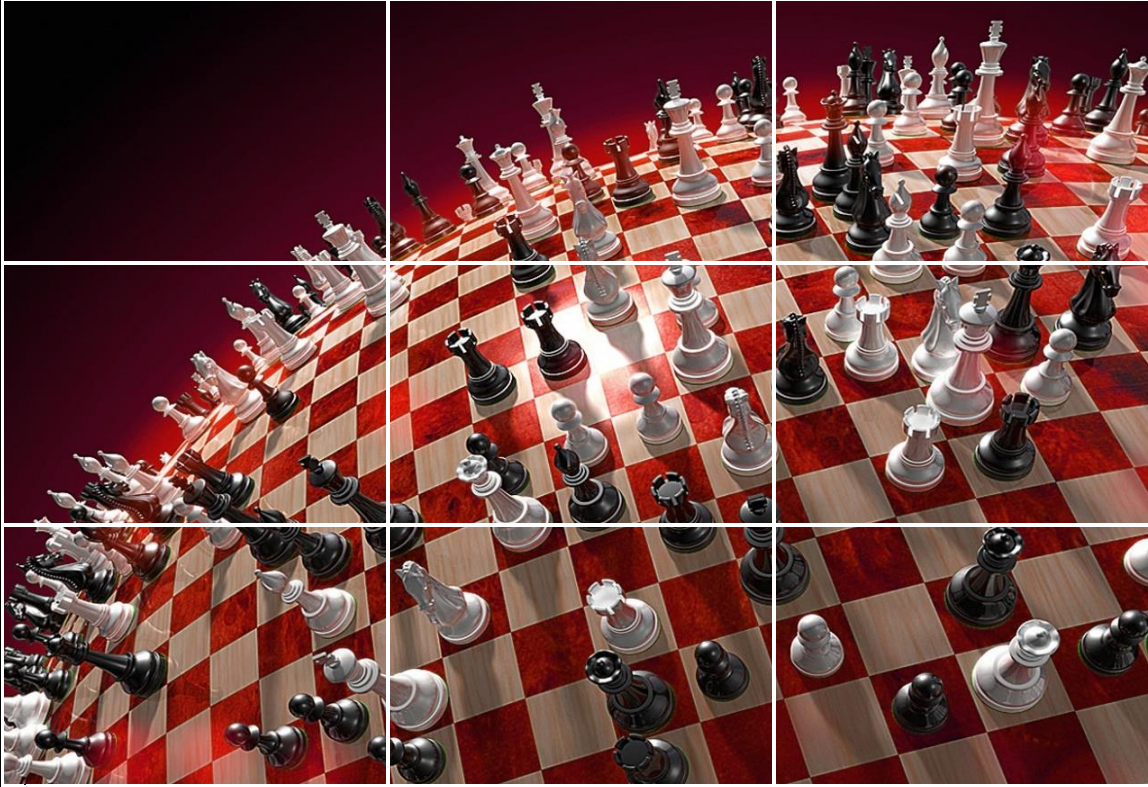


IACBE



**Advancing Academic
Quality in Business
Education Worldwide**

Strategic Plan

2017-20

Approved by Board of Directors



November 2016



PREFACE

The International Accreditation Council for Collegiate Business Education (IACBE) was founded in 1997 in response to the expressed needs of presidents, chief executive officers, chief academic officers, and business deans, chairs, directors, and heads-of-departments who wanted an accreditation process that was mission-driven and outcomes-based. The IACBE provides specialized accreditation for the business programs of hundreds of institutions of higher education throughout the world whose primary purpose is excellence in teaching and learning. The IACBE's innovative approach to specialized business accreditation is based on the assessment of educational outcomes and the characteristics of excellence in business education.

This strategic plan is a dynamic document and is subject to annual revision and updating. The plan provides strategic directions for focusing the IACBE's decision making and for guiding the IACBE over a three-year planning horizon – beginning in spring 2017 and ending in spring 2020.

The plan is organized into the following seven sections:

1. The first section contains an executive summary of the plan.
2. The second section provides an organizational profile of the IACBE, including its mission, vision, goals, and values; a membership profile; a description of its human, physical, technological, and financial resources; and the strategic tensions that it faces.
3. The third section contains an external scan and analysis of the sociological/cultural, technological, economic, political/legal, educational, and accreditation/competitive environments.
4. The next section provides a SWOT (strengths, weaknesses, opportunities, and threats) analysis for the IACBE.
5. The fifth section outlines the strategic implications for the IACBE of its profile, external environmental scans, and SWOT analysis.
6. The assumptions used in the strategic plan are outlined in the sixth section.
7. The seventh section articulates objectives and action plans for the IACBE over the planning horizon.

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SECTION ONE: EXECUTIVE SUMMARY

This strategic plan effectively positions the IACBE to realize its vision to be the leader in mission-driven and outcomes-based programmatic accreditation in business and to be the business accrediting body of choice for teaching-oriented institutions of higher education worldwide

The plan acknowledges significant external challenges facing business accreditors both domestically and abroad, including a weak global economy; funding constraints in higher education; increasing demands for accountability in student learning and the resulting pressures for regulatory oversight of accreditation; increasing diversity in educational delivery; and the intense rivalry among business accreditors. It also recognizes emerging opportunities such as the growth of experiential- and applied-learning and outcomes-based education; strategic alliances with organizations that share the IACBE's philosophy and values; emergent technologies to service our members; and the significant potential in markets outside of the U.S. where the demand for higher education and accreditation is growing. Specific action plans are articulated for taking advantage of the opportunities, while defending against the competitive threats facing the IACBE.

The plan identifies the IACBE's strengths in its organizational culture; its philosophy of and approach to quality assurance and accreditation; and the experience and expertise of its leadership in higher education and accreditation. It also acknowledges weaknesses in the areas of branding, visibility, and name recognition; marketing, promotion, and public relations; and financial and human resources. Action plans are identified for capitalizing on the IACBE's strengths and for addressing and improving on its weaknesses.

The plan identifies the following five key interdependent strategic results areas that will be instrumental in the accomplishment of the mission and vision of the IACBE:

1. Membership Growth and Retention
2. Marketing, Branding, and Business Development
3. New Revenue Opportunities
4. Member Services and Communications
5. Operational Effectiveness

Strategic objectives in these five key areas, along with action plans for accomplishing each, are articulated in the plan. Success in achieving these objectives will contribute to the accomplishment of the mission and vision of the IACBE. The following eleven objectives are identified in the plan:

1. Membership Growth and Retention

- ☐ **Objective 1:** Improve membership growth both domestically and internationally.
- ☐ **Objective 2:** Enhance retention of current member institutions.

2. Marketing, Branding, and Business Development

- ❑ **Objective 3:** Enhance marketing efforts to position the IACBE as the premier business accrediting agency for student- and learning-centered institutions of higher education throughout the world.
- ❑ **Objective 4:** Clarify and build the IACBE brand.
- ❑ **Objective 5:** Enhance the IACBE's business development efforts, including initiatives for market expansion, relationship development and management, and increasing the awareness and recognition of the IACBE both domestically and internationally.

3. New Revenue Opportunities

- ❑ **Objective 6:** Identify, expand, and diversify revenue sources for the IACBE.

4. Member Services and Communications

- ❑ **Objective 7:** Align member services with member needs.
- ❑ **Objective 8:** Improve communications with the IACBE's stakeholders.

5. Operational Effectiveness

- ❑ **Objective 9:** Ensure that the IACBE's organizational structure, human resources, and operational processes support operational efficiency and are consistent with and advance its accreditation mission.
- ❑ **Objective 10:** Improve internal communications and processes.
- ❑ **Objective 11:** Improve the IACBE's technological infrastructure.

