



Self-Study Manual

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International Accreditation Council for Business Education
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Section I: Introduction & Instructions

Mission of the IACBE and Business Accreditation

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.

Characteristics of Excellence in Business Education

The IACBE promotes and recognizes excellence in business education in institutions of higher education worldwide. However, excellence in business education is multidimensional and may be interpreted in different ways depending on the educational, historical, cultural, legal/regulatory, and organizational environments in which the business unit operates. The IACBE recognizes and respects this fact, but however it is interpreted, business units exhibit excellence in business education through the following common characteristics:

- ❑ The business unit acts with integrity and responsibility in its interactions with all of its stakeholders.
- ❑ The business unit has a clearly-defined mission and broad-based goals that are consistent with those of the institution and that explicitly encompass business education.
- ❑ The business unit strives for higher levels of performance consistent with its mission as reflected in the student learning outcomes in its business programs, its operational effectiveness, and the accomplishment of its mission and broad-based goals.
- ❑ The business unit engages in a strategic planning process that is driven by its mission and that incorporates processes for involving external stakeholders from the business community and business and industry.
- ❑ The business unit has developed and implemented an outcomes assessment process that promotes continuous improvement in its business programs, and is linked to the strategic plans of both the business unit and the institution.
- ❑ The business unit develops students, both personally and professionally, into well-educated, ethical, and competent business professionals.
- ❑ The business unit encourages and fosters innovation and creativity in business education.
- ❑ The business unit implements clear and effective policies, procedures, and processes governing its interactions with internal and external stakeholders.

- ❑ The business unit has meaningful and effective linkages between the classroom and practitioners in the business community, thereby contributing to the assurance of currency and relevance of its business programs.
- ❑ The business unit encourages external cooperative relationships with other educational units and institutions that are consistent with its mission and broad-based goals and that contribute to the academic quality of its business programs.
- ❑ The business unit's faculty members integrate ethical viewpoints and principles in their teaching activities.
- ❑ The business unit's faculty members strive to be effective teachers who are current in their professional fields and are active in contributing to their institutions and disciplines.
- ❑ The business unit's faculty members are positively engaged within their business unit and contribute to its mission and broad-based goals through appropriate faculty development and faculty evaluation processes.
- ❑ The mix of academic and professional credentials of business faculty is worthy of the respect of the academic and business communities.
- ❑ The business unit has available resources that are adequate to support its business programs and to accomplish its mission and broad-based goals.
- ❑ The curricula in business programs reflect the missions of the institution and its business unit, and are consistent with current, acceptable business practices and the expectations of professionals in the academic and business communities.
- ❑ The curricula in business programs ensure that students understand and are prepared to deal effectively with critical issues in a changing global business environment.
- ❑ The content of business courses is delivered in a manner that is appropriate, effective, and stimulates learning.
- ❑ The business unit is accountable to its stakeholders for the value and quality of the education that it provides.

These Characteristics of Excellence in Business Education are critical factors in demonstrating academic quality in business education. In addition, they have been shown to be elements of high-quality business programs and highly-performing business units regardless of the environmental settings in which they operate.

Furthermore, the Characteristics of Excellence in Business Education serve as the basis for the IACBE’s business accreditation principles – the evaluation criteria for the accreditation of business programs – with each principle being linked to one or more of the characteristics of excellence.

Scope of Accreditation

The IACBE accredits business, accounting, and business-related degree programs at the associate, bachelor’s, master’s, and doctoral levels in institutions of higher education worldwide. (2019)

For the purposes of inclusion in the IACBE’s scope of accreditation, a program of study is considered to be an eligible business program if and only if it satisfies all of the following three criteria:

- ❑ The program leads to the awarding of a degree, diploma, or other credential at the U.S.-equivalent of the associate, bachelor’s, master’s, or doctoral level;
- ❑ The credit hours (or contact hours as applicable) in the areas of business education¹ in the courses, modules, subjects, etc. comprising the program constitute 30 percent or more of the total hours required for an undergraduate degree, diploma, or other equivalent credential, or 50 percent or more of the total hours required for a graduate degree, diploma, or other equivalent credential;
- ❑ The program appears on a student’s official transcript, diploma supplement, or other official record of program completion.

All majors, concentrations, specializations, emphases, etc. of a program must appear on a student’s official transcript, diploma document or other official record of program completion in order to be included in the IACBE scope of accreditation and eventual list of accredited programs. Review of these program components are included as part of the IACBE accreditation review.

The IACBE does not accredit minors.

For the purpose of further defining the scope of IACBE accreditation:

- ❑ The IACBE expects that business programs will normally be offered through the business unit applying for specialized accreditation. However, the IACBE respects the differences that exist within institutions of higher education and realizes that institutions may have valid reasons for offering some business programs outside of the business unit. All business

¹ The following typical disciplinary areas are considered to be the “areas of business education”: business administration, accounting, entrepreneurship, finance, human resources, information technology, international business, leadership, logistics, management, marketing, business strategy, economics, business law, ethics, communication, analytics, and quantitative methods.

programs included in the Self-Study will be included in the IACBE accreditation review regardless of whether they are administered or delivered solely by the business unit or through cooperative or interdisciplinary arrangements with other units of the institution.

- ❑ All business programs offered at multiple degree levels (associate-, bachelor's-, master's-, and doctoral-level programs) normally will be included in the IACBE accreditation review, but it is up to the discretion of the business unit to determine which programs to include in the Self-Study and thereby submit for consideration for specialized accreditation.
- ❑ All business programs included in the Self-Study, regardless of mode of delivery, will be included in the IACBE accreditation review. This includes offered fully or partially online, through distance learning platforms or other nontraditional delivery modes.
- ❑ The IACBE does not approve locations. Some locations may require an on-site evaluation during the accreditation site visit.

Accreditation is a formal process in which a written document – a self-study – is produced for review and evaluation by an external team of professional peer reviewers. The completion of a comprehensive self-study for an institution's business unit is a requirement for achieving IACBE accreditation or reaffirmation of accreditation of the unit's business programs.

The time-period encompassed by the self-study (self-study year) must cover one full academic year: this typically should be the full academic year immediately preceding when the site visit takes place. The IACBE uses a dual cycle of site visits: spring and fall. For visit that take place in the spring cycle, the self-study year will be the most recently concluded academic year. For visit that take place in the fall cycle, consideration can be given to the business unit's ability to collect outcomes data in manner that allows for meeting self-study submission timelines; as such, work with your IABCE Liaison to determine if the most recently concluded academic year is feasible. Consideration should be given that outcomes data is the only component that may impact the ability to use the most recently concluded academic year, and the expectation is that all other components of the Self-Study can reasonably be completed in a timely fashion.

