Self-Assessment Report Instructions

for CEEMAN International Quality Accreditation

The Self-Assessment Report (SAR) should not exceed 50 pages. It may include appendices and hyperlinks, but the report itself should be clear, concise, and fully understandable even without the appendices. All appendices must be referenced in the SAR and should not exceed 30 pages. The purpose of appendices is to provide evidence and support assertions in the report.

There is no prescribed format for the Self-Assessment Report, but it should nevertheless be divided into two broad sections:

A. Factual information, beyond what was included in your original application, which will help reviewers better understand your institution and its accomplishments.

B. Your own assessments of the various factors which IQA uses to make judgments about readiness for accreditation (or reaccreditation).

What is expected under each of these two headings is elaborated below.

A. Factual Information

With respect to legal status and governance:

- What is the legal form of your institution?
- Is this legal form appropriate for the mission and vision you are pursuing, and appropriate to assure long-term development and viability?
- If there are substantial sources of public funding, are government policies and procedures generally supportive or sometimes contrary to the directions you believe your institution should head in? And are they generally supportive or contrary to the requirements for CEEMAN accreditation laid out in the IQA brochure?
- How is your institution governed, and through what board structures? What is the composition of such board(s)?
- How does institutional leadership and management interact with the Board? Who is responsible for what?
- To what extent does the faculty have a voice in overall institutional governance?
- What influence, if any, does business have in key decisions?

With respect to your internal organizational structure and responsibilities:

- Please provide a simplified organization chart that identifies the main management and leadership responsibilities, and explain the reasoning behind the form chosen.
- Describe the make-up of the top leadership team and identify its main functional or other responsibility breakdown.

- By what process are appointments to the top positions made and according to what criteria?
- What is the typical term of the Dean/Director of the institution and at which point in this term is the current leadership?
- Describe the latitude the Dean/Director has to take the lead in setting an overall direction and taking decisions in that direction.
- To the extent that overall direction setting and implementation are rather shared top management responsibilities, describe the latitude this top team has.
- What role do faculty or faculty representatives have in the overall direction setting and key decision making of the institution?

With respect to the history of the institution and achievements to date:

- Provide a brief history with a time line of major achievements and landmarks.
- How has the institution dealt with its financial realities?
- What major investments (infrastructure, equipment, IT, other technology, marketing and outreach, faculty and staff growth and development, etc.) have been made, and when?
- How, and in what programs have enrollments been growing (shrinking)?
- How has the institution developed internationally over the last several years?
- When others talk about your institution, what stands out (student impressions, employer impressions, alumni impressions, press, other)?

With respect to your overall financial situation:

- Attach financial statements for the last three years, i.e. income statements showing major breakdowns of revenues and expenses, and balance sheets.
- Which of the following best describes your institution: “we live from the market”; or “we depend largely on government funding”; or “we have strong private funding in addition to what we earn from tuition fees“?
- Does the institution have a credible and viable business/financial model to assure a long term balance of costs and revenues, to make the necessary investments, and to have a sound financial platform for the future? Please explain this.
- Is the institution, given its current direction, financially viable?
- Does the institution have an appropriate (usually contribution-based) management accounting and financial reporting system?
- Are activities properly controlled from a financial viewpoint? Please explain control processes and what your institution is focusing on.

B. Your self-assessments of key elements where relevance, excellence, and reinvention are important

The IQA brochure pages 6-13 set out in detail the requirements for IQA accreditation, and these pages are reproduced here as appendices. Appendix A brings together pages 6-9, while Appendices B, C, D, and E repeat pages 10, 11, 12, and 13 respectively. The essence of Appendix A is that we look for evidence that an institution measures up in three ways:

- Relevance
- Excellence
- Its plans and actions to move the institution towards the future through change plans and initiatives and innovation

Performance in these three dimensions is required in an institution's educational activities as well as research, and is looked at from four perspectives:

- Teaching learning and research per se
- The outcomes that result from the above
- The inputs behind the above
- The guiding principles with which all of the above should be aligned.

