

## **THE AACSB SELF STUDY PROCESS**

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*This case study revolves around a business college interested in seeking AACSB accreditation in the future. The Dean of the college invites an accreditation specialist for a period of 45 days. The accreditation specialist initiates an internal self-study process. The self-study process generates data pertaining to the mission and strategic plan of the college, qualifications of faculty and staff, tenure and promotion policies, teaching loads and pedagogies used by the faculty, advisement policies and other additional information. The accreditation specialist now needs to determine where the college stands on the fifteen standards of AACSB.*

*This case study can be used in any accreditation workshops. It can be designated for a 2 hours slot. The instructor should distribute the case study a week before the workshop to the participants. Participants should read the case study prior to the workshop to allow thorough discussion of AACSB fifteen standards and to determine the readiness of an academic institution to apply for AACSB accreditation.*

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### **THE ISSUE**

The Dean of Faculty of Business (FOB), a college operating under the umbrella of Abdul University was interested in seeking AACSB accreditation in the future. The Dean of FOB, Dr. Massard invited an accreditation specialist, Dr. Rao, on 4 October 2016, for a period of 45 days. The accreditation specialist initiated an internal self-study process. The self-study process generated data pertaining to the mission and strategic plan of the college, qualifications of faculty and staff, tenure and promotion policies, teaching loads and pedagogies used by the faculty, advisement policies and other additional information. Dr. Rao, the accreditation specialist now needed to determine where FOB stood on the fifteen standards of AACSB.

### **BACKGROUND**

Abdul University initially begun as a small girls' school in a village in the West Bank region also known as Palestine. The school developed into a college which later transitioned from a primary education institution to an intermediate college.

In 1953 the college offered its first preparatory class. In 1961 the two-year university program was initiated. Academic guidelines were implemented requiring all faculty members to hold a minimum of bachelor's degree and at least half of the faculty to hold a master's degree. The campus was also expanded to provide latest amenities and facilities to students such as classrooms, laboratories, housing, recreational and sports facilities and the library.

Abdul University was designated as a Palestinian Arab academic institution and was supervised by an independent Board of Trustees which was responsible for all its institutional decisions. The university provided degrees in the areas of information technology, engineering, science, arts and development, politics and management and economics. The university's official language was Arabic, but all courses were taught in English. The academic year consisted of two semesters each of 16 weeks. The university also offered one-two summer semesters each, eight weeks long depending on student demand. The university supported the economic, social and human development in Palestine through various research grants and institutional centers. Abiding by the principles of educational opportunities, the university provided numerous scholarships which covered up to 60 percent of the students' fees. The university received funding from various private Palestinian and Arab donations which had enabled it to continue in its mission of providing academic excellence and developing the Palestinian community.

The university played a key role in the cultural, social and political life of the Palestinian community. The strength of the university lay in its vast network of foreign collaborations and relationships. Also, in its commitment in imparting education to learners in an interactive and experiential manner. The university was aware of the significance of technology in the students' lifestyles and at a global level. All classrooms were equipped with the latest technology with teachers trained in various technology oriented pedagogical methods. The university also possessed an extensive electronic data repository where students' records, faculty information, university guidelines and regulations were stored and could be retrieved as needed. The university currently offered 29 graduate studies programs, in addition to a doctoral program in social sciences which was offered by the Faculty of Graduate Studies.

#### **RECRUITMENT, TENURE & PROMOTION POLICIES AT ABDUL UNIVERSITY**

Abdul University had clear policies and guidelines with regards to hiring, promotion and tenure and annual evaluation of faculty and staff. The head of the department and the dean of the college informed the Vice President of Academic Affairs of their decision to hire new faculty. The Human Resources Department then advertised the vacant positions in the newspaper or by other means available.

Applicants were given a period of at least one month to apply. All applications were submitted electronically to the Human Resources Department. At the end of the submission date, the Human Resources Department downloaded all the applications and routed them to the Vice President of Academic Affairs, Deans and heads of departments. The Committee Chair then sorted the applications, prepared a short list of candidates which was reviewed by the entire committee. Selected candidates were invited to the university for a lecture, interview and campus visit. The committee had a right to interview all the members or none of them. The committee after reviewing the applications, informed the Vice President of Academic Affairs of their decision who then gave his/her recommendations to the President of the university. An appointment letter was then issued to the selected candidate specifying his/her grade, class and rank with appointment starting at the beginning of the school year. All contracts were drawn out by the Human Resources Department and were approved by the university's President in coordination with the Office of Academic Affairs.

#### Annual Faculty Evaluation Process

The annual faculty evaluation started in February when the faculty members filled up the Faculty Evaluation Form online. Faculty members provided information online pertaining to courses taught that year, student evaluations, teaching philosophy, research output, professional development, research projects and proposals, administrative responsibilities, challenges faced, advisement strategies, new course developments, committee service and service at the community level. This information was then saved and submitted to the head of the department who after filling in his/her evaluations, routed it to the Dean who gave his/her recommendations and then send it to the Vice President of Academic Affairs. All annual salary raises were dependent on the Annual Faculty Evaluation scores received.

#### Promotion and Tenure Policies

The criteria for promotion of a faculty member consisted of Intellectual contributions, Teaching, Scientific Effort and Public Services to the university and campus life and community Intellectual contributions included:

1. Articles containing original research published in refereed journals.
2. Reports containing original knowledge and scientific results published in refereed journals.
3. Published books
4. Chapters published in edited books
5. Book reviews
6. Conference proceedings from conferences
7. Interdisciplinary research papers

Points for Research Publications were allocated in the following manner:

- Research published in the journal of the first category = 3 points
- Research published in the journal of the second category = 2 points
- Research published in the journal of the third category = 1 point
- Research published in the journal of the fourth category = 0.5 points
- Conference proceedings in a global conference = 1 point
- Conference proceedings in an international conference = 1-3 points
- Conference proceedings in a national and regional conference = 0.5 points
- Published book (depends on the publishing house) = 1-6 points
- Book translator or editor of a publishing house = 1-2 points
- Chapter in a book (depends on the publishing house) = 1-3 points
- Patent registered in the world = 3 points
- Patent registered in the Arab world = 1-2 points
- Creative work of a researcher in the field of specialization = 1-2 points

Scientific effort was defined as:

1. All reports, studies and publications of academic character which the applicant had authored for public bodies, scientific or artistic institutions both paid or unpaid, published or unpublished could be used for promotion and tenure purposes.
2. Supervision of master's and doctoral theses or participation in the examination.
3. Active participation in the liberation of magazines or periodicals or series of recognized standing and editing of arbitration offers to be published in such magazines or periodicals or serials.

