**Section II: General Profile Information**

***Provide responses to the following:***

1. Define the timeframe of an academic year at the institution.

(e.g. August 1st through July 31st )

1. Define the 12-month period used as the Self-Study year (MM/DD/YYYY – MM/DD/YYYY):
2. Describe the relationship between the academic business unit and the institution.
3. Describe any situations present at your institution during the Self-Study year that you believe warrants additional consideration.

***Provide the following in the PROFILE appendices folder:***

* A copy of the academic business unit’s organizational chart
* WebPath Notification Form
* Business Programs and Locations Form
* Copies of official student transcript or equivalent official record of program completion for every program listed on the Business Programs and Locations Form.
* ENROLLMENT PROFILE FORM
* TABLE: Degrees Conferred
* TABLE: Number of Faculty
* If applicable, provide evidence that the institution is authorized to award degrees in each of the countries where the business programs included in the review are offered.

**Section III: Principles**

**Principle 1: Commitment to Integrity, Responsibility, and Ethical Behavior**

**Excellence in business education is demonstrated when the business unit acts ethically, responsibly, and with integrity in all interactions with its stakeholders and has established systems for encouraging and upholding ethical and responsible behavior.**

**To demonstrate compliance with the Principle, provide responses to the following:**

1. Describe how the business unit actively promotes ethical behavior of faculty and students.
2. How does the business unit integrate ethics into its curriculum and foster ongoing ethical student behavior: explain where in the curriculum this is being taught, fostered, and reinforced.
   1. Include an explanation of how faculty teach and model ethical behavior in and out of the classroom?
3. How does the business unit ensure all of its stakeholders act responsibly and ethically?
4. Describe the processes employed by the business unit for the reporting of, detecting, and addressing breaches of ethical and responsible behavior by students and faculty.
   1. Include example(s) of breaches of ethical conduct by faculty and/or students, if any, including what actions were taken by the business unit to remediate the event and mitigate future breaches.

***Summary Reflection:*** Reflect on the discussions, data, discoveries, and activities the business unit undertook in completing the above information for this Principle. Consider this with respect to ensuring ongoing compliance and efforts toward continual improvement with the Principle area(s):

1. What does the business unit do well in administration and oversight of these areas?
2. Have any areas of opportunity been identified? If yes, provide the action plan for making those changes - a description of the steps, with corresponding estimated timelines, the business unit will take to implement the improvements.

**The following are required to be provided as Appendices for Principle 1:**

* Copies of published policies that set the expectations for, and addresses breaches of, ethical and responsible behavior of its administrators, faculty, professional staff, and students.

**Principle 2: Quality Assessment and Advancement**

**Excellence in business education is demonstrated when the business unit is engaged in a process of continuous improvement in its programs and operations. This process includes assessment planning, collection and analysis of assessment data, and development and execution of action plans for improvements.**

**To demonstrate compliance with the Principle, provide responses to the following:**

1. Describe the process employed by the business unit for the development, periodic review, and renewal of its outcomes assessment plan. What areas of opportunity have been identified for improvement of the business unit’s assessment process? Provide a detailed action plan for making these improvements.
2. For each ISLO, provide an analysis of the student learning assessment results provided in Student Learning Assessment Results table.
3. What areas of opportunity for improving student learning outcomes have been identified? Provide a detailed action plan for making these improvements, ensuring that the improvements address each outcome identified as “Not Met”
4. Provide an analysis of the operational outcomes assessment results provided in Operational Assessment Results appendix.
5. What areas of opportunity for improving the business unit’s operational outcomes have been identified? Provide a detailed action plan for making these improvements, ensuring that the improvements address each outcome identified as “Not Met”

***Summary Reflection:*** Reflect on the discussions, data, discoveries, and activities the business unit undertook in completing the above information for this Principle. When it comes to ensuring ongoing compliance and efforts toward continual improvement in its processes for assessing student learning and operational performance of the business unit:

1. What does the business unit do well?
2. Have any areas of opportunity been identified? If yes, provide the action plan for making those changes - a description of the steps, with corresponding estimated timelines, the business unit will take to implement the improvements

**The following are required to be provided as Appendices for Principle 2:**

* **TABLE: Student Learning Assessment Results**
* **TABLE: Operational Assessment Results**
* **Forward-Looking Outcomes Assessment Plan**

**Principle 3: Strategic Planning**

**Excellence in business education is demonstrated by an informed, effective strategic planning process that focuses the business unit’s decision making toward defined goals, is linked to the unit’s outcomes assessment process, and provides an overall strategic direction for guiding the unit into the future.**

**To demonstrate compliance with the Principle, provide responses to the following:**

1. Explain the ways in which the mission of the business unit guides and contributes to improving quality business education.
2. Demonstrate that the mission of the business unit is publicly available to all of its stakeholders.
3. Give a detailed description of the strategic planning process employed by the business unit

***Summary Reflection:*** Reflect on the discussions, data, discoveries, and activities the business unit undertook in completing the above information for this Principle. When it comes to ensuring ongoing compliance and efforts toward continual improvement with the Principle area(s):

1. What does the business unit do well in administration and oversight of these areas?
2. Have any areas of opportunity been identified? If yes, provide the action plan for making those changes - a description of the steps, with corresponding estimated timelines, the business unit will take to implement the improvements

**The following are required to be provided as Appendices for Principle 3:**

* Copies of documents that demonstrate the business unit engages in strategic planning practices

**Principle 4: Business Curricula and Learning Opportunities**

**Excellence in business education is demonstrated by business programs that prepare students to be competent business professionals. This includes processes for program development and design, curricular content and learning opportunities, and curriculum review, renewal, and improvement.**

**To demonstrate compliance with the Principle, provide responses to the following:**

1. Demonstrate where the curriculum completion requirements for each program, including a breakdown of requirements for each major, specialization, concentration, etc. are made readily available to the public.
2. Describe the business unit’s term structure and credit/clock hour metric definition.
3. Describe in detail the business unit’s curriculum management process, explaining how curriculum is revised, evaluated, developed and improved. Be sure to address the following within the response:
   1. Faculty involvement in the process
   2. Involvement of external communities of interest
   3. How implementation of the outcomes assessment plan is incorporated into the process
   4. (if applicable) The linkage to any overall institutional strategic, budgeting, or other processes
4. Give an example of curriculum revisions and/or new business programs from the past three years that have resulted from implementation of the academic business unit’s curriculum management process.
5. If the academic business unit offers programs (or any component of a program) via any virtual or non-classroom platform, explain how it ensures equivalent quality in educational delivery across all delivery modes.
6. If any program or course is delivered in locations other than where the academic business unit is located, list the program(s) and explain how the business unit ensures quality in the delivery of business education at the other location(s) and consistency with the delivery of the same courses offered across multiple locations.
7. If any program is delivered in partnership with other institutions, list the program(s) and explain how the business unit ensures quality in the academic components being administered by the partner institution.
8. Describe how the business unit ensures program content and experiential learning opportunities remain relevant to current business environments.
9. Describe the ways in which the learning opportunities in each program prepare students to function effectively in culturally diverse environments.

**For each undergraduate-level business program included in the accreditation review:**

1. Refer to the Summary of Business Technical Knowledge (BTK) tables. For any associate- or bachelor’s-level business programs included in the accreditation review that do not cover all of the Business Technical Knowledge (BTK) content areas, provide a rationale for this variation in BTK coverage.
2. If your associate- or bachelor’s-level business programs contain majors, specializations, concentrations, etc. describe the ways in which the academic business unit ensures academic quality and evaluation of student learning outcomes specific to these disciplinary component areas of the programs.
3. Describe the business unit’s high impact practices within the undergraduate programs; for example, faculty-student research projects, experiential or active learning opportunities, research.