The self-assessment report should FIRST provide your own assessments of how your institution measures up OVERALL on the different dimensions described in Appendix A. Following that overall assessment, you are asked to go into the DETAILS described in Appendices B-E.

Please bear in mind as you attempt to make the various self-assessments that reviewers of the report will be particularly attentive to the following:

With respect to your overall assessment (see Appendix A):

- In order to assess whether your education programs and research are relevant to your market environment, reviewers need to be convinced that your management and faculty understand, the major issues that companies in your market environment confront. Please summarize therefore your understanding of these management and leadership issues and how your teaching and research, as well as the inputs to these and the principles that guide you, are relevant to practitioners who have to deal with these. It would be useful to divide your response by different levels and functional scope of responsibilities that your participants are likely to hold.

- In your own quest for excellence, what benchmarks is your institution using with respect to defining excellent program coverage and content as well as teaching/learning processes? Likewise, what benchmarks are you currently using to define excellent research, both in terms of topics to be worked on, as well as methodologies to be used. How and why do any benchmarks you are currently using to define excellence differ from those proposed in Appendix A? Name any institutions worldwide that your institution uses as a role model. How do you rate your current teaching/learning activities as well as your research in terms of excellence?

- In order to understand any major changes that you are making, reviewers need to be convinced that your faculty and management understand, the major change forces that business are confronted with, as well as change forces confronting management education in general and your institution in particular. How are these driving changes in your institution, and on what specifically are these change initiatives focused?

With respect to teaching/learning per se (see Appendix B):

We are interested in the extent to which both the content of your programs and the way these are taught provide a relevant and excellent learning experience. Please pay particular attention here to what you do about issues of ethics, corporate and leadership responsibility, and sustainability - a key assessment area in CEEMAN's IQA.

a) Teaching/learning COVERAGE and CONTENT relevance

- Attach some representative course outlines to demonstrate that what is taught is relevant to practice, and describe specifically how this meets the current needs of your target markets.
- Show particularly where and how you make the teaching of ethics, sustainability, corporate and leadership responsibility relevant to the practicing executive.

b) How learning PROCESSES encourage relevance

- Show how and to what degree your faculty engages in the participant-centered, problem-based learning, which allows students to make what they learn relevant to practice.

c) Teaching/learning COVERAGE AND CONTENT excellence

- Use course outlines as above to demonstrate that faculty provide a well-balanced mix of underlying disciplines (economics, social sciences, quantitative approaches, etc.), functional learning, cross-functional learning, and broader integrative general management learning, including issues of ethics, responsibility, and sustainability, in proportions appropriate for each target group.
- Show also the mix between the development of analytical and conceptual abilities, personal and implementation skills, and personal self-understanding and interpersonal soft abilities.

d) Learning PROCESS excellence

- To what extent and how is the institution taking advantage of technology-based learning and blended learning possibilities?
- Highlight learning processes in your institution which you believe are excellent.
- Describe any processes you use to measure, control, and encourage such excellence.

e) INNOVATING and ADJUSTING teaching /learning coverage and content to meet new needs and exploit latest thinking

- Describe the processes used for regular course review and design updates, for being aware of new available teaching materials, and generally keeping programs "fresh".
- To what extent does the research, teaching material development, and original insights of the institution's own faculty contribute to the regular development of the institution's programs and curricula? Give specific examples.
- To what extent and how does the business world work with the school to influence the design of programs?
- Describe the ways in which ethics, broader responsibility, and sustainability have been added to your programs. Please give examples.

f) learning process INNOVATIONS

- Describe ways in which learning processes have changed over the last several years.
- Provide specific examples of the use of any new and innovative learning processes developed by members of your faculty.

