



CEEMAN

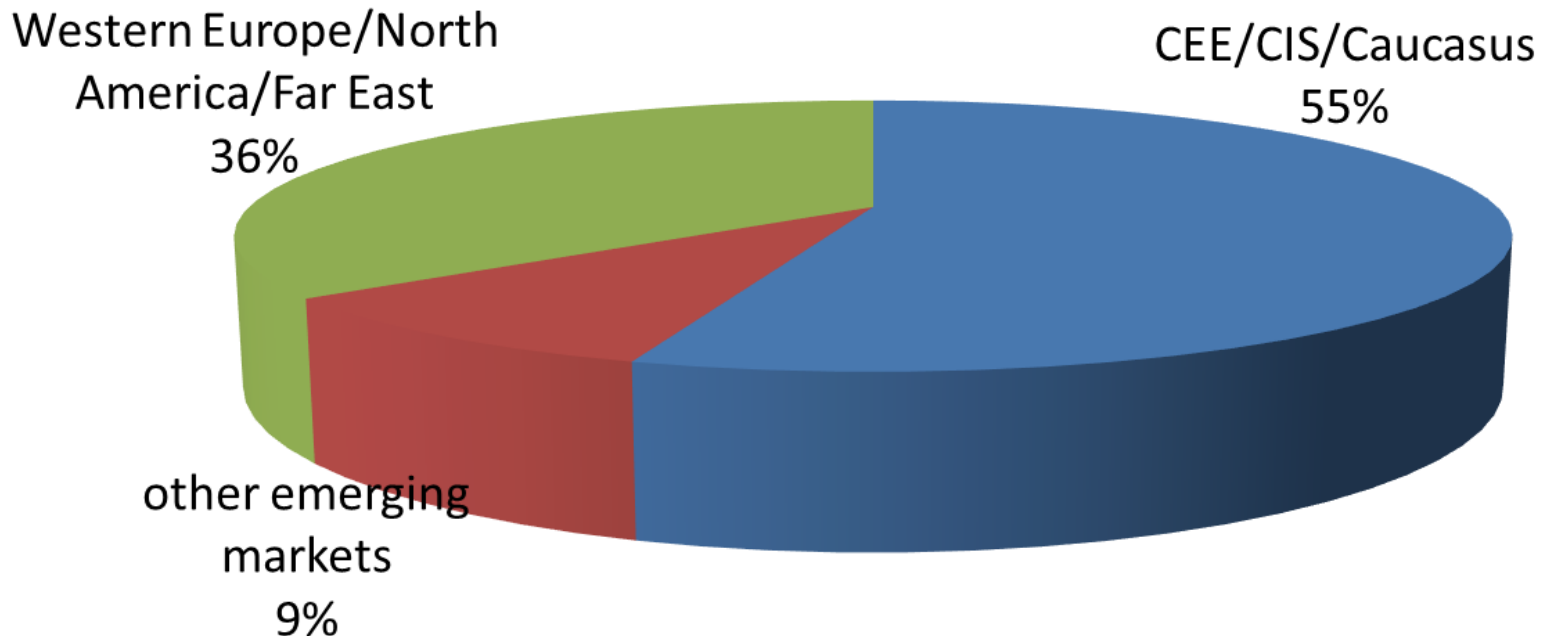
What could be the role of QAA's and Ranking Systems in challenges faced by the management education institutions?

**14th Annual BMDA Conference
“Contemporary technologies for Success in fast changing environment”, April 20-22, 2016, Minsk, Belarus**

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CEEMAN network

- Over 200 members from 54 countries
- 70% institutional members



CEEMAN activities

- International conferences and forums
- Educational programs for deans, faculty, and staff (IMTA, PMS)
- International Quality Accreditation (IQA)
- Promoting responsible management education
- Research and publications
- Case Writing Competitions
- CEEMAN Champion Awards



Main question:

What could be the role of QAA's and Ranking Systems in challenges faced by the management education institutions?

What are the challenges?

- new managerial and leadership challenges require new learning outcomes
- demographic changes
- decreased public funding for (higher) education
new technology, especially online components
- changing demands on graduates by employers
- diverse expectations

What is the role of higher education?

1. Creation of knowledge
2. Transfer of knowledge
3. Service to society

Service to society

*HE should **revive its third mission** and strive to boost incorporation of socially responsible, ethical and moral values in all dimensions of HE institutions as essential components of cultural, socio-economic and environmentally sustainable development of individuals, communities and global environment.*

International rankings

Table 1: Quality indicators used by ARWU, THE, FT and QS

ARWU	THE
Alumni of an institution winning Nobel Prizes in Economics since 1961 – 10 %	<i>Teaching (the learning environment): 30 %</i>
Staff of an institution winning Awards in Economics and Business – 15 %	Reputation survey: 15 %
Highly cited researchers in Economics/Business Category – 25 %	Staff-to-student ratio: 4.5 %
Papers Indexed in Social Science Citation Index in Economics/Business fields – 25 %	Doctorate-to-bachelor's ratio: 2.25 %
Percentage of papers published in top 20% journals of Economics/Business fields to that in all Economics/Business journal – 25 %	Doctorates awarded-to-academic staff ratio: 6 %
	Institutional income: 2.25 %
	<i>Research (volumes, income and reputation): 30 %</i>
	Reputation survey: 18 %
	Research income: 6 %
	Research productivity: 6 %
	<i>Citations (research influence): 30 %</i>
	<i>International outlook (staff, students, research): 7.5 %</i>
	International-to-domestic-student ratio: 2.5 %
	International-to-domestic-staff ratio: 2.5 %
	International collaboration: 2.5 %
	<i>Industry income (knowledge transfer): 2.5 %</i>
FT	QS
"The schools' performances in the MBA, EMBA and MiM rankings account for 25 % each. For executive education, the scores obtained for customised and open programmes both account for 12.5 %" (Financial Times).	Employer survey – survey among employers – 85 %
MBA, EMBA: The average alumni salary three years after graduation and salary increase (%)	Academic reputation – survey among academics – 15 %
MiM: Weighted salary and employment at three months	

ARWU AND THE

ARWU and THE evaluate quality of teaching and quality of research, but not one of them evaluates whether higher education institutions provide relevant educational offerings to the needs of employers, students and society and how they contribute to the development of the local and wider society.



FT AND QS

FT evaluates quality only in terms of salary growth (MBA, EMBA) and the percentage of the most recent graduating class that was in employment three months after graduation.

QS takes into account only survey results among employers and academics.

Neither FT nor QS measures quality of teaching, quality of research or what impact an individual higher education institution has on local and wider society.

ARWU, THE, FT and QS

1. questionable methodology
2. one-size fits all approach
3. potential for schools to game the system
4. little focus on educational experience

Not one of the chosen rankings concentrates on impact of higher education institutions and their contribution to local and wider business and social environments, and whether higher education institutions performance and education offerings are really relevant to business and social development needs.

International accreditations

1. AMBA

2. AACSB

3. EQUIS

4. CEEMAN

RECOMMENDATIONS

Relevance

- curriculum should be connected with practical demands of employers
- stronger partnerships with industry leaders
- experiential learning

Reach

- diversity in the classroom
- technology

Respect/service to society

- ethical behavior a central part of business education