SECTION TWO: ORGANIZATIONAL PROFILE

History

The International Accreditation Council for Collegiate Business Education (IACBE) was founded in 1997 in response to the expressed needs of presidents, chief executive officers, chief academic officers, and business deans, chairs, directors, and heads-of-departments who wanted an accreditation process that was not driven by prescriptive standards relating to inputs and resources, but was mission-driven and outcomes-based. At that time, the majority of the four-year colleges and universities in the United States that offered degrees in business were not recognized, and could not become recognized, by the existing business accrediting bodies. Similarly, hundreds of institutions of higher education located outside of the United States were unable to obtain specialized accreditation for their business programs.

Since that time, the IACBE has grown into the leading outcomes-based accreditation agency for business and management education in colleges, universities, and other higher education institutions worldwide whose primary purpose is excellence in teaching and learning.

In January 2011, the IACBE achieved a significant milestone when the Board of Directors of the Council for Higher Education Accreditation (CHEA) granted recognition to the IACBE.

Mission

The mission of the IACBE is to promote and recognize excellence in business education in institutions of higher education worldwide, at both the undergraduate and graduate levels, through specialized accreditation of business programs.

Vision

The vision of the IACBE is to be the leader in mission-driven and outcomes-based programmatic accreditation and to be the business accrediting body of choice for teaching-oriented institutions of higher education worldwide.

Broad-Based Goals

The broad-based goals of the IACBE are:

- ❑ To provide a forum for promoting excellence in business education in institutions of higher education throughout the world;
- ❑ To develop and promulgate accreditation principles and processes for advancing academic quality and excellence in business education;
- ❑ To promote continuous improvement in business programs through outcomes assessment and other quality assurance processes, thereby benefiting our members, higher education, and the public;

- ❑ To establish continuing relationships with individuals and groups who are interested in promoting excellence in business education, including business and industry, government agencies, professional associations, and other organizations throughout the world;
- ❑ To promote innovation and creativity in teaching and learning through sharing of best practices in business education and assisting in the professional development of business educators;
- ❑ To be a resource for members and the public regarding issues in business education and accreditation;
- ❑ To provide beneficial services to members;
- ❑ To assist academic business units in benchmarking through sharing best practices in business education, and providing research and information;
- ❑ To facilitate the globalization of business education by promoting awareness, understanding, and cooperation among academic business units worldwide;
- ❑ To promote ethical practices in business and business education.

Core Values

- ❑ **Collegiality** – A culture of collaboration and cooperation in advancing academic quality in business education
- ❑ **Developmental Philosophy** – An emphasis on continuous improvement and a shared journey toward excellence in business education
- ❑ **Responsiveness** – An unwavering focus on service to our members

Strategic Tensions

The IACBE recognizes that its mission, vision, goals, values, and accreditation philosophy create several inherent tensions that must be balanced in the development and implementation of its competitive strategy. The IACBE must:

- ❑ Maintain a flexible and developmental accreditation process while ensuring quality;
- ❑ Deliver excellent member services while keeping costs to members low;
- ❑ Provide prestigious accreditation while making accreditation accessible to high-quality programs that otherwise could not become accredited;
- ❑ Maintain credibility as an accreditor while offering a distinctly different approach to accreditation;
- ❑ Maintain the culture of a small organization while growing to a size that allows for financial stability;
- ❑ Mature as an organization while preserving its core values.

Membership Profile

Table 1: Membership Levels by Status/Location – 2003

Membership Status	US	Outside the US	Totals
Educational Members	0	0	0
Organizational Members	1	5	6
Candidates for Accreditation	0	5	5
Initially Accredited Members	128	0	128
Accredited Members	36	7	43
Totals	165	17	182

Table 2: Membership Levels by Status/Location – 2016

Membership Status	US	Outside the US	Totals
Educational Members	24	17	41
Candidates for Accreditation	13	9	22
Accredited Members	144	31	175
Totals	181	57	238

Table 3: Current Status of Regional Assemblies

Regional Assembly	Number of Members
Region 1-New England	19
Region 2-Middle States	42
Region 3-Southern	20
Region 4-Great Lakes	38
Region 5-North Central	24
Region 6-South Central	9
Region 7-Northwest	11
Region 8-Western	15
Region 9-European	31
Region 10-Asian	19

Regional Assembly	Number of Members
Region 11-Latin American	9
Region 12-African	1
Total	238

Resources

Human Resources

The IACBE benefits from an excellent staff, as well as from the leadership and services provided voluntarily by its members.

The IACBE currently employs five full-time staff members. The headquarters staff includes the President, Vice President of Accreditation and Organizational Advancement, Director of Finance and Compliance, Director of Internal Operations, and Coordinator of Member Services and Development. The IACBE also benefits from the services of a half-time Director of European Operations and International Development, a part-time Accounting Coordinator, and a part-time Special Events Coordinator, all of whom are employed on a contract basis.

The Board of Directors, Board of Commissioners, regional officers, committee members, and trained site-visit peer reviewers provide significant volunteer leadership and service to the organization.

Facilities

The IACBE's world headquarters are located in Lenexa, Kansas, USA – part of the greater Kansas City metropolitan area. The location is central to the United States, facilitating services to the IACBE's U.S. members. The Kansas City metro area benefits from a reasonable climate, relatively low living costs, and ready access to needed services.

The headquarters office is located in leased space in an office park into which the IACBE moved in February 2012. The building is relatively new, and the size of the facilities (5445 square feet) is more than double that of our previous office and is more than adequate for current and future operations over the next several years.

The headquarters facility has nine large offices, a spacious reception area, a conference room, adequate storage space, a separate work room, a nice kitchen/break room, and a large open area, which can be used for workshops and seminars. This facility will meet the needs of the IACBE over the planning period.

The IACBE also benefits from donated office space in Paris, France. This space is provided through the IACBE's strategic partnership with FEDE – The Federation for Education in Europe.

In addition, with growth in the Indian subcontinent, the Pacific Rim, and Central and South America, the IACBE may need part-time or full-time staff and office space in those locations as well.

Office Technology

Significant investments in office technology have been made in the past three years, including:

- ☐ Purchase of new server equipment;
- ☐ Development and implementation of a comprehensive accreditation database;
- ☐ Purchase of two desktop computers (with Windows 8 operating system and Office 2010 Academic Professional);
- ☐ Purchase of nine laptop computers;
- ☐ Purchase of thirteen monitors;
- ☐ Purchase of four wireless printers;
- ☐ Purchase of seven docking stations;
- ☐ Purchase of four projection units;
- ☐ Purchase of one scanner;
- ☐ Purchase of one TV monitor for conference room;
- ☐ Purchase of one Ethernet switch;
- ☐ Purchase of one router/VPN;
- ☐ Purchase of one control unit/IP module;
- ☐ Purchase of one NS communications server;
- ☐ Purchase of two QuickBooks Pro subscriptions;
- ☐ Purchase of six Microsoft Office 365 subscriptions;
- ☐ Purchase of six copies of Microsoft Access;
- ☐ Establishment of a replacement cycle for computers and equipment.

The following additional acquisitions will be needed over the planning horizon (according to replacement cycle):

- ☐ Server equipment;
- ☐ Nine laptop computers;
- ☐ Nine docking stations;
- ☐ Six projection units;
- ☐ Ethernet switch;
- ☐ Router/firewall.

