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| Self-Studyfor the Accreditation of Business Programsby the IACBE |
| **Institution:** |  |
| **Academic Business Unit:** |  |
| **Self-Study Year:** |  |
|  |
| Volume 1 |

|  |  |  |
| --- | --- | --- |
|  | **Date of Submission:** |  |
|  |  |  |

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### **Cover Page: Summary Institutional Information**

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| **Name of Institution** |  |
| **Chief Executive Officer’s Name/Title** |  |
| **Chief Academic Officer’s Name/Title** |  |
| **Head of Academic Business Unit’s Name/Title** |  |
| **Academic Year Covered by Self-Study** |  |
| **Date of Submission of Self-Study to the IACBE** |  |
| **Primary Contact During Accreditation Site Visit:** |  |
| Name |  |
| Title |  |
| Street Address |  |
| City and State or Country, ZIP/Postal Code |  |
| Phone (with Country Code if Outside of the U.S.) |  |
| Fax (with Country Code if Outside of the U.S.) |  |
| E-mail |  |

### **Background Information**

Provide the following information in the listed sequence. In your response to each item, provide the location of any supporting materials placed in the appendix (Volume 2).

1. *Identify the name and title of each individual who participated in preparing the self-study.*
2. *In one or two paragraphs, provide a brief history of the institution. If the history is stated in the institution’s catalog, provide the page numbers for the relevant section.*
3. *In one or two paragraphs, provide a brief history of the academic business unit. If the history is stated in the institution’s catalog, provide the page numbers for the relevant section.*
4. *Provide the following information:*

*a. List each business program included in the accreditation review (including all majors, concentrations, specializations, emphases, options, and tracks contained within the program), and identify all of the locations at which they are offered. These programs, majors, concentrations, specializations, emphases, options, tracks, and locations must be the ones that were approved by the IACBE Board of Commissioners when the academic business unit was granted candidacy status or applied for reaffirmation of accreditation. If these programs, majors, concentrations, specializations, emphases, options, tracks, and locations differ from the ones that appear in the institution’s catalog for the self-study year, provide an explanation for this difference.*

*b. If you are seeking reaffirmation of accreditation, provide the website address for the location of your public notification of accreditation by the IACBE.*

1. *Provide the following enrollment information:*
	1. *Total enrollment of the institution by headcount.*
	2. *For each of the programs listed in item 4.a above (including each major, concentration, specialization, emphasis, option, or track contained within the program), the total enrollment by headcount in the program, and the total enrollment by headcount in all programs combined. Provide this information in the table labeled “Enrollment and Degrees Conferred.”*
2. *For each of the programs listed in item 4.a above (including each major, concentration, specialization, emphasis, option, or track contained within the program), provide the number of such degrees conferred during the self-study year and the previous two academic years. Provide this information in the table labeled “Enrollment and Degrees Conferred.”*
3. *Describe any situations present at your institution requiring a special understanding during the accreditation process.*

##### Enrollment and Degrees Conferred

|  |  |  |
| --- | --- | --- |
| **PROGRAM** | **HEADCOUNT****ENROLLMENT (SELF-STUDY YEAR)** | **NUMBER OF DEGREES CONFERRED** |
| **SELF-STUDY YEAR** | **YEAR****PRIOR TO****SELF-STUDY YEAR** | **TWO YEARS****PRIOR TO****SELF-STUDY****YEAR** |
| **ASSOCIATE-LEVEL PROGRAMS** |
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| **BACHELOR’S-LEVEL PROGRAMS** |
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| **MASTER’S-LEVEL PROGRAMS** |
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| **DOCTORAL-LEVEL PROGRAMS** |
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| **TOTALS** |  |  |  |  |

### **Principle 1.1: Outcomes Assessment**

**Excellence in business education is evaluated through the assessment of the academic business unit’s mission and broad-based goals, student learning outcomes, and operational outcomes. This requires the academic business unit to have developed and fully implemented an outcomes assessment process. This process includes an outcomes assessment plan, the identification of necessary changes and improvements as a result of implementing the plan, the integration of those changes into its strategic planning process, and the documentation of realized outcomes.**

1. *Provide a copy of the academic business unit’s outcomes assessment plan that encompasses each business program included in the accreditation review (this should be placed in the appendix of the self-study).*
2. *For each business program included in the accreditation review for which the intended student learning outcomes do not substantially encompass the relevant Key Learning Outcomes for Business Programs as identified by the IACBE, provide a rationale and a justification for this variation.*
3. *Provide assessment data resulting from implementing your outcomes assessment plan (i.e., the data resulting from implementing the measurement tools identified in the academic business unit’s outcomes assessment plan). The self-study must provide assessment results for each of the following areas:*
	1. *Intended student learning outcomes: Provide student learning data relating to the intended student learning outcomes in each business program included in the accreditation review. This information must include data relating to the extent of student achievement of the outcomes as determined by the performance objectives identified by the academic business unit in its outcomes assessment plan.*
	2. *Operational effectiveness: Provide assessment data relating to the intended operational outcomes of the academic business unit. This information must include data relating to the extent of achievement of the outcomes as determined by the performance targets/criteria identified by the academic business unit in its outcomes assessment plan.*
4. *Provide a summary of the changes and improvements that were needed based on the results from implementing the outcomes assessment plan.*
5. *Provide evidence that action plans were developed to make the identified changes and improvements, and provide a summary of the plans.*
6. *Describe the ways in which the action plans were integrated into the strategic planning processes of the academic business unit and the institution. If applicable, describe the ways in which the academic business unit’s action plans were connected to the institutional budgeting process.*
7. *Provide a summary of the realized outcomes that resulted from the execution of the action plans.*

### **Principle 1.2: Summary Evaluation of Outcomes Assessment**

**Excellence in business education requires an evaluation of the academic business unit’s academic resources and educational processes in terms of their contributions to the unit’s overall performance relative to its mission. This requires the academic business unit to evaluate the effectiveness of its outcomes assessment process in supporting excellence in business education.**

*Provide a summary evaluation of the academic business unit’s outcomes assessment process. In this evaluation, consider the evidence presented in the self-study in the context of the academic business unit’s mission and:*

1. *Describe the general conclusions that the academic business unit drew from the self-study regarding the effectiveness of its outcomes assessment process in supporting excellence in business education, and provide a narrative assessment of the extent to which the academic business unit is accomplishing its mission and broad-based goals.*
2. *Identify any changes and improvements needed in the academic business unit’s outcomes assessment process.*
3. *Describe proposed courses of action to make those changes and improvements.*

### **Principle 2.1: Strategic Planning**

**Excellence in business education requires an effective strategic planning process that focuses the academic business unit’s decision making toward defined goals, and provides strategic directions that guide it into the future. This requires the academic business unit to have developed and implemented a strategic planning process that is consistent with the process used by the institution and that is linked to the unit’s outcomes assessment process. In addition, the academic business unit must have used the process for continuous improvement in its overall performance and its business programs.**

1. *Describe the academic business unit’s strategic planning process. In this description:*
2. *Explain the ways in which the academic business unit’s mission is consistent with the mission of the institution, and the ways in which it focuses and directs the unit’s decision making toward defined goals and objectives. In addition, discuss the ways in which the academic business unit and institutional strategic planning processes are consonant with each other.*
3. *Describe the processes used by the academic business unit for developing action items for the enhancement and development of its resources, educational processes, and the academic quality of its business programs. Provide evidence of these improvements.*
4. *Describe the methods used by the academic business unit to monitor and evaluate its progress in accomplishing its goals and objectives.*
5. *If applicable, describe the ways in which the academic business unit’s strategic planning process is linked to the institutional budgeting process.*
6. *Describe the ways in which various stakeholders of the academic business unit (e.g., faculty, staff, students, etc.) are involved and participate in its strategic planning process.*
7. *Provide copies of the documents that are used in the academic business unit’s strategic planning process (e.g., formal strategic plans, fully-integrated outcomes assessment/strategic plans, action plans, balanced scorecards, or other documents used in the planning process; these should be placed in the appendix of the self-study).*