A preliminary draft copy of the self-study must be submitted to IACBE headquarters no fewer than 120 days prior to the site visit. Upon receipt of the draft self-study, the IACBE liaison for the business unit will conduct a technical review of the submission. The liaison will then contact the business unit to schedule a meeting to go over the findings from the technical review. This technical review is not a comprehensive review, but one that provides some feedback for improving how you present your programs and your assessment processes to the site team and Board of Commissioners. It does not make any determination of compliance but works to enhance the responses and ensure clarity and completeness in documentation. Determinations of compliance with IACBE Principles are solely made by the Board of Commissioners.

During the technical review meeting, the liaison will: identify any technical issues associated with the business unit's self-study (i.e., missing, incomplete, and/or inaccurate information); provide guidance on ensuring clarity and appropriateness of narrative responses; provide

feedback on the Outcomes Assessment Plan to ensure alignment with current IACBE policies; and provide guidance to help ensure a smooth visit by the site visit team. Subsequent to the review, the business unit has the opportunity to revise its self-study to address the areas of improvement identified during the technical review meeting.

The revised, final self-study must be submitted to IACBE headquarters no fewer than 60 days prior to the scheduled site visit. No travel arrangements will be made for the site team members, and no site visits will be conducted until the IACBE has received a complete, final self-study submission.

I. Terminology

Following are definitions applicable to terms used throughout this manual:

Business unit/Academic business unit: entity within the institution (may be the institution) that directly administers the programs seeking IABCE accreditation.

Course: dependent on the business unit’s method for delivery of curriculum, equivalencies may be class, module, subjects

New Program: for those using this manual for submission of a new program, refer to the Resource Section for definitions of new program levels and requirements.

Programs/Business Programs: all programs included in the business unit’s self-study submission for which it is seeking accreditation

Self-Study Year: rolling 12-month period used for collection and reporting of information used in this Self-Study document. *Typically, this corresponds to the business unit’s standard academic year.*

For those seeking First-Time accreditation, the Self-Study year start date can be no earlier than 6-months prior to the business unit’s IACBE approval for Candidacy status.

II. Response Requirements

1. Each Principle will have two components: required responses and required appendices. Additional supporting documentation may be provided along with the required appendices.
 - a. For ease of use, all required forms and tables (appendices) have been provided as separate documents available from the Self-Study Materials link in the Member Resources page of the IACBE website.
2. Do not remove or leave any questions or sections blank. If a question or section is not applicable, clearly state “N/A” in those areas. (Note: If an entire section is not

applicable, e.g., the business unit does not offer doctoral programs, simply state “N/A” once at the beginning of the section and leave the remaining items in that section blank).

3. A response to each item must be provided. All required appendices must be provided. Do not alter forms or tables unless otherwise indicated in its instructions or within this manual.
4. “Guidance” bubbles: there are guidance bubbles throughout the manual. The information provided is simply that – guidance. These are useful tips, ideas, and things to consider when crafting your response. These are not required elements but are best-practices and thought-provoking ideas. They are in [blue](#).
5. Electronic links embedded in the self-study are acceptable, but it is the business unit’s responsibility to ensure those links are accurate, able to be downloaded/archived as document(s), and accessible at the time of the technical review, site visit, and Board of Commissioners meeting.
6. Each Principle concludes with a “Self-Reflection” component. This is the opportunity for you to reflect – think, recall, and evaluate – what was discovered during the process of completing the responses and supporting information for that specific Principle. The response should address 1- what the business unit does well in this area, and 2- what areas of opportunity were identified and the action plan for applicable improvements. This is not a restatement of the narrative or information provided in the required responses. *Please do not provide a forced response. If you identified no areas of excellence or opportunity, that is ok! If you have processes in place that are working, simply indicate that.*
7. Within this manual, there is a “note” flag at the end of each principle. This is simply some whitespace for the business unit’s self-study team to jot down notes, thoughts, action plans as the self-study is being drafted.
8. Remember – this is the MANUAL. There is a separate Self-Study template that is to be used for writing/submission. The template is inclusive only of the response and appendix requirement for each principle, and excludes resource sections such as the Introductions and Instructions, and the resources provided at the end of this manual.

III. Submission Instructions

1. All files and supporting documents must be organized and named in accordance with the guidelines provided in the “Self-Study Submission Required Formatting” resource available in the Member Resources section of the IACBE website. In general, the self-study should be organized in the following manner.

- a. Self-Study document is a hanging file
 - b. One folder per Principle that houses all required appendices and any additional supporting documentation the business unit chooses to provide relevant to that Principle
 - c. AVOID multiple folder layers
 - d. File names must be limited to 35 characters
2. For FORMS and TABLES: replace items in red with your information
3. The self-study must be submitted electronically for both the draft and final submissions. Both the IACBE Self-Study and Outcomes Assessment Plan must be submitted in English in Microsoft Word format. All other attachments (faculty C.V.s, manuals, etc.) may be submitted in pdf or document-appropriate format. The IACBE may request translations of appendices not provided in English.
 - a. Submission options include: email attachments sent to iacbe@iacbe.org; Dropbox, or other shared library from which all documents are able to be downloaded. Please contact your IACBE Liaison to discuss the best alternatives for submission.

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

Provide the following in the PROFILE appendices folder:

A. A copy of the academic business unit's organizational chart

B. BUSINESS PROGRAMS AND LOCATIONS FORM

This form includes two tables: one indicating the programs to be included in this review for specialized accreditation, and one that provides information on the locations that offer any of these programs. This program listing table is to be listed using the official institutional degree designations or program names, i.e., the degree or program names that appear on students' official transcripts, diploma supplements, or other official records of program completion; AND is to be listed in descending order by degree level (doctoral programs first, then masters, etc...)

[For a list of the programs currently accredited by IACBE, refer to the current Member status page available on the IACBE website under Accreditation > Member Status. If any of these programs are no longer active, and will not be going forward, do not include them in this table.](#)

C. Copies of official student transcript or equivalent official record of program completion for every program listed on the Business Programs and Locations Form requested above. The program name on the document must match the program name as listed on the table. Student names and other confidential information on these documents may be redacted.

D. ENROLLMENT PROFILE FORM

These tables provide data regarding enrollments in business programs as well as the overall institution. Data is to be provided for this Self-Study year and your prior IACBE Self-Study year: for those seeking accreditation for the first time, please provide enrollment data for the Self-Study academic year and the academic year two years prior. If a student pursued

multiple programs during a given year, include the student in the figures for each program in the relevant year. For example, if a student pursued both a Bachelor of Business Administration with a Concentration in Business and a Bachelor of Science in Accountancy during the self-study year, then include that student in the figures for each of the two programs in the self-study year.

This form includes two tables: one indicating overall enrollments for the institution and in business programs, and the second is for providing data on the number of students enrolled in each individual program with a subtotal by degree level. The data in both tables should reflect only those students who actually started during the timeframes, not those who were accepted or enrolled but did not start.