Finances

Table 4: Financial Results and Projections, 1997-2017

Year	Members (Beginning)	Members (Ending)	Revenue	Expenses	Surplus (Deficit)	Annual Dues
1997	0	9	\$6,375	\$13,361	(\$6,986)	\$700
1998	9	49	\$69,975	\$64,611	\$5,364	\$700
1999	49	89	\$116,106	\$120,150	(\$4,044)	\$700
2000	89	107	\$255,091	\$247,997	\$7,094	\$700
2001	107	141	\$248,525	\$248,837	(\$312)	\$1,000
2002	141	169	\$358,544	\$339,786	\$18,758	\$1,000
2003	169	183	\$395,009	\$405,591	(\$10,582)	\$1,100
2004	183	189	\$542,143	\$521,964	\$20,179	\$1,350
2005	189	210	\$625,899	\$637,404	(\$11,505)	\$1,450
2006	210	228	\$590,951	\$725,472	(\$134,521)	\$1,550
2007	228	234	\$672,149	\$605,877	\$66,272	\$1,850
2008	234	222	\$700,819	\$745,519	(\$44,700)	\$1,950
2009	222	214	\$676,757	\$670,241	\$6,516	\$1,950
2010	214	203	\$788,020	\$702,107	\$85,913	\$2,150
2011	203	212	\$873,757	\$915,369	(\$41,612)	\$2,350
2012	212	222	\$964,057	\$879,358	\$84,699	\$2,450
2013	222	239	\$1,081,530	\$897,906	\$183,624	\$2,450
2014	239	245	\$1,168,376	\$985,965	\$182,411	\$2,450
2015	245	235	\$1,123,990	\$1,116,052	\$7,938	\$2,450
2016	235	233*	\$1,271,344*	\$1,230,050*	\$41,294*	\$2,450
2017*	233*	250*	\$1,333,620*	\$1,320,911*	\$12,709*	\$2,450

*Projected

SECTION THREE: EXTERNAL ENVIRONMENTAL ANALYSIS

Social/Cultural Environment

- ❑ During 2013, the bottom 20% of the U.S. population accounted for approximately 3% of household income while the top 20% accounted for about 43%. In addition, the U.S. is among the poorest performers among Organization for Economic Cooperation and Development (OECD) countries when it comes to income inequality. (*Country Analysis Report; Marketline*)
- ❑ There is increasing income inequality in the U.S. with poverty rates increasing due to low wages and regional imbalances in job opportunities. (*Country Analysis Report; Marketline*)
- ❑ The Workforce Innovation and Opportunity Act (WIOA) aims to address the infamous “skills gap” in the U.S. by equipping the workforce with the requisite skills and education to meet the needs of the labor market. (*Country Analysis Report; Marketline*)
- ❑ Postsecondary education in the U.S. is increasingly seen as an important step for obtaining beneficial long-term occupational and economic outcomes. Lower levels of educational attainment are linked to higher unemployment rates and lower earnings. (nces.ed.gov/programs/coe/indicator_tva.asp#f1)
- ❑ A recent survey of Americans found that while they agree a college degree is important, they would be more likely to pursue college if it were more flexible and less expensive. (www.insidehighered.com/news/2013/02/06/survey-americans-say-college-important-want-cheaper-more-flexible-programs)
- ❑ Approximately 43% of the individuals between the ages of 25 and 64 in the U.S. have achieved an education at the collegiate level. (*Country Analysis Report; Marketline*)
- ❑ The number of public high-school graduates is projected to increase 5 percent between 2008–09 and 2021–22. The number of private high-school graduates is projected to decrease 25 percent between 2008–09 and 2021–22. (nces.ed.gov/pubs2013/2013008.pdf)
- ❑ The Arab Spring, brought on by high levels of poverty and unemployment along with reductions in government spending, could result in similar scenarios in areas outside the Arab world as governments grapple with recalibrating budgets. (www.dnb.com/content/dam/english/economic-and-industry-insight/global_economic_outlook_to_2017.pdf)
- ❑ As 24/7 connectivity, social networking, and an attitude of personal freedom further permeate the walls of the corporation, corporate life will continue to move away from traditional hierarchical structures. Instead, workers, mixing business and the personal over the course of the day, will “self-organize” into agile “communities of interest.” By 2020, more than half of all employees at large corporations will work in virtual project groups. (www.strategyand.pwc.com/media/file/Strategyand_Rise-of-Generation-C.pdf.pdf)
- ❑ Non-Western knowledge workers will continue to migrate to the developed world as virtual communities make it easier for them to join global teams. As they do, they will bring with them the

innovative ideas and working behaviors they generated in their home territories.

(www.strategyand.pwc.com/media/file/Strategyand_Rise-of-Generation-C.pdf)

- ❑ By 2020, the American workplace population will be more diverse: 63 percent white, 30 percent Latino, and 50 percent female. Four or even five generations, from Boomers to Generation 2020, will be working at once. (*Jeanne C. Meister and Karie Willyerd, The 2020 Workplace: How Innovative Companies Attract, Develop & Keep Tomorrow's Employees Today*)
- ❑ Companies that once only operated for profit will place new emphasis on the importance of its people, as well as the impact the company's existence has on the planet. The new bottom line will incorporate profit, people and planet. (*Jeanne C. Meister and Karie Willyerd, The 2020 Workplace: How Innovative Companies Attract, Develop & Keep Tomorrow's Employees Today*)
- ❑ Employers are complaining that, despite the plethora of job seekers out there, they still can't find the right talent for their positions. This shortage places an even greater demand on employers to start providing training, development, and mentoring programs now to build and retain their future leaders. (thehiringsite.careerbuilder.com/2010/07/01/10-predictions-in-10-years-how-the-2020-workplace-will-affect-you/)
- ❑ Geographic and digital migrations will facilitate the global movement of families, identity, values, educational resources, social capital, and innovations, thereby contributing to an increasingly global learning economy. (www.knowledgeworks.org/sites/default/files/2020-Forecast.pdf)
- ❑ Political violence risks are moving to the top of many global companies' agendas. Heightened terrorism, war, and civil unrest risks are present in many regions, including among the developed economies. (*Aon Risk Solutions, www.aon.com/terrorismmap/2015-guide-terrorism-political-violence-risk-map.pdf*)
- ❑ In light of the global increase in the number and lethality of terrorist attacks, it has become imperative that nations, states, and private citizens become more involved in a strategic vision to recognize, prepare for, and — if possible — prevent such events. (*Rand Corporation, www.rand.org/topics/terrorism-threat-assessment.html*)

Technological Environment

- ❑ The global higher education market, which comprises hardware, software, and services, is expected to grow from \$47.95 billion in 2015 to \$70.62 billion by 2020. This represents a compound annual growth rate of 8.1% between 2015 and 2020. (www.researchandmarkets.com/reports/3420854/higher-education-market-by-hardware-pcs#relb2)
- ❑ Analysts forecast that the global e-learning market will grow at a compound annual growth rate of 15.1% between 2014 and 2019. (www.researchandmarkets.com/reports/3058657/global-e-learning-market-2015-2019#relb2)
- ❑ On a per million capita basis, the U.S. had 497.7 patents, Japan (441.2), the Republic of Korea (360.2), Switzerland (316.3), and Germany (216.9). (*Country Analysis Report; Marketline*)

- ❑ Average research and development expenditures in the U.S. increased by approximately 3% from 2007 to 2013. (*Country Analysis Report; Marketline*)
- ❑ Skilled and innovative digital entrepreneurs will emerge throughout the developing world in massive numbers. The rise of these entrepreneurs has the potential to significantly disrupt traditional Western business models. And they have the highly connected audience that can benefit from their new ideas. In urban China, for instance, 76 percent of people are already online, and 61 percent have broadband at home. Western countries currently lead the world in just two critical online services, e-commerce (Germany) and online advertising (U.K.), while non-Western countries are ahead of the game in several others: broadband (South Korea), social networking (Brazil), online gaming (China), mobile payments (Japan), and micro-transactions via SMS (the Philippines). (www.strategyand.pwc.com/media/file/Strategyand_Rise-of-Generation-C.pdf)
- ❑ More tools available by which to facilitate communication mean more ways to facilitate learning and collaboration – both within and across departments. (thehiringsite.careerbuilder.com/2010/07/01/10-predictions-in-10-years-how-the-2020-workplace-will-affect-you/)
- ❑ As Sims (Simulated Games) become increasingly accessible to employers, virtual training programs could very well become standard. Employers would be wise to start looking into these types of training programs now to stay ahead of the curve. (thehiringsite.careerbuilder.com/2010/07/01/10-predictions-in-10-years-how-the-2020-workplace-will-affect-you/)
- ❑ Technologies emerging in sectors such as biotechnology and nanotechnology are creating opportunities for companies with expertise in these areas. (*Country Analysis Report; Marketline*)