Teaching consisted of:

1. Teaching courses as identified.
2. Evidence of teaching experience
3. Preparation of educational materials
4. All educational activities involved to allow effective teaching

Public Service to the university and community involved:

1. Membership to various university, college and departmental committees.
2. Participation in seminars and lectures.
3. Provide advisory services to students
4. Contribution to non-academic activities at the university and beyond
5. Further studies as approved by the university.

Weight of Points for Promotion and Tenure Decisions

*Promotion to Lecturer*

- Teaching = 55%
- Scientific Effort = 30%
- Intellectual Contributions = 30%
- University & Community Service = 15%

Minimum necessary for Positive Recommendation = 70%

*Promotion to Assistant Professor*

- Teaching = 45%
- Scientific Effort = 20%
- Intellectual Contributions = 20%
- University & Community Service = 15%

Minimum necessary for Positive Recommendation = 70%

A minimum of at least 2 papers were required to get promoted to the level of an Assistant Professor.

*Promotion to Associate Professor*

- Teaching = 40%
- Scientific Effort = 15%
- Intellectual Contributions = 30%
- University & Community Service = 15%

Minimum necessary for Positive Recommendation = 75%

A minimum of at least 3 papers were required to get promoted to level of an Associate Professor.

*Promotion to Professor*

- Teaching = 30%
- Scientific Effort = 15%
- Intellectual Contributions = 40%
- University & Community Service = 15%

Minimum necessary for Positive Recommendation = 80%

A minimum of at least 5 published research papers were needed to get promoted to the rank of a Full Professor.

Furthermore, depending on the journal rankings, intellectual contributions would constitute 4 points for promotion to the rank of an Assistant Professor, 6 points to the rank of an Associate Professor and 10 points to the rank of a professor. Due credit was given for the years of experience at another university when taking a promotion and tenure decision. Subsequent research published during an earlier period when application was made for promotion purposes was also considered.

*Maximum Length of Time at each Rank*

- A faculty member could be in the rank of an instructor for a maximum of seven years with at least four years at Abdul University;
- S/he then needed to serve in the capacity of a lecturer for three years before s/he could apply to be promoted to the position of an Assistant Professor;
- Assistant Professor to Associate Professor was five years;
- Associate Professor to Full Professor was again five years.

The university also had policies whereby a tenured professor of any rank (i.e., Assistant, Associate or Full Professor) could avail sabbatical leave for one year every five years.

Promotion and Tenure Faculty Process

All faculty members interested and eligible for promotion and tenure were required to submit a completed and signed application form along with an electronic copy of the application and its annexes in a CD to the head of the department before October 30<sup>th</sup> of that academic year. Applications submitted after this deadline were not accepted but it was possible to add further attachments to one's application still 15<sup>th</sup> December. The head of the department forwarded the application to the Dean of the College. The Dean determined the eligibility of the applicant for promotion and tenure and then informed the Vice President of Academic Affairs of the faculty member's intention to apply for Promotion. The Dean then formed a peer evaluation committee consisting of 3-5 members of the department or disciplines closest to the applicant's area of expertise. The applicant then put together a portfolio consisting of his/her teaching, research and service contributions and submitted it to the peer committee for review. The committee members reviewed the applicant's portfolio and reached a unanimous decision. The committee then informed the Dean of their decision (by 15<sup>th</sup> May) who in turn reported to the Vice President of Academic Affairs. The Vice President of Academic Affairs was entrusted with the responsibility of communicating this decision to the President. The President then either recommended or rejected the application for promotion and tenure depending on the decision taken by April 1<sup>st</sup>.

Annual Evaluation of Professional Staff

All professional staff were evaluated on an annual basis at the end of each school year. Depending on the individual evaluations, appropriate action was taken by the administration. In case the employee's performance continued to remain 'weak' for two consecutive periods s/he would then get terminated from job by the President upon the recommendation of the Human Resources Department.

### **STUDENT ADVISEMENT POLICIES**

Students were required to meet regularly with their advisors at least twice each semester. The students, with exception of First Year students, were required to go online and prepare a plan for that semester. This plan was automatically emailed to their advisor who after review approved or rejected it. Depending on the advisor's decision, the student registered for classes or modified the advisement plan prior to registration.

First year students were advised by the Registrar's Office. Students who were at high risk and those who had not determined their area of specialization were referred to the Academic Advisor. High risk students were those who had a GPA of less than 70%. The Academic Advisor met with these students regularly twice every month for 30 minutes-60 minutes. S/he reviewed their courses, performance levels, discussed with them their issues and advised them at academic and personal levels. S/he tracked the students after the end of each grading period through the online University System. S/he then contacted the students to discuss their performance levels, reasons for lagging behind and assisted them as needed. During these monthly sessions, intervention strategies were identified, and an effort was made to put the student back on graduation track. If any academic help was required, students were referred to the departmental teaching assistants for one-on-one tutoring [see Table 1 at the end of the case].

### **PLACEMENT SERVICES**

The Alumni and Career Services Office served the student population of Abdul University. The office worked with the students in providing them with employment opportunities during and after the completion of their studies. The career services counselors advised students on resume building, scholarship applications for further studies, interview skills training etc. Professional Development workshops imparted both written and oral communication skills. Students were provided with networking opportunities during various Career Days and Career Fairs both within individual colleges and at the university.