### **Principle 2.2: Summary Evaluation of Strategic Planning**

**Excellence in business education requires an evaluation of the academic business unit’s academic resources and educational processes in terms of their contributions to the unit’s overall performance relative to its mission. This requires the academic business unit to evaluate the effectiveness of its strategic planning process in supporting excellence in business education.**

*Provide a summary evaluation of the academic business unit’s strategic planning process. In this evaluation, consider the evidence presented in the self-study in the context of the academic business unit’s mission and:*

1. *Describe the general conclusions that the academic business unit drew from the self-study regarding the effectiveness of its strategic planning process in supporting excellence in business education.*
2. *Identify any changes and improvements needed in the academic business unit’s strategic planning process.*
3. *Describe proposed courses of action to make those changes and improvements.*

### **Principle 3.1: Program Design**

**Excellence in business education requires the design of each business program offered by the academic business unit to be consistent with current, acceptable business practices and the expectations of professionals in the academic and business communities.**

1. *Describe the curricular requirements for each business program included in the accreditation review (including majors, concentrations, specializations, emphases, options, and tracks contained within the program). If this information is included in the institution’s catalog, provide the page numbers for the relevant sections.*
2. *Identify and describe all of the methods that the academic business unit employs to deliver each business program included in the accreditation review. If online or hybrid delivery modes are used, describe the kinds and amount of both student and faculty activity and effort required.*
3. *For each business program included in the accreditation review that contains majors, concentrations, specializations, emphases, options, or tracks, describe the ways in which the academic business unit ensures academic quality in these disciplinary component areas of the program.*
4. *State the number of contact hours required to earn one unit of academic credit for each business program. If the academic business unit uses online or hybrid delivery modes, describe the way in which the unit defines a student contact hour, and explain the ways in which the unit ensures that the quality of such programs is equivalent to that in more traditionally-delivered, face-to-face programs.*
5. *State the number of semester hours, or quarter hours, of academic work that are required to earn an associate degree in a business field.*
6. *State the number of semester hours, or quarter hours, of academic work that are required to earn a bachelor’s degree in a business field.*
7. *State the number of semester hours, or quarter hours, of academic work that are required to earn a master’s degree in a business field.*
8. *State the number of semester hours, or quarter hours, of academic work that are required to earn a doctoral degree in a business field, including the dissertation.*

### **Principle 3.2: Common Professional Component**

**Excellence in business education at the undergraduate level requires coverage of the key content areas of business. Thus, the Common Professional Component (CPC) topical areas, as outlined below, should be adequately covered within the content of undergraduate business programs.**

1. Accounting (ACT)
2. Marketing (MKT)
3. Finance (FIN)
4. Management
	1. Management Principles (MGT)
	2. Organizational Behavior (OB)
	3. Human Resource Management (HRM)
	4. Operations Management (OM)
5. Economic/Social/Legal Environment
	1. Legal Environment of Business (LAW)
	2. Economics (ECN)
	3. Business Ethics (ETH)
6. Decision-Support Tools
	1. Information Systems (IS)
	2. Quantitative Methods/Statistics (QM)
7. Global Dimensions of Business (GLOB)
8. Integrative Experience (INT), such as:
	1. Strategic Management/Business Policy
	2. Required Internship
	3. Capstone Experience (an experience that enables a student to demonstrate the capacity to synthesize and apply knowledge in an organizational context, such as a thesis, project, comprehensive examination or course, etc.)

***Associate-Level Programs:***

1. *Provide an Abbreviated Course Syllabus for each required course in your associate-level business programs (these should be placed in the appendix of the self-study).*
2. *Provide a separate Table 1: Summary of Common Professional Component (CPC) Activity for each associate-level program included in the accreditation review that contains different required courses.*
3. *If your associate-level programs contain majors, concentrations, specializations, emphases, options, or tracks that require additional courses beyond those that are common to all programs, you may choose to obtain CPC credit for these courses by preparing a separate CPC table for each major, concentration, specialization, emphasis, option, or track.*
4. *For any associate-level business programs included in the accreditation review that do not cover all of the expected CPC topical areas (i.e., A. Accounting, B. Marketing, D1. Management Principles, F1. Information Systems, and E2. Economics), provide a rationale for this variation in CPC coverage.*

***Bachelor’s-Level Programs:***

1. *Provide an Abbreviated Course Syllabus for each required course in your bachelor’s-level business programs (these should be placed in the appendix of the self-study).*
2. *Provide a separate Table 1: Summary of Common Professional Component (CPC) Activity for each bachelor’s-level program included in the accreditation review that contains different required courses.*
3. *If your bachelor’s-level programs contain majors, concentrations, specializations, emphases, options, or tracks that require additional courses beyond the business core, you may choose to obtain CPC credit for these courses by preparing a separate CPC table for each major, concentration, specialization, emphasis, option, or track.*
4. *For any bachelor’s-level business programs included in the accreditation review that do not cover all of the CPC topical areas, provide a rationale for this variation in CPC coverage.*

##### Table 1: Summary of Common Professional Component (CPC) Activity

(Contact Hours)

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **CPC AREA** **COMMON** **REQUIRED COURSES** | **ACT** | **MKT** | **FIN** | **MGT** | **OB** | **HRM** | **OM** | **LAW** | **ECN** | **ETH** | **IS** | **QM** | **GLOB** | **INT** | **TOTALS** |
| **A** | **B** | **C** | **D1** | **D2** | **D3** | **D4** | **E1** | **E2** | **E3** | **F1** | **F2** | **G** | **H** |
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| **TOTALS** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

### **Principle 3.3: General Knowledge and Skills**

**Excellence in business education at the undergraduate level requires a broad educational background on which to base collegiate business studies. This requires business students to have the general knowledge and skills that will prepare them to understand and appreciate the broader historical, cultural, social, political, and economic contexts in which business takes place and to function effectively in an ever-changing global environment.**

***Associate- and Bachelor’s-Level Programs:***

*Institutions with Formal General Education Requirements*

1. *Provide the page numbers for the section in the institution’s catalog that describes its general education requirements.*
2. *Provide Table 2: Undergraduate General Education Requirements. The table should include both the number of credit hours in the institution’s general education requirements and the percentage of the total number of credits required for graduation that is composed of general education credits. Table 2 should provide the required information for each business program at the associate and bachelor’s level included in the accreditation review.*
3. *Describe the remedial and developmental programs employed by the institution to assist undergraduate students in acquiring the basic skills (e.g., written composition and quantitative skills) necessary to be successful in their studies.*

*Institutions without Formal General Education Requirements*

1. *Describe the ways in which the institution ensures that business students are equipped with the general knowledge and skills comprising a broad-based education (e.g., admission requirements pertaining to prior education, etc.). If this information is also included in the institution’s catalog, provide the page numbers for the relevant sections.*
2. *Provide copies of relevant documents used by the institution to ensure that business students possess the necessary broad-based education (e.g., admission application forms, etc.; these should be placed in the appendix of the self-study).*
3. *Describe the remedial and developmental programs employed by the institution to assist undergraduate students in acquiring the basic skills (e.g., written composition and quantitative skills) necessary to be successful in their studies.*

##### **Table 2: Undergraduate General Education Requirements**

|  |  |  |
| --- | --- | --- |
|  **CREDIT HOURS**  **PROGRAM** | **MINIMUM CREDIT HOURS IN****GENERAL EDUCATION** | **CREDIT HOURS****REQUIRED FOR****GRADUATION** |
|
| **Hours** | **Percentage** |
| **ASSOCIATE-LEVEL PROGRAMS** |
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| **BACHELOR’S-LEVEL PROGRAMS** |
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### **Principle 3.4: Breadth and Depth of Curriculum**

