



CEEMAN

IQA

**International
Quality Accreditation**

**A RECOGNITION OF RELEVANCE
ALONGSIDE EXCELLENCE
AND OF INSTITUTIONAL DYNAMISM**



Foreword

CEEMAN, the International Association for Management Development in Dynamic Societies, was established in 1993 with the aim of accelerating the growth and quality of management development in Central and Eastern Europe. Gradually CEEMAN has become a global network with more than 200 institutional and individual members from over 50 countries in Europe, North America, Latin America, Africa, and Asia.

In 1998, CEEMAN established the **INTERNATIONAL QUALITY ACCREDITATION** ("CEEMAN IQA"), which was specifically designed to enhance the capacities of management educational institutions operating in the transitional economies of Central and Eastern Europe, taking into consideration their specific contexts and needs.

As CEEMAN grew and acquired broader international recognition and reach beyond Central and Eastern Europe, it has not only taken into consideration the context in which management education institutions operate and the needs of their stakeholders, but has also given great emphasis to fostering originality, creativity, innovation as well as social and ethical contributions to local and international businesses and academic communities.



CEEMAN IQA is recognized globally as a high-quality and trust-worthy institutional accreditation. After recently aligning with the CEEMAN Manifesto (*), it is rapidly becoming the new international accreditation gold standard.

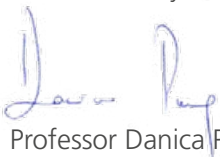
Among the many reasons to seek the CEEMAN IQA, the following stand out:

- The IQA label testifies specifically that the institution is excellent, relevant, and market-oriented, and in the vanguard of those making needed changes for the future.
- IQA rejects the philosophy of a single accreditation standard applicable to all, in favor of a custom-made approach, certifying that the institution uses internationally recognized standards and applies these to the needs of the markets it serves.
- IQA looks beyond the single snapshot of the institution's quality attributes at one moment in time, to assess the journey it is on to reach its stated vision, mission, and goals.
- The rigorous IQA process assures that an institution's whole business system, from its guiding principles, resources, and competences, to its teaching and research outcomes, are of the highest quality and properly aligned.
- The IQA process is widely recognized as a learning experience at least as much as a certification process.
- IQA is an excellent investment. Among all international accreditations it offers a high-quality label at by far the lowest cost.
- IQA-certified institutions form a worldwide, international "club" of like-minded and like-quality institutions who, through the CEEMAN network and the new International Alliance network, interact together to lead the way in management education and its future development.

With this direction, CEEMAN IQA has become an agent of change which promotes a dynamic, excellent, and relevant management education, and creates a unique international community of management education institutions which aspire to lead the way to the future.

We invite you to consider CEEMAN IQA for your institution!

Yours sincerely,

A handwritten signature in blue ink, appearing to read "Danica Purg".

Professor Danica Purg
CEEMAN President

* Info on CEEMAN Manifesto:
[read full version](#) / [read short version](#)
<https://manifesto.ceeman.org/>

CEEMAN IQA MISSION

CEEMAN IQA aims to enhance management education through a unique accreditation process which emphasizes high quality standards, the relevance of an institution's activities in responding to meeting the development needs of its customers and markets, and the imperative of change and innovation. All three are considered essential criteria for accreditation in meeting the development demands of the rapidly changing world of executive practice.



CEEMAN IQA VISION

CEEMAN IQA aspires to be THE preferred and recognized accreditation standard for management education institutions in recently emerged and emerging economies around the world.

“CEEMAN IQA evaluates an institution against internationally recognized quality standards and the relevance of its activities in the context of alignment between the institution’s mission, vision, strategy, and its resources and execution capabilities”.

Prof. Jim Ellert,
former CEEMAN IQA Director

CEEMAN IQA OBJECTIVES

- To see accreditation as testimony of an institution's **capacities to reinvent** itself through continuous self-improvement, innovation, and change.
- To **contribute** to setting and promoting internationally recognized quality standards, while also coupling these with an additional quality requirement: responsiveness and relevance to the development needs of companies and students/participants in the specific environments where the accredited institution operates.
- To **encourage** and multiply international contacts among academics in the field of management education and research, and stimulate close and regular productive relationships between institutions and their business partners with the objective of better understanding business development needs and engagement in relevant practice-based research.
- To **foster** processes of continuous improvement in all aspects of institutional activity and to encourage creativity and innovation in both the content of management education and the processes by which it is delivered.
- To **assure** that proper attention is paid not only to the managerial substance of management education but also to the broader questions of social, ethical, and environmental responsibility which business activity entails.