With respect to research per se (see also Appendix B):

a)Research CONTENT/ TOPIC relevance

- To what degree does your institution's research agenda mirror the issues faced by managers and leaders in the market environments you work in? And how does it mirror the issues faced by practitioners more generally? Mention particularly any research your institution has completed in the fields of ethics, broader responsibility, and sustainability.
- What is the output of the faculty with respect to the development of case studies? On what topics are they? How many of these are registered with a case-clearing house for broader use?

b) Appropriateness of research METHODOLOGIES and PUBLICATION MEDIA used

- Since, by and large, new insights into the complexities of actual managerial and leadership practice initially require in-depth qualitative and conceptual research rather than large-sample quantitative testing, comment on the appropriateness of the methodologies used by your faculty in research projects which they undertake. Provide some specific examples.
- Through what kinds of media do faculty reach practitioners with their findings? For the various research projects in which your faculty have been or are currently engaged, distinguish those where the publications are likely to be read and findings used directly by practicing managers, and those which may be used to keep teaching and learning " fresh".

c) research CONTENT/TOPIC excellence

- In which research areas does the faculty demonstrate clear thought leadership? Provide a few examples.
- To what degree is your faculty working on topics generally considered to be at the leading edge?
- Describe any examples of completed research by your institution in the fields of ethics, broader responsibility, and sustainability which you regard as excellent.

d) METHODOLOGICAL excellence

- How is this defined in your institution? Provide some examples from within your institution.
- Does your faculty publish in those refereed journals known for their emphasis on methodological excellence? Is your faculty visible at major academic conferences and other faculty networks?

e) Meeting NEW and changing research CONTENT demands

- What are the main areas that you believe research has to concentrate on in the future?
- To what extent are you already working on any of these? Give examples.

f) Meeting NEW and changing METHODOLOGICAL demands and NEW MEDIA to reach target audiences

- Given your assumptions about new content areas cited above, what assumptions then follow about future methodological approaches? Where does your institution stand on this, particularity on use of "big data" for faculty research and possibilities for uses of artificial intelligence in management and management research?
- To what degree is your faculty using social media to make its research known to its target audiences?

With respect to outcomes (see Appendix C):

a) Personal learning outcomes

- Are all students properly evaluated, through both regular feedback and exams?
- Do quality standards exist and are they rigorously adhered to?
- Are there clear milestones and checkpoints for successful progression through the programs?
- Are students given the opportunity to evaluate the school's programs and faculty effectively, and are these evaluations properly reviewed and taken into account?
- Beyond such course evaluations, what positive outcomes can you point to in terms of compensation and promotions, as well as post-graduation and longer term career success?

b) Company benefits deriving from student and executive participation

- What evidence do you have or seek to obtain that post graduate students "make a difference" in the companies that they work for? How does your institution interpret "making a difference" in today's world?
- Describe any project work or action-learning activities where student learning results from working on real company projects.

c) Research impacts

- Please cite any research undertaken in your institution that you believe has made a difference to individual executives or the corporate world in general.
- Please cite any company-specific research which the school has undertaken directly with/the business community, which you believe has had a significant impact.

d) Thought leadership

- Provide examples

e) Classroom use of faculty research

- Provide examples

f) Market effect

- Does the institution have a significant share of its target market, and to what extent can this be attributed to the quality of its teaching, learning, and research activities?

- How is the institution seen by its current students, alumni, employers, and business in general? How is it seen in the halls of academia?
- Is the institution ranked in regional, national, or international rankings of business schools?
- How easy is it to attract first-class student and faculty talent?

With respect to Inputs (see Appendix D):

Appendix D is by and large self-explanatory. Here it is important to indicate those particular inputs where reviewers will be looking in detail to understand an institution's readiness for accreditation. These will certainly include its networks and connections to both the business and academic communities, all aspects of faculty composition and competence, culture, motivation, and criteria used in faculty hiring and promotion, and key resources. While the self-assessment report should cover all the inputs shown on the flow chart on brochure page 7 and included here in Appendix A, please pay particular attention to the following:

Networks and Connectivity

- Describe all ways in which your faculty members, junior as well are as senior, interact with the business community.
- How well do teaching faculty understand the issues confronting the companies that employ or sponsor participants?
- how do practicing executives contribute to teaching and learning in different programs?
- How does the business community work with the school on program design and on research projects?
- Describe all the ways that your faculty interact with academic peers, locally, nationally, and internationally.
- How do these contacts influence the school's teaching, learning, and research?
- Do opportunities exist for faculty exchange?
- With which other institutions do you have active partnerships and what does each involve?