E. TABLE: DEGREES CONFERRED

For each of the business programs listed on the Business Programs and Locations Form (including each major, contained within the program), provide figures for the number of such degrees conferred during the self-study year and the previous two academic years. This information should be listed by program level.

F. TABLE: NUMBER OF FACULTY

This table should provide figures for the number of faculty members who taught in business programs during the self-study year.

Full-time: business faculty including regular full-time business faculty, full-time visiting professors, and full-time faculty with administrative loads (e.g., such as deans, and department chairs) who are employed within the business unit

Part-time: business faculty including adjunct faculty, administrative personnel, staff employed within the business unit

Number of additional faculty teaching courses within business programs: faculty who are employed within other academic units in the institution who, occasionally or on a part-time basis during the self-study year, taught business courses, modules, subjects, etc. within any of the business programs included in the accreditation review.

G. 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. This can be in the form of a link to the accreditor's website, or written confirmation of the authorization.

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.

Expectation:

Business units must demonstrate a commitment to ethical and responsible behavior in all interactions with their internal and external stakeholders and to serve the public interest of preparing ethical and culturally aware business professionals.

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.



Guidance: Include a copy of the tools utilized to gain active awareness and acknowledgement from faculty and staff regarding the policies and disciplinary protocols regarding ethical behavior.

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, and include an explanation of how faculty teach and model ethical behavior in and out of the classroom.



Guidance: provide copies of course syllabi that include coverage of ethical topics

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.
 - a. 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):

- a. What does the business unit do well in administration and oversight of these areas?
- b. 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.

Notes:

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.

Expectation:

The business unit must have an established process for outcomes assessment that supports continuous improvement in curriculum, pedagogy, resources, staffing, academic support services, and other functions that impact student learning and the overall effectiveness of the business unit. The assessment process is to be based on quantifiable data that can be analyzed to identify areas of opportunity and the changes needed for ongoing quality improvement of student learning and the operations of the business unit. To demonstrate its oversight and assessment of student learning and the business unit's operational performance levels, the business unit must develop and implement a comprehensive Outcomes Assessment Plan (OAP) that serves as the roadmap for regular and ongoing outcomes evaluation and continual improvement.

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.



Guidance: faculty participation level, institutional support ... Is assessment a continuous process?

2. For each ISLO, provide an analysis of the student learning assessment results provided in Student Learning Assessment Results table.



*Guidance: consider if a small class size impacted the results.
If an outcomes was not met, was it an anomaly? Provide additional historical results to demonstrate this.*



Guidance: Ensure that the Outcomes Assessment Plan implemented during the self-study year is in compliance with IACBE requirements in place at the start of the year.

3. What areas of opportunity for improving student learning outcomes have been identified? Provide a detailed action plan for making these improvements: ensure that each outcome identified as “Not Met” is addressed.



Guidance: consider changes to rubrics, objectives/targets, statement of ISLOs, quantity of ISLOs, adequacy of assessment measures, curriculum revisions. Ensure these changes are reflected in the forward-looking OAP to be submitted as an appendix.



Guidance: When drafting action plans: include timelines, responsible parties, discuss anticipated challenges

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 each outcome identified as “Not Met” is addressed.



Guidance: When drafting action plans: include timelines, responsible parties, discuss anticipated challenges

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:

- a. What does the business unit do well?
- b. 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
- ✓ Outcomes Assessment Plan

Provide a copy of the forward-looking Outcomes Assessment Plan (OAP) *as a separate MS WORD document*. This OAP should encompass changes that address the areas of opportunity identified above. The OAP must follow the current IACBE template and requirements. Appendices for the OAP are to be placed in a separate sub-folder “OAP Appendices” within the Principle 2 appendices folder. For more information on the OAP and its requirements, refer to the Member Resource page of the IACBE website.



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.

Expectations:

The business unit is to have a strategic planning process in place that exhibits certain characteristics. While the process may be part of a larger institutional practice, the business unit's strategic planning process should:

- ☐ *be driven by a clear and appropriate mission that is consistent with its mission and that of the institution;*
- ☐ *have articulated goals that clearly specify the broad expected results to be achieved*
- ☐ *be forward-looking strategic planning that clearly describe the general ways in which the unit intends to accomplish its mission and goals;*
- ☐ *foster innovation and creativity in business education;*
- ☐ *explicitly address and promote quality advancement in business education programs and in its organizational performance;*
- ☐ *focus decision making on the resources needed to sustain continuous improvement in business education;*
- ☐ *include processes for developing action plans for continuous improvement in the business unit's operations;*
- ☐ *address the human, financial, physical, and technological resources needed to implement the action plans, the individuals who are responsible for carrying out the actions, and the timeline for execution;*
- ☐ *include methods for tracking the progress of action plans and monitoring the extent to which the mission and goals of the business unit are being achieved;*
- ☐ *incorporate the business unit's outcomes assessment process;*
- ☐ *connect to the institutional budgeting process;*
- ☐ *involve multiple stakeholders of the unit;*
- ☐ *include processes for the periodic review and renewal of the business unit's mission, goals, and strategies.*

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.



GUIDANCE: this could be a url to where it is posted on your website, a copy of the catalog page or other publications where it is stated

3. Give a detailed description of the strategic planning process employed by the business unit



GUIDANCE: is there a written timeline documenting reviews of and revisions to the plan, and the responsible/participating stakeholders?

Is the process linked to the overall institutional strategic planning process?

Do you have a strategic plan? Provide a copy.

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):

- a. What does the business unit do well in administration and oversight of these areas?
- b. 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

Notes:

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.

Expectations:

The IACBE has identified the content areas listed below as comprising the technical knowledge component of the foundational body of knowledge in business. These content areas serve as a basis for building the competencies needed by current and future business graduates and as a framework for developing relevant and forward-looking curricula. As such, learning opportunities in these areas must be incorporated into the curriculum for each undergraduate program seeking accreditation as appropriate for the particular career path for which the program is designed to prepare students. It will be incumbent upon the academic business unit to provide appropriate rationale for any variations or lack of coverage.