**Excellence in business education requires bachelor’s-level programs in business to include sufficient advanced courses to prepare students for careers and/or further study. In areas of business specialization, breadth and depth beyond the Common Professional Component should be demonstrated. (Normally, a minimum of 40 percent of the total credits for a bachelor’s degree should be dedicated to business or business-related courses.)**

***Bachelor’s-Level Programs:***

1. *Provide Table 3: Program Curriculum Composition. For each business program included in the accreditation review (including each major, concentration, specialization, emphasis, option, or track contained within the program), the table should include the number of credit hours in the common business core, the required courses beyond the core, and the business and business-related elective courses, along with the percentage of the total number of credits required for graduation that is dedicated to each area.*
2. *For any program listed in Table 3 in which less than 40% of the total credits required for the degree is dedicated to business and business-related courses, provide a rationale explaining why this is the case.*
3. *For each program listed in Table 3, describe the extent to which the business and business-related courses in the program are upper-level courses.*

##### **Table 3: Program Curriculum Composition**

|  |  |  |  |
| --- | --- | --- | --- |
|  **CREDIT HOURS****PROGRAM** | **BUSINESS AND BUSINESS-RELATED CREDIT HOURS** | **CREDIT HOURS REQUIRED FOR GRADUATION** | **PERCENTAGE OF CREDIT HOURS REQUIRED FOR GRADUATION DEDICATED TO BUSINESS AND BUSINESS-RELATED COURSES** |
| **COMMON CORE****REQUIREMENTS** | **REQUIREMENTS****BEYOND****THE CORE** | **BUSINESS AND BUSINESS-RELATED****ELECTIVES** | **TOTAL BUSINESS AND BUSINESS-RELATED CREDIT HOURS** |
| **Hours** | **Pct.** | **Hours** | **Pct.** | **Hours** | **Pct.** |
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### **Principle 3.5: Curriculum Review and Improvement**

**Excellence in business education requires curricula that are both current and relevant. Therefore, curriculum review and improvement should be an ongoing process that is supported by outcomes assessment, the results of which are used to ensure excellence in the business programs offered by the academic business unit.**

1. *Describe your process of continuous evaluation of the curricula in your business programs. This description should include an explanation of the ways in which outcomes assessment supports curriculum review and improvement in your academic business unit.*
2. *Document the involvement of your faculty in the periodic review of business programs and curricula.*
3. *Describe the ways in which your alumni, the business community, and other external groups are involved in the periodic review of your business programs and curricula.*
4. *If the institution has formal general education requirements, describe the extent to which the business faculty is involved in the evaluation of these requirements.*
5. *Describe the process for changing your curricula or developing a new program for your academic business unit. If this process is described in your Faculty Handbook, provide the page numbers for the relevant section.*

### **Principle 3.6: Master’s Degree Curriculum**

**Excellence in business education requires that master’s-level business programs should consist of a minimum of thirty semester credit hours (forty-five quarter hours) of graduate-level course work. The level of these courses should be beyond that of the undergraduate Common Professional Component (CPC) courses. The thirty semester hours (forty-five quarter hours) of graduate-level course work should be in courses normally reserved for graduate students.**

1. *List all of the master’s-level business programs included in the accreditation review (including each major, concentration, specialization, emphasis, option, or track contained within the programs), and provide a copy of the stated curricular requirements for these programs and/or the page numbers for the sections in the institution’s catalog that describe these requirements. Also, identify the required number of course credit hours of graduate-level work beyond the undergraduate CPC for each of these programs.*
2. *Identify those master’s-level courses that are not reserved exclusively for graduate students, and provide an explanation for this procedure where applicable.*
3. *Describe the ways in which you are handling the coverage of the undergraduate CPC topical areas for students entering your master’s-level programs who have not completed an undergraduate business degree.*
4. *For any master’s-level business program included in the accreditation review that requires fewer than thirty semester credit hours (forty-five quarter hours), provide a rationale explaining why this is the case.*

### **Principle 3.7: Doctoral Curriculum**

**Excellence in business education requires the curricula of doctoral-level programs in business to prepare students to make significant contributions to the academy.**

1. *For each doctoral-level business program included in the accreditation review, describe the ways in which the curriculum of the program contributes to the professional and scholarly development of your doctoral students. Include a description of the ways in which ethical principles are reinforced through the curricula and administrative policies of the program.*
2. *Provide syllabi for all doctoral courses (these should be placed in the appendix of the self-study).*
3. *Provide an analysis of the curricular requirements for the doctoral-level business programs included in the accreditation review. For each program, this analysis should list each course and indicate whether the course is reserved for doctoral students, and should provide the percentage of courses in the program that can be taken only by students enrolled in the doctoral program.*
4. *Describe the research components in each doctoral-level business program included in the accreditation review, and indicate the percentage of the total hours required for the degree program that is dedicated to courses in statistical and research methods and to a rigorous research project such as a thesis or dissertation.*
5. *Provide a copy of your dissertation manual. This manual should describe the dissertation process, including courses required, composition of the dissertation committee, requirements for the dissertation, etc.*

*6. Provide a list of students who completed their dissertations/theses during the self-study year along with the title of each dissertation/thesis.*

### **Principle 3.8: Summary Evaluation of Curriculum**

**Excellence in business education requires an evaluation of the academic business unit’s academic resources and educational processes in terms of their contributions to the unit’s overall performance relative to its mission. This requires the academic business unit to evaluate the effectiveness of its curricula and curricula-related processes in supporting excellence in business education.**

*Provide a summary evaluation of the academic business unit’s curricula and curricula-related processes. In this evaluation, consider the evidence presented in the self-study in the context of the academic business unit’s mission and:*

1. *Describe the general conclusions that the academic business unit drew from the self-study regarding the effectiveness of its curricula and curricula-related processes in supporting excellence in business education.*
2. *Identify any changes and improvements needed in the academic business unit’s curricula and/or curricula-related processes.*
3. *Describe proposed courses of action to make those changes and improvements.*

### **Principle 4.1: Faculty Qualifications**

**Excellence in business education requires highly-qualified faculty. Therefore, to ensure that the academic business unit’s business programs are properly supported, a high percentage of the undergraduate- and master’s-level student credit hours delivered by the academic business unit must be taught by doctorally-qualified and professionally-qualified faculty members. At the doctoral level, it is expected that all doctoral student credit hours will be taught by doctorally-qualified faculty.**

1. *Provide the page numbers for the section in the institution’s catalog that describes the academic credentials of each full-time and part-time faculty member.*
2. *Provide a current vita for all full-time and part-time business faculty members (these should be placed in the appendix of the self-study).*
3. *Provide Table 4: Faculty Qualifications. All faculty who teach courses offered by the academic business unit must be included, with full- and part-time faculty members listed separately and in alphabetical order. In cases where a faculty member teaches at more than one program level (undergraduate, master’s, doctoral levels) and/or in more than one major discipline during the self-study year, list each program level and discipline on a separate line under the headings “Program Level” and “Assigned Teaching Disciplines,” respectively. Then, indicate the faculty member’s qualification status for each program level and teaching discipline under the heading “Level of Qualification.” For each full-time faculty member who is indicated to be either doctorally- or professionally-qualified in a teaching discipline outside of his/her degree discipline(s), provide a brief rationale for this qualification status.*
4. *Provide Table 5: Teaching Load and Student Credit Hours Generated. Submit only one table, using the form that is appropriate for your academic business unit. Use Table 5(U) if you have only undergraduate programs, Table 5(M) if you have master’s programs, and Table 5(D) if you have doctoral programs. Full and part-time faculty members should be shown alphabetically and grouped separately. The table should account for all student credit hours taught in the business programs during the self-study year, including both required and elective business courses and courses taught at all off-campus locations. The qualification level of each faculty member for the credit hours taught, and totals, by faculty qualification level (doctorally- and professionally-qualified, and other) should be shown, as well as a grand total for undergraduate-, master’s-, and doctoral-level student credit hours taught. If the institution is operating on a quarter system, the table will require a slight modification to include three quarters rather than two semesters. This table should also include the number of sections, course preparations, and disciplines taught by each faculty member.*
5. *Provide Table 6: Faculty Coverage Summary. The data for this table come directly from the totals in Tables 5(U), 5(M), or 5(D): Teaching Load and Student Credit Hours Generated. Submit only one table, using the form that is appropriate for your academic business unit. Use Table 6(U) if you have only undergraduate programs, Table 6(M) if you have master’s programs, and Table 6(D) if you have doctoral programs.*