Faculty

- Does the faculty have the capacities, mindsets, and motivation to deliver on the institution's guiding principles, particularly its stated mission and vision, and also to measure up to IQA benchmarks for teaching, learning, research, innovation, and change?
- Are there divisions within the faculty of those who primarily teach and those who concentrate on research? Whether or not, make the case for the faculty assignment patterns that currently exist, or explain why they need changing. How would you describe the current faculty mix?
- Is there a well-defined and rigorous process in place for appointing new faculty and for promotion of existing faculty? What explicit or implicit criteria are being used in these two cases? How do these criteria reflect your stated vision, mission, strategy, and market positioning?
- Does the faculty work together as a team and where? In program design? Cross functional teaching? Research? Coaching of more junior faculty by seniors?
- Is the faculty providing appropriate leadership inside and outside the institution, particularly with respect to business development?

- Does the institution have an explicit program and set of processes in place for faculty learning and development - especially with respect to teaching and learning capabilities? What are these?
- Are faculty compensation principles and procedures appropriate in the context of the institution's mission, vision, and general business model?

Resources

a) Facilities

- Explain how they support your quest for relevant and excellent teaching/ learning.

b) IT

- Is there sufficient technological and IT support to key administrative functions? For key marketing and promotion activities? For the educational process itself? Describe applications that you are particularly proud of.
- Is there sufficient technological and IT support
- Does the institution have a well-developed and inviting website?

c) Staff resources

- Does the institution attract and keep high-quality employees who care about participants, have diverse backgrounds, have a clear notion of what quality services mean, and possess the skills and entrepreneurial attitudes needed to add personal value to the delivery of great education?
- Is there an overall institutional leadership culture which gives credit to staff excellence and provides demonstrable opportunities for personal growth and development?

With respect to guiding principles:

- Are there written statements of mission, vision, and values, and, if so, are they clear, concise, and realistic? Are concerns for ethics, broader responsibility, and sustainability reflected in these statements? Do you believe they should be? Please provide these written statements.
- Are these guiding principles convincing and credible with respect to resources at hand and the nature of the institution's market environment?
- To what extent are these guiding principles well communicated and understood organization-wide?
- Is there demonstrable progress towards realizing both mission and vision?
- What is the underlying strategy of the overall institution and its main lines of business?
- Are these strategies well-aligned with vision and mission?
- Are teaching, learning, and research well-aligned, as well as the essential input factors behind these?
- How well does the institution recognize differences among key segments of its market, and how does it deal with these differences- in educational content, teaching and learning processes used, its research agenda, and in its marketing?

- Does the institution have overall, and for its programs, a clear unique selling proposition, and clear value added to students, employers, and corporate sponsors. In other words, does it deliver what it promises in its promotional materials?
- What is the essential educational philosophy of the institution and how is this reflected in its culture and norms? IQA is interested in understanding where the institution lies in terms of theory and practice, in the real balance between faculty teaching and faculty research (especially with respect to actual hiring and promotion criteria), between practice-oriented and more academic research, and in the balance between recognition by the business and academic world for what it does.

Good SARs are typically self-critical!

Every first-class institution has aspirations about how to improve its performance further. The most credible IQA SARs are perceptive in identifying reasonable aspirations and clear priorities for self-improvement. IQA accreditation recognizes that relevant and excellent institutions are on a journey, and cannot be evaluated with a static snapshot. As you make your self-evaluation, try wherever possible to give us a sense of the journey your institution is on and committed to, not only where you currently stand along the way.