Economic Environment

- ❑ Global economic growth is projected at 2.5% for 2016. Slow growth is expected to continue. (www.conference-board.org/publications/publicationstoptics.cfm?topicid=10)
- ❑ A greater-than-expected slowdown in China is predicted to have substantial negative effects on the rest of the global economy. (www.un.org/en/development/desa/policy/wesp/wesp_current/2016wesp_ch1_en.pdf)
- ❑ Average global inflation is expected to continue to decline, in part, due to reduced oil and commodity prices. However, inflation is expected to rise moderately in developing countries during 2016. (www.un.org/en/development/desa/policy/wesp/wesp_current/2016wesp_ch1_en.pdf)
- ❑ Total debt levels in many developed economies remains high, particularly in the public sector, as governments have ramped up spending to boost economic growth. (www.dnb.com/content/dam/english/economic-and-industry-insight/global_economic_outlook_to_2017.pdf)
- ❑ High levels of public debt may have severe negative consequences for the U.S. economy. (*Country Analysis Report; Marketline*)

- ❑ By 2017, real GDP is forecasted to grow between 2.2 to 2.5% in the U.S. and between 1.6 to 1.8% in Europe. (www.dnb.com/content/dam/english/economic-and-industry-insight/global_economic_outlook_to_2017.pdf)
- ❑ By 2024, the U.S. economy is projected to add 9.8 million jobs. Among the 15 occupations projected to grow the most by 2024, a bachelor's degree is typically needed for employment in the 4 occupations that paid the highest annual wages during 2014. (www.bls.gov/opub/ted/2016/typical-education-needed-for-entry-into-the-largest-growing-occupations-2014-24.htm)
- ❑ Unemployment rates in the U.S. are expected to range between 5.6% in 2015 to 5.3% in 2019, while the rates for youth are expected to be much higher (*Country Analysis Report; Marketline*)
- ❑ Raising profits during 2016 will become increasingly difficult for U.S. companies as labor costs are expected to accelerate, as labor productivity grows modestly, and as interest rates rise. (www.conference-board.org/data/globaloutlook/)

Political/Legal Environment

- ❑ The E.U. and the U.S., through the Transatlantic Trade and Investment Partnership (TTIP), are searching for ways to boost economic growth in both regions. (www.aflcio.org/Issues/Trade/U.S.-EU-Free-Trade-Agreement-TTIP)
- ❑ Russia is growing more aggressive on the global stage. Relations with the west have grown frosty as Russia competes with the E.U. to build closer ties with the nations of Eastern Europe and the Caucasus. (Beary, B., 2014, February 7, *Resurgent Russia*, CQ Researcher, 24, 121-144; retrieved from: <http://library.cqpress.com/>)
- ❑ The U.S. has a strong democratic system; however, gridlock between the two major political parties has prevented consensus on reforms including immigration, climate change, healthcare, and energy security. (*Country Analysis Report; Marketline*)
- ❑ There are increasing calls for governmental/regulatory oversight of accreditation. (www.aaup.org/article/accreditation-and-federal-future-higher-education)
- ❑ More accountability and transparency in higher education are increasingly important issues. (www.chen.org/pdf/accred_account.pdf)
- ❑ Political partisanship is undermining the congress resulting in an inability to reach consensus on vital reforms concerning immigration, climate change, healthcare, and energy security. (*Country Analysis Report; Marketline*)
- ❑ A large-scale free trade agreement, the Trans Pacific Partnership, is being negotiated. The EU and the US are also in talks over a free trade agreement, which is expected to generate thousands of jobs in both economies. (*Country Analysis Report; Marketline*)

Educational Environment

- ❑ Today, more than 50 percent of all faculty hold part-time appointments. Non-tenure-track positions of all types now account for 76 percent of all instructional staff appointments in American higher education. (*American Association of University Professors, www.aaup.org/issues/contingency/background-facts*)
- ❑ In the last 10 years, higher education enrollment in China grew from 15 percent to 40 percent and is expected to grow by 50 percent by the end of the decade. The main issue is whether the quality is keeping up with the expansion. (*Higher Education Today, higheredtoday.org/2016/03/15/creating-u-s-higher-education-partnerships-with-chinese-institutions/*)
- ❑ China is opening its doors to foreign higher education providers at a time when competition and markets are being expanded domestically. Today, about 1,400 foreign higher education institutions have been approved by various education authorities in China to operate in the country. (*Philip G. Altbach, Chinese Higher Education in an Open-Door Era, ejournals.bc.edu/ojs/index.php/ihe/article/download/7929/7080*)
- ❑ The value proposition of college is changing with the recent growth in competency-based education and the emergence of industry-validated learning experiences. (*www.christenseninstitute.org/wp-content/uploads/2014/07/Hire-Education.pdf*)
- ❑ The higher education environment is rapidly changing to include massive open online courses (MOOCs), competency-based degrees, prior learning assessment, adaptive learning, alternative credentials, and flipped classrooms. (*www.changinghighereducation.com/2014/12/new_business_model_view_of_change_in_higher_education.html*)
- ❑ Alternative credentialing and pathways to higher education, experimentation in new teaching models and learning spaces, and student-driven personalized learning are trends that will influence learning and teaching during 2016 and beyond. (*onlinelearninginsights.wordpress.com/2016/01/10/three-trends-that-will-influence-learning-and-teaching-in-2016/top-2016-social-trends-to-watch-for/*)
- ❑ Increased student dependence on social media, a growing emphasis on non-degree education and training, a massive shift away from tenured faculty, and growing student mobility around the world are among the trends that could change the face of higher education. (*higheredlive.com/5-trends-that-could-change-the-face-of-higher-education/*)
- ❑ Future workers may acquire a number of certificates and/or qualifications during their career as opposed to earning a single college degree in their youth. Continuing education programs could replace traditional degree programs for many workers. (*higheredlive.com/5-trends-that-could-change-the-face-of-higher-education/*)
- ❑ Total U.S. enrollment in postsecondary degree granting institutions is projected to increase by 14% from approximately 21 million to 24 million students between 2011 and 2022. (*nces.ed.gov/pubs2014/2014051.pdf*)