##### **Table 4: Faculty Qualifications**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **FACULTY****MEMBERS** | **YEAR OF****HIRE** | **HIGHEST DEGREE** | **PROFESSIONAL CERTIFICATION** | **ASSIGNED TEACHING DISCIPLINES** | **PROGRAM****LEVEL** | **LEVEL OF QUALIFICATION** | **TENURE** |
| **TYPE** | **DISCIPLINE** |
| **FULL-TIME FACULTY** |
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| **PART-TIME FACULTY** |
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##### Table 5(U): Teaching Load and Student Credit Hours Generated

**(For use by academic business units with only undergraduate programs)**

|  |  |  |  |
| --- | --- | --- | --- |
| **FACULTY****MEMBERS** | **FALL SEMESTER** | **SPRING SEMESTER** | **QUALIFICATION LEVEL****(UNDERGRADUATE)** |
| **UG****SCH** | **# of****SECT** | **# of****PREP** | **# of****DISC** | **UG****SCH** | **# of****SECT** | **# of****PREP** | **# of****DISC** | **DQ****SCH** | **PQ****SCH** | **OTHER****SCH** |
| **FULL-TIME FACULTY** |
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| **PART-TIME FACULTY** |
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| **TOTALS** |  |  |  |  |  |  |  |  |  |  |  |
| **TOTAL STUDENT CREDIT HOURS TAUGHT BY DOCTORALLY-QUALIFIED FACULTY** |  |  |
| **TOTAL STUDENT CREDIT HOURS TAUGHT BY DOCTORALLY- AND PROFESSIONALLY-QUALIFIED FACULTY**  |  |  |
| **TOTAL STUDENT CREDIT HOURS TAUGHT BY BUSINESS FACULTY DURING THE SELF-STUDY YEAR** |  |

Column Headings: UG = Undergraduate Level; SCH = Student Credit Hours; SECT = Course Sections; PREP = Course Preparations; DISC = Disciplines; DQ = Doctorally-Qualified; PQ = Professionally-Qualified

##### Table 5(M): Teaching Load and Student Credit Hours Generated

**(For use by academic business units with undergraduate and master’s programs)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **FACULTY****MEMBERS** | **FALL SEMESTER** | **SPRING SEMESTER** | **QUALIFICATION LEVEL****(UNDERGRADUATE)** | **QUALIFICATION LEVEL****(MASTER’S)** |
| **UG****SCH** | **MAST****SCH** | **# of****SECT** | **# of****PREP** | **# of****DISC** | **UG****SCH** | **MAST****SCH** | **# of****SECT** | **# of****PREP** | **# of****DISC** | **DQ****SCH** | **PQ****SCH** | **OTHER****SCH** | **DQ****SCH** | **PQ****SCH** | **OTHER****SCH** |
| **FULL-TIME FACULTY** |
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| **PART-TIME FACULTY** |
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| **TOTALS** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **TOTAL STUDENT CREDIT HOURS TAUGHT BY DOCTORALLY-QUALIFIED FACULTY** |  |  |  |  |
| **TOTAL STUDENT CREDIT HOURS TAUGHT BY DOCTORALLY- AND PROFESSIONALLY-QUALIFIED FACULTY** |  |  |  |  |
| **TOTAL STUDENT CREDIT HOURS TAUGHT BY DEGREE LEVEL** |  |  |
| **TOTAL STUDENT CREDIT HOURS TAUGHT BY BUSINESS FACULTY DURING THE SELF-STUDY YEAR** |  |

Column Headings: UG = Undergraduate Level; MAST = Master’s Level; SCH = Student Credit Hours; SECT = Course Sections; PREP = Course Preparations; DISC = Disciplines; DQ = Doctorally-Qualified; PQ = Professionally-Qualified

##### Table 5(D): Teaching Load and Student Credit Hours Generated

 **(For use by academic business units with undergraduate, master’s, and doctoral programs)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **FACULTY****MEMBERS** | **FALL SEMESTER** | **SPRING SEMESTER** | **QUALIFICATION LEVEL****(UNDERGRADUATE)** | **QUALIFICATION LEVEL****(MASTER’S)** | **QUALIFICATION****LEVEL****(DOCTORAL)** |
| **UG****SCH** | **MAST****SCH** | **DOCT****SCH** | **# of****SECT** | **# of****PREP** | **# of****DISC** | **UG****SCH** | **MAST****SCH** | **DOCT****SCH** | **# of****SECT** | **# of****PREP** | **# of****DISC** | **DQ****SCH** | **PQ****SCH** | **OTHER****SCH** | **DQ****SCH** | **PQ****SCH** | **OTHER****SCH** | **DQ****SCH** | **PQ****SCH** | **OTHER****SCH** |
| **FULL-TIME FACULTY** |
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| **PART-TIME FACULTY** |
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| **TOTALS** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **TOTAL STUDENT CREDIT HOURS TAUGHT BY DOCTORALLY-QUALIFIED FACULTY** |  |  |  |  |  |  |
| **TOTAL STUDENT CREDIT HOURS TAUGHT BY DOCTORALLY- AND PROFESSIONALLY-QUALIFIED FACULTY** |  |  |  |  |  |  |
| **TOTAL STUDENT CREDIT HOURS TAUGHT BY DEGREE LEVEL** |  |  |  |
| **TOTAL STUDENT CREDIT HOURS TAUGHT BY BUSINESS FACULTY DURING THE SELF-STUDY YEAR** |  |

Column Headings: UG = Undergraduate Level; MAST = Master’s Level; DOCT = Doctoral Level; SCH = Student Credit Hours; SECT = Course Sections; PREP = Course Preparations; DISC = Disciplines; DQ = Doctorally-Qualified; PQ = Professionally-Qualified

##### Table 6(U): Faculty Coverage Summary

(For use by academic business units with only undergraduate programs)

|  |  |
| --- | --- |
| **STUDENT CREDIT HOURS (SCH) TAUGHT DURING SELF-STUDY YEAR** | **UNDERGRADUATE SCH** |
| Total SCH Taught by Business Faculty |  |
| SCH Taught by Doctorally- and Professionally-Qualified Faculty |  |
| Percent of Total SCH Taught by Doctorally- and Professionally-Qualified Faculty |  |
| SCH Taught Only by Doctorally-Qualified Faculty |  |
| Percent of Total SCH Taught Only by Doctorally-Qualified Faculty |  |

##### Table 6(M): Faculty Coverage Summary

(For use by academic business units with undergraduate and master’s programs)

|  |  |  |  |
| --- | --- | --- | --- |
| **STUDENT CREDIT HOURS (SCH) TAUGHT DURING SELF-STUDY YEAR** | **UNDERGRADUATE SCH** | **MASTER’S SCH** | **TOTAL** |
| Total SCH Taught by Business Faculty |  |  |  |
| SCH Taught by Doctorally- and Professionally-Qualified Faculty |  |  |  |
| Percent of Total SCH Taught by Doctorally- and Professionally-Qualified Faculty |  |  |  |
| SCH Taught Only by Doctorally-Qualified Faculty |  |  |  |
| Percent of Total SCH Taught Only by Doctorally-Qualified Faculty |  |  |  |