**For each master’s-level business program included in the accreditation review:**

1. If your master’s-level business programs contain majors, specializations, concentrations, etc. describe the ways in which the academic business unit ensures academic quality and evaluation of student learning outcomes specific to these disciplinary component areas of the programs.
2. Describe the business unit’s high impact practices within the programs; for example, faculty-student research projects, experiential or active learning opportunities, research, etc.
3. Describe the extent to which business research, particularly research that is directed toward problems and issues facing practicing business professionals, is integrated into each program.
4. Describe the student learning opportunities that are incorporated into each program’s curriculum regarding data analytics: data creation, data mining, data analysis, data transformation, data reporting, data sharing, and data storage for the purpose of generating meaningful and reliable business information for decision making.

**For each doctoral-level business program included in the accreditation review:**

1. Describe the ways in which the program contributes to the development of students into individuals capable of contributing to the academy or professional practice in the following areas:
   1. advanced knowledge in areas of business specialization
   2. advanced research skills,
   3. dissertation or other research or practice-focused component
   4. development of a sophisticated understanding of the importance of professional ethics, values, and integrity in support of business’s broad societal and economic purposes.
2. If your doctoral-level business programs contain majors, specializations, concentrations, etc. describe the ways in which the academic business unit ensures academic quality and evaluation of student learning outcomes specific to these disciplinary component areas of the programs.
3. Describe how the business unit ensures students master the disciplinary knowledge in their areas of business specialization and acquire the advanced research skills necessary for contributing to the theoretical or practical body of knowledge in business.

***Summary Reflection:*** Reflect on the discussions, data, discoveries, and activities the business unit undertook in completing the above information for this Principle. When it comes to ensuring ongoing compliance and efforts toward continual improvement with the Principle area(s):

1. What does the business unit do well in administration and oversight of these areas?
2. Have any areas of opportunity been identified? If yes, provide the action plan for making those changes - a description of the steps, with corresponding estimated timelines, the business unit will take to implement the improvements

**The following are required to be provided as Appendices for Principle 4:**

* TABLE: Program Design
* TABLE: IACBE Business Technical Knowledge (BTK)
* TABLE: Student Doctoral Research
* Course syllabi
* Sample student doctoral dissertations (may provide urls)

**Principle 5: Business Faculty Characteristics, Activities, and Processes**

**Excellence in business education is demonstrated by highly-qualified faculty who are current in their professions. This includes processes and procedures to manage and develop faculty and that creates a climate that promotes excellence in teaching and learning.**

**To demonstrate compliance with the Principle, provide responses to the following:**

1. Describe the business unit’s policies for hiring faculty, including qualifications and any other required criteria.
2. For any doctoral-level program included in the accreditation review that does not have 100% program coverage by faculty who are academically-qualified for teaching at the doctoral level, provide an explanation.
3. For each program that includes a major, specialization, concentration, etc., list each of them and identify which faculty member(s) is(are) considered to be the subject matter expert in those non-core subject areas.
4. Describe the business unit’s faculty development program, including the requirements for faculty to participate in scholarly activities, professional development activities, and to remain current in their fields.
5. How do faculty integrate the knowledge and skills gained from their development activities into the courses they teach?
6. Explain the ways in which the business unit (and/or institution as applicable) fosters and rewards faculty development activities. If a budget for faculty development exists, provide a summary explanation of how the funding amounts are determined and how they are accessed by faculty.
7. Describe the faculty performance review and evaluation process employed by the business unit (and/or institution as applicable). This description must include an explanation of how the evaluation process measures teaching effectiveness.
8. Explain how the faculty evaluations incorporate and encourage faculty to participate in scholarly activities, professional development activities, and remain current in their fields.

***Summary Reflection:*** Reflect on the discussions, data, discoveries, and activities the business unit undertook in completing the above information for this Principle. When it comes to ensuring ongoing compliance and efforts toward continual improvement with the Principle area(s):

1. What does the business unit do well in administration and oversight of these areas?
2. Have any areas of opportunity been identified? If yes, provide the action plan for making those changes - a description of the steps, with corresponding estimated timelines, the business unit will take to implement the improvements.