Content Areas for Foundational Body of Knowledge in Business:

- ACC: major concepts in Accounting
- FIN: major concepts in Finance
- MKTG: major concepts in Marketing
- DST: Decision-support tools in business decision making
- COM: Effective oral and written forms of professional communication
- DA: Data Analytics, for example:
 - emerging data technologies, analysis & management, creation, mining, analysis, transformation, reporting, sharing, and storage
- ETH: Ethical obligations and responsibilities of business
- LSE: Legal, social, and economic environments of business
- GLOB: Global environment of business
- CT: Analytic/critical thinking to solve business problems
- INT: Integrative Experience, for example:
 - Strategic Management/Business Policy
 - Required Internship
 - Capstone Experience (an experience that enables a student to demonstrate the capacity to synthesize and apply knowledge in an organizational context, such as a simulation, project, comprehensive examination or course, etc.)
- TML: Teamwork, Management, Leadership

For master's-level programs, this foundational knowledge is assumed and therefore the curricula for these programs are to provide learning opportunities for the development of more advanced knowledge and higher-order skills, specifically:

- ❑ *More intensive, in-depth, and specialized knowledge development in the business technical knowledge component areas;*
- ❑ *Cross-functional integration of knowledge spanning the business technical knowledge component areas;*
- ❑ *More advanced development of application, critical thinking, analytical, and problem-solving skills for the purposes of making reasoned judgments and sound decision making in business;*
- ❑ *More highly-developed communication and collaboration skills needed by effective business professionals;*
- ❑ *Enhanced development of the managerial, leadership, and strategic skills required of competent business professionals;*
- ❑ *The development of advanced abilities to apply current and emerging business information technologies for data analysis and management in support of business decision making;*
- ❑ *More advanced understanding of the professional, legal, and ethical responsibilities associated with the business profession.*

Similarly, the curricula in doctoral-level programs must include scholarly and professional learning opportunities that are designed to develop more advanced knowledge and higher-order skills than typical master's-level programs, and must contribute to the development of doctoral students into individuals capable of contributing to the academy or professional practice. Doctoral-level courses should be rigorous and challenging and should contribute to the development of advanced research skills; the acquisition of in-depth knowledge in areas of business specialization and their managerial and organizational contexts; and a sophisticated understanding of the importance of professional ethics, values, and integrity in support of business's broad societal and economic purposes.

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.



***GUIDANCE:** This could be a url to where the information is posted on your website, copy of the academic catalog or other publication where this information is readily available*

2. Describe the business unit's term structure and credit/clock hour metric definition.



*GUIDANCE: examples: TERM = 2 terms plus option summer term over 12-month period
August 1 – July 31*

METRIC = Carnegie unit; ECTS, other clock or credit hour calculation (describe)

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:
 - a. Faculty involvement in the process
 - b. Involvement of external communities of interest
 - c. How implementation of the outcomes assessment plan is incorporated into the process
 - d. (if applicable) The linkage to any overall institutional strategic, budgeting, or other processes



GUIDANCE: Consider how often curriculum reviews are conducted.

What are your communities of interest: advisory board, alumni, employers?

How does the business unit's curriculum management process integrate into any existing institutional processes in order to implement revisions or new programs?

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.



GUIDANCE: Remember to address internships or similar non-classroom learning platforms

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.



GUIDANCE: Do you have any international exchange programs? Any required courses that deal with international business practices? Any learning opportunities that foster a global perspective?

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

10. Refer to the Summary of Foundational Body of Knowledge table(s). For any associate- or bachelor's-level business programs included in the accreditation review that do not cover all of the foundational content areas, provide a rationale.
11. 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.



Evaluation methods may include similar outcomes assessment as within the OAP; periodic program reviews that include these disciplinary component areas; reviews, analyses, and evaluations of the results of embedded assessments in the courses comprising the disciplinary component areas.



Also consider outcomes-based measures of quality such as graduating students' satisfaction with the disciplinary component areas; job placement/employment of graduates in related fields; job advancement of graduates; student success in passing certification examinations.

12. 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:

13. 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.



Evaluation methods may include similar outcomes assessment as within the OAP; periodic program reviews that include these disciplinary component areas; reviews, analyses, and evaluations of the results of embedded assessments in the courses comprising the disciplinary component areas.



Also consider outcomes-based measures of quality such as graduating students' satisfaction with the disciplinary component areas; job placement/employment of graduates in related fields; job advancement of graduates; student success in passing certification examinations.

14. Describe the business unit's high impact practices within the programs; for example, faculty-student research projects, experiential or active learning opportunities, research, etc.
15. 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.
16. Describe how the business unit ensures students achieve advanced disciplinary knowledge in the content areas of the Foundational Body of Knowledge in Business relevant to their graduate program of study.

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

17. 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:
 - a. advanced knowledge in areas of business specialization
 - b. advanced research skills,
 - c. dissertation or other research or practice-focused component
 - d. development of a sophisticated understanding of the importance of professional ethics, values, and integrity in support of business's broad societal and economic purposes.
18. 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.



Evaluation methods may include similar outcomes assessment as within the OAP; periodic program reviews that include these disciplinary component areas; reviews, analyses, and evaluations of the results of embedded assessments in the courses comprising the disciplinary component areas.



Also consider outcomes-based measures of quality such as graduating students' satisfaction with the disciplinary component areas; job placement/employment of graduates in related fields; job advancement of graduates; student success in passing certification examinations.

19. 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):

- c. What does the business unit do well in administration and oversight of these areas?
- d. 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
 - Include all programs included in this review for accreditation
- ✓ TABLE: IACBE Foundational Body of Knowledge
 - One table for each undergraduate program
- ✓ TABLE: Student Doctoral Research
- ✓ Course syllabi (save these into one sub-folder per program within the Principle 4 appendices folder)
 - for undergraduate programs, syllabi for all core courses and any additional listed in the FBK tables
 - for graduate programs, syllabi for the core business courses
- ✓ Sample student doctoral dissertations (may provide urls)



VISIT NOTE: all other (non-core) syllabi must be available for the site team review during the visit



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.

Expectations:

IACBE expects that business education programs are delivered by highly-qualified faculty who hold an appropriate combination of degrees and/or professional experience relevant to their subject areas of teaching, remain current in their fields of teaching, and participate in ongoing scholarly and other professional development activities.

IACBE recognizes three classifications of faculty qualifications. Refer to the Resources section of this manual for details:

- *Academically Qualified*
- *Professional Qualified*
- *Other*

Requirements for establishing whether faculty are qualified to teach in an IACBE-accredited program should include having degrees conferred by institutions with institutional accreditation/recognition from a recognized institutional accrediting agency, or from the recognition agency appropriate to its geographic region; initial academic preparation and professional experience; consideration of both non-traditional executive or professional doctorate degrees and traditional PhD, DBA, or other relevant terminal degrees.