- ❑ Between 2013 and 2024, post-baccalaureate enrollment is projected to increase by 20%, from 2.9 to 3.5 million students. (nces.ed.gov/programs/coe/indicator_chb.asp)
- ❑ Across the United States there are 1,655 community colleges. Of these, 1,047 are public institutions and 415 private. (*U.S. Department of Education, Community College Facts at a Glance*, www2.ed.gov/about/offices/list/ovae/pi/cclo/ccfacts.html)
- ❑ In terms of enrollment demographics, 46% of all U.S. undergraduates are community college students. (*American Association of Community Colleges. (2015). 2015 Community College Fast Facts [Data File]. Retrieved from: www.aacc.nche.edu/AboutCC/Pages/fastfactsfactsheet.aspx*)
- ❑ Approximately 13 million students are enrolled in community colleges across the United States. Nearly 45% of all students earning a bachelor's degree attended a community college. (www.studyusa.com/en/a/51/community-colleges-in-the-usa)
- ❑ At the postsecondary level, U.S. expenditures per FTE student were \$26,021, about twice the amount of the Organization for Economic Cooperation and Development (OECD) average of \$13,619. (nces.ed.gov/programs/coe/pdf/coe_cmd.pdf)
- ❑ Business Administration remains the most popular college major in the U.S. (college.usatoday.com/2014/10/26/same-as-it-ever-was-top-10-most-popular-college-majors/)
- ❑ The demand for higher education worldwide will continue to grow, but at a lower rate than in the past 20 years. Growth in international student mobility will not keep pace with the overall growth in demand due to increased capacity in domestic higher education systems and the growth of transnational education opportunities. Specifically, "India's share of internationally mobile students will rise and China's will fall. Domestic capacities and demography both pull in that direction." (www.insidehighered.com/quicktakes/2013/09/26/higher-education-2020)
- ❑ Students will prefer blended learning to fully online learning: "The future is blended." (www.insidehighered.com/quicktakes/2013/09/26/higher-education-2020)
- ❑ Regarding the unbundling of degrees, in which students earn credits from a variety of institutions (and types of institutions), "The future is also unbundled." (www.insidehighered.com/quicktakes/2013/09/26/higher-education-2020)
- ❑ The gradual withdrawal of the state from the funding of [higher education] teaching in the developed world will not be reversed as the global economy enters a recovery cycle up to 2020. User pays is becoming the norm, though withdrawal of public funding in wealthy countries in continental Europe is unlikely. (www.insidehighered.com/quicktakes/2013/09/26/higher-education-2020)
- ❑ Governments will put pressure on universities to drive down the costs of degrees. "The online revolution and the ability to unbundle provision from awards, while maintaining access to public loans and grants, will make this feasible. Top research universities will be unaffected. The cultural divide between the elite and the rest will widen in the U.S and U.K." (www.insidehighered.com/quicktakes/2013/09/26/higher-education-2020)

- ❑ Public universities will increasingly see private and for-profit institutions as potential partners. (www.insidehighered.com/quicktakes/2013/09/26/higher-education-2020)
- ❑ Among the global trends impacting management education: (i) the integration of economies makes it important for management education to be relevant in both global and local markets; (ii) shifts in demographics relative to the age distribution of the population, the migration of populations, and population dynamics such as urbanization drive the need to address issues surrounding demand, curricular development, and staffing within business schools; (iii) advances in information and communication technologies will test college and university infrastructures, finances, and human resources relative to areas such as course management systems, online education, digital libraries and databases, and administrative functions; (iv) the global sourcing of services will challenge management education to think more frequently about educational goals, curricula, and the demands of the business community not only in home countries, but throughout the world; (v) the recent spotlight on unethical business practices is leading business leaders and management educators to think beyond short-term profits to longer-term success via social responsibility, good governance, and sustainable business practices. (www.gfmeglobal.org/landscape/reportonlineversion.pdf)
- ❑ With measurement strategies and metrics producing mountains of information, we will need to decide what data are important, what they mean, and how we can act upon them. (www.knowledgeworks.org/sites/default/files/2020-Forecast.pdf)

Accreditation/Competitive Environment

- ❑ Employers are exploring two different approaches to quality assurance and certification. The first is to build on the existing accreditation system which seeks reforms relative to accreditation governance and management, institutional mission, advisory groups, and performance measurement and reporting. The above approach would be achieved by giving employers a greater voice in the existing accreditation system. The second approach is to create an employer-led quality assurance and certification system. The latter approach would empower the business community to create its own system based on best practices in the supply chain management system. (www.uschamberfoundation.org/sites/default/files/Changing%20the%20Debate%20draft.pdf)
- ❑ The increase in the number and diversity of business programs internationally makes it increasingly important to assure quality. (www.gfmeglobal.org/landscape/reportonlineversion.pdf)
- ❑ There is intense rivalry among business accrediting bodies.
- ❑ Both the AACSB and ACBSP have a presence in markets outside of the U.S.
- ❑ The AACSB is targeting non-research institutions.

SECTION FOUR: STRENGTHS-WEAKNESSES-OPPORTUNITIES-THREATS ANALYSIS

Table 5: SWOT Analysis for the IACBE

INTERNAL ANALYSIS	
STRENGTHS	WEAKNESSES
<input type="checkbox"/> Outcomes-based quality assurance process	<input type="checkbox"/> Small staff
<input type="checkbox"/> Adaptability/flexibility of accreditation process	<input type="checkbox"/> Insufficient clerical/administrative support
<input type="checkbox"/> Developmental philosophy of accreditation	<input type="checkbox"/> No marketing/promotions/PR staff
<input type="checkbox"/> Collegial, cooperative approach to accreditation	<input type="checkbox"/> Lack of a strategic marketing plan
<input type="checkbox"/> Comprehensive accreditation materials and member resources	<input type="checkbox"/> Lack of full-time representative presence in regions outside the U.S.
<input type="checkbox"/> Positive organizational culture	<input type="checkbox"/> Lack of visibility and name recognition
<input type="checkbox"/> Responsiveness to member needs/requests	<input type="checkbox"/> Outdated promotional materials
<input type="checkbox"/> Extensive experience of leadership in higher education	<input type="checkbox"/> Uneven/inconsistent activities of regional assemblies
<input type="checkbox"/> Extensive staff expertise in business accreditation	<input type="checkbox"/> English-based accreditation materials/website
<input type="checkbox"/> Pro-active approach to fiscal responsibility	<input type="checkbox"/> Limited social media utilization
<input type="checkbox"/> Transparency of information	<input type="checkbox"/> No members-only section of website
<input type="checkbox"/> Comprehensive accreditation database	<input type="checkbox"/> Dues-dependent financing
<input type="checkbox"/> CHEA recognition	<input type="checkbox"/> Lack of sufficient working capital reserve
	<input type="checkbox"/> Lack of diversified sources of financing
	<input type="checkbox"/> Lack of virtual/online training opportunities
	<input type="checkbox"/> Lack of bi-lingual staff
EXTERNAL ANALYSIS	
OPPORTUNITIES	THREATS
<input type="checkbox"/> Growing importance of education in a knowledge-based economy (anticipated shortage in college-educated workers)	<input type="checkbox"/> State/Federal funding constraints in higher education may reduce ability of institutions to afford accreditation
<input type="checkbox"/> Worldwide focus on social responsibility and sustainability	<input type="checkbox"/> By 2020, Spanish language in U.S. will be as predominant as English
<input type="checkbox"/> Non-traditional education providers	<input type="checkbox"/> Small, public/private colleges will struggle to compete

EXTERNAL ANALYSIS	
OPPORTUNITIES	THREATS
<input type="checkbox"/> Borderless/transnational education	<input type="checkbox"/> Trend toward increased accountability and transparency in higher education
<input type="checkbox"/> Trend toward more experiential-based learning	<input type="checkbox"/> Increasing calls for governmental/regulatory oversight of accreditation
<input type="checkbox"/> Competency-based education models	<input type="checkbox"/> Emergence of new accrediting bodies, especially in international markets (e.g., ATHEA)
<input type="checkbox"/> Increasing need/demand for specialized accreditation in business	<input type="checkbox"/> Non-traditional education providers
<input type="checkbox"/> Substantial potential for growth in the international business accreditation market in developing countries	<input type="checkbox"/> AACSB attracting more teaching-oriented institutions
<input type="checkbox"/> Trends toward increased accountability and transparency in higher education	<input type="checkbox"/> European Foundation for Management Development (EFMD) established EFMD Programme Accreditation System (EPAS) for teaching-oriented institutions
<input type="checkbox"/> Recognition by EQAR and similar international bodies	<input type="checkbox"/> Competition among business accrediting bodies
<input type="checkbox"/> Additional corporate sponsors and affiliates	<input type="checkbox"/> Increasing use of part-time/adjunct faculty
<input type="checkbox"/> Opportunities for other partnerships and alliances	
<input type="checkbox"/> Influencing quality assurance in the international market	
<input type="checkbox"/> New member services	
<input type="checkbox"/> Market segments not served or underserved by other accreditors (e.g., ACICS, DEAC, APSCU)	
<input type="checkbox"/> Opportunities for the special accreditation of other programs (e.g., leadership, organizational development, economics, etc.)	
<input type="checkbox"/> Development of a professional assessment credential (e.g., Certified Assessment Professional)	
<input type="checkbox"/> Promotion of IACBE outcomes-based assessment process to non-business academic units	
<input type="checkbox"/> Collaborations with national ministries of higher education to develop quality assurance frameworks	
<input type="checkbox"/> Expansion of scope of accreditation	
<input type="checkbox"/> Change in organization's name	