**The following are required to be provided as Appendices for Principle 5:**

* TABLE: Faculty Qualifications
* In a sub-folder (“FacultyDocs”) to the Principle 5 appendices folder, provide the following.
* TABLE: Faculty Summary by Qualification Level and Program Level
* TABLE: Summary of Faculty Development Activities
* Copies of the business unit’s policies regarding:
* Blank copies of the instruments that are used in the faculty evaluation process
* (Redacted) copies of faculty evaluation documents executed during the Self-Study year

**Principle 6: Policies, Procedures, and Processes**

**Excellence in business education is demonstrated by clear, transparent, and effective policies, procedures, and processes related to admissions, academic performance, and career development that are implemented in a fair and consistent manner and are aligned with the business unit’s mission.**

**To demonstrate compliance with the Principle, provide responses to the following:**

**RE: ADMISSIONS POLICIES**

1. Describe the admissions policies and procedures for each of the business programs, including:
   1. ways in which the admissions policies and procedures attempt to ensure that students admitted to the program have a reasonable chance to succeed in the business programs
   2. how they are appropriate to the degree level of each program, e.g. for graduate programs, prior completion of lower-level degree.
   3. a link (url) to where the admissions policies are made available to the general public
2. How does the business unit ensure students who are admitted to graduate programs have the foundational knowledge and skills that prepare them with a reasonable chance to succeed?
3. Describe the ways in which the institution and/or the business unit evaluates and documents evaluation of transfer credits and ensures that they are comparable in quality to those comprising the business unit’s own business programs, including:
   1. an explanation of how the business unit ensures that the institution(s) where the credits were conferred have institutional accreditation or approval from an agency appropriate to its geographic location.
   2. a link (url) to where the transfer of credit policies are made readily available to the general public
4. Describe the ways in which the institution and/or the business unit evaluates and documents any academic credit that is granted for work or life experience and/or other prior non-academic learning, including:
   1. how they ensure that the learning/skills gained from these experiences is comparable in quality to the learning/skills provided in the business unit’s own business programs.
   2. a link (url) to where the policies governing evaluation of non-academic learning are made available to the general public
5. Identify and explain (provide a rationale for) any exceptions to the admissions policies that were made during the self-study year. If no exceptions were made in the self-study year, please indicate that this is the case.

**RE: ACADEMIC POLICIES**

1. Describe how the academic policies and procedures clearly delineate standards, conditions, processes, or criteria for:
2. The academic performance of students
3. The identification of retention issues and at-risk students
4. The provision of academic counseling and support services when needed
5. The placement of students on academic sanction (e.g., warning, probation, suspension, etc.)
6. The dismissal of students from programs when necessary
7. Describe how you ensure that students are making progress towards earning their degree.
8. Demonstrate the effectiveness of the institution’s and/or the business unit’s policies and procedures relating to the academic performance of students and the satisfactory progress of students toward completion of their degree programs.
9. Identify and explain (provide a rationale for) any exceptions that were made in the administration of the academic policies for the program during the self-study year. If no exceptions were made in the self-study year, please indicate that this is the case.

**RE: CAREER SUPPORT SERVICES**

1. Describe the support for career development that the institution and/or the business unit provides to business students, including career planning services and placement assistance.
2. Describe how the business unit prepares students to interview for positions, to gain employment in their field and to develop their careers as business professionals.
3. Demonstrates the effectiveness of the career development support provided to the business unit.

***Summary Reflection:*** Reflect on the discussions, data, discoveries, and activities the business unit undertook in completing the above information for this Principle. When it comes to ensuring ongoing compliance and efforts toward continual improvement with the Principle area(s):

1. What does the business unit do well in administration and oversight of these areas?
2. Have any areas of opportunity been identified? If yes, provide the action plan for making those changes - a description of the steps, with corresponding estimated timelines, the business unit will take to implement the improvements.

