be notified. The school must wait for this official notification before making any public announcement. AACSB International provides a list of schools achieving accreditation to its members and the public.  |
|  |  |  | **Deferral Review**: The recommendation of the Peer Review Team is that the initial accreditation review of the selected degree programs in accounting offered by the institution be deferred for an additional year. Deferral of initial accreditation is for one year and does not require ratification by the Board of Directors because deferral does not change the unaccredited status of the school. Concurrence by the Accounting Accreditation Committee is, however, required prior to official notification. AACSB does not publicize the names of schools on deferral.  |
|  |  |  | **Denial of Accreditation**: The recommendation of the Peer Review Team is that the selected degree programs in accounting offered by the institution be denied initial accreditation. Concurrence by the Accounting Accreditation Committee and ratification by the Board of Directors are required prior to the confirmation of the accreditation decision. Following ratification by the Board of Directors, the school will be notified AACSB does not publicize the names of schools denied initial accreditation |
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The Accounting Accreditation Committee (AAC) will review this report, and any response from the school, at its next scheduled meeting (normally, provided that the report is received at least three weeks in advance of the meeting). The committee will meet at the selected date. (Dates of upcoming committee meetings can be found [here](https://www.aacsb.edu/accreditation/volunteers/committees).

**Identification of Areas That Must Be Addressed Prior to First Continuous Improvement Review**

The first continuous improvement review will occur in five years (if the school already holds business accreditation, the next visit will coincide with the next business visit). With this in mind, closely monitor the following items and incorporate them in your ongoing strategic planning initiatives:

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**Identification of Areas That Must Be Addressed During Deferral Review**

Please list each standard for which a quality issue has been identified. For each listed standard, please provide a brief description of the findings leading to the concerns and any suggestions for improvement. Also include any specific reporting expectations for the school’s Deferral Review Report

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*Overall High Quality, Continuous Improvement Environment, and Ability to Achieve Desired Outcomes*

III. **Assessment**

Assessment of Overall High Quality:

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Continuous Improvement Environment and Outcomes:

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Ability to Achieve Desired Outcomes:

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Eligibility Criterion A: Ethical Behavior

The accounting academic unit must encourage and support ethical behavior by students, faculty, administrators, and professional staff.

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Eligibility Criterion B: Collegiate Environment

The accounting academic 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.
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Eligibility Criterion C: Commitment to Corporate Social Responsibility

The accounting academic 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.
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Eligibility Criterion D: Accounting Accreditation Scope and AACSB Membership

An applicant for AACSB accounting accreditation must be a well-defined, established accounting academic unit that is part of or affiliated with an academic entity or business academic unit that is a member of AACSB in good standing, holds AACSB business accreditation, or is an applicant for AACSB business accreditation concurrently with the application for AACSB accounting accreditation. The academic entity may be defined as an institution authorized to award bachelor’s degrees or higher (in business and accounting) or a business academic unit within such an institution.

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Eligibility Criterion E: Oversight, Sustainability, and Continuous Improvement

The accounting academic unit must be structured to ensure proper oversight, accountability, and responsibility for accounting academic operations; it must be supported by continuing resources (human, financial, infrastructure, and physical); and it must have policies and processes for continuous improvement.

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Eligibility Criterion F: Policy on Continued Adherence to Standards and Integrity of Submissions to AACSB

All degree programs included in the AACSB accounting accreditation review must demonstrate continuing adherence to the AACSB accounting accreditation standards and applicable business accreditation standards. Accounting academic units are expected to maintain and provide accurate information in support of each accreditation review.

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The peer review team should restate the major issues noted in the pre-visit analysis of the Self Evaluation Report. Please indicate what evidence, provided by the school, has convinced the team that the specific major issues are satisfactorily addressed, or please indicate how the issues will be addressed and when.

Please indicate within each of the standards listed on the following pages the team's findings, including any specific comments regarding items that the school should closely monitor and/or any items where a quality issue has been identified.

*Strategic Management and Innovation for Accounting Academic Units*
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Accounting Standard A1: Accounting Academic Unit Mission, Impact, and Innovation (Related 2013 Business 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. The accounting unit should have its own strategic plan aligned with the business school’s strategic plan while addressing the accounting unit’s strategic initiatives.

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Accounting Standard A2: Accounting Intellectual Contributions' Impact and Alignment with Mission (Related 2013 Business Standard 2)

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. When completing Table 2-1 the accounting unit can refer the reviewer to the business report for section A of Table 2-1. The accounting unit will need to address sections B, C, and D of Table 2-1 within the accounting unit’s report.
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Accounting Standard A3: Financial Strategies and Allocation of Resources (Related 2013 Business Standard 3)

The accounting academic unit has financial strategies to provide resources appropriate to, and sufficient for, achieving its mission and action items.

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*Accounting Learning and Teaching*
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Accounting Standard A4: Accounting Curricula Content Management and Assurance of Learning (Related 2013 Business Standard 8)

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.

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Accounting Standard 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.
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*Participants – Students, Faculty, and Professional Staff*
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2013 Business Standard 4: Student Admissions, Progression, and Career Development

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.

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Accounting Standard A6: Accounting Faculty Sufficiency, Credentials, Qualifications and Deployment – (Related Business Standards 5 and 15)

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.

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2013 Business Standard 6: Faculty Management and Support

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.

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2013 Business Standard 7: Professional Staff Sufficiency and Deployment

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.

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2013 Business Standard 13: Student Academic and Professional Engagement

Curricula facilitate student academic and professional engagement appropriate to the degree program type and learning goals.

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2013 Business Standard 14: Executive Education

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.

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IV. Identification of the school’s success in demonstrating engagement, innovation, and impact outcomes.

V. Commendations of Strengths, Unique Features and Effective Practices

Commendations of Strengths, Unique Features and Effective Practices: Provide a brief description of strengths, and/or unique/distinctive features of the applicant and examples of effective practices that demonstrate leadership and high-quality continuous improvement.

VI. Opportunities for Continuous Improvement

Opportunities for Continuous Improvement: For continuous improvement purposes of quality programs, every team visit report should include a summary of the respective opportunities as related to the accreditation standards.

|  |  |
| --- | --- |
| Relevant Standard(s) | Recommended Improvement |
|  |  |

VII. Summary of Visit

Description: Please provide a brief description of the accounting academic unit, including its size and the institutional setting.

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Scope: Please confirm that all degree programs are appropriately listed below.

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| --- | --- | --- | --- |
| Name of Degree Program | Level | Location(s) | Date Established (Year Only) |
|  |  |  |  |

If there are any additional programs that should be included in the accreditation review or required changes to degree titles, majors, etc., then please include this information below.

List of Comparison Groups

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| --- |
| Comparable Peers (School Name) |
|  |

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| --- |
| Competitive Schools (School Name) |
|  |

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| --- |
| Aspirant Schools (School Name) |
|  |

Visit Team Members: On-site review dates and names of the full team

|  |  |  |
| --- | --- | --- |
| Review Visit Dates: | Start Date | End Date |
|  |  |  |
| Team Members: | Name | Role |
|  |  |  |
|  |  |  |
|  |  |  |

Please attach a copy of the Initial Accreditation Review Visit Schedule.

Optional: Provide any additional information the team received outside of the Self Evaluation Report that may not be included