Please attach the following:

- Latest school programs, and other relevant brochures (or web link to these)
- Most recent last three year income statements and balance sheets (in euros, in English)
- List of faculty research publications from the last two years (in English)
- A simplified version of your most recent organization chart (in English)

Appendix A

CEEMAN ACCREDITATION FRAMEWORK

The CEEMAN accreditation framework depicted on the next page shows in a flow chart the four broad areas of assessment where relevance and excellence have to be demonstrated for both teaching/learning and research:

- Educational content and learning processes used, as well as the subject matter and methodologies of faculty research.
- The outcomes and impact of both educational programs and research.
- The inputs which lie behind, and contribute to, relevant and excellent teaching/learning and research.
- The guiding principles with which all "downstream" parts of the flow chart should be aligned.

DEFINING RELEVANCE

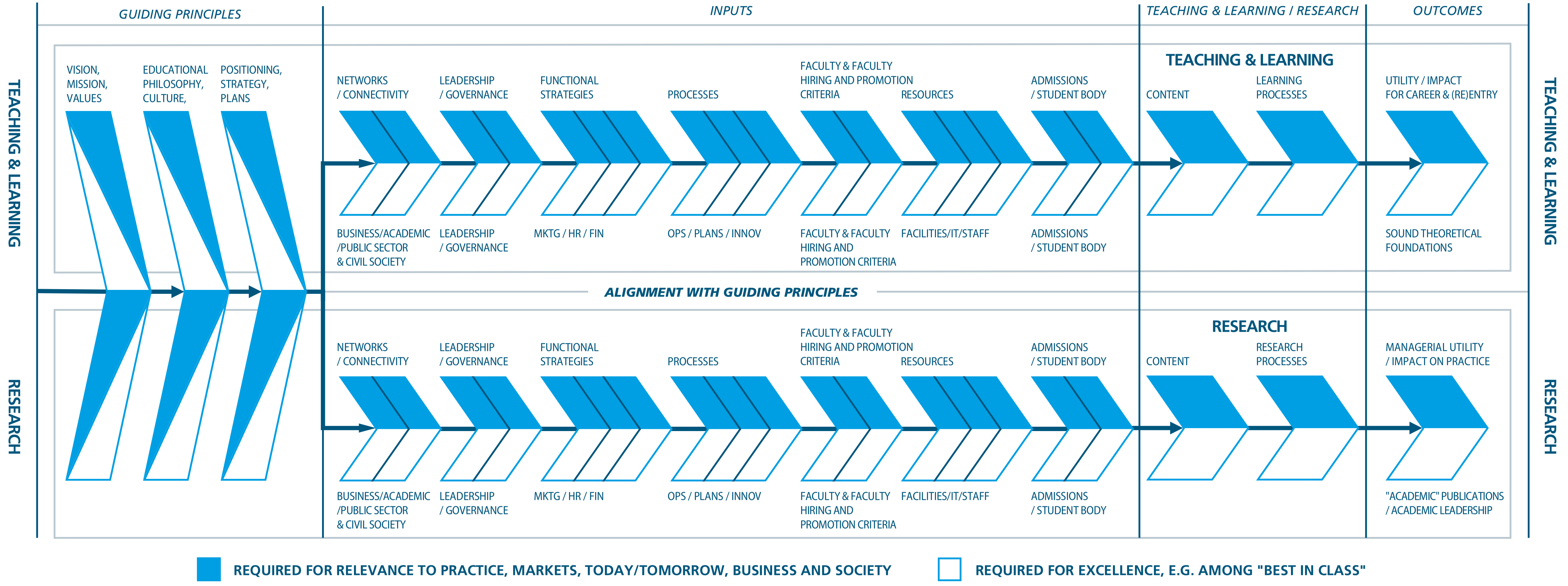
Relevance of both teaching/learning and research is defined and assessed in three ways:

- Relevance to actual managerial and leadership practice.
- In particular, relevance to the present and anticipated challenges faced by executives in the markets where the school is active.
- Relevance to those broader societal issues and challenges which managers and leaders increasingly face as part and parcel of doing business.

