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Evaluation procedure

GEMBA/Zurich Institute of Business Education AG

Expert Report | 30.04.2018





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1 Introduction

This report documents an evaluation carried out by the Swiss Agency of Accreditation and Quality Assurance (AAQ). The AAQ was commissioned by the Zurich Institute of Business Education AG (ZIBE) to conduct an evaluation of parts of the institution as well as its part-time executive programme Global Executive Master of Business Administration (GEMBA) against defined quality standards.

The evaluation was carried out by a group of three international experts, who were instructed by the AAQ. The expert group examined a self-evaluation report, followed by a site visit over 1.5 consecutive days. The group was assisted by one AAQ staff member during the site visit but agreed conclusions independently of the organisation.

In this report, the expert group gives its judgements following the format of the quality standards for evaluation in a systematic way and lastly issues recommendations for improvement.

Evaluations are external quality assurance procedures. They describe and assess the current status of quality assurance measures. They also create a framework for a process of reflection, the aim of which is continuous quality development. The evaluation takes the form of a peer review procedure.

Evaluations review study programmes and institutions against a set of standards. They are carried out on a voluntary basis and do not lead to a formal decision on accreditation by a federal authority.

The evaluation procedures provided by the AAQ comply with internationally recognised practices and principles of quality assurance procedures – especially with part 2 of the European Standards and Guidelines (ESG) – and examine the objectives of applicants in the process. The object of evaluations may be institutions, basic and postgraduate study programmes or other entities in the Swiss higher education sector. The evaluation is voluntary and does not lead to a formal decision by the Swiss Accreditation Council (SAC).

The evaluation procedures are carried out in partnership with all parties and help to improve the quality of the entity to be evaluated and to develop a culture of quality in the relevant institution. The procedures focus on dialogue between stakeholders at every stage. A central element is the on-site visit by designated experts who are appointed as peers. They are selected specifically to match the profile of the entity to be evaluated.

2 Presentation of the GEMBA and Zurich Institute of Business Education AG

The Zurich Institute of Business Education (ZIBE) is a private institution, registered with the Swiss Private School Register and with the Swiss Commercial Register (*Handelsregister*).

The institution has been in existence under different names since 1968. It was formerly known as the Lorange Institute of Business Zurich, when it was bought by Dr. Peter Lorange, former President of IMD, in 2009. In 2015, it was acquired by the foundation 'Friends of CEIBS' and renamed in 2017 as Zurich Institute of Business Education AG, Horgen (ZIBE).

The ZIBE is affiliated with the China Europe International Business School (CEIBS), with headquarters in Shanghai and subsidiaries in Beijing, Shenzhen and Accra. CEIBS is a non-profit joint venture for management education, co-founded by the Chinese Government and the European Union in 1994, with Shanghai Jiao Tong University and the EFMD (European Foundation for Management Development) serving as its executive partners.

This affiliation with CEIBS implies that ZIBE is *de facto* managed as a campus of CEIBS. The mission of the Zurich Institute of Business Education clearly reflects this, its aim being “to provide world-class executive education with Chinese insights by utilising CEIBS’s resources of faculty, campuses and global network.”

ZIBE currently offers two long-term non-degree programmes: The Global Executive MBA (GEMBA) under review in this AAQ evaluation, and the Hospitality Executive MBA, which is offered jointly with EHL (École hôtelière de Lausanne). Apart from these, shorter non-degree executive programmes exist, such as Excellence Exchange Programmes, short open-enrolment programmes, as well as company-specific programmes.

The GEMBA is a 20-month, part-time executive programme with a strong focus on managerial issues, coupled with leadership development and individual coaching. It targets “high level” entrepreneurs and executives to advance their careers by deeply enriching and developing their leadership finesse and analytical skills. ZIBE works closely with CEIBS Shanghai concerning the management and curriculum development of the GEMBA. Hence, the ZIBE GEMBA is identical to the GEMBA offered by CEIBS. Currently, the ZIBE GEMBA – which commenced in 2016 – has 28 students enrolled; the GEMBA 2017 has 20 students. All students receive their education on three campuses: in Horgen (Zurich), Accra (Ghana) and Shanghai (China).

The object of evaluation is, on the one hand, the governance of the Zurich Institute of Business Education AG (ZIBE) in Horgen under the umbrella of CEIBS, Shanghai, and on the other hand, the Global Executive Master of Business Administration (GEMBA) offered by ZIBE.