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

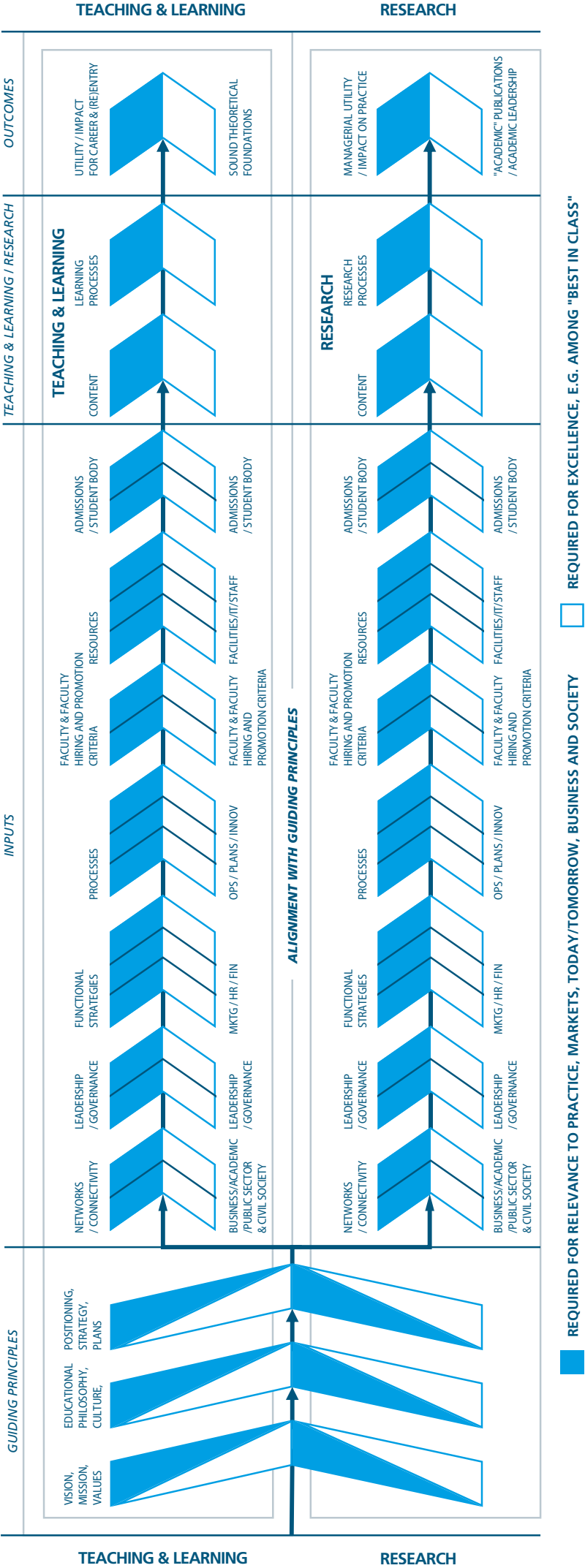
Relevance of both teaching/learning and research is defined and assessed in three ways:

- 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.



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.

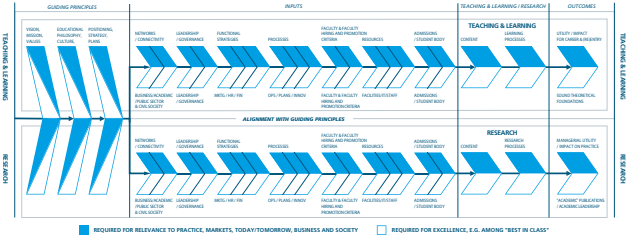
The CEEMAN IQA requires the institutions that is seeking accreditation to demonstrate change capabilities in three areas:

- 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.

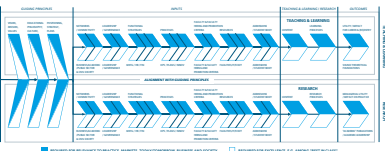
The chart on the next page shows these change processes as a journey that reaches into every facet of the flow chart shown earlier. Those responsible for accreditation will be looking therefore not just at the current snapshot of those items in the overall flow chart but will also try to understand from 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.



FUTURE



PRESENT



PAST

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.