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 incorporates measures of 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):

- e. What does the business unit do well in administration and oversight of these areas?
- f. 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
 - include all full-time and part-time/adjunct faculty who taught courses in the business programs during the Self-Study year
- ✓ In a sub-folder ("FacultyDocs") to the Principle 5 appendices folder, provide the following. These are to be provided as one consolidated file ("LASTNAME 1stINITIAL") for each faculty member, inclusive of each of the following, as applicable:
 - Current Curriculum Vitae or resume for every faculty member listed in the Faculty Qualifications table
 - Faculty Justification Form for each faculty member who is not designated as Academically Qualified or Professionally Qualified for the subject area of instruction

- ✓ TABLE: Faculty Qualification Summary
 - ✓ TABLE: Summary of Faculty Development Activities
 - Note – there are 2 parts for this table
 - Include full-time faculty
 - ✓ Copies of the business unit's policies regarding:
 - Faculty hiring
 - Requirements for faculty scholarly and development activities
 - Faculty evaluation
 - ✓ 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
-  VISIT NOTE: Ensure that complete copies of all transcripts supporting faculty member qualifications are available. While the transcripts are not required to be provided with the self-study, the site visit team may request to review faculty transcripts.

Notes:

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.

Expectation:

The IACBE expects that the business unit has established policies and procedures for the admission of students to its business programs that are readily available and transparent to the general public and applied in a consistent and equitable manner. The standards for acceptance to business programs must be appropriate to the types and degree-levels of each program and designed to ensure that students have a reasonable chance to succeed.

The IACBE expects business units to have established policies and procedures for ensuring the academic success of student in its business programs that are readily available and transparent to the general public and applied in a consistent and equitable manner. These policies must include processes for monitoring and addressing academic performance toward program completion.

The IACBE expects that the business unit have established academic policies and procedures for supporting students in preparing for achieving their career goals.

The IACBE recognizes that the business unit's policies may be integrated into those of the overall institution.

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:
 - a. 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
 - b. how they are appropriate to the degree level of each program, e.g. for graduate programs, prior completion of lower-level degree.
 - c. a link (url) to where the admissions policies are made available to the general public



GUIDANCE: consider proficiency exams, leveling or prerequisite courses

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?

GUIDANCE: e.g./ do you admit students without an undergraduate business degree into your MBA program? If so, how do you ensure they have foundational business knowledge/skills?

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:
 - a. 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.
 - b. 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:
 - a. 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.
 - b. 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

6. Describe how the academic policies and procedures clearly delineate standards, conditions, processes, or criteria for:
 - a. The academic performance of students
 - b. The identification of retention issues and at-risk students
 - c. The provision of academic counseling and support services when needed
 - d. The placement of students on academic sanction (e.g., warning, probation, suspension, etc.)
 - e. 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.



Examples could be graduation/completion/retention rates, data of students successfully rebounding from academic sanctions

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

10. 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.
11. 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.
12. 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):

- g. What does the business unit do well in administration and oversight of these areas?
- h. 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



Notes:

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.

Expectation:

The IACBE expects that the business unit's financials are sufficient to support, sustain, and improve all aspects of its activities. The business unit's outcomes assessment process must be linked to its budgeting process: securing and allocation of funding needed to implement the improvements identified through the outcomes assessment process are to appropriately align with the budgeting process.

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.



GUIDANCE: How does the outcomes assessment process link to this budgeting process? How is the allocation of funding determined?

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?



GUIDANCE: Perhaps a diagram, decision tree, or table to show how the budgeting process ties to the business unit's ability to assess budgetary needs that are needed to improve quality and carry out its Strategic Plan/Mission.

3. Explain how the available financial resources for each of the following are sufficient to support effective delivery of quality business education:
 - a. Faculty
 - b. Faculty development activities
 - c. Technology
 - d. Classroom resources
 - e. Learning resources (incl. library)
 - f. Other budget items you would like to share
 - g. Overall educational & general expenditures allocated to the business unit



GUIDANCE: Consider: are you able to attract and retain quality instructors?

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.



GUIDANCE: Consider your classroom setups, software, hardware, virtual or simulation programming

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):

- i. What does the business unit do well in administration and oversight of these areas?
- j. 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
 - NOTE: there are two tables on this form: one for full-time faculty and one for part-time/adjunct instructors
- ✓ 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)



Notes:

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.

Expectation:

The IACBE expects the business unit to have effective external relationships with its communities of interest that foster ongoing quality improvement of its business programs, and ensure students are being appropriately prepared to be successful professionals in the current business market. Excellence in business education requires accountability to the public for student learning outcomes in the programs offered by the business unit.

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?



Consider internship opportunities, community projects, advisory boards.

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):

- k. What does the business unit do well in administration and oversight of these areas?
- l. 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
 - Provide the website paths to the required public disclosures: statement of accreditation and Public Disclosure of Student Achievement. In specifying the paths, DO NOT PROVIDE URL ADDRESSES. Beginning with the institution's home page, describe the link on each page in the path on which someone would click in order to advance to the next page in the path. For example:
 1. Click on 'Academics'
 2. Click on 'School of Business'
 3. Click on 'IACBE Accreditation'

For business units seeking First-Time Accreditation for its programs, within 30 days of notification of approval of program accreditation, the Public Disclosure of Student Achievement must be posted to the business unit's website and the WebPath Notification Form must be submitted.

Notes:

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.

Expectations:

The IACBE expects business units to adapt and respond to the challenges of preparing students to be competent business professionals in today's dynamic and increasingly complex business environments through innovation and creativity. The design and delivery of its business programs should factor in the diversity of both student and workplace populations. The IACBE recognizes that what constitutes innovation is unique to each business unit, and as such expects involvement of faculty and external communities of interest in supporting ongoing modernization and improvements in curricula and instructional delivery.

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.



GUIDANCE: consider innovative curricula, innovative learning opportunities for students, innovative teaching methodologies, innovative external relationships, innovative faculty research, etc.

Think about this with respect to your institution, market, and progress in creative advancements over the past three years. What has been new to you?

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):

- m. What does the business unit do well in administration and oversight of these areas?
- n. 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.

Section IV: Resources

Definitions of Faculty Development Activities

SCHOLARLY ACTIVITIES

Scholarship of Teaching: The scholarship of teaching starts with what the teacher knows – teachers must be widely read, current, and intellectually engaged in their fields. The scholarship of teaching requires knowledge of one’s field to be reflected in the content of courses and in the composition of program curricula. However, teaching becomes consequential only when knowledge can be conveyed and is understood by others. Therefore, the scholarship of teaching also includes an understanding of the ways in which students learn in different fields. To be a good teacher means not only knowing and remaining current in a field, but also understanding and using the most effective teaching methodologies available. Consequently, the scholarship of teaching can be defined as active intellectual engagement with a field of study that results in the application of disciplinary knowledge and expertise to curricular and instructional analysis, innovation, development, and evaluation.