##### Table 6(D): Faculty Coverage Summary

(For use by academic business units with undergraduate, master’s, and doctoral programs)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **STUDENT CREDIT HOURS (SCH) TAUGHT DURING SELF-STUDY YEAR** | **UNDERGRADUATE SCH** | **MASTER’S SCH** | **DOCTORAL SCH** | **TOTAL** |
| Total SCH Taught by Business Faculty |  |  |  |  |
| SCH Taught by Doctorally- and Professionally-Qualified Faculty |  |  |  |  |
| Percent of Total SCH Taught by Doctorally- and Professionally-Qualified Faculty |  |  |  |  |
| SCH Taught Only by Doctorally-Qualified Faculty |  |  |  |  |
| Percent of Total SCH Taught Only by Doctorally-Qualified Faculty |  |  |  |  |

### **Principle 4.2: Faculty Load**

Excellence in business education requires that faculty members have adequate time to devote to teaching, service, and scholarly activity. Therefore, a faculty member should not be expected to teach an excessive number of credit hours per academic term, nor should a faculty member be expected to have an excessive number of course preparations per academic term.

Appropriate reductions in teaching loads should be provided for faculty members who teach graduate courses; have significant administrative or service duties; direct multiple graduate theses, projects, or dissertations; or are engaged in extensive approved research.

1. *Provide the following information pertaining to the institutional policies that relate to the teaching loads of faculty:*
	1. *The institutional policy that determines the normal teaching load of full-time faculty.*
	2. *A description of the ways in which the policies are administered in terms of overloads and extra pay for overloads.*
	3. *An explanation of any variations between the academic load policies used in the academic business unit and other academic units of the institution.*
	4. *The policy on teaching loads for part-time and/or adjunct faculty.*
	5. *An identification of the documents that contain these policies and the page numbers for the relevant sections where these policies are stated.*
2. *Referring to Table 5(U), (M), or (D): Teaching Load and Student Credit Hours Generated, explain any deviations between actual teaching loads and the institution’s academic load policy.*
3. *List all faculty members who receive reductions in teaching loads for other professional responsibilities, and indicate the amount of the reduction and the reason.*

**Principle 4.3: Program Coverage**

Excellence in business education requires appropriate program coverage by qualified faculty. Therefore, for each business program offered (including majors, concentrations, specializations, emphases, options, and tracks), the academic business unit should have at least one full-time doctorally-qualified or professionally-qualified faculty member who teaches in that program.

*Provide Table 7: Program Coverage. This table should list all programs included in the accreditation review (including majors, concentrations, specializations, emphases, options, and tracks contained within the programs), and should identify one full-time doctorally- or professionally-qualified faculty member who teaches in that program.*

##### Table 7: Program Coverage

|  |  |  |
| --- | --- | --- |
| **PROGRAM** | **FACULTY MEMBER** | **QUALIFICATION LEVEL** |
| **ASSOCIATE-LEVEL PROGRAMS** |
|  |  |  |
|  |  |  |
|  |  |  |
| **BACHELOR’S-LEVEL PROGRAMS** |
|  |  |  |
|  |  |  |
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| **MASTER’S-LEVEL PROGRAMS** |
|  |  |  |
|  |  |  |
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| **DOCTORAL-LEVEL PROGRAMS** |
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### **Principle 4.4: Faculty Evaluation**

Excellence in business education requires institutions and their academic business units to have high-quality processes for faculty evaluation. Therefore, each institution should have a formal system of faculty evaluation for use in personnel decisions, such as the awarding of tenure and/or promotion, and for use in determining teaching effectiveness and the quality of student learning outcomes. This process should be appropriate for the level of degree program in which faculty are teaching.

1. *Describe the faculty evaluation process for your academic business unit and the ways in which it is used to measure teaching and student learning effectiveness. If the process is described in the Faculty Handbook, provide the page numbers for the relevant section.*
2. *Provide copies of the instruments that are used in the faculty evaluation process and evidence that these instruments are being used (these instruments should be placed in the appendix of the self-study).*

### **Principle 4.5: Faculty Development**

Excellence in business education requires business faculty to be engaged in a process of continuous improvement. Therefore, the academic business unit should provide opportunities for faculty development consistent with the expectations of the institution and its faculty; the mission and broad-based goals of the academic business unit; and the academic community.

1. *Describe the faculty development program for your institution and for your academic business unit. If this information is contained in your Faculty Handbook, provide the page numbers for the relevant sections.*
2. *Demonstrate the effectiveness of your faculty development program by providing examples of the results of its implementation within the academic business unit.*

### **Principle 4.6: Faculty Policies**

Excellence in business education requires the policies pertaining to faculty to be appropriate, published, and applied in a fair and consistent manner. Each institution should have written procedures, policies, and practices pertaining to faculty and their activities. These materials should be distributed to all faculty members.

1. *Provide a copy of the institution’s Faculty Handbook. This handbook should describe the institutional policies and practices that relate to faculty. If it is too bulky to include in the appendix of the self-study, send it as a separate document with the self-study.*
2. *Describe the ways in which faculty are made aware of these policies and are notified of changes.*

### **Principle 4.7: Summary Evaluation of Faculty**

**Excellence in business education requires an evaluation of the academic business unit’s academic resources and educational processes in terms of their contributions to the unit’s overall performance relative to its mission. This requires the academic business unit to evaluate the effectiveness of its faculty characteristics and activities and its faculty-related processesin supporting excellence in business education.**

*Provide a summary evaluation of the academic business unit’s faculty* *characteristics and activities and its faculty-related**processes. In this evaluation, consider the evidence presented in the self-study in the context of the academic business unit’s mission and:*

1. *Describe the general conclusions that the academic business unit drew from the self-study regarding its faculty characteristics and activities and its faculty-related processes**in supporting excellence in business education.*
2. *Identify any changes and improvements needed in the academic business unit’s faculty* *characteristics and activities and/or its faculty-related**processes.*
3. *Describe proposed courses of action to make those changes and improvements.*

### **Principle 5.1: Scholarly and Professional Activities**

**Excellence in business education requires faculty members in the academic business unit to be involved in scholarly and professional activities that enhance the depth and scope of their knowledge, especially as it applies to their teaching disciplines.**

1. *Provide a current vita for all full-time and part-time business faculty members. The scholarly and professional activities of each faculty member should be referenced in the vita (these should be placed in the appendix of the self-study).*
2. *Provide Table 8: Scholarly and Professional Activities of Full-Time Faculty for each full-time faculty member. Summarize the scholarly and professional activities for each full-time faculty member for the self-study year and the previous four years. Make certain that dates for all activities (e.g., professional meetings, papers presented, etc.) are provided in the vita. Supporting evidence for scholarly and professional activities should be readily available for the site visit team to review. Although they do not need to be included in this summary, a current vita reflecting scholarly and professional activities for all part-time and adjunct faculty members should be available to the site-visit team.*