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	<ul style="list-style-type: none">• Short-term• Career-long	<ul style="list-style-type: none">• Ex-students "make a difference" business-wise	<ul style="list-style-type: none">• Ex-students "make a difference" societally/ethically	<ul style="list-style-type: none">• Teaching-based "research" (eg via case teaching)	<ul style="list-style-type: none">• Thought leadership	<ul style="list-style-type: none">• Reputation/ rankings• Market share• Ease of attracting faculty and students
Research	N/A	<ul style="list-style-type: none">• New insights "make a difference" business-wise	<ul style="list-style-type: none">• New insights "make a difference" societally/ethically	<ul style="list-style-type: none">• Research keeps programs fresh	<ul style="list-style-type: none">• Thought leadership	<ul style="list-style-type: none">• 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.

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

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

BENEFITS OF CEEMAN ACCREDITATION

FOR MANAGEMENT EDUCATION INSTITUTIONS

- CEEMAN IQA provides international acknowledgment that the accredited institution delivers management education and engages in research which is not only excellent by internationally recognized quality standards but also well adapted and relevant to the customers and markets in which it operates. It demonstrates a particular commitment to continuous improvement and innovation as well a commitment to responsible corporate and leadership practices.
- CEEMAN IQA accreditation peer-review teams have world-class expertise and experience. They may also provide advisory support on how institutions can continue to enhance the quality and relevance of their management education offerings, as well as change and innovate to prepare for the future.
- CEEMAN IQA recognition helps to strengthen the institution's competitive advantage and positioning on national and international levels. It facilitates additional marketing communications to fully capitalize on these advantages. Here support is available from CEEMAN IQA Advisory Services, if required.
- CEEMAN IQA accredited institutions benefit from increased cooperation with reputable and trustworthy national and international business and academic partners.
- CEEMAN IQA accredited members are invited to join the network of CEEMAN accredited institutions. This unique community serves as a channel for the sharing of knowledge, best practice, and experience among CEEMAN IQA members and provides an inspirational platform for further initiatives.

FOR STUDENTS AND PARTICIPANTS

- CEEMAN IQA is a confirmation that the accredited institution meets internationally recognized quality standards and is also responsive and relevant to those who attend it.
- CEEMAN IQA signifies that the accredited institution is recognized as a leading provider of education in its market and enjoys a strong reputation among potential employers.
- CEEMAN IQA is a confirmation that the management, faculty, and staff of the accredited institution are committed to continuous improvement and innovation in all aspects of education and services related to student/participant needs.
- CEEMAN IQA is a verification that the accredited management education institution is very effective at preparing students for the world of work. Its graduates are equipped with appropriate skills, competences, knowledge, and values to become respected leaders capable of responding to the development needs of their local and wider environment.



FOR EMPLOYERS

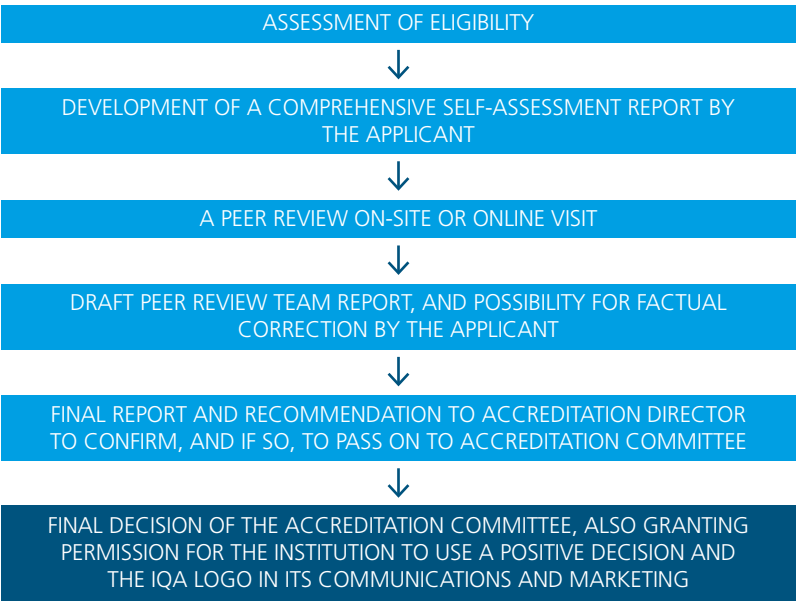
- CEEMAN IQA is a confirmation for potential employers and executive education sponsors that the accredited institution provides not only excellent, but also relevant, education to meet corporate needs. In particular, accreditation verifies a commitment to continuous improvement and innovation, and to responsible corporate and leadership practices.
- CEEMAN IQA indicates that graduates of the accredited institution have acquired the intellectual capital (new knowledge, skills and competences) and social capital (networks and personal qualities of responsible leadership) to qualify them for the functions they will assume. They have a solid basis in both functional management and the more integrative capabilities required as their careers advance.
- CEEMAN IQA is proof that the accredited institution has the potential to be an outstanding corporate partner for businesses seeking management development and related services.