### **THE COLLEGE**

Faculty of Business (FOB) was a college within Abdul University. The college was established in 1978 and was headed by Dr. Massard as the Dean. FOB was currently the largest college within the university with around 2000 students. At the undergraduate level, there were 837 male students and 1161 female students. At the graduate level, FOB had 312 students consisting of 155 males and 157 females. FOB had six undergraduate programs and two master programs, MBA and Economics, each was managed by four departmental heads and one program director. There were five structural divisions under the Dean: Business Administration and Marketing, Finance and Banking, Accounting, Economics and

the MBA. The MBA had 210 students and the MA in Economics had 102 students. All departmental heads and program directors were given reduced course loads to fulfill their additional administrative duties.

FOB functioned as a semi-autonomous unit within the university. The college had its own strategic plan which was aligned with the university, its own budget, goals and objectives. However, the college needed approval on all its decisions pertaining to budget, hiring and dismissal, programs and curriculum from the Vice President of Academic Affairs office. FOB offered all its programs face-to-face on campus [see Table 2 at the end of the case].

FOB did not have any joint collaborations and partnerships with regards to its program offerings. None of its programs were offered as online or hybrid. The following degrees were offered by FOB [see Tables 3 and 4 at the end of the case for detailed information about the degree programs and admission requirements and prerequisites]:

- Bachelor of Science in Accounting
- Bachelor of Science in Finance and Banking
- Bachelor of Science in Business Administration
- Bachelor of Science in Marketing
- Bachelor of Science in Economics
- Bachelor of Science in Business Economics
- Master of Economics
- Master of Business Administration

The school had faculty governance on all major decisions concerning curriculum, assurance of learning, research, career services and recruitment being handled by various faculty committees. The school's budget for 2015-16 was 1.6 million dinars while the university's comprised of 22 million dinars. The school's budget comprised 7 percent of the university's total financial resources [see Tables 5 and 6 at the end of the case for further information about the budget].

### **STRATEGIC PLAN OF THE COLLEGE**

The college had a clear vision, mission and strategic initiatives.

#### *Vision of the College*

The college aspired to become one of the most prestigious business colleges in the region. The college strived to achieve excellence in the areas of economics, business and entrepreneurship by encouraging initiatives towards economic and social development of the region.



### *The Mission*

To provide students with the skills and academic knowledge that was necessary to prepare them to embark into the real-world and to hold leading positions in large corporations in a diversified knowledge-based economy. In addition, the College sought to develop students' critical thinking and analytical skills and to promote creativity and innovation through programs that integrated academic and theoretical knowledge with practical real-world application. The College also sought to afford a rich and constructive environment that allowed professional development by striking a balance between teaching, research and community service to have a positive impact on society and by responding to community needs and knowledge-based economy.

### **THE DEAN AND THE BUSINESS FACULY**

Dr. Massard was the Dean, and was assisted by an Assistant, and four program heads and one program MBA director. There were three centers at FOB, Training and Employment Unit, Cooperative Education Program and Business and Economics Center. The Training and Employment unit worked both individually and in collaboration with the university's Career Services office to provide both internship and job placements opportunities for business and economics graduates. There were 49 full time faculty members, 14 in Economics, 10 in Accounting, 16 in Business Administration and Marketing and 9 in Finance (including administrators). Selected faculty members from all departments taught the master level courses. FOB was also supported by a team of teaching assistants and adjunct faculty drawn from various local corporations and organizations. FOB had seven professional staff members who supported the Dean's office and the five departments and one Information Technology specialist.

The faculty taught a maximum of 12 hours per semester with each semester consisting of 16 weeks. The faculty had office hours consisting of 8-10 hours weekly. Table 9 lists the expertise, rank and qualification of all faculty members. FOB followed a teaching model of professors and teaching assistants. Professors lectured twice a week while teaching assistants facilitated the one-on-one discussion sessions for the students. FOB's faculty integrated a variety of teaching modalities consisting of traditional lectures, simulations, community-based and research-based projects, capstone subjects, guest speakers, and case study analysis [see Table 8 at the end of the case].

The faculty of FOB was responsible for teaching, advisement, research and community service. Their levels of contributions in the areas of advisement, consulting, intellectual contributions, service have been summarized below:

**Advisement Contributions:** FOB faculty's list of advisees had gone up over the academic years 2011-12 to 2015-16. In Accounting department, the number of advisees increased from 57 to 113. While in Finance department it increased from 57 to 113. The Business Administration and Marketing department's number increased from 50 to 81.

**Committee Work Contributions:** FOB faculty served approximately on 1-4 committees per academic year. Accounting department faculty served on at least four committees on an annual basis. Finance department committee load was one per year. While Business Administration and Marketing was around 2 committees annually.

**Community Service Contributions:** FOB faculty community service was minimal. All departmental members usually completed at least one community service project on an annual basis.

**Research Contributions:** FOB faculty research output was satisfactory. Accounting department had an average of one publication per academic year. Finance was less than one per year. While Business Administration and Marketing department had at least 2 publications on an annual basis. With regards to conference presentations and proceedings, Accounting department had 2-3 per year. Finance department had less than one per year. While Business Administration and Marketing had two per academic year. See Table 11 for information about intellectual contributions of faculty members.

**Consulting Output:** FOB faculty members did not engage in consultancy on a regular basis. Their output was usually less than one per year.

## **STUDENT ADMISSION REQUIREMENTS**

Students were admitted to the Bachelors' degree based on their performance at the common Palestinian high school exam known as Tawjihi. Successful passing of Tawjihi lead to awarding of a high school diploma in Palestine.

MBA students were given a GMAT waiver provided they took the MBA Entrance Exam which had been developed by the MBA Graduate Council members. The exam was online, consisted of multiple choice questions, case study analysis and English language proficiency questions. The MBA Entrance exam score totaled up to 20 percent of the MBA Admission Process requirements. Admitted MBA students who belonged to a non-business background were required to complete three prerequisites of 3 credits each consisting of Marketing, Accounting and Finance.

### **FOB STUDENTS' ACTIVITIES**

FOB's students were encouraged to provide professional consulting services to local community organizations. The Career Center at FOB supported community engagement programs which involved students in various entrepreneurship education activities within the community. FOB's annual Career Day allowed students to interact with local companies and organizations leading to internship and job opportunities. FOB also held Marketing Days, Accounting Days, Open Days and a Stock Simulation Contest where guest speakers were invited to share their experiences with students leading to student development.