SECTION FIVE:

STRATEGIC IMPLICATIONS OF THE IACBE'S ORGANIZATIONAL PROFILE, ENVIRONMENTAL SCANS, AND SWOT ANALYSIS

Based on the assessment of the IACBE's current membership and resource profiles, environmental scans, and SWOT analysis, a number of changes and improvements have been identified that will be instrumental in achieving its mission and vision. These changes and improvements are organized and categorized into five 'key strategic results areas.' These strategic areas, and the related areas in which changes and improvements are needed, are identified below:

1. Membership Growth and Retention

- ☐ Domestic and international membership growth
- ☐ Retention of current IACBE members

2. Marketing, Branding, and Business Development

- ☐ Competitive positioning
- ☐ Branding and value proposition
- ☐ Market expansion, relationship development and management, and awareness and recognition of the IACBE both domestically and internationally

3. New Revenue Opportunities

- ☐ Identification of potential new revenue streams
- ☐ Expansion and diversification of revenue sources for financial stability

4. Member Services and Communications

- ☐ Member needs and member services
- ☐ Stakeholder communications

5. Operational Effectiveness

- ☐ Organizational structure and staffing
- ☐ Human resources and operational processes
- ☐ Internal processes
- ☐ Technological infrastructure

SECTION SIX: STRATEGIC PLANNING ASSUMPTIONS

The following key assumptions are used in the planning process and underlie the development of this strategic plan:

- ❑ There will be no changes in the leadership of the IACBE through April 2020.
- ❑ The IACBE will continue to be dependent on seasonal financing throughout the planning horizon of this plan. In addition, the line-of-credit may be necessary to help finance strategic initiatives.
- ❑ There will be no new business accrediting agencies both domestically and outside the U.S.
- ❑ Business accreditors will continue not to be eligible for recognition by the U.S. Department of Education.
- ❑ There will be no significant changes in the relationships between the regional accrediting associations, and between those associations and specialized accreditors.
- ❑ The IACBE will continue to have its world headquarters in the greater Kansas City metropolitan area.
- ❑ International economies (including the U.S.) will experience slow growth, and government budgets will continue to experience pressures.

SECTION SEVEN: OBJECTIVES AND ACTION PLANS

As mentioned in Section Five, outcomes in five key interdependent strategic results areas will be instrumental for the accomplishment of the mission and vision of the IACBE. This section articulates objectives and action plans in each of the following previously-identified areas:

1. Membership Growth and Retention

In order for the IACBE to accomplish its mission and vision, it must improve membership growth and enhance the retention of its current members.

2. Marketing, Branding, and Business Development

In order for the IACBE to accomplish its mission and vision, it must define and articulate its brand, develop a branding strategy, and effectively market the brand for competitive positioning in the marketplace. In addition, it must implement new business development initiatives.

3. New Revenue Opportunities

In order for the IACBE to accomplish its mission and vision, it must identify potential new revenue streams and diversify its revenue sources for financial stability.

4. Member Services and Communications

In order for the IACBE to accomplish its mission and vision, it must effectively assess member needs, expand the range of relevant member services provided, and improve stakeholder communications.

5. Operational Effectiveness

In order for the IACBE to accomplish its mission and vision, it must continuously improve its operational effectiveness. It must staff appropriately and must have the technological infrastructure for efficient operations. It must ensure that its accreditation and internal processes are functioning effectively and are consistent with its mission. It must develop and implement appropriate policies and procedures.

In addition, this section outlines an assessment process for tracking and monitoring the progress in accomplishing the plan's strategic objectives.

Notes: In the action plans associated with each objective, the following abbreviations are used for identifying responsible persons:

VP: Vice President of Accreditation and Organizational Advancement
 DEO: Director of European Operations and International Development
 DFC: Director of Finance and Compliance
 CAS: Coordinator of Accreditation Support
 DIO: Director of Internal Operations
 CFOS: Coordinator of Financial and Operational Support

CSE: Coordinator of Special Events
BOD: Board of Directors
BOC: Board of Commissioners
EMF: External Marketing Firm
ITSP: Information Technology Services Provider

The individuals and/or groups identified in the 'Responsible Persons' column in the action plans associated with the strategic objectives are those who will be involved in implementing the action plans. However, all IACBE staff will be responsible for providing support for the action plans as needed and as applicable.

The person who will have principal responsibility for ensuring that the action plans are executed and for following up on their implementation is indicated with an asterisk (*).

STRATEGIC RESULTS AREA 1: MEMBERSHIP GROWTH AND RETENTION

Objective 1: Improve membership growth both domestically and internationally.

Action Plan	Responsible Persons	Timeline
1-A Expand the IACBE's scope of accreditation to include community colleges (and other institutions of higher education that offer only two-year degrees, diplomas, or other equivalent credentials).	<input type="checkbox"/> President* <input type="checkbox"/> VP <input type="checkbox"/> DEO <input type="checkbox"/> BOC	2017
1-B.1 Assess return-on-investment associated with both domestic and international membership development efforts.	<input type="checkbox"/> President* <input type="checkbox"/> VP <input type="checkbox"/> DFC	2017
1-B.2 Based on return-on-investment analyses, develop and implement a time-bound and data-driven membership growth plan.	<input type="checkbox"/> President* <input type="checkbox"/> VP <input type="checkbox"/> DEO <input type="checkbox"/> EMF <input type="checkbox"/> BOD	2017
1-B.3 Allocate and deploy resources to those countries/regions where the return-on-investment potential is the greatest.	<input type="checkbox"/> President* <input type="checkbox"/> VP <input type="checkbox"/> DEO	Ongoing
1-B.4 Based on return-on-investment analyses, conduct targeted recruiting forums both domestically and internationally.	<input type="checkbox"/> President* <input type="checkbox"/> VP <input type="checkbox"/> DEO <input type="checkbox"/> CAS	Ongoing
1-B.5 Based on return-on-investment analyses, exhibit/sponsor/present at targeted academic, professional, and accreditation/quality assurance conferences.	<input type="checkbox"/> President* <input type="checkbox"/> VP <input type="checkbox"/> DEO <input type="checkbox"/> CAS	Ongoing

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Action Plan	Responsible Persons	Timeline
1-C.1 Conduct surveys/interviews with new members in order to determine the ways in which they learned of the IACBE and their specific reasons for joining.	❑ CAS*	Ongoing
1-C.2 Use the results of the new member surveys/interviews to inform membership development efforts.	❑ President* ❑ VP ❑ DEO ❑ EMF	Ongoing
1-D Develop a database of potential member institutions.	❑ VP* ❑ DEO ❑ CAS	2017 and Ongoing

Objective 2: Enhance retention of current member institutions.