Examples of the scholarship of teaching include:

- ❑ Curriculum review and revision
- ❑ The development of new courses and curricula
- ❑ Published and unpublished cases with instructional materials
- ❑ The development of new teaching materials
- ❑ The development and evaluation of new methods of instruction, including instructional software
- ❑ The development of techniques and tools to assess the effectiveness of teaching and learning
- ❑ Publications dealing with pedagogy and/or teaching techniques
- ❑ Participation and/or presentation in workshops, seminars, and professional meetings devoted to improving teaching skills
- ❑ Written evaluations of teaching materials

Scholarship of Discovery: The scholarship of discovery is the closest to what is meant by the term ‘basic research.’ Freedom of inquiry and freedom of scholarly investigation are essential to higher education. Each faculty member should establish credentials as a researcher. The capacity to carry out the scientific method and to conduct meaningful research is an important aspect of learning. In institutions whose primary mission is undergraduate teaching, the dissertation or other comparable piece of creative work could suffice for this. However, faculty in institutions with research missions and graduate programs are expected to be engaged in ongoing research activities. The scholarship of discovery can be defined as investigation and research in a field of study that result in a contribution to the body of knowledge in the field, and the dissemination of that knowledge in the professional community.

Examples of the scholarship of discovery include:

- ❑ Unpublished research
- ❑ Published articles, manuscripts, monographs, and books
- ❑ Faculty research seminars
- ❑ Participation in professional meetings as a paper presenter, discussant, or session chair
- ❑ Book reviews

Scholarship of Integration: The scholarship of integration seeks to interpret, to draw together, and to bring new insights to bear on original research. The scholarship of integration means fitting one’s work into larger intellectual patterns. The scholarship of integration is necessary in dealing with the boundaries of the human problems of today, which do not always neatly fall within defined disciplines. It is essential to integrate ideas and then apply them to the world in which we live. Therefore, the scholarship of integration can be defined as the interpretation, synthesis, and connection of theories, ideas, and concepts across disciplines that result in new insights, broader perspectives, and a more comprehensive understanding of those disciplines.

Examples of the scholarship of integration include:

- ❑ Comprehensive, interdisciplinary articles and/or monographs
- ❑ The development of new multidisciplinary courses and curricula
- ❑ The development of interdisciplinary seminars or workshops, or participation and/or presentation in such seminars and workshops
- ❑ Textbook authoring

Scholarship of Application: The scholarship of application moves toward the active engagement of the scholar. It focuses on the responsible application of knowledge to consequential problems. In the past, this type of activity has been called applied research and/or development. The scholarship of application does not include regular service activities or routine consulting – these are considered professional activities and are discussed below. The scholarship of application must be tied directly to one's field of knowledge and relate to and flow directly out of creative professional activity. This kind of scholarship requires creativity and critical thought in analyzing significant problems. Consequently, the scholarship of application can be defined as intellectual activities related to a field of study that flow directly out of scholarly investigation and research in the field, and involve the application of disciplinary expertise to the analysis and solution of significant practical problems, leading to new intellectual understandings and contributions to human knowledge.

Examples of the scholarship of application include:

- ❑ Contract research
- ❑ Consultation or technical assistance
- ❑ Policy analysis
- ❑ Program evaluation
- ❑ Articles or monographs dealing with contributions to practice
- ❑ Articles in trade publications

Each of these types of scholarship of application should be meaningful intellectual activities, must be documented, and where appropriate, should include an evaluation from the individuals or organizations served by these activities.

PROFESSIONAL DEVELOPMENT ACTIVITIES

Professional development activities include the practice or further development of a faculty member's professional expertise and skills. These may include activities for which a faculty member is paid, or volunteer services for which no pay is received. The key word in defining these activities is "professionally-related". General community service activities are not considered to be professionally-related. However, if faculty members provide a service that is related to their teaching and/or research areas, then that service would be professionally-related.

For example, if a business faculty member conducts an annual audit of a local non-profit organization's financial affairs and prepares an opinion letter, then the work is considered to be a professionally-related activity.

Other examples of professional development activities include:

- ☐ Routine professionally-related consulting
- ☐ Service activities directly related to the academic discipline of the faculty member, and consistent with the stated mission of the academic business unit
- ☐ Service in a leadership role in or as an officer of a professional organization
- ☐ Attendance and participation in seminars, symposia, short courses, workshops, or professional meetings that are intended as professional development or enrichment activities
- ☐ Membership in professional organizations

Faculty Qualification Categories (rev. 2022-10)

IACBE's expectation is that faculty are qualified to teach the subject areas they are assigned. Faculty are either qualified or not qualified. If qualified, they will fall into one of three categories: academically qualified, professionally qualified, or otherwise qualified as defined below and demonstrated in the faculty qualification decision tree.

Academically Qualified (AQ)

To be considered academically qualified, a faculty member must:

- a. Hold an earned doctorate in business or business with a major, concentration, specialization, focus area, emphasis, option, track, field, or stream, etc. in the area of assigned teaching responsibilities; or
- b. Hold an earned doctorate in a field of business, and a professional certification in the area of assigned teaching responsibilities; or
- c. Hold a Juris Doctorate and teach in the areas of legal environment of business and/or business law; or
- d. Hold a Juris Doctorate and a business-related master's degree, and teach in the areas of legal environment of business, business law, and/or another area that contains significant legal content; or
- e. Hold a Juris Doctorate and a professional certification in business and teach in the areas of legal environment of business, business law, and/or business; or
- f. Hold an earned non-business- or non-business-related doctorate and have a sufficient combination of graduate course work; professional experience that is significant in terms of duration and level of responsibility; sustained professional engagement; ongoing scholarly activity; and documented extensive, substantial, and successful teaching experience at the post-secondary level in the area of assigned teaching responsibilities.

Professionally Qualified (PQ)

To be considered professionally qualified, a faculty member must:

- a. Hold a master's degree (or equivalent post-graduate degree) in a business-related field and a professional certification in the area of assigned teaching responsibilities; or
- b. Hold a master's degree (or equivalent post-graduate degree) in a business-related field and have a sufficient combination of graduate course work; professional experience that is

Professionally Qualified (PQ)

significant in terms of duration and level of responsibility; sustained professional engagement; ongoing scholarly activity; and documented extensive, substantial, and successful teaching experience at the post-secondary level in the area of assigned teaching responsibilities; or

