**Initial Team Report (Business)**

**2013 Standards**

I. Introduction

In preparing the school’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 school’s performance relative to each standard; (2) determine how the school’s policies and practices, in relation to each standard, affect achievement and continuity of overall high quality; and (3) consider whether or not the school's processes lead to outcomes that are consistent with its mission and objectives. The Team performs a standard by standard review of the school’s situation. Additionally, the report notes the processes utilized by the school 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 applicant should send the team any comments and corrections related to facts noted in the draft version of the report provided to the school. A copy should also be sent to the appropriate committee chair in care of the AACSB International office.

Please choose one of the following recommendations:

(Select one)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | Initial Accreditation: The recommendation of the Peer Review Team is that the selected degree programs in business offered by the institution be granted initial accreditation with a Continuous Improvement Review to occur in year five. Concurrence by the 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 business 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 accreditation status of the school. Concurrence by the accreditation committee is, however, required prior to official notification. Schools participating in these on-going reviews are not announced or communicated by AACSB International to its members or the public. | | | | |
|  |  |  | Denial of Accreditation: The recommendation of the Peer Review Team is that the selected degree programs in business offered by the institution be denied initial accreditation. Concurrence by the 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. Denial of initial accreditation is not announced or communicated by AACSB International to its members or the public. | | | | |
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The Initial Accreditation Committee 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. With this in mind, closely monitor the following items and incorporate them in your ongoing strategic planning initiatives:

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

*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 school must encourage and support ethical behavior by students, faculty, administrators, and professional staff.

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Eligibility Criterion B: Collegiate Environment

The school 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 and Social Responsibility

The school 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: Accreditation Scope and AACSB Membership

An applicant for AACSB accreditation must be a well-defined, established entity and a member of AACSB International in good standing. The entity seeking AACSB accreditation may be an institution authorized to award bachelor’s degrees or higher (in business) or under certain circumstances a business academic unit within a larger institution.  
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Eligibility Criterion E: Oversight, Sustainability, and Continuous Improvement

The school must be structured to ensure proper oversight, accountability, and responsibility for the school’s operations; must be supported by continuing resources (human, financial, infrastructure, and physical); and 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 accreditation review must demonstrate continuing adherence to the AACSB business accreditation standards and applicable business accreditation standards. The school is 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 issue is satisfactorily addressed, or please indicate how the issue 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*  
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Business Standard 1: Mission, Impact, and Innovation

The school articulates a clear and distinctive mission, the expected outcomes this mission implies, and strategies outlining how these outcomes will be achieved. The school has a history of achievement and improvement and specifies future actions for continuous improvement and innovation consistent with this mission, expected outcomes, and strategies.

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

The school produces high-quality intellectual contributions that are consistent with its mission, expected outcomes, and strategies and that impact the theory, practice, and teaching of business and management.

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Business Standard 3: Financial Strategies and Allocation of Resources

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

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*Participants – Students, Faculty, and Professional Staff*  
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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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Business Standard 5: Faculty Sufficiency and Deployment

The school maintains and deploys a faculty sufficient to ensure quality outcomes across the range of degree programs it offers and to achieve other components of its mission. Students in all programs, disciplines, locations, and delivery modes have the opportunity to receive instruction from appropriately qualified faculty.

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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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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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*Learning and Teaching*  
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Business Standard 8: Curricula Management and Assurance of Learning

The school 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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Business Standard 9: Curriculum Content

Curriculum content is appropriate to general expectations for the degree program type and learning goals.

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Business Standard 10: Student-Faculty Interactions

Curricula facilitate student-faculty and student-student interactions appropriate to the program type and achievement of learning goals.

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

Degree program structure and design, including the normal time-to-degree, are appropriate to the level of the degree program and ensure achievement of high-quality learning outcomes. Programs resulting in the same degree credential are structured and designed to ensure equivalence.

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Business Standard 12: Teaching Effectiveness

The school has policies and processes to enhance the teaching effectiveness of faculty and professional staff involved with teaching across the range of its educational programs and delivery modes.

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*Academic and Professional Engagement*

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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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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Business Standard 15: Faculty Qualifications and Engagement

The school maintains and strategically deploys participating and supporting faculty who collectively and individually demonstrate significant academic and professional engagement that sustains the intellectual capital necessary to support high-quality outcomes consistent with the school’s mission and strategies.

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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 in management education.

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 school, including its size and the institutional setting.

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

|  |  |  |  |
| --- | --- | --- | --- |
| 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

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

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

|  |
| --- |
| 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 Accreditation Review Visit Schedule.

Optional: Provide any additional information the team received outside of the Self Evaluation Report that may not be included in myAccreditation (i.e. updated faculty tables, etc.).