Each program had its own student club which conducted workshops, guest speaker series and training sessions for the students. For instance, the Finance and Banking department had its own Finance Club, Business Administration and Marketing program had two clubs, Business Administration Club and Marketing Club and so on. FOB students participated in Student Exchange Programs and traveled to Italy, Germany, Sweden and Spain. Student undergraduate and graduate level research projects had been published as journal papers, book chapters and presented at various conferences.

### **STUDENT EVALUATIONS**

FOB had a systematic process of evaluating teaching effectiveness. Every semester, so twice in an academic year, students had an opportunity to evaluate their instructors and their teaching capabilities. Students were invited to submit their evaluations online a few weeks before the semester ended. It was not a compulsory process, students had the choice not to participate. All classes taught by the instructor were evaluated. It was an online process, all evaluations were completed and submitted online and then analyzed and released to respective departments and faculty. The scoring was on a range from 1-10. Usually the faculty average was between 7.8 - 8.

### **FOB COMMITTEES AT THE COLLEGE LEVEL**

FOB had three college committees—Accreditation Committee, Assurance of Learning Committee and Quality of Assurance Committee which reviewed and revised degree program learning goals and improved program curricula to achieve learning goals. FOB also had a College Advisory Board which was formed in Feb. 2016 consisting of managers and executives from leading Palestine organizations. The Advisory Board had met twice so far with the Dean and the faculty. The Advisory Board planned to meet on a periodic basis to review and assist the faculty on all matters relating to the curriculum, student placement and research opportunities. The Quality Assurance Committee delivered its review report on 20<sup>th</sup> Oct. 2016. The recommendations consisted of integrating Bloom's Taxonomy when designing Learning Outcomes for all courses, using a common course

syllabus template across all programs, specifying attendance policies, plagiarism rules and guidelines, using more than one grading schemes in courses, adopting the latest edition of the textbook and making the syllabi available online. These recommendations were pending implementation. FOB was in the process of designing its Program Goals and Learning Outcomes. It was still a Work in Progress. The college had not designed its rubrics nor initiated any formal assurance of learning data collection process. The plan was to collect first set of data from classrooms by early Jan. 2017 [see Assurance of Learning Template below].

### **Assurance of Learning Template**

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#### Part I

1. Program Name: Finance and Banking Program
2. Department \ Faculty: Department of Finance and Banking\ Faculty of Business
3. Date of Program Specification: 2015-2016
4. Degree Offered: Bachelor of Science degree in Finance and Banking
5. Concentrations / Tracks (if any): financial management, insurance and banking.
6. Number of credits for program completion: 120 credit hours

#### 1- Mission:

The mission of the Bachelor of Science degree in Finance and Banking was to provide students with education benchmarking excellence and highest standards in the areas of financial management, banking and insurance, and graduate finance professionals who can compete locally and internationally.

#### 2- Goals:

The goals of the program consisted of:

- Provide students with finance theories necessary to achieve high levels of knowledge in financial management, banking and insurance.
- Produce graduates with analytical skills and problem-solving abilities required to succeed in graduate schools and the finance industry.
- Integrate applied learning to improve students' expertise and abilities required for making sound financial decisions.
- Reinforce ethical values, responsibility, as well as personal and academic integrity.

3- Program Outcomes

A. Knowledge and understanding

On successful completion of the program a graduate will be able to:

1. Define finance concepts and theories.
2. Describe the operations of financial markets and institutions.
3. Explain the legal financial environment.
4. Acquire quantitative techniques applicable for finance.

B. Intellectual/Cognitive skills

On successful completion of the program a graduate will be able to:

1. Analyze and interpret financial data to make financial decisions.
2. Develop skills in analyzing financial reports and recommend solutions.
3. Demonstrate critical evaluation of financial issues.
4. Assess the suitability of methods used to investigate financial issues.

C. Subject specific and practical skills

On successful completion of the program a graduate will be able to:

1. Apply quantitative techniques to make financial decisions.
2. Build financial models needed to measure and manage risk.
3. Evaluate business performance through analyzing financial data.
4. Use statistical software to analyze and model data.

D. General and transferable skills

On successful completion of the program a graduate will be able to:

1. Develop interpersonal skills and team work.
2. Prepare written reports and communicate the results to relevant audience.
3. Retrieve relevant primary and secondary information and process them via spreadsheets.
4. Adhere to the highest standards of ethical and professional behavior

**TABLE 1:**  
**Degree Advisory Plans**

Degree Program	Degree Program Requirements
Bachelor of Science in Economics Degree 120 credit hours	<p>University Requirements 21 hours</p> <ul style="list-style-type: none"> <li>• Language Skill: Arabic &amp; English: 15 hours</li> <li>• History (European, Arab and Palestine): 6 hours</li> </ul> <p>Faculty Requirements 29 hours</p> <p>Subjects: Introduction to Business Administration, Introduction to Computers, Economics, Finance &amp; Banking, Research Methods, Calculus (2 subjects), Marketing &amp; Statistics, Financial Accounting.</p> <p>Specialization Requirements 63 hours</p> <ul style="list-style-type: none"> <li>• Specialization Courses: 42 hours</li> <li>• Lifetime Skills: 3 hours</li> <li>• Specialization Electives: 18 hours</li> </ul> <p>Free Electives: 7 hours</p>
Bachelor of Science in Business Economics Degree 126 hours	<p>University Requirements 22 hours</p> <ul style="list-style-type: none"> <li>• Language Skill: Arabic &amp; English: 16 hours</li> <li>• History (European, Arab and Palestine): 6 hours</li> </ul> <p>Faculty Requirements 29 hours</p> <ul style="list-style-type: none"> <li>• Subjects: Introduction to Business Administration, Introduction to Computers, Economics, Finance &amp; Banking, Research Methods, Calculus (2 subjects), Marketing &amp; Statistics, Financial Accounting.</li> </ul> <p>Specialization Requirements 66 hours</p> <ul style="list-style-type: none"> <li>• Specialization Courses: 48 hours</li> <li>• Lifetime Skills: 3 hours</li> <li>• Specialization Electives: 15 hours</li> </ul> <p>Free Electives: 9 hours</p>
Bachelor of Science in Business Administration and Marketing 120 hours	<p>University Requirements 21 hours</p> <ul style="list-style-type: none"> <li>• Language Skill: Arabic &amp; English: 15 hours</li> <li>• History (European, Arab and Palestine): 6 hours</li> </ul> <p>Faculty Requirements 29 hours</p> <ul style="list-style-type: none"> <li>• Subjects: Introduction to Business Administration, Introduction to Computers, Economics, Finance &amp; Banking, Research Methods, Calculus (2 subjects), Marketing &amp; Statistics, Financial Accounting.</li> </ul> <p>Specialization Requirements 57 hours</p> <ul style="list-style-type: none"> <li>• Specialization Courses: 42 hours</li> <li>• Lifetime Skills: 3 hours</li> <li>• Specialization Electives: 12 hours</li> </ul> <p>Free Electives: 13 hours</p>