##### Table 8: Scholarly and Professional Activities of Full-Time Faculty

|  |  |  |  |
| --- | --- | --- | --- |
| **FACULTY MEMBER** | **HIGHEST****DEGREE****EARNED** | **PROFESSIONAL CERTIFICATION** | **SCHOLARLY AND PROFESSIONAL ACTIVITIES, PAST FIVE YEARS** |
| **SCHOLARSHIP OF:** | **PROFESSIONAL****ACTIVITIES** |
| **TEACHING** | **DISCOVERY** | **INTEGRATION** | **APPLICATION** |
|  |  |  |  |  |  |  |  |
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| --- |
| **Codes to Use** |
| **Scholarship of Teachin**g | **Scholarship of Discovery** | **Scholarship of Application** | **Professional Activities** |
| a. Published Articles/Manuscripts/Books | a. Published Articles/Manuscripts/Books | a. Published Articles/Manuscripts/Books | a. Routine Consulting |
| b. Unpublished Articles/Manuscripts/Books | b. Unpublished Articles/Manuscripts/Books | b. Unpublished Articles/Manuscripts/Books | b. Professionally-Related Service |
| c. Published Cases with Instructional Materials | c. Papers Presented | c. Presentations at Conferences/Workshops | c. Officer of Professional Organization |
| d. Unpublished Cases with Instructional Materials | d. Session Chair | d. Consultation | d. Conference/Workshop Attendance |
| e. Presentations at Conferences/Workshops | e. Paper Discussant | e. Contract Research | e. Professional Meeting Attendance |
| f. Conference/Workshop Attendance | f. Dissertation/Thesis | f. Technical Assistance | f. Professional Membership |
| g. Professional Meeting Attendance | g. Faculty Research Seminars | g. Policy Analysis | g. Other (Specify) |
| h. Curriculum Review/Revision | h. Book Reviews | h. Program Evaluation |  |
| i. New Courses/Curricula | i. Other (Specify) | i. Articles/Monographs on Contributions to Practice |  |
| j. New Teaching Materials |  | j. Articles in Trade Publications  |  |
| k. Instructional Software Development | **Scholarship of Integration** | k. Other (Specify) |  |
| l. New Instructional Methods | a. Published Articles/Manuscripts/Books |  |  |
| m. New Teaching/Learning Assessment Tools | b. Unpublished Articles/Manuscripts/Books |  |  |
| n. Evaluations of Teaching Materials | c. Presentations at Conferences/Workshops |  |  |
| o. Other (Specify) | d. Conference/Workshop Attendance |  |  |
|  | e. Professional Meeting Attendance |  |  |
|  | f. New Courses/Curricula |  |  |
|  | g. Other (Specify) |  |  |

### **Principle 5.2: Summary Evaluation of Scholarly and Professional Activities**

**Excellence in business education requires an evaluation of the academic business unit’s academic resources and educational processes in terms of their contributions to the unit’s overall performance relative to its mission. This requires the academic business unit to evaluate the effectiveness of the scholarly and professional activities of its faculty in supporting excellence in business education.**

*Provide a summary evaluation of the scholarly and professional activities of the faculty in the academic business unit. In this evaluation, consider the evidence presented in the self-study in the context of the academic business unit’s mission and:*

1. *Describe the general conclusions that the academic business unit drew from the self-study regarding the scholarly and professional activities of its faculty**in supporting excellence in business education.*
2. *Identify any changes and improvements needed in the scholarly and professional activities of the faculty in the academic business unit.*
3. *Describe proposed courses of action to make those changes and improvements.*

### **Principle 6.1: Financial Resources**

**Excellence in business education requires financial resources that are sufficient to support a high-quality learning environment in the academic business unit consistent with its mission and broad-based goals.**

***Associate-, Bachelor’s-, and Master’s-Level Programs:***

1. *Describe the budget development and budget amendment processes of the institution. If applicable, this narrative should also include a description of the ways in which the results from implementing the academic business unit’s outcomes assessment plan are integrated into the budget development process.*
2. *Provide Table 9: Educational and General Expenditures. This table should provide financial and student credit hour data for your institution and academic business unit for the self-study year, the year prior to the self-study year, and the budgeted figures for the site-visit year.*

***Note****: Institutions for which the academic business unit is the institution (i.e., institutions that consist of no academic units other than the academic business unit) need only provide this information for items A, B, and E in Table 9.*

1. *List the support personnel (non-faculty) in your academic business unit by classification type.*
2. *Provide Table 10: Salary Ranges by Rank. This table should contain the actual full-time faculty salary ranges (lowest, mean, and highest) during the self-study year (academic year salaries—9 month salaries before overloads) for each of the faculty ranks in the academic business unit. Do not include faculty who are on leave or on sabbatical and are receiving a reduced rate during the period of absence.*
3. *If applicable, state the method of computation for extra pay of full-time faculty in the following areas:*

*(****Note****: Extra pay is additional compensation over and above a faculty member’s annual contract compensation during the self-study year.):*

* 1. *Overload*
	2. *Evening courses*
	3. *Off-campus courses*
	4. *Summer courses*

*e. Non-credit courses*

1. *State the rates of pay for part-time (adjunct) faculty who teach business courses.*
2. *Provide the page numbers for the section in your institution’s catalog that describes the tuition and fees for each business program.*

***Doctoral-Level Programs:***

*Describe the financial resources supporting the academic business unit’s doctoral-level business programs.*

##### Table 9: Educational and General Expenditures

|  |  |  |  |
| --- | --- | --- | --- |
| **ITEM** | **YEAR PRIOR TO****SELF-STUDY YEAR****(ACTUAL)** | **SELF-STUDY YEAR****(ACTUAL)** | **SITE-VISIT YEAR****(BUDGETED)** |
| A. Total Unrestricted Educational and General Expenditures for the Institution |  |  |  |
| B. Total Unrestricted Educational and General Expenditures for All Academic Instructional Units of the Institution |  |  |  |
| C. Total Unrestricted Educational and General Expenditures Allocated to the Academic Business Unit |  |  |  |
| D. Percentage of Total Unrestricted Academic Expenditures Allocated to the Academic Business Unit (C divided by B) |  |  |  |
| E. Total Student Credit Hours Taught by the Institution |  |  |  |
| F. Total Student Credit Hours Taught by the Academic Business Unit |  |  |  |
| G. Percentage of Institutional Student Credit Hours Taught by the Academic Business Unit (F divided by E) |  |  |  |

##### Table 10: Salary Ranges by Rank

|  |  |  |
| --- | --- | --- |
| **FACULTY RANK** | **NUMBER OF****FULL-TIME FACULTY** | **ACADEMIC YEAR SALARY RANGES BY RANK** |
| **LOWEST** | **MEAN** | **HIGHEST** |
| Professor |  |  |  |  |
| Associate Professor |  |  |  |  |
| Assistant Professor |  |  |  |  |
| Instructor |  |  |  |  |
| Other |  |  |  |  |

### **Principle 6.2: Facilities**

**Excellence in business education requires the physical facilities available to the academic business unit to be of sufficient quality to support high-quality business programs.**

1. *Describe the physical facilities, such as classrooms, computer laboratories, and faculty offices, that are available to business students and faculty. Plans for renovation of space or construction of new facilities associated with the business programs should also be described.*
2. *Provide Table 11: Office Facilities for Business Faculty. This table should identify the types of offices available for faculty in the academic business unit and the number of faculty members in each type of office.*
3. *Provide Table 12: Evaluation of Educational Space. This table should contain an overall, summary evaluation of the adequacy of the educational space that is available to the academic business unit.*

##### Table 11: Office Facilities for Business Faculty

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **TYPE OF OFFICE** | **FULL-TIME FACULTY** | **PART-TIME FACULTY** | **GRADUATE ASSISTANTS** | **EMERETI FACULTY** |
| One-Person Office |  |  |  |  |
| Two-Person Office |  |  |  |  |
| Three-Person Office |  |  |  |  |
| Four-Person Office |  |  |  |  |
| **TOTAL** |  |  |  |  |

##### Table 12: Evaluation of Educational Facilities

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CHARACTERISTIC** | **EXCELLENT** | **GOOD** | **FAIR** | **POOR** | **UNSATISFACTORY**  |
| Adequacy of Existing Classroom Space |  |  |  |  |  |
| Adequacy of Faculty Office Space |  |  |  |  |  |
| Proximity of Classrooms to Faculty Offices |  |  |  |  |  |
| Proximity of Classrooms to Computer Labs, Audio-Visual Services, Library, etc. |  |  |  |  |  |