DEFINING EXCELLENCE

Excellence in both teaching/learning and research is also defined and assessed in three ways:

- The degree to which the institution is aware of, aspires to, and is progressing towards, internationally-recognized quality standards.
- That the institution is among the best in its class, where the "class" to which it belongs is defined by schools with a similar mission and educational and research philosophy, and work in comparable market environments.
- That the institution is widely recognized by its customers (students, employers, participants in executive education programs and their company sponsors) as delivering education and conducting research of the highest quality. Since excellence in customers' eyes is often associated with utility, this third assessment is likely to relate also to the assessments of relevance cited above.



TEACHING & LEARNING
RESEARCH
GUIDING PRINCIPLES
INPUTS
TEACHING & LEARNING / RESEARCH
OUTCOMES
VISION, MISSION, VALUES
EDUCATIONAL PHILOSOPHY, CULTURE,
POSITIONING, STRATEGY, PLANS
NETWORKS / CONNECTIVITY
LEADERSHIP / GOVERNANCE
FUNCTIONAL STRATEGIES
PROCESSES
FACULTY & FACULTY HIRING AND PROMOTION CRITERIA
RESOURCES
ADMISSIONS / STUDENT BODY
BUSINESS/ACADEMIC /PUBLIC SECTOR & CIVIL SOCIETY
LEADERSHIP / GOVERNANCE
MKTG / HR / FIN
OPS / PLANS / INNOV
FACULTY & FACULTY HIRING AND PROMOTION CRITERIA
FACILITIES/IT/STAFF
ADMISSIONS / STUDENT BODY
TEACHING & LEARNING
CONTENT
LEARNING PROCESSES
UTILITY / IMPACT FOR CAREER & (RE)ENTRY
SOUND THEORETICAL FOUNDATIONS
ALIGNMENT WITH GUIDING PRINCIPLES
NETWORKS / CONNECTIVITY
LEADERSHIP / GOVERNANCE
FUNCTIONAL STRATEGIES
PROCESSES
FACULTY & FACULTY HIRING AND PROMOTION CRITERIA
RESOURCES
ADMISSIONS / STUDENT BODY
BUSINESS/ACADEMIC /PUBLIC SECTOR & CIVIL SOCIETY
LEADERSHIP / GOVERNANCE
MKTG / HR / FIN
OPS / PLANS / INNOV
FACULTY & FACULTY HIRING AND PROMOTION CRITERIA
FACILITIES/IT/STAFF
ADMISSIONS / STUDENT BODY
RESEARCH
CONTENT
RESEARCH PROCESSES
MANAGERIAL UTILITY / IMPACT ON PRACTICE
"ACADEMIC" PUBLICATIONS / ACADEMIC LEADERSHIP
TEACHING & LEARNING
RESEARCH
REQUIRED FOR RELEVANCE TO PRACTICE, MARKETS, TODAY/TOMORROW, BUSINESS AND SOCIETY
REQUIRED FOR EXCELLENCE, E.G. AMONG "BEST IN CLASS"

INSTITUTIONAL REINVENTION

The world is characterized by accelerating change, and only those businesses and executives who can foresee and prepare for changes of high relevance to their sectors and company will survive and progress.

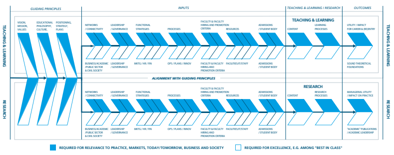
This confronts management education institutions with a parallel set of rising challenges: to provide education which enables students and executive education participants with the abilities to operate in a business world of accelerating and often disruptive change, and to conduct research into these change processes which sheds new light on best practices and adds to latest thinking.

The CEEMAN IQA requires the institutions that is seeking accreditation to demonstrate change capabilities in three areas:

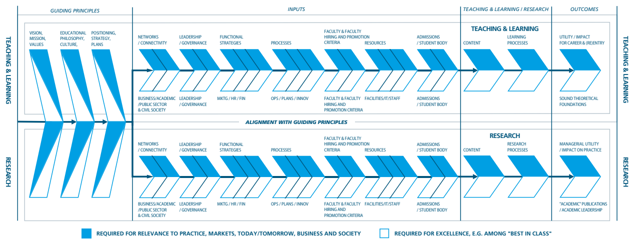
- Demonstration of processes of continuous improvement with respect to becoming ever-more relevant and pursuing ever-higher standards of excellence.
- Demonstration that there is a clear vision in place to pull the institution forward, and appropriate strategies, plans, and investments being made to realize such a vision.
- Demonstration of innovations in the processes with which the institution is led and managed, in its own business definition, as it seeks new opportunities and attempts to avoid threats in the contents of the education offered, in the teaching/learning processes used, and in the institution's research activities.