<b>Bachelor of Science in Accounting Program</b> <b>120 hours</b>	<p>University Requirements 21 hours</p> <ul style="list-style-type: none"> <li>• Language Skill: Arabic &amp; English: 15 hours</li> <li>• History (European, Arab and Palestine): 6 hours</li> </ul> <p>Faculty Requirements 29 hours</p> <ul style="list-style-type: none"> <li>• Subjects: Introduction to Business Administration, Introduction to Computers, Economics, Finance &amp; Banking, Research Methods, Calculus (2 subjects), Marketing &amp; Statistics, Financial Accounting.</li> </ul> <p>Specialization Requirements 57 hours</p> <ul style="list-style-type: none"> <li>• Specialization Courses: 42 hours</li> <li>• Lifetime Skills: 3 hours</li> <li>• Specialization Electives: 12 hours</li> </ul> <p>Free Electives: 13 hours</p>
<b>Bachelor of Science in Marketing Program</b> <b>120 hours</b>	<p>University Requirements 21 hours</p> <ul style="list-style-type: none"> <li>• Language Skill: Arabic &amp; English: 15 hours</li> <li>• History (European, Arab and Palestine): 6 hours</li> </ul> <p>Faculty Requirements 29 hours</p> <ul style="list-style-type: none"> <li>• Subjects: Introduction to Business Administration, Introduction to Computers, Economics, Finance &amp; Banking, Research Methods, Calculus (2 subjects), Marketing &amp; Statistics, Financial Accounting.</li> </ul> <p>Specialization Requirements 57 hours</p> <ul style="list-style-type: none"> <li>• Specialization Courses: 42 hours</li> <li>• Lifetime Skills: 3 hours</li> <li>• Specialization Electives: 12 hours</li> </ul> <p>Free Electives: 13 hours</p>
<b>Bachelor of Science in Finance and Banking</b> <b>120 credit hours</b>	<p>University Requirements 21 hours</p> <ul style="list-style-type: none"> <li>• Language Skill: Arabic &amp; English: 15 hours</li> <li>• History (European, Arab and Palestine): 6 hours</li> </ul> <p>Faculty Requirements 29 hours</p> <ul style="list-style-type: none"> <li>• Subjects: Introduction to Business Administration, Introduction to Computers, Economics, Finance &amp; Banking, Research Methods, Calculus (2 subjects), Marketing &amp; Statistics, Financial Accounting.</li> </ul> <p>Specialization Requirements: 57 hours</p> <ul style="list-style-type: none"> <li>• Specialization Courses: 45 hours</li> <li>• Lifetime Skills: 3 hours</li> <li>• Specialization Electives: 9 hours</li> </ul> <p>Free Electives: 13 hours</p>
<b>Master in Economics Program</b> <b>36 credits</b>	<p>Core Requirements: 15 credits</p> <p>Research Component: 6 hours</p> <p>Specialization Requirements: 15 hours</p>
<b>Master in Business Administration</b> <b>36 credits</b>	<p>Prerequisites: 9 credits (Accounting, Finance and Marketing)</p> <p>Core Requirements: 18 credits</p> <p>Research Component: 6 hours</p> <p>Specialization Requirements: 12 hours</p>

**TABLE 2:**  
**Delivery Modes**

<b>Program</b>	<b>Time to Degree</b>	<b>Delivery Methods</b>	<b>Coverage Hours/ 3 semester hours and 15 hours as the general course load per semester</b>
Accounting	4 years—120 semester hours	Face to Face	The minimum coverage of 3 credits per semester for each course was 3 hours per week.
Finance and Banking	4 years—120 semester hours	Face to Face	The minimum coverage of 3 credits per semester for each course was 3 hours per week.
Economics Degree	4 years—120 hours	Face to Face	The minimum coverage of 3 credits per semester for each course was 3 hours per week.
Business Economics Degree	4 years—126 hours	Face to Face	The minimum coverage of 3 credits per semester for each course was 3 hours per week.
Business Administration	4 years ---120 hours	Face to Face	The minimum coverage of 3 credits per semester for each course was 3 hours per week.
Marketing	4 years-120 hours	Face to Face	The minimum coverage of 3 credits per semester for each course was 3 hours per week.
Master in Economics	2 years—36 hours	Face to Face	The minimum coverage of 3 credits per semester for each course was 3 hours per week.
Master in Business Administration	2 years—36 hours	Face to Face	The minimum coverage of 3 credits per semester for each course was 3 hours per week.