### **Principle 6.3: Learning Resources**

**Excellence in business education requires a comprehensive library and other necessary learning resources to be available to business students and faculty.**

1. *Provide a list of the business journals, databases, and other learning resources available to business students and faculty.*
2. *Provide a general statement of library support for the business programs offered by the academic business unit. This statement should address:*
	1. *Inter-library loan program.*
	2. *Library support for faculty.*
	3. *Library support for students.*
	4. *Acquisitions program (including faculty consultation and review).*
	5. *Library support for off-campus programs (including online and hybrid delivery methods).*

### **Principle 6.4: Educational Technology and Support**

**Excellence in business education requires sufficient instructional and computing resources and support to be provided to business faculty and students.**

*Describe the instructional and educational technology and support available to business faculty and students. This description should address the following areas:*

1. *Technology available in the classrooms used by the academic business unit.*
2. *Technology available to students in computer laboratories and libraries.*
3. *Technology available to faculty in their offices.*
4. *Technology available at off-campus locations.*
5. *Technology support available to business students and faculty (both on- and off-campus).*

### **Principle 6.5: Off-Campus Locations**

**Excellence in business education requires the resources available to off-campus locations to be comparable to those at on-campus locations. Therefore, human and financial resources, facilities, libraries, and equipment at all off-campus locations should be sufficient to support the business programs taught at those locations.**

1. *Provide Table 13: Off-Campus Locations. This table should list each of your instructional sites (including the main campus and all off-campus sites), and indicate the number of business student credit hours taught at each location, along with the percentage of the total number of business student credit hours taught at each location.*
2. *Describe the resources that are available at each off-campus location at which the business programs or courses included in the accreditation review are offered. This description should address the following areas:*
	1. *Full-time faculty*
	2. *Financial resources*
	3. *Facilities*
	4. *Libraries*
	5. *Equipment*
3. *Describe the ways in which you ensure that the quality of off-campus business programs and courses is comparable to the quality of those programs and courses that are taught on-campus.*

##### Table 13: Off-Campus Locations

|  |  |  |
| --- | --- | --- |
| **Location** | **Business Student Credit Hours Taught at this Location** | **Percentage of the Total Number of Business Student Credit Hours Taught at this Location** |
|  |  |  |
|  |  |  |
|  |  |  |
| TOTAL |  |  |

##

### **Principle 6.6: Summary Evaluation of Resources**

**Excellence in business education requires an evaluation of the academic business unit’s academic resources and educational processes in terms of their contributions to the unit’s overall performance relative to its mission. This requires the academic business unit to evaluate the effectiveness of all of its resourcesin supporting excellence in business education.**

*Provide a summary evaluation of the academic business unit’s financial, physical, learning, and technological resources (both on campus and at off-campus locations). In this evaluation, consider the evidence presented in the self-study in the context of the academic business unit’s mission and:*

1. *Describe the general conclusions that the academic business unit drew from the self-study regarding the effectiveness of its financial, physical, learning, and technological resources (both on campus and at off-campus locations)**in supporting excellence in business education.*
2. *Identify any changes and improvements needed in the academic business unit’s financial, physical, learning, and technological resources (both on campus and at off-campus locations).*
3. *Describe proposed courses of action to make those changes and improvements.*

### **Principle 7.1: Internal Relationships**

**Excellence in business education requires the academic business unit to have effective working relationships with other functional units within the institution.**

***All Programs:***

1. *Provide the following institutional information:*
	1. *The approved statement of your institution’s mission (if the mission is stated in your institution’s catalog, provide the page numbers for the relevant section).*
	2. *The institution’s organizational chart (the names of position holders and their titles should be included on or with the chart; this should be placed in the appendix of the self-study).*
	3. *A list of the names, titles, and organizational affiliations of your institution’s governing board members and a statement of how often the governing board meets to review academic policies (this should be placed in the appendix of the self-study).*
2. *Provide the following academic business unit information:*
	1. *The academic business unit’s organizational chart (the names of position holders and their titles should be included on or with the chart; this should be placed in the appendix of the self-study).*
	2. *The job description for the head of the academic business unit (this should be placed in the appendix of the self-study).*
3. *Describe the procedure for recommending degree candidates. This description should include the procedure that is used by the Registrar’s Office to validate that the requirements for business programs have been fulfilled.*

***Associate- and Bachelor’s-Level Programs:***

1. *Provide the page numbers for the sections in your institution’s catalog that describe the academic policies pertaining to associate and bachelor’s degree students.*
2. *Describe the academic policies used by your academic business unit to place associate and bachelor’s degree students on probation or suspension, and to readmit suspended students.*
3. *State the number of students in each associate- and bachelor’s-level business program included in the accreditation review who were subject to academic sanctions during the self-study year.*

***Master’s-Level Programs:***

1. *Provide the page numbers for the sections in your institution’s catalog that describe the academic policies pertaining to master’s degree students.*
2. *Describe the academic policies used by your academic business unit to place master’s degree students on probation or suspension, and to readmit suspended students.*
3. *State the number of students in each master’s-level business program included in the accreditation review who were subject to academic sanctions during the self-study year.*

***Doctoral-Level Programs:***

1. *Provide the page numbers for the sections in your institution’s catalog that describe the academic policies pertaining to doctoral degree students.*
2. *Describe the academic policies used by your academic business unit to place doctoral degree students on probation or suspension, and to readmit suspended students.*
3. *State the number of students in each doctoral-level business program included in the accreditation review who were subject to academic sanctions during the self-study year.*

### **Principle 7.2: Admissions Processes**

**Excellence in business education requires admissions processes and policies that ensure that students who are admitted to business programs have a reasonable chance of success in the program to which they have been admitted.**

***Associate- and Bachelor’s-Level Programs:***

1. *For the associate- and bachelor’s-level business programs included in the accreditation review, describe the policies and procedures for admission to these programs in the following areas (if these are described in your institution’s catalog, provide the page numbers for the relevant sections):*
	1. *Admission of freshmen to these programs.*
	2. *Admission of students from within your institution to these programs.*
	3. *Admission of transfer students from other institutions to these programs.*
	4. *Admission of students from within your institution between the traditional and nontraditional formats of these programs.*
	5. *Acceptance of transfer credit from other institutions, and your method of validating the credits for these programs.*
2. *Describe the exceptions you have made in the administration of your admissions policies for associate and bachelor’s degree students in your academic business unit during the self-study year.*

***Master’s-Level Programs:***

1. *For the master’s-level business programs included in the accreditation review, describe the policies and procedures for admission to these programs. If these are described in your institution’s catalog, provide the page numbers for the relevant sections. Describe the ways in which the admission of students to these programs conforms to the approved admissions policies, and identify any exceptions that you have made.*
2. *Describe any differences in admissions policies for each format in which your master’s-level business programs are offered (e.g., day, evening, weekend, online, distance, intensive, or accelerated).*
3. *Describe the policies and procedures pertaining to the acceptance of transfer credit from other institutions, and your method of validating the credits for your master’s-level programs in business and business fields.*
4. *Explain the ways in which your master’s-level program admissions requirements attempt to ensure that students admitted to master’s-level programs have a reasonable chance to succeed in the program to which they are admitted.*