**The following are required to be provided as Appendices for Principle 6:**

* TABLE: Students Subject to Academic Sanctions
* Policies and procedures governing admission to the programs seeking accreditation
* Policies and procedures governing the acceptance of non-academic learning for the programs seeking accreditation
* Copies of the academic policies and procedures pertaining to the programs seeking accreditation

**Principle 7: Resources Supporting Business Programs**

**Excellence in business education is demonstrated by resources that are sufficient to support a high-quality learning environment in the business unit and to accomplish its mission and broad-based goals.**

**To demonstrate compliance with the Principle, provide responses to the following:**

1. Explain the business unit’s budgeting process, including how the business unit identifies needed resources and requests and secures additional funding for them.
2. How does the budgeting process take into consideration the needs of the business unit to ensure quality in its delivery of business education and achievement of its mission?
3. Comment on the sufficiency of financial resources made available for the following:
   1. Faculty
   2. Faculty development activities
   3. Technology
   4. Classroom resources
   5. Learning resources (incl. library)
   6. Other budget items you would like to share
   7. Overall educational & general expenditures allocated to the business unit
4. How do the amounts provided above adequately support the business unit’s ability to provide quality business education?
5. Give examples of how expenditures for the business unit have facilitated improvement in student learning.
6. Describe the physical resources available to the business unit, such as classrooms, computer laboratories, and faculty offices that are available to business students and faculty, and explain how they support a high-quality teaching and learning environment for the unit’s faculty and students.
7. Describe the available technological resources, and explain how they support a high-quality teaching and learning environment for the business unit’s faculty and students
8. Give examples of recent (last three years) resource acquisitions by the business unit and explain how these resources improved on the quality of business education.
9. If any program or course is delivered in locations other than where the business unit is headquartered, list the program(s) and explain how the business unit ensures equivalent quality in the resources used in the delivery of business education at the other location(s).

***Summary Reflection:*** Reflect on the discussions, data, discoveries, and activities the business unit undertook in completing the above information for this Principle. When it comes to ensuring ongoing compliance and efforts toward continual improvement with the Principle area(s):

1. What does the business unit do well in administration and oversight of these areas?
2. Have any areas of opportunity been identified? If yes, provide the action plan for making those changes - a description of the steps, with corresponding estimated timelines, the business unit will take to implement the improvements.

***The following are required to be provided as Appendices for Principle 7:***

* Faculty Salary Information Form
* List of the business-related databases and other learning resources available to business students and faculty. (there is no IACBE template format for this list)

**Principle 8: External Relationships**

**Excellence in business education is demonstrated when the business unit maintains current linkages with external stakeholders that are consistent with the unit’s mission and broad-based goals.**

**To demonstrate compliance with the Principle, provide responses to the following:**

1. Describe the business unit’s linkages and interactions with the business practice community and other external constituents. How do these relationships benefit the business unit in providing quality business education and support its achievement of its mission?

***Summary Reflection:*** Reflect on the discussions, data, discoveries, and activities the business unit undertook in completing the above information for this Principle. When it comes to ensuring ongoing compliance and efforts toward continual improvement with the Principle area(s):

1. What does the business unit do well in administration and oversight of these areas?
2. Have any areas of opportunity been identified? If yes, provide the action plan for making those changes - a description of the steps, with corresponding estimated timelines, the business unit will take to implement the improvements.

**The following are required to be provided as Appendices for Principle 8:**

* WebPath Notification Form

**Principle 9: Innovation in Business Education**

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

**To demonstrate compliance with the Principle, provide responses to the following:**

1. Describe the ways in which the business unit encourages and supports innovation and creativity in business education.
2. In the context of the business unit’s own educational environment, provide examples of educational innovation over the past three years.

***Summary Reflection:*** Reflect on the discussions, data, discoveries, and activities the business unit undertook in completing the above information for this Principle. When it comes to ensuring ongoing compliance and efforts toward continual improvement with the Principle area(s):

1. What does the business unit do well in administration and oversight of these areas?
2. Have any areas of opportunity been identified? If yes, provide the action plan for making those changes - a description of the steps, with corresponding estimated timelines, the business unit will take to implement the improvements.