The chart on the next page shows these change processes as a journey that reaches into every facet of the flow chart shown earlier. Those responsible for accreditation will be looking therefore not just at the current snapshot of those items in the overall flow chart but will also try to understand from where and how far the institution has currently come in its journey, and what its plans and commitments for change are in order to anticipate the future.

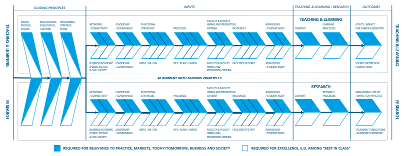
IQA CEEMAN



FUTURE



PRESENT



PAST

Appendix B

AREAS OF ASSESSMENT

ASSESSING TEACHING/LEARNING AND RESEARCH PER SE

The CEEMAN IQA accreditation process seeks to assess each element in the boxes in the diagram below:

	Content	Processes
Teaching/learning	Relevance	Relevance
	Excellence	Excellence
	Future dynamic	Future dynamic
Research	Relevance	Relevance
	Excellence	Excellence
	Future dynamic	Future dynamic

Notes:
Relevance to: practice, markets, society
Excellence in terms of: international aspiration, among best in class, customers' eyes
Future dynamic in terms of: continuous improvement, positioning for the future, innovation

The CEEMAN IQA accreditation rests on an understanding that objective measures should be used when possible but that quite often subjective assessments are the only realistic option. While reviewers look therefore at student feedback, and course and professor evaluations, they will also scrutinize course outlines and curricula, sit where possible in representative classes, join online sessions, and interview professors and students to understand intentions as well as actual delivery. Teaching/learning relevance demands not only relevant course content but also a balance between ex-cathedra teaching processes and participant-centered, discussion-based learning where participants learn to define problems before solving them, and to defend their analyses and planned actions.

The CEEMAN IQA accreditation looks at research content and processes in the same way. While publication volume and publication media reputation will be a factor, the relevance of the subjects and issues chosen will be subjectively weighed as well. Assessments will also be made of how research is designed, how findings reach executives, and to what extent new insights permeate the real or online classroom and find utility in practice.

To undertake such subjective evaluations of teaching/learning and research relevance and excellence, as well as to understand the institution's future dynamics, reviewers will require institutions and their faculty members to provide them with THEIR best understanding of issues confronting practitioners in their target markets and how they believe these will change in the future. Receiving reassurance that institutional leadership and professors have a deep understanding and familiarity with the markets that they serve provides important evidence of the right starting points for the assessment of relevance, excellence, concern for the broader society, and appropriate movement to the future.

Appendix C

ASSESSING OUTCOMES

The CEEMAN IQA accreditation process seeks to confirm the conclusions from the teaching/learning and research assessments described on the foregoing page by looking also at the actual outcomes of these activities. The process seeks to assess each of the boxes in the diagram below:

	Individual outcomes	Company outcomes	Societal outcomes	Institutional outcomes	Academic outcomes	Market fall-out
Teaching/learning	• Short-term • Career-long	• Ex-students "make a difference" business-wise	• Ex-students "make a difference" societally/ ethically	• Teaching-based "research" (eg via case teaching)	• Thought leadership	• Reputation/ rankings • Market share • Ease of attracting faculty and students
Research	N/A	• New insights "make a difference" business-wise	• New insights "make a difference" societally/ ethically	• Research keeps programs fresh	• Thought leadership	• Reputation/ rankings • Market share • Ease of attracting faculty and students

As for teaching/learning and research, assessments will be as objective as possible but necessarily subjective where objectivity is not realistic. In some cases, a mix of the two will be required. Self-evaluation reports should follow the same logic.