***Doctoral-Level Programs:***

1. *For the doctoral-level business programs included in the accreditation review, describe the policies and procedures for admission to these programs. If these are described in your institution’s catalog, provide the page numbers for the relevant sections. Describe the ways in which the admission of students to these programs conforms to the approved admissions policies, and identify any exceptions that you have made.*
2. *Describe any differences in admissions policies for each format in which your doctoral-level business programs are offered (e.g., day, evening, weekend, online, distance, intensive, or accelerated).*
3. *Describe the policies and procedures pertaining to the acceptance of transfer credit from other institutions, and your method of validating the credits for your doctoral-level programs in business and business fields.*
4. *Explain the ways in which your doctoral-level program admissions requirements attempt to ensure that students admitted to doctoral-level programs have a reasonable chance to succeed in the program to which they are admitted.*

### **Principle 7.3: Business and Industry Linkages**

**Excellence in business education requires the academic business unit to have current and meaningful linkages to business practitioners and organizations.**

*Describe the academic business unit’s activities and linkages with business, industry, and other relevant organizations. This description should address any of the following linkages that apply to your academic business unit:*

1. *Business advisory boards. Include the names, titles, and organizational affiliations of board members, and describe the board’s contributions to the academic business unit.*
2. *Executive-in-residence programs. Describe the program and identify its major accomplishments.*
3. *Internship programs. Describe the program and identify its major contributions.*
4. *Cooperative education programs. Describe the program and identify its major contributions.*
5. *Student organizations. Describe the purpose of the organization and the involvement of business or community leaders with the organization.*
6. *Business/economic research bureaus. Describe the activities of the bureau and the benefits generated for the academic business unit and the community.*
7. *Any other significant external linkages. Describe each program and its contributions.*

**Principle 7.4: External Cooperative Relationships**

Excellence in business education requires effective relationships with external educational institutions and organizations. Therefore, the academic business unit should encourage cooperative relationships with external educational institutions and organizations in ways that advance the missions of the institution and the academic business unit.

1. *List the principal institutions from/to which your institution receives/sends transfer students. Copies of articulation and/or course transfer agreements in effect should be available for review by the site-visit team.*
2. *Describe the advising procedure for transfer students.*
3. *Describe the relationships between the academic business unit and external educational institutions or organizations (other than transfer agreements as covered above). This description should include the following relationships (describe all that apply to your academic business unit):*
	1. *Joint degree programs*
	2. *Consortium agreements*
	3. *Other cooperative or partnership arrangements*

### **Principle 7.5: External Oversight**

**Excellence in business education requires the institution and its academic business unit to have appropriate oversight from governing or accrediting bodies.**

1. *Provide evidence that the institution has institutional accreditation from an appropriate nationally-recognized institutional accrediting organization. Institutions located outside of the United States must provide evidence of equivalent recognized institutional accreditation from an appropriate organization in the relevant country or region, or approvals or authorizations to award degrees from an appropriate governing, legal, or similar body. This evidence should take the form of a copy of the letter from an appropriate nationally-recognized accrediting organization affirming or reaffirming institutional accreditation. For institutions located outside of the United States, this evidence would be an equivalent letter, certificate, charter, or license from an appropriate accrediting, governing, legal, or similar body in the relevant country or region granting institutional accreditation, recognition, approval, or authorization to award degrees (this evidence should be placed in the appendix of the self-study).*
2. *Describe any other relevant governing body authorizations or approvals that apply to your institution and academic business unit.*

### **Principle 7.6: External Accountability**

Excellence in business education requires institutions and their academic business units to be accountable to the public for the quality of their degree programs. Therefore, the academic business unit must have processes for consistent, reliable public disclosure of information pertaining to student learning outcomes in its business programs. These processes must include the posting of student learning results for each IACBE-accredited program on the institution’s and/or the academic business unit’s website in a manner that is easily accessible by the public.

1. *Provide the following information pertaining to your public disclosure of student learning outcomes:*
	1. *A description of the ways in which you communicate student learning results to the public.*
	2. *The website address for the location of your public disclosure of student learning results for each business program included in the accreditation review.*
2. *Provide copies of the documents containing the information described in item 1 above.*
3. *Describe the ways in which the public is notified of and can access this information.*

### **Principle 7.7: Summary Evaluation of Internal and External Relationships**

**Excellence in business education requires an evaluation of the academic business unit’s academic resources and educational processes in terms of their contributions to the unit’s overall performance relative to its mission. This requires the academic business unit to evaluate the effectiveness of its internal and external relationshipsin supporting excellence in business education.**

*Provide a summary evaluation of the academic business unit’s internal and external relationships. In this evaluation, consider the evidence presented in the self-study in the context of the academic business unit’s mission and:*

1. *Describe the general conclusions that the academic business unit drew from the self-study regarding the effectiveness of its internal and external relationships**in supporting excellence in business education.*
2. *Identify any changes and improvements needed in the academic business unit’s internal and external relationships.*
3. *Describe proposed courses of action to make those changes and improvements.*

### **Principle 8.1: International Business Education**

**Excellence in business education requires business students to be prepared to function effectively in a changing global environment. Therefore, the academic business unit, through its curricula and co-curricular programs, should ensure that students possess the knowledge, skills, and abilities to understand and deal effectively with critical issues in a dynamic global business environment.**

*Describe the ways in which the academic business unit prepares students to function effectively in a global business environment. This description should include all of the following items that apply to your business programs:*

1. *Describe the ways in which your curricular and co-curricular programs prepare students to understand the global business environment. This description should encompass any majors, concentrations, specializations, emphases, options, tracks, and courses in international business in the academic business unit’s degree programs.*
2. *Describe all cooperative arrangements involving the academic business unit and international institutions or organizations (e.g., international student and/or faculty exchange programs, etc.; this is especially important if your students earn college credit from these institutions that is used to satisfy degree requirements in the academic business unit.). Provide contact information for these organizations, and provide the number of students and faculty involved in each program for the past three years.*
3. *Describe any other international programs offered by the academic business unit (e.g., short-term international study tours, etc.). This description should include the number of students and faculty who have participated in these programs for the past three years.*

### **Principle 8.2: Summary Evaluation of International Business Education**

**Excellence in business education requires an evaluation of the academic business unit’s academic resources and educational processes in terms of their contributions to the unit’s overall performance relative to its mission. This requires the academic business unit to evaluate the effectiveness of its international business programsin supporting excellence in business education.**

*Provide a summary evaluation of the academic business unit’s international business programs. In this evaluation, consider the evidence presented in the self-study in the context of the academic business unit’s mission and:*

1. *Describe the general conclusions that the academic business unit drew from the self-study regarding the effectiveness of its international business programs in supporting excellence in business education.*
2. *Identify any changes and improvements needed in the academic business unit’s international business programs.*
3. *Describe proposed courses of action to make those changes and improvements.*

### **Principle 9.1: Educational Innovation**

**Excellence in business education requires the academic business unit to adapt to changes in business and society. Therefore, the academic business unit should provide an environment that encourages and recognizes innovation and creativity in the education of business students.**

1. *Provide a statement that reflects your institution’s posture regarding educational innovation. This statement should describe the institution’s support for innovation in the academic business unit.*
2. *Describe the process that is used by the academic business unit to encourage and support educational innovation.*
3. *Provide examples of educational innovation in recent years, including improvements in the business programs offered by the academic business unit.*

### **Principle 9.2: Summary Evaluation of Educational Innovation**

**Excellence in business education requires an evaluation of the academic business unit’s academic resources and educational processes in terms of their contributions to the unit’s overall performance relative to its mission. This requires the academic business unit to evaluate the effectiveness of its processes for fostering educational innovationin supporting excellence in business education.**

*Provide a summary evaluation of the academic business unit’s processes for fostering educational innovation. In this evaluation, consider the evidence presented in the self-study in the context of the academic business unit’s mission and:*

1. *Describe the general conclusions that the academic business unit drew from the self-study regarding the effectiveness of its processes for fostering educational innovation in supporting excellence in business education.*
2. *Identify any changes and improvements needed in the academic business unit’s processes for fostering educational innovation.*
3. *Describe proposed courses of action to make those changes and improvements.*