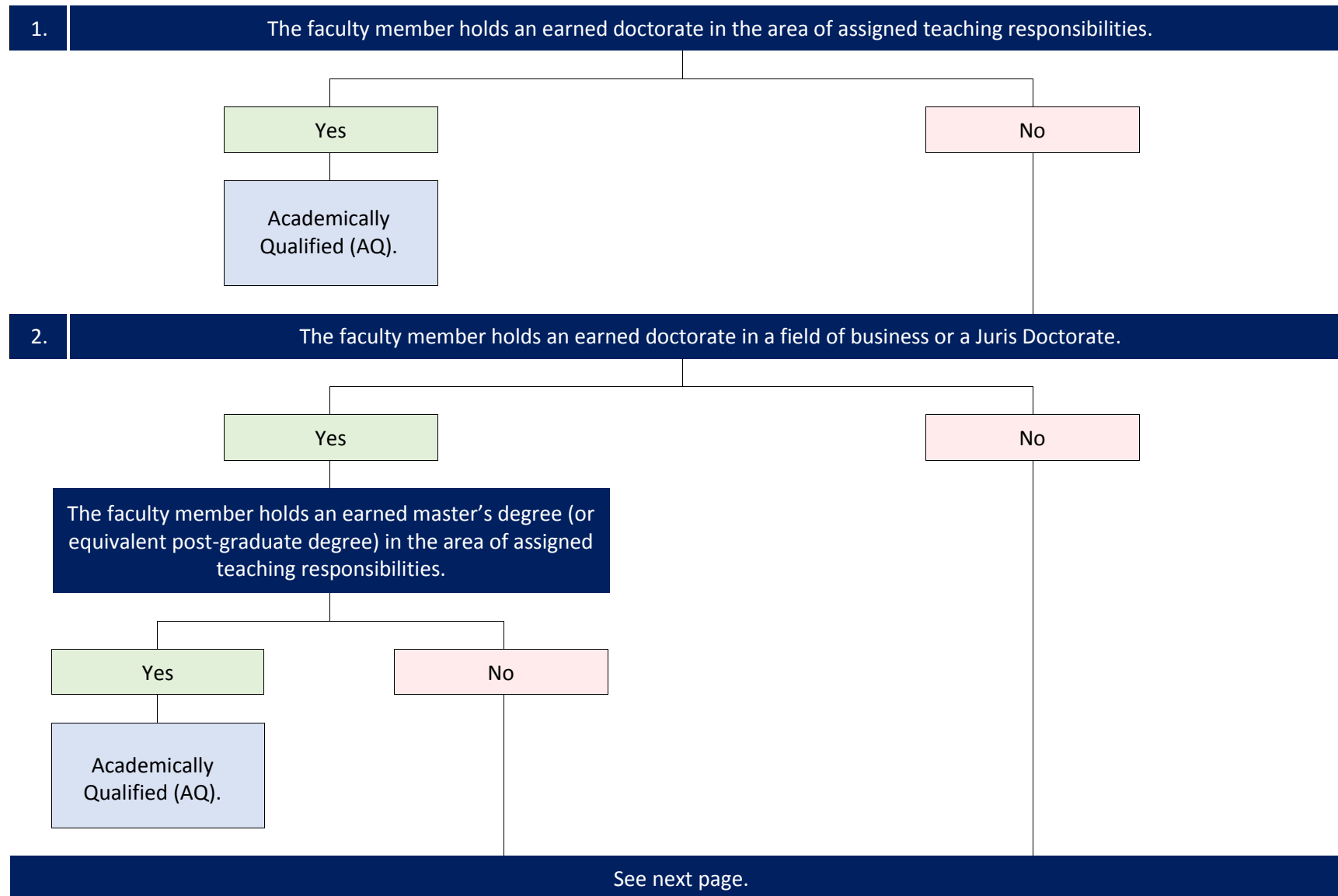
- c. Hold a master's degree (or equivalent post-graduate degree) in a business-related field and have completed a special post-graduate training program especially designed to improve the faculty member's knowledge and teaching skills in the area of the assigned teaching responsibilities.

- b. Be A.B.D. (i.e. 'all-but-dissertation'; has completed all course work required for a doctorate in business, passed the general comprehensive examinations, but has not completed a dissertation) with a major in the area of assigned teaching responsibilities

Otherwise Qualified

A faculty member may possess unique credentials/qualifications and experience that the business unit has deemed as sufficient to assign a faculty member to teach a subject area(s) that they are not – by IACBE definition – academically or professionally qualified to teach. In these situations, it is incumbent upon the academic business unit to provide a detailed justification regarding those credentials and experience.

FACULTY QUALIFICATIONS DECISION TREE 2022



The faculty member has completed at least 15 credits of graduate-level coursework in the subject area being taught

Yes

Academically
Qualified (AQ).

No

The faculty member holds an active professional certification in the area of assigned teaching responsibilities.

Yes

Academically
Qualified (AQ).

No

The faculty member's CV demonstrates sufficient scholarly, educational and professional activities related to the subject area being taught

Yes

No

No

See next page.

Yes

Academically
Qualified (AQ).

No

The faculty member
is not academically-
qualified;
Go to #5

No

3.

The faculty member holds an earned doctorate in a field other than business or law.

Yes

The faculty member's CV demonstrates sufficient
scholarly, educational and professional activities
related to the subject area being taught

Yes

Academically
Qualified (AQ).

No

No

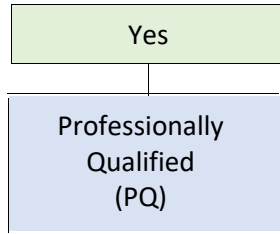
4.

The faculty member is ABD in the area of assigned teaching responsibilities.

Yes

No

See next page.



No

5. The faculty member holds an earned master's degree (or equivalent post-graduate degree) in the area of assigned teaching responsibilities.

Yes

No

The faculty member holds an active professional certification in the area of assigned teaching responsibilities.

Yes

No

Professionally Qualified (PQ)

The faculty member's CV demonstrates sufficient scholarly, educational and professional activities related to the subject area being taught

Yes

No

See next page.

Yes

Professionally
Qualified
(PQ)

No

The faculty member is considered to be
otherwise qualified (O).
A Faculty Justification Form is to be
submitted for review.

No

6. The faculty member holds an earned master's degree (or equivalent post-graduate degree) in a field of business.

Yes

The faculty member has completed at least 15 credits
of graduate-level coursework in the subject area being
taught

Yes

Professionally
Qualified
(PQ)

No

The faculty member holds an active professional
certification in the area of assigned teaching
responsibilities.

Yes

No

See next page.

Yes

Professionally
Qualified
(PQ)

No

The faculty member's CV demonstrates sufficient scholarly, educational and professional activities related to the subject area being taught

Yes

Professionally
Qualified
(PQ)

No

The faculty member is considered to be otherwise qualified (O).

A Faculty Justification Form is to be submitted for review.