It should be obvious from the diagram above that some degree of objectivity is possible and desirable when looking at the outcomes of educational programs (e.g. compensation increments achieved, career promotions, student course and faculty evaluations etc.) and in academic thought leadership (research publications in different types of journal and media), and possibly also through counts of the frequency with which faculty research provides insight and materials for faculty teaching. But in most other cases, assessments will rely on observation, as well as on interviewing those on the receiving end or delivery end of the teaching/learning or research in question.

Appendix D

ASSESSING INPUTS

Relevant and excellent teaching/learning and research are not possible in the absence of:

- Strong networks and connectivity to business, academic, and public sector and civil society communities.
- Institutional leadership and governance which has a clear sense of where it is headed and the commitment to get there.
- Marketing, HR, and operations strategies which support overall institutional strategy and positioning.
- Processes (particularly innovation processes) which drive differentiation and forward movement.
- Particularly, faculty hiring and promotion criteria which fully support the pursuit of desired ends.
- The right resources in place to allow plans to be materialized, particularly a high quality, committed, and initiative-taking support staff, recognized by the institution for their individual contributions.
- A student body with the qualities to turn great teaching into first-class learning.

All of these are subjects of CEEMAN IQA accreditation since strength in each of them assures not only a high current faculty and institutional performance in teaching/learning and research, but also their continuing development into the future.

The CEEMAN IQA process seeks therefore to assess each of the elements in the boxes below by a realistic mix of objective and subjective measures:

	Networks/ connectivity	Leadership and governance	Functional strategies	Processes	Faculty hiring and promotion criteria	Resources	Student body
Teaching/ learning	Relevance	Relevance	Relevance	Relevance	Relevance	Relevance	Relevance
	Excellence	Excellence	Excellence	Excellence	Excellence	Excellence	Excellence
	Future dynamic	Future dynamic	Future dynamic	Future dynamic	Future dynamic	Future dynamic	Future dynamic
Research	Relevance	Relevance	Relevance	Relevance	Relevance	Relevance	Relevance
	Excellence	Excellence	Excellence	Excellence	Excellence	Excellence	Excellence
	Future dynamic	Future dynamic	Future dynamic	Future dynamic	Future dynamic	Future dynamic	Future dynamic

Appendix E

ASSESSING GUIDING PRINCIPLES

The point of departure for institutional relevance, excellence, and vigorous forward movement and change, are a set of well-articulated, widely-shared and understood, accepted, and pursued guiding principles. CEEMAN IQA focuses on the following:

- Vision, mission, and values.
- The School's educational philosophy and culture.
- Its strategy, market positioning, and plans.

The CEEMAN IQA process seeks therefore to assess each of the elements in the boxes in the diagram below:

	Vision / mission / values	**Educational philosophy and culture**	**Strategy / positioning / plans**
Teaching / learning	Relevance	Relevance	Relevance
	Excellence	Excellence	Excellence
	Future dynamic	Future dynamic	Future dynamic
Research	Relevance	Relevance	Relevance
	Excellence	Excellence	Excellence
	Future dynamic	Future dynamic	Future dynamic

To set down and promulgate a clear set of guiding principles, while necessary, is not in and of itself sufficient. All seven categories of inputs have to be put in place with these guiding principles clearly in mind, whereas teaching/learning and research content and processes must follow.

> *"CEEMAN IQA is more than a kudos. The accreditation journey is actually a quality enhancing process for its developmental nature. The insightful recommendations put forward by the PRT are quite thought provoking which help us spot potential future improvements in providing relevant and sustainable management education. Our School has always been and will continue fostering responsible practices and stakeholder involvement. As we endeavor to grow global networks, we also take CEEMAN IQA as an important step to facilitate cooperation with business schools from the "Belt and Road" countries."*
>
> **Dr. Wei Jiang**, Dean of the School of Management, Zhejiang University, China