Action Plan	Responsible Persons	Timeline
2-A.1 Conduct 'satisfaction surveys' of current members in order to assess the extent of their satisfaction with the IACBE and to identify the reasons for their degree of satisfaction or dissatisfaction.	❑ CAS*	Ongoing
2-A.2 Based on the results of the satisfaction surveys, develop and implement a plan for retaining current members of the IACBE.	❑ President* ❑ VP ❑ DEO	Ongoing
2-B.1 Develop (i) an 'exit interview' protocol for institutions that choose to drop their membership with the IACBE in order to determine their specific reasons for leaving and (ii) a formal process for reporting the results of the exit interviews to the Board of Directors or a sub-committee of the Board of Directors for the purpose of developing board-level initiatives for addressing issues identified in the exit interviews.	❑ President* ❑ VP ❑ DEO ❑ BOD	2017
2-B.2 Develop an 'intervention/response plan' for addressing the issues identified in the exit interviews with institutions that choose to drop their membership with the IACBE.	❑ President* ❑ VP ❑ DEO	2017
2-B.3 Implement the exit interview protocol and intervention/response plan for institutions that choose to leave the IACBE.	❑ President* ❑ VP ❑ DEO ❑ CAS	Ongoing

STRATEGIC RESULTS AREA 2: MARKETING, BRANDING, AND BUSINESS DEVELOPMENT

Objective 3: Enhance marketing efforts to position the IACBE as the premier business accrediting agency for student- and learning-centered institutions of higher education throughout the world.

Action Plan	Responsible Persons	Timeline
3-A.1 Hire a marketing director or retain the services of an external marketing firm.	❑ President*	2017
3-A.2 Develop and implement a strategic marketing plan for the IACBE.	❑ President* ❑ VP ❑ DEO ❑ EMF ❑ BOD	2017 and Ongoing
3-A.3 Develop new print and digital promotional materials, including brochures, newsletters, fact sheets, press releases, media packages, and other marketing/publicity materials.	❑ President* ❑ VP ❑ DEO ❑ EMF	2017 and Ongoing
3-A.4 Develop and implement a promotional campaign that highlights the IACBE's new name and enhanced value proposition and that clearly differentiates the IACBE from other business accrediting bodies.	❑ President* ❑ VP ❑ DEO ❑ EMF	2017 and Ongoing
3-B Conduct surveys/interviews with new members in order to determine the ways in which they learned of the IACBE and their specific reasons for joining.	❑ CAS*	Ongoing
3-C Use the results of the new member surveys/interviews to inform marketing and branding efforts.	❑ President* ❑ VP ❑ DEO ❑ EMF	Ongoing

Action Plan	Responsible Persons	Timeline
3-D Leverage multiple communications platforms, including the website and social media platforms, to position the IACBE competitively in the market.	<ul style="list-style-type: none"><input type="checkbox"/> President*<input type="checkbox"/> VP<input type="checkbox"/> DEO<input type="checkbox"/> CAS<input type="checkbox"/> EMF	Ongoing

International Assembly for Collegiate Business Education

Objective 4: Clarify and build the IACBE brand.

Action Plan	Responsible Persons	Timeline
4-A.1 Develop and implement a clear branding strategy for the IACBE that will retain current members and attract new members.	<input type="checkbox"/> President* <input type="checkbox"/> VP <input type="checkbox"/> DEO <input type="checkbox"/> EMF	2017 and Ongoing
4-A.2 Change the name of the IACBE from “International Assembly for Collegiate Business Education” to “International Accreditation Council for Business Education.”	<input type="checkbox"/> President* <input type="checkbox"/> DFC	2017
4-B.1 Conduct surveys of current members to gather information regarding the IACBE’s distinctive characteristics, value proposition, core competencies, etc.	<input type="checkbox"/> CAS*	Ongoing
4-B.2 Develop and implement a plan for enhancing and advancing the IACBE’s value proposition for competitive advantage and strategic positioning in the marketplace.	<input type="checkbox"/> President* <input type="checkbox"/> VP <input type="checkbox"/> DEO <input type="checkbox"/> EMF	2017
4-C Incorporate ‘employability outcomes’ in the IACBE’s accreditation process and leverage for competitive advantage and strategic positioning in the marketplace.	<input type="checkbox"/> President* <input type="checkbox"/> VP <input type="checkbox"/> EMF	2017 and Ongoing
4-D Integrate social responsibility and sustainability into the IACBE’s Accreditation Principles and leverage for competitive advantage and strategic positioning in the marketplace.	<input type="checkbox"/> President* <input type="checkbox"/> VP <input type="checkbox"/> EMF	2017 and Ongoing
4-E Leverage multiple communications platforms, including the website and social media platforms, to build the IACBE brand.	<input type="checkbox"/> President* <input type="checkbox"/> VP <input type="checkbox"/> DEO <input type="checkbox"/> CAS <input type="checkbox"/> EMF	Ongoing

International Assembly for Collegiate Business Education

Objective 5: Enhance the IACBE's business development efforts, including initiatives for market expansion, relationship development and management, and increasing the awareness and recognition of the IACBE both domestically and internationally.

Action Plan	Responsible Persons	Timeline
5-A Develop and implement a plan for the development and management of relationships/alliances with partners, affiliates, corporate sponsors, conference exhibitors, and other organizations that are supportive of the mission and goals of the IACBE.	<input type="checkbox"/> President* <input type="checkbox"/> VP <input type="checkbox"/> DEO <input type="checkbox"/> CSE <input type="checkbox"/> EMF	2018 and Ongoing
5-B Develop and implement a plan for increasing the visibility and recognition of the IACBE both domestically and internationally.	<input type="checkbox"/> President* <input type="checkbox"/> VP <input type="checkbox"/> DEO <input type="checkbox"/> EMF	2017 and Ongoing
5-C Exhibit/sponsor/present at targeted academic, professional, and accreditation/quality assurance conferences.	<input type="checkbox"/> President* <input type="checkbox"/> VP <input type="checkbox"/> DEO <input type="checkbox"/> CAS	Ongoing
5-D.1 Establish Business Advisory Council for the IACBE in order to better connect it with business and industry.	<input type="checkbox"/> President* <input type="checkbox"/> VP	2018-2019
5-D.2 Develop and implement a business development plan that targets stakeholders who would benefit from students graduating from IACBE-accredited institutions.	<input type="checkbox"/> President* <input type="checkbox"/> VP <input type="checkbox"/> DEO	2018-2019
5-E Pursue strategic alliance with Laureate International Universities for the purpose of becoming Laureate's recommended accreditor for business and management education.	<input type="checkbox"/> President* <input type="checkbox"/> VP <input type="checkbox"/> DEO	2018-2019
5-F Seek recognition of the IACBE by targeted governmental ministries of education.	<input type="checkbox"/> President* <input type="checkbox"/> VP <input type="checkbox"/> DEO	2018-2019

Action Plan	Responsible Persons	Timeline
5-G Leverage multiple communications platforms, including the website and social media platforms, for the purpose of expanding the IACBE's business development initiatives.	<ul style="list-style-type: none">❑ President*❑ VP❑ DEO❑ CAS❑ EMF	Ongoing

STRATEGIC RESULTS AREA 3: NEW REVENUE OPPORTUNITIES

Objective 6: Identify, expand, and diversify revenue sources for the IACBE.