**TABLE 3:**  
**Information on Programs**

<b>Program Type</b>	<b>Number of Credit Hours</b>	<b>Admission Requirements</b>	<b>Degree Completion Requirements</b>
Bachelor of Science Degree in Accounting	120 hours	87% or higher in High School Diploma.	Completion of ACCT 130, ACCT 230 with minimum of 70%.  Completion of all specialized courses with at least 70%.
Minor in Accounting	27 hours		
Bachelor of Science Degree in Business Administration	120 hours	70%-90% in High School Diploma.    70% in High School Diploma.	Completion of BUSA 130 and BUSA 230 with an average of 70%.    Completion of MKET 130 & MKET 230 with at least 70%.
Bachelor of Science Degree in Business Administration with HR concentration	12 hours of different courses		
Bachelor of Science Degree in Marketing	126 hours		
Minor in Business Administration	27 hours		
Minor in Marketing	27 hours		
Bachelor of Science Degree in Business Economics	126 hours	High School Diploma with 75% or higher.   High School Diploma with 75% or higher.	Completion of BUSA 130, ECON 131 & ECON 132.  70% in all other economics classes.  70% in ECON 131 & ECON 132.  70% in all economics classes taken.
Bachelor of Science Degree in Economics	120 hours		
Master in Economics	36 hours		

<p>Bachelor of Science Degree in Finance &amp; Banking</p> <p>with concentrations in Financial Mgt.; Banking, Insurance.</p> <p>Minor specialization in Finance &amp; Banking</p>	<p>120 hours</p> <p>27 hours</p>	<p>High School Diploma with 80% or higher.</p>	<p>70% in FINN 130 &amp; FINN 230.</p> <p>70% in all other finance courses taken.</p>
<p>Master in Business Administration Degree</p> <p>With concentrations in Entrepreneurship, Innovation, Finance &amp; Banking, Accounting.</p>	<p>36 hours</p>	<p>Bachelor of Science degree with 70% &amp; above with relevant work experience. Admission Test Scores.</p> <p>.</p>	<p>70% and above in all courses.</p>

**TABLE 4:**  
**List of Courses & Prerequisites**

<b>Course Number &amp; Title</b>	<b>Required Prerequisite</b>
ACCT 230 Financial Accounting I	ACCT 130
ACCT 331 Cost Accounting	ACCT 230
ACCT 332 Principles of Taxation	ACCT 230
ACCT 333 Managerial Accounting	ACCT 331
ACCT 335 Intermediate Accounting I	ACCT 230
ACCT 336 Intermediate Accounting II	ACCT 335
ACCT 339 Auditing I	ACCT 335
ACCT 432 Advanced Financial Accounting	ACCT 336
ACCT 434 Accounting Information Systems	ACCT 331
ACCT 437 Seminar in Accounting	ECON 235 & 4 <sup>th</sup> year
BUSA 230 Principles of Management	BUSA 130
BUSA 3301 Introduction to Business Law	BUSA 230
BUSA 232 Business Communication	BUSA 230
BUSA 236 Small Business Management	BUSA 230
BUSA 238 Introduction to Management Information Systems	BUSA 230, COMP 121
BUSA 330 Human Resources Management	BUSA 230
BUSA 333 Organizational Behavior	BUSA 230
BUSA 336 Project Management	BUSA 230, FINN 230
BUSA 3301 Introduction to Business Law	BUSA 230
BUSA 3371 Production Management I	BUSA 230, STAT 236
BUSA 436 Strategic Management	BUSA 330 & 4 <sup>th</sup> year
BUSA 438 Seminar in Business Administration	ECON 235, 4 <sup>th</sup> year & dept. approval
BUSA 4381 Seminar in Human Resources Management	ECON 235, 4 <sup>th</sup> year & dept. approval
ECON 132 Principles of Macroeconomics	ECON 131
ECON 3311 Analytical Microeconomics I	ECON 132, MATH 2351
ECON 3321 Analytical Macroeconomics I	ECON 132, MATH 2351
ECON 3361 International Trade	ECON 3311
ECON 3362 International Finance	ECON 3321
ECON 338 Money & Banking	ECON 132
ECON 434 Public Finance	ECON 3311
ECON 438 Project Evaluation	ECON 3311
FINN 230 Principles of Financial Management	FINN 120, ACCT 230
FINN 331 Corporate Financial Analysis	FINN 330
FINN 4301 Advanced Financial Management	FINN 238, FINN 330
FINN 431 Investment Management	FINN 238, FINC 3391
FINN 432 International Financial Management	FINC 238, FINC 3391
FINN 4381 Seminar in Financial Management	ECON 235, FINN 4301, FINN 431
FINN 3331 Risk Management in Banks	FINN 238, FINN 330, FINN 333
FINN 334 Management of Islamic Banks	FINN 333
FINN 4331 International Risk Management in Banks	FINN 3391; FINC 3331
FINN 435 Banking Strategies	FINC 4331

FINN 4382 Seminar in Banking	ECON 235, FINN 4331
FINN 3336 Risk Management and Insurance Types	FINN 238, FINN 233
FINN 3337 Risk Management and Insurer Operations	FINN 3336
FINN 4320 Insurance and International Risk Management	FINN 3337; FINN 3391
FINN 4322 Risk Management & Islamic Insurance	FINN 3337
FINN 4383 Seminar in Insurance	ECON 235; FINN 4320
FINN 232 Real Estate Financing	FINN 230
FINN 3301 Islamic Financial Management	FINN 330
FINN 338 Personal Financing	FINN 230
FINN 434 Derivatives and Future Markets	FINN 238; FINN 3391
FINN 4340 Mergers & Acquisitions	FINN 4301
FINN 436 Portfolio Management	FINN 431
FINN 331 Corporate Financial Analysis	FINN 330
FINN 332 Management of Non-Banking Institutions	FINN 230
FINN 335 Marketing of Financial and Banking Services	FINN 230; MKET 130
FINN 336 Credit Analysis	FINN 238; FINN 333
FINN 338 Personal Financing	FINN 230
FINN 4360 Risk Management and Employee Benefits Program	FINN 4320