FOR EDUCATIONAL AUTHORITIES

- CEEMAN IQA complements national or regional accreditation with internationally recognized accreditation. It provides assurance to an institution's national and regional stakeholders that the institution not only meets internationally recognized standards of excellence but is also adapted and responsive to the markets in which it operates.
- CEEMAN IQA is an assurance to authorities who are asked to accredit an institution under their jurisdiction that the institution has already been rigorously evaluated at an international level.

CEEMAN IQA PROCEDURE

CEEMAN IQA has a six-stage accreditation procedure.



CEEMAN Accreditation is granted for an initial period of six years after which the institution can apply for re-accreditation. For those institutions which for one reason or another do not completely measure up to the accreditation requirements but are considered to be on track to do so in a relatively short time, a one or two-year consolidation period may be suggested with the understanding that if the identified shortfalls are rectified, the six-year accreditation will follow. Page 19 of this brochure describes several ways in which CEEMAN can support the closing of such gaps.

ELIGIBILITY CRITERIA

- CEEMAN membership.
- An institution whose primary mission is management or business education. Management faculties or departments that are embedded in schools of economics or in technical universities may be accredited but not the larger non-management institutions that contain them.
- A minimum of five years of operation.
- A minimum of three graduating cohorts in each of its major groups of program offerings.

For more information regarding the CEEMAN accreditation procedure, self-assessment document requirements, accreditation fees, and CEEMAN IQA accredited institutions, please consult the IQA section of the CEEMAN website (www.ceeman.org/iqa) or contact the CEEMAN IQA Office directly.

CEEMAN IQA TEAM MANAGEMENT



Hon. Dr. IVO MATSER

IQA Director

ivo.matser@iedc.si



Ms. SLADANA MILAŠINOVIĆ

Head of IQA Office

sladjana.milasnovic@ceeman.org

CEEMAN IQA COMMITTEE



Prof. DEREK ABELL

IQA Committee President

Founding President and Professor Emeritus at ESMT-European School of Management and Technology in Berlin, Germany; and former Dean of IMD, Lausanne, Switzerland



Prof. IRINA SENNIKOVA

IQA Committee Member

Dean of RISEBA University of Applied Sciences, Latvia

BROADER CEEMAN SUPPORT FOR IQA

The CEEMAN IQA accreditation process is also a learning process, and many who have been accredited or re-accredited in the past testify to this important benefit.

In order to be better prepared for both accreditation itself as well as to fully benefit from the experience, CEEMAN strongly suggests participation in one or more of the following:

- For deans/ directors and their top teams: the three-day workshop “Leading the Way in Management Development” combining 12 Master classes on the essential subject matter underlying accreditation with hands-on team project work to apply learning to the participants’ own institution.
- For selected faculty: the two-week International Management Teachers Academy (IMTA), covering all aspects of latest thinking and best educational practices in various management teaching fields.
- For program managers: the Program Management Seminar, providing an overview of both latest trends and landscape of management development, as well as operational excellence in all areas of running a successful educational program.
- On demand: customized advisory services provided by ex-Deans/ Directors acting as educational consultants, and bringing a long experience of leading institutions and of preparing for accreditation.

Note that any or all of the above may be of particular help to institutions which have been given one or two years to rectify gaps prior to eventual accreditation.

“For Kozminski University, practical perspective and relevance have always been an important element of its DNA. CEEMAN IQA understands value of relevance in both research and teaching and thus encourages other business schools to follow this path. It is one of the first accreditations that emphasized the importance of impact, ethics and sustainability within management education. At the same time CEEMAN IQA understands the local context of the business schools, adjusting its recommendations to the needs of the local environment.”

Prof. Grzegorz Mazurek, PhD

Rector of Kozminski University, Poland

CEEMAN IQA HEADQUARTERS



CEEMAN

Prešernova cesta 33
4260 Bled
Slovenia
T: +386 4 57 92 535
E: info@ceeman.org

www.ceeman.org