

SELF-ASSESSMENT REPORT INSTRUCTIONS

for CEEMAN International Quality Accreditation (IQA)

There is no prescribed format for the self-assessment report, but it should nevertheless cover in detail the points referred to in the guidelines for CEEMAN International Quality Accreditation (IQA) policy and procedures.

These are:

- 1) Mission; strategic focus
- 2) Legal status and governance
- 3) Main achievements to date
- 4) Program structure and participant processes
- 5) Program and curricula development; educational innovations
- 6) Learning outcomes; participant and program evaluation processes
- 7) Faculty
- 8) Research and contributions to management theory and practice
- 9) Resources and support processes
- 10) Applications of technology
- 11) Business / financial model and results; financial viability
- 12) How the institution meets the needs of its local environment and constituents; progress on internationalization

In particular, the self-assessment report should comment on:

- The mission and strategic focus given the demands and constraints of the available resources and the situation of the institution's local environment
- Progress with respect to the implementation of the mission and strategy
- Consistency of programs, research, faculty, and resources with the mission and strategic focus of the institution
- How the programs and research meet the needs of customers who are participants in the programs, or sponsors
- The adequacy of resources, processes, faculty, and facilities to provide high levels of satisfaction and service
- Demonstrated concern for issues of corporate social responsibility / responsible leadership / values and ethics
- How the institution provides leadership to the relevant business community

To provide further guidelines under each of these headings, you can assume that the accreditation director, in making a recommendation for peer review, will want to satisfy herself/himself on the following points:

1) With respect to mission and strategic focus:

- Is there a written mission statement?
- Is there a clear process for making this mission known understood and accepted within the institution and among external stakeholders?
- Is the mission statement convincing and credible with respect to resources at hand and the nature of the institution's market environment?
- Is there demonstrable progress with respect to the accomplishment of the mission?
- Is the business strategy of the institution aligned with the mission?
- Is the strategy sufficiently focused to assure quality execution and effective differentiation?
- Is there consistency between the stated mission and strategy and actual faculty, program, research activities, and other resources and processes?
- Does the institution have overall and for its programs a clear "USP" (Unique Selling Proposition) and clear value-added to students and to corporate sponsors

2) With respect to legal status and governance:

- Is the legal form of the institution appropriate for its mission and appropriate to assure long-term viability
- If there are substantial sources of public or other external support; does the institution's management work effectively with these constituencies to determine future direction and key investments?
- Is the institution effectively managed – and through which structures and leadership?
- Is the institution effectively governed – and through which board structures?
- Does the management work effectively with the governing boards?
- Does the faculty have a voice in key institutional decisions?

3) With respect to achievements to date:

- Is there a required level of experience and participant throughput (five years of existence and at least 60 graduates from degree programs)
- Does the school have a significant share of its target market?
- Is the institution seen to be legitimate and well-reputed by key stakeholders and by the general public?
- Has the institution obtained other local or international accreditation consistent with its development?
- Does the institution have and promote an important alumni activity?
- Have the programs scored well in the eyes of participants?
- Has the institution successfully dealt with its financial realities, and does it have a sound platform for the future?

4) With respect to program structure and participant processes (for first degree programs, MBA/EMBA programs, and/or management development programs):

- Do programs and curricula provide a clear value-added for the participants?
- Are admissions criteria rigorous and strictly applied?
- Are there clear milestones and checkpoints for successful progression through the programs?
- Are there sufficient applications and enrollment in the programs to assure both financial viability and quality education?
- Is information about the programs and program execution readily available to potential and actual participants?
- Does the content of the programs meets required standards as well as reflect the particular need of the target market – both the core subjects and electives
- Is there regular monitoring of program and service delivery quality?

5) With respect to program and curricula development; educational innovations (for first degree programs, MBA/EMBA programs, and/or management development programs):

- Is there a process for regular review and design updates
- Is there a satisfactory awareness and understanding by the faculty of new teaching materials available through various case clearing houses and other faculties. Are these resources integrated into the programs
- Do the programs remains "fresh" with respect to the challenges facing practicing managers, and with respect to the challenges awaiting students as they return to their careers?
- Does the research and teaching material development of the institution's own faculty contribute to the regular development of the institution's programs and curricula
- Is there a track record of innovation in the design and delivery of the institution's offerings – and specifically which form have these taken in the past

6) With respect to learning outcomes; participant and program evaluation processes (for first degree programs, MBA/EMBA programs, and/or management development programs):

- Are all students properly evaluated?
- Are there appropriate examination procedures?
- Do quality standards exist and are these rigorously adhered to?
- Are students given the opportunity to effectively evaluate the school's programs and faculty, and are these evaluations properly reviewed and taken into account?

7) With respect to faculty:

- Is the faculty properly qualified?
- Does the faculty exhibit the right degree of diversity for the tasks expected of it. Is there an appropriate faculty "mix"?
- Is there a well-defined and rigorous process for appointing new faculty and for promotion of existing faculty?
- Does the faculty work together as a team – in program design, delivery, and in research?
- Is the faculty providing appropriate leadership inside and outside the institution?
- Does the institution have an explicit program for developing its own faculty and for hiring new appointees

8) With respect to research and contributions to management theory and practice:

- Does the faculty demonstrate clear thought leadership?
- Does the faculty published in refereed, non-refereed journals and other appropriate media?
- Is the faculty present and visible at major academic conferences, management meetings, and in the press?
- Does the institution, through its faculty, contribute to the development of new teaching material and new courses
- Are faculty contributions in research and teaching material development consistent with the stated mission and strategic focus of the institution

9) With respect to resources and support processes

- Are the institutions physical facilities adequate to provide top quality education – in particular with reference to classrooms, study rooms, and other support facilities?
- Is there an appropriate level of computer and database access?
- Are there adequate library and research infrastructure facilities available to students and staff?
- Are there streamlined processes in place to support student work and student life at the institution?

10) With respect to applications of technology:

- Is there sufficient technological/ IT support to key administrative functions?
- Is there sufficient technological/IT support for key promotion and information activities for students?
- Does the institution have a well-developed and well-organized website?
- Is there appropriate use of technology/IT in the education process itself?

11) With respect to business / financial model and results; financial viability

- Does the institution have a credible and viable business/financial model to assure long-term balance of costs and revenues
- Is the institution, given its current direction, financial viable?
- Are the institutional activities well-managed and properly controlled from the financial viewpoint?
- Does the institution have an appropriate management accounting and financial reporting system?

12) With respect to meeting the needs of the local environment and with respect to internationalization

- Are local needs properly served?
- Are the programs and research consistent with the realities and challenges of the institution's target market?
- Is there a well-developed network of contacts with the local and international business community?
- Does the school conduct research and develop teaching materials about the challenges of managers and leaders in its local environment?
- Is there progress in internationalizing the student body?
- Is there progress in internationalizing curricula, programs, and teaching materials?
- Is there progress in internationalizing the faculty and in achieving appropriate cultural diversity and experience?