**TABLE 5:**  
**Financial Support for Strategic Initiatives**

<b>Initiative</b>	<b>Start Date</b>	<b>First-Year Cost or Revenue</b>	<b>Continuing Annual Cost or Revenue</b>	<b>Source or Disposition of Funds</b>
Internship Courses	Fall 2016	Coordinator and faculty supervisors received load reduction or teaching load		Paid by students as a tuition for 3 credit hours
Program Assessment for 6 Undergraduate and 2 Graduate	Fall 2016	No cost for faculty Part of faculty task under the supervision of quality assurance at Abdul University		University budget for quality assurance employee and consultant
Technology in Classroom	Fall 2016	New computers \$20000 Video Conference hall \$5000	Software \$5000	Sponsorship of career day events by the private sector \$30000
Expansion of Faculty Advisory Council	Fall 2016	Cost of meetings \$500	\$500	Faculty budget for covering food and drinks \$1500
Collaborative Research Center Business Research Center	Fall 2016	Equipment for 36,500 Faculty travel & accommodation & dissemination 42,756	Staff 13,744	Grant of 93,000 Euros for 3 years

**TABLE 6:**  
**Strategic Goals & Financial Resources Allocated**

Strategic Initiative	FOB Mission Alignment	Financial Resources Allocated
Business Center	High Quality Intellectual Contributions. Increase Research output at the Faculty Level.	Yes
Internship Courses	Increase professional student engagement. Experiential Learning. Increase in quality of learning.	Yes
COB Advisory Board	Increase professional student engagement Experiential Learning Increase in quality of learning	Yes
Program Assessment	Increase in quality of learning Increase quality of curriculum Data Driven Decision Making	Yes
Technology in Classroom	Better Classrooms. Better Equipment & Laboratories. Better Teaching Facilities. Increase in quality of learning.	Yes

**TABLE 7:**  
**Strategic Plan of FOB**

Please request this from the author

**TABLE 8:**  
**Excerpts from Faculty's Classrooms**

<b>TEACHING MODALITIES USED IN FOB CLASSROOMS</b>
Used Harvard Case Studies and Efficient Portfolio Projects in finance classes.
Used projects in Consumer Behavior class—Perceptions and Behavior. Used Coca Cola video clips.
Guest Speakers for Public Finance, Corporate Finance, Microfinance, Insurance and Banking. Student undertook both research and community-based projects. Assessed financial strategies of local manufacture companies. Assessed the financial strategies of local manufacturing companies. Some of the students' research projects got published as well. Also used Harvard Business Case Studies.
Used Community Based Research Projects—Marketing & CRM plans for Abdul University.
Invited Guest Speakers into classes. Used simulations for Small Business Management classes. Students also prepared Business Plans as Research Projects.
Students used community-based projects and undertook analysis of publicly traded companies. Used simulations and portfolio building for Research Projects.
Used video and Harvard Business Review case studies in classes.
Used research projects to teach controversial issues in international accounting principles class.
Used Role Plays in Promotion and Advertising Communication class (salesperson and customer roles). Preparation of Business Plans as Research Projects. Used mini case studies, invited local entrepreneurs to speak in classes and showed videos to students in Small Business classes.
Role Plays in Business Communications when teaching interviews. Also used videos.
Invited Guest Speakers from financial corporations. Also used stock market simulation games.
Used community-based projects with both private and public sectors. Role plays, also both long and short case studies.
Used case studies to demonstrate cross cultural differences. Also used Research Project pedagogy.
Incorporated a variety of teaching modalities. Community Based Projects and non-profit organizations. Guest Speakers in Marketing Management and Strategic Marketing classes. Local case studies. And role plays to understand the Buyer-Seller process.
Used Research Projects on Capital Budgeting Techniques.
Used Role Plays to demonstrate meetings between client and internal auditor. Case studies to teach internal audit. Technology to access accountancy websites.
Showed students videos on audit process.
Used Role Plays in Project Management class: differentiated between project manager and project customer. Case Studies both national and international in classes. Invited Project Management practitioners into classes as guest speakers. Also used community-based projects.
Class worked on Community Based Projects and its impact on adjacent villages.
Student role plays on decision making processes in organizations.
Community Based Projects—proof reading of various printing material like brochures etc. of local businesses and organizations. Role Plays: Mock Interviews and Mock Meetings.

**TABLE 9:**  
**FOB's List of Faculty Members**

<b>Faculty</b>	<b>Designation</b>	<b>Qualifications</b>
<b>ACCOUNTING</b>		
Accounting Faculty 1	Department Head & Instructor	Master (Accountancy)
Accounting Faculty 2	Instructor	MBA
Accounting Faculty 3*		
Accounting Faculty 4	Lecturer	Master (Accountancy)
Accounting Faculty 5	Lecturer	Master (Accountancy)
Accounting Faculty 6	Instructor	MBA
Accounting Faculty 7	Lecturer	MBA
Accounting Faculty 7	Lecturer	MS (Accounting)
Accounting Faculty 8	Assistant Professor	Ph.D.
Accounting Faculty 9	Full Professor	Ph.D.
<b>FINANCE &amp; BANKING</b>		
Finance Faculty 1	Department Head & Instructor	MBA
Finance Faculty 2	Instructor	MBA
Finance Faculty 3	Instructor	MBA
Finance Faculty 4	Lecturer	MBA, MSc.
Finance Faculty 5	Lecturer	MBA
Finance Faculty 6	Instructor	MS (Finance)
Finance Faculty 7	Assistant Professor	Ph.D.
Finance Faculty 8	Assistant Professor	Ph.D.
Finance Faculty 9*		
<b>ECONOMICS</b>		
Economics Faculty 1	Department Head & Assistant Professor	Ph.D.
Economics Faculty 2*		
Economics Faculty 3	Instructor	MA (Economics)
Economics Faculty 4	Associate Professor	Ph.D.
Economics Faculty 5*		
Economics Faculty 6*		
Economics Faculty 7*		
Economics Faculty 8*		
Economics Faculty 9*		
Economics Faculty 10*		
Economics Faculty 11	Assistant Professor	Ph.D.
Economics Faculty 12*		
Economics Faculty 13	Assistant Professor	Ph.D.