Action Plan	Responsible Persons	Timeline
6-A.1 Conduct surveys of current members to identify additional services/programs that could result in potential new revenue streams.	❑ CAS*	2017 and Ongoing
6-A.2 Based on the results from member surveys, determine the feasibility of offering the identified services/programs and prioritize them for implementation according to demand.	❑ President* ❑ VP ❑ DEO ❑ DFC	2017 and Ongoing
6-A.3 Based on the results from member surveys, investigate the possibility of developing new workshops.	❑ President* ❑ VP ❑ DEO	2017 and Ongoing
6-A.4 Based on the results from member surveys, investigate the possibility of expanding the IACBE's scope of accreditation to include non-degree programs and the special accreditation of other degree programs in addition to accounting (e.g., leadership, organizational development, health care administration, sports management, economics, etc.).	❑ President* ❑ VP ❑ DEO ❑ BOC ❑ BOD	2018-2019
6-A.5 Based on the results from member surveys, investigate the possibility of providing fee-based consulting services to members and potential members of the IACBE.	❑ President* ❑ VP ❑ DEO ❑ DFC	2018-2019
6-B Establish an IACBE student honor society.	❑ President* ❑ VP ❑ CAS	2017-2018
6-C Pursue additional corporate sponsorships.	❑ President* ❑ VP ❑ DEO ❑ CSE	Ongoing

International Assembly for Collegiate Business Education

Action Plan	Responsible Persons	Timeline
6-D Investigate the possibility of offering a fee-based professional certification (i.e., Certified Assessment Professional).	<input type="checkbox"/> President* <input type="checkbox"/> VP <input type="checkbox"/> DEO <input type="checkbox"/> DFC	2018=2019

STRATEGIC RESULTS AREA 4: MEMBER SERVICES AND COMMUNICATIONS

Objective 7: Align member services with member needs.

Action Plan	Responsible Persons	Timeline
7-A.1 Conduct surveys of current members to identify desired additional services, including those that are offered by other business accrediting bodies but are not currently provided by the IACBE and those that are not offered by other business accrediting bodies.	❑ CAS*	2017 and Ongoing
7-A.2 Based on the results from member surveys, determine the feasibility of offering the identified services and prioritize them for implementation according to demand.	❑ President* ❑ VP ❑ DEO ❑ DFC	2017 and Ongoing
7-A.3 Depending on the results from member surveys and the subsequent determination of feasibility and prioritization, provide the desired new member services, especially those that are not offered by other business accrediting bodies and leverage for competitive advantage in recruiting efforts.	❑ President* ❑ VP ❑ DEO ❑ CAS	2017 and Ongoing
7-B Develop webinars for existing workshops.	❑ President* ❑ VP ❑ DEO ❑ CAS	2017 and Ongoing
7-C Establish IACBE student honor society.	❑ President* ❑ VP ❑ CAS	2017-2018
7-D Develop members-only space on website.	❑ President* ❑ VP ❑ EMF	2017
7-E Develop database of member consultants and serve as clearinghouse for matching member consulting needs with consultants.	❑ President* ❑ VP ❑ CAS	2018-2019

Action Plan		Responsible Persons	Timeline
7-F	Develop database for operational assessment benchmarking (e.g., member data on faculty salaries, enrollments, placement rates, graduation rates, retention rates, and other areas depending on member needs).	<input type="checkbox"/> President* <input type="checkbox"/> VP <input type="checkbox"/> CAS	2018-2019

Objective 8: Improve communications with the IACBE's stakeholders.

Action Plan	Responsible Persons	Timeline
8-A.1 Develop new and enhanced website for improved communications.	<input type="checkbox"/> President* <input type="checkbox"/> VP <input type="checkbox"/> DEO <input type="checkbox"/> EMF	2017
8-A.2 Hire a part-time coordinator of website development/maintenance.	<input type="checkbox"/> President* <input type="checkbox"/> DFC	Completed
8-B Conduct surveys of current members to determine the most effective means of member communications.	<input type="checkbox"/> CAS*	2017 and Ongoing
8-C Develop and implement a plan for IACBE community management.	<input type="checkbox"/> President* <input type="checkbox"/> VP <input type="checkbox"/> DEO <input type="checkbox"/> EMF	2019 and Ongoing
8-D Develop interactive member database on the IACBE website.	<input type="checkbox"/> President* <input type="checkbox"/> VP <input type="checkbox"/> DEO <input type="checkbox"/> EMF	2018-2019
8-E Leverage multiple communications platforms, including the website and social media platforms, for the purpose of enhancing member communications.	<input type="checkbox"/> President* <input type="checkbox"/> VP <input type="checkbox"/> DEO <input type="checkbox"/> CAS <input type="checkbox"/> EMF	2017 and Ongoing
8-F Investigate the development of a multiple-language website.	<input type="checkbox"/> President* <input type="checkbox"/> VP <input type="checkbox"/> DEO <input type="checkbox"/> EMF	2018-2019

STRATEGIC RESULTS AREA 5: OPERATIONAL EFFECTIVENESS

Objective 9: Ensure that the IACBE’s organizational structure, human resources, and operational processes support operational efficiency and are consistent with and advance its accreditation mission.

Action Plan	Responsible Persons	Timeline
9-A Hire a Member and Communications Liaison.	<input type="checkbox"/> President*	N/A
9-B Develop, review, and revise accreditation manuals and other accreditation-related documents for the purpose of advancing the mission, vision, and goals of the IACBE.	<input type="checkbox"/> President* <input type="checkbox"/> VP <input type="checkbox"/> DEO	2017 and Ongoing
9-C Incorporate manual and document revisions into appropriate training processes.	<input type="checkbox"/> President* <input type="checkbox"/> VP <input type="checkbox"/> DEO <input type="checkbox"/> CAS	2017 and Ongoing
9-D.1 Review and revise organizational structure as necessary to ensure operational efficiency.	<input type="checkbox"/> President* <input type="checkbox"/> VP	2017 and Ongoing
9-D.2 Develop and implement a staffing and staff development plan.	<input type="checkbox"/> President*	2018 and Ongoing
9-E Investigate the translation of accreditation manuals and other documents into other languages.	<input type="checkbox"/> President* <input type="checkbox"/> VP <input type="checkbox"/> DEO	2018-2019

Objective 10: Improve internal communications and processes.

Action Plan	Responsible Persons	Timeline
10-A Enhance and leverage the headquarters' intranet for internal communications.	<input type="checkbox"/> President* <input type="checkbox"/> VP <input type="checkbox"/> DEO <input type="checkbox"/> DFC <input type="checkbox"/> CAS <input type="checkbox"/> DIO <input type="checkbox"/> CFOS	2017 and Ongoing
10-B Develop additional internal processes for documenting, tracking, monitoring, and control of internal operations.	<input type="checkbox"/> President* <input type="checkbox"/> VP <input type="checkbox"/> DEO <input type="checkbox"/> DFC <input type="checkbox"/> CAS <input type="checkbox"/> DIO <input type="checkbox"/> CFOS	2017 and Ongoing
10-C Develop and implement a revised Annual Operating Program to ensure consistency with staff job responsibilities and to enhance internal communications and processes.	<input type="checkbox"/> President* <input type="checkbox"/> VP <input type="checkbox"/> DEO <input type="checkbox"/> DFC <input type="checkbox"/> CAS <input type="checkbox"/> DIO <input type="checkbox"/> CFOS	2017 and Ongoing

Objective 11: Improve the IACBE's technological infrastructure.

Action Plan	Responsible Persons	Timeline
11-A Develop and implement a revised information technology plan for the IACBE.	<input type="checkbox"/> President* <input type="checkbox"/> DFC <input type="checkbox"/> ITSP	2017
11-B Acquire and/or develop information technology resources to ensure operational efficiency.	<input type="checkbox"/> President* <input type="checkbox"/> VP <input type="checkbox"/> DEO <input type="checkbox"/> DFC <input type="checkbox"/> CAS <input type="checkbox"/> ITSP	2017 and Ongoing

ASSESSMENT OF STRATEGIC OUTCOMES

The assessment of strategic objectives is the shared responsibility of the President of the IACBE and the IACBE's Board of Directors. The following process will be used to assess the IACBE's progress in accomplishing the plan's strategic objectives:

- ❑ Progress will be reviewed at each meeting of the Board of Directors using a 'Strategic Plan Scorecard.'
- ❑ Revisions and updates to the plan will be considered at each fall meeting of the Board of Directors (this does not preclude modifications from being made at the spring meeting, but merely indicates that a formal review of necessary updates will take place at each fall meeting of the board).