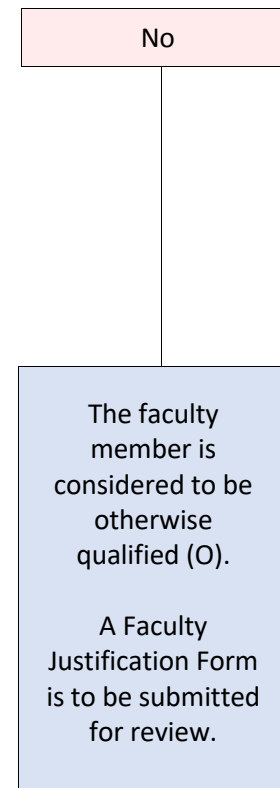
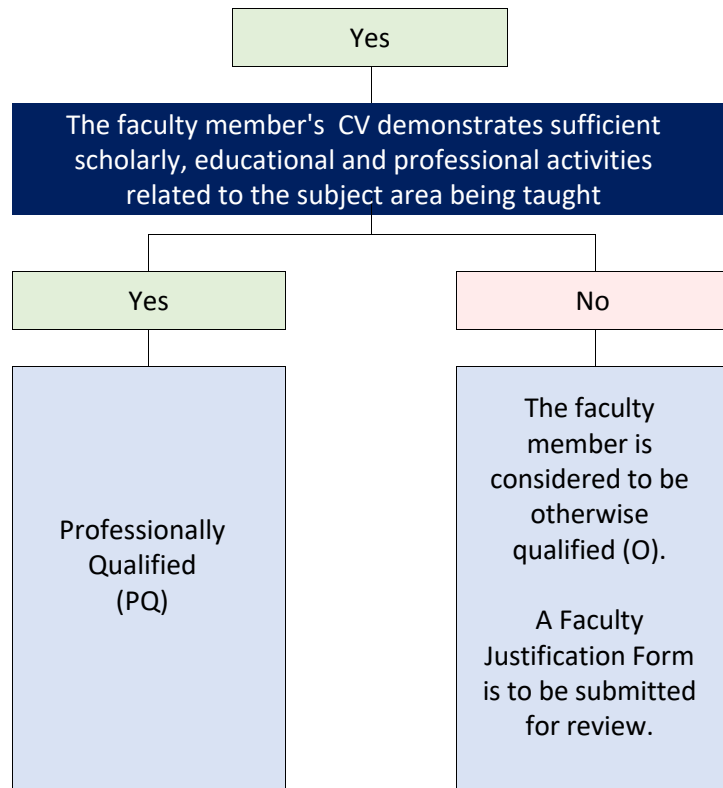
No

7. The faculty member holds an earned out-of-field master's degree in a field other than business.

Yes

No

See next page.



IACBE Faculty Qualification Decision Tree Guide

IACBE's expectation is that faculty are qualified to teach the subject areas they are assigned. Faculty are either qualified or not qualified. If qualified, they will fall into one of three categories: academically qualified, professionally qualified, or otherwise qualified as defined below and demonstrated in the faculty qualification decision tree.

Qualification categories are to be determined for each individual subject area that each faculty member taught during the Self-Study/Reporting year. If a faculty member taught more than one subject area, then s/he will be listed more than once – and may have different qualification designations for each.

An 'out-of-field' degree is defined to be any degree in a field other than the subject area(s) being taught by the faculty member.

If the faculty member's highest degree earned is a Masters-level degree, start at step 5. The faculty member is not eligible to be categorized as Academically qualified (AQ). The faculty member will be either Professionally qualified (PQ) or Otherwise qualified (O).

It is important to note that the category "PQ" does not have any requirement for professional/practical experience.

If the faculty member's highest degree earned is less than the Masters-level, the faculty member is Otherwise qualified (O), and a Faculty Justification Form must be submitted.

Please refer to the Self-Study Manual for definitions/explanations of the three IACBE qualification categories for faculty.

IACBE Self-Study Submission Required Formatting

In accordance with the Self-Study Manual, all files and supporting documents must be named using the IACBE prescribed format. The following table indicates the organization and naming convention for each folder and document:

- ✓ folder names are the corresponding Principle
 - **avoid adding additional layers of folders & subfolders**
- ✓ document names follow “School-DocumentsName”
 - “School” should be an abbreviation of the school name, e.g. MVU for Mt. Vesuvius University, or CACC for City of Atlantis Community College
 - **keep file names to 35 characters**

If you are unsure of how to name your files, please contact your IACBE staff liaison. 913-631-3009.

F indicates a FOLDER S indicates a SUBFOLDER	DOCUMENT/CONTENT	NAMING CONVENTION	NAMING EXAMPLE
(hanging document)	Complete Self-Study narrative in a single MS Word document using the IACBE Self-Study Template.	School-SelfStudy-YYYY-YY The year should be the self-study year and must be included in the file name.	School-SelfStudy-2020-21.doc
Appendices Organized by Principle (one folder per Principle)			
F: Profile	Appendices requested in the Profile section	School-DocumentsName	
F: Principle 1	Appendices relevant to Principle 1	School-DocumentsName	CodeOfConduct
F: Principle 2	Appendices relevant to Principle 2, e.g. outcomes results data Hanging file/document: Forward-looking OAP	School-OutcomesResults	OutcomesResults
S: OAP Appendices	Additional Docs in sub-folder: Appendices for the OAP	School-OAP-YYYY-YY	SchoolOAP-2023-24
F: Principle 3	Appendices relevant to Principle 3	School-DocumentsName	
F: Principle 4	Appendices relevant to Principle 4	School-DocumentsName	
S: Syllabi	Copies of the course syllabi	Files: Course#-CourseName (if you have a naming convention for syllabi in place, please use that)	MBA620-AdvDataAnalytics
F: Principle 5	Appendices relevant to Principle 5		
S: FacultyDocs	Faulty CVs or resumes If applicable, also include the Faculty Justification Form. <i>All documents for each faculty member are to be consolidated into one .pdf file, i.e. one file per faculty member</i>	Files: For each faculty member: LastNameFirstInitial	SmithT SnowflakeS
F: Principle 6	Appendices relevant to Principle 6	School-DocumentsName	
F: Principle 7	Appendices relevant to Principle 7	School-DocumentsName	
F: Principle 8	Appendices relevant to Principle 8	School-DocumentsName	
F: Principle 9	Appendices relevant to Principle 9	School-DocumentsName	

The submission's folder/file layout will look like this:

- ❑ = folder

- ❑ **Principle 1**

- ❑ **Principle 2**

- (file) SCHOOL NAME OAP YYYY-YY

- (file) PROGRAM NAME Learning Assessment Results

- (file) PROGRAM NAME2 Learning Assessment Results

- (file) Operational Outcomes Assessment Results

- ❑ **OAP Appendices**

- ❑ **Principle 3**

- ❑ **Principle 4**

- ❑ **Syllabi**

- (file) BBA 301 – Marketing Concepts

- (file) MBA 620 – Advanced Data Analytics

- ❑ **Principle 5**

- (file) Faculty Qualifications Table

- ❑ **FacultyDocs**

- (file) SmithT

- (file) SnowflakeS

- ❑ **Principle 6**

- ❑ **Principle 7**

- ❑ **Principle 8**

- ❑ **Principle 9**

- ❑ **Profile**

- (file) SCHOOLNAME IACBE Self-Study YYYY-YY