<b>BUSINESS ADMINISTRATION AND MARKETING</b>		
BA Faculty 1	Department Head & Lecturer	MBA, MSc.
BA Faculty 2	Assistant Professor	Ph.D.
BA Faculty 3	Director, Academic Advisement Unit & Instructor	MBA
BA Faculty 4	Assistant Professor	Ph.D.
BA Faculty 5	Lecturer	MBA, MSc.
BA Faculty 6	Lecturer	MBA
BA Faculty 7	Assistant Professor	Ph.D.
BA Faculty 8	Assistant Professor	Ph.D.
BA Faculty 9	Director of Training and Placement Unit and Instructor	MSc. (International Business)
BA Faculty 10	Lecturer	MBA
BA Faculty 11	Instructor	MSc.
BA Faculty 12	MBA Director & Assistant Professor	Ph.D.
BA Faculty 13	Assistant to the Dean & Instructor	MBA
BA Faculty 14	Lecturer	ABD

\*Faculty did not submit their information

**TABLE 10:**  
**Summary of Faculty Sufficiency (based on classes taught in the last two semesters)**

Name	Undergraduate Teaching (UT) Graduate Teaching (GT)	Participating or Supporting Faculty	Taught by Participating Faculty	Taught by Supporting Faculty	P (P+S) > 60%	Total
<b>Economics</b>						
Faculty 1	UT & GT	P	6			
Faculty 2*		P				
Faculty 3		P	5			
Faculty 4*		P				
Faculty 5*		P				
Faculty 6*		P				
Faculty 7		P	5			
Faculty 8*	UT & GT	P				
Faculty 9*		P				
Faculty 10*		P				
Faculty 11*		P				
Faculty 12*		P				
Faculty 13		P				
Faculty 14*		P	9			
<b>Total</b>			<b>25</b>			
<b>Accounting</b>						
Faculty 1	UT	P	6			
Faculty 2	UT	P	6			
Faculty 3	UT	P	4			
Faculty 4*	UT	P				
Faculty 5	UT & GT	P	7			
Faculty 6	UT	P	8			
Faculty 7	UT	P	6			
Faculty 8	UT	P	4			
Faculty 9	UT	P	6			
Faculty 10	UT	S		2		
Faculty 11*	GT	S		1		
<b>Total</b>			<b>47</b>	<b>3</b>	<b>94%</b>	<b>50</b>
<b>Finance</b>						
Faculty 1	UT	P	4			
Faculty 2	UT	P	8			
Faculty 3	UT	P	12			
Faculty 4	UT	P	10			
Faculty 5	UT	P	8			
Faculty 6	UT	P	7			
Faculty 7	UT	P	6			
Faculty 8*	UT	P				
Faculty 9	UT & GT	P	6			
Faculty 10*	GT	S		1		
Faculty 11*	GT	S		1		
Faculty 12*	GT	S		2		
Faculty 13*	GT	S		1		
<b>Total</b>			<b>61</b>	<b>5</b>	<b>92.4%</b>	<b>66</b>

<b>Business &amp; Marketing</b>	UT & GT	P	6			
Faculty 1	GT	S	1	1		
Faculty 2	UT & GT	P	2	2		
Faculty 3	UT	P	7			
Faculty 4	UT & GT	P	5			
Faculty 5	UT	P	6			
Faculty 6	UT	P	8			
Faculty 7	UT & GT	P	5			
Faculty 8	UT	P				
Faculty 9*	UT	P				
Faculty 10*	UT	P	6			
Faculty 11	UT	P	8			
Faculty 12	UT	P	0			
Faculty 13	UT	P	2			
Faculty 14	GT	S	4			
Faculty 15	UT	P	6			
Faculty 16	UT	P	1	1		
Faculty 17	UT	S				
Faculty 18	GT	P	2	2		
Faculty 19	GT	S		1		
Faculty 20*	GT	S		1		
Faculty 21*	GT	S		1		
Faculty 22*	GT	S		1		
Faculty 23*	UT	P	7			
Faculty 24	UT	P	3			
Faculty 25						
<b>Total</b>			<b>79</b>	<b>10</b>	<b>88.7%</b>	<b>89</b>
<b>Overall FBE</b>			<b>187</b>	<b>18</b>	<b>91.2%</b>	<b>205</b>

\* Faculty members did not submit their information. So above the analysis is not completely accurate.

**TABLE 11:**  
**Intellectual Contributions of Faculty Members**

Faculty Aggregate and summarize data to reflect the organizational structure of the school's faculty (e.g., departments, research groups). Do not list by individual faculty member.	Portfolio of Intellectual Contributions			Types of Intellectual Contributions								Percentages of Faculty Producing ICs	
	Basic or Discovery Scholarship	Applied Integration/Application Scholarship	Teaching and Learning Scholarship	Peer-Reviewed Journals	Academic/Professional Meeting Proceedings	Academic/Professional Meeting Presentations	Competitive Research Awards Received	Textbooks	Cases	Other Teaching Materials	Other IC Type Selected by the School	Percent of Participating Faculty Producing ICs*	Percentage of total FTE faculty producing ICs*
											Chapters in Books		
<u>Accounting Faculty</u>		63		11	16	32						60%	54.5%
<u>Finance Faculty</u>		15	3	4	3	8	3	3			1	62.5%	66.6%
<u>Business Administration &amp; Marketing Faculty</u>		64	12	29	12	20	1	2			12	86.6%	93.3%
<u>TOTAL</u>		142	15	44	31	60	4	5			13	78%	69.4%

**TABLE 12:**  
**Admission Requirements for FOB's Programs**

<b>Degree Program</b>	<b>Admission Requirements</b>
Accounting Program	87% and above in High School Diploma. Completion of two courses ACCT I and ACCT II with 80% to change over to Accounting program.
Finance and Banking	80% and above in High School Diploma.
Economics (both Economics and Business Economics)	75% and above in High School Diploma.
Business Administration (both Business Administration and Marketing)	70%-90% in High School Diploma for Business Administration 70% and above in High School Diploma for Marketing.
Master in Business Administration Degree Program	Bachelor of Science degree with 70% and above Work Experience & MBA Entrance Exam Scores
Master in Economics Degree Program	Bachelor of Science degree with 70% and above, Proficiency in English language and also performance on Tawjihi, Palestine high school exit exam.