3 Evaluation procedure/quality standards

The evaluation procedure follows defined stages. The schedule of the procedure was as follows:

09.05.2017	Application for evaluation of GEMBA/Zurich Institute of Business Education AG
09.06.2017	Kick-off meeting for the evaluation
12.11.2017	Self-evaluation report of the Zurich Institute of Business Education AG/GEMBA
29.01/30.01.2018	On-site visit
09.03.2018	Preliminary expert report
28.03.2018	Position statement of the Zurich Institute of Business Education AG/GEMBA
30.04.2018	Final expert report
08.06.2018	Release of the expert report by the AAQ Commission

In cooperation with the AAQ, and according to the AAQ guidelines for evaluation procedures, the Zurich Institute for Business Education AG chose the following standards to be evaluated:

- Area 2: Governance (Quality standards for institutional accreditation)/HEdA Accreditation Guidelines, p. 10f.

The standards in Area 2 cover the **governance of the institution** (Zurich Institute of Business Education AG).

- Quality standards for programme accreditation/HEdA Accreditation Guidelines, p. 13

Areas 1 to 4 focus on the **GEMBA**.

3.1 Expert group

A group of international experts in executive business education and management with knowledge of the Chinese education system as well as the Chinese economy was nominated by the AAQ:

Peer leader:

- **Prof. Dr. Frank Bostyn**
Former Director-General and Dean of Neoma Business School, currently Dean of the College of Business and Statistics at the UAE United Arab Emirates University

Experts:

- **Prof. Dr. Markus Prandini**
Head of Competence Center Asia Business
Deputy Head International Management Institute
ZHAW School of Management and Law
- **Christophe Clément, MBA**
Head of Customer Service and Key Account Manager SBB, EMBA University of Applied Sciences, Bern

The panel of experts was selected in accordance with the guidelines of AAQ evaluations, which, in turn, are designed to meet ESG standards, and was approved by the AAQ Commission. Furthermore, the expert group was chaired by Prof. Frank Bostyn. The expert group received support from staff from the AAQ.

3.2 Self-evaluation report

ZIBE/GEMBA produced a self-evaluation report and submitted it in November 2017.

In addition to the self-evaluation report, the institute submitted documentation on a USB stick, including a copy of the student handbook. Where additional information was sought from the management of the institute, it was supplied speedily and efficiently. Various documents (examples of tests, capstone projects, etc.) were organised into separate folders and could be studied on-site.

3.3 On-site visit

The Swiss Agency of Accreditation and Quality Assurance (AAQ) arranged for the on-site visit to take place 29-30 January 2018. The location for the panel interviews was Horgen, Zurich; the organisation was faultless. A most satisfactory meeting/work room and an open atmosphere prevailed throughout the one and a half days of the visit.

4 Evaluation of the quality standards

In compliance with the guidelines for AAQ evaluations, the Zurich Institute of Business Education AG (ZIBE) elected to have Area 2 of the quality standards for institutional accreditation according to the Federal Act on Funding and Coordination of the Swiss Higher Education Sector (HEdA) evaluated. Additionally, ZIBE wished for an evaluation of the GEMBA according to the HEdA quality standards for programme accreditation to be carried out.

4.1 Area 2: Governance

The standards in Area 2 cover the **governance of the institution** (Zurich Institute of Business Education AG).

Standard 2.01

The quality assurance system shall ensure that the organisational structure and decision-making processes enable the higher education institution or other institution within the higher education sector to fulfil its mission and to achieve its strategic objectives.

The stated vision and strategy of the ZIBE is “to provide world-class executive education with Chinese insights by utilising CEIBS’s resources of faculty, campuses and global network.”

It is evident that the institutional framework of ZIBE forms a part of CEIBS in terms of its mission, strategy and management. The mission and vision are clear and supported by defined strategic objectives and an emerging and evolving strategy, as presented to the expert group during the site visit. Proper management processes are in place, one of which is the quality assurance “system”. The link with the management processes of CEIBS are obvious and an essential element to understanding the nature and working of ZIBE.

The expert team paid particular attention to the close link between ZIBE and CEIBS and received precise information, had adequate access to relevant stakeholders on three CEIBS campuses (Shanghai, Accra and Zurich), allowing the assessment to be evaluated in consideration of the quality standards.

ZIBE’s strategic objectives are geared towards being the preferred provider of executive education in Switzerland (Europe), to promote business exchange between Europe and China as well as to enable European executives to successfully master the business challenges in China. Furthermore, ZIBE intends to play an essential role in identifying new business development opportunities for CEIBS (such as hospitality management, service excellence, innovation, high-tech manufacturing).

The senior management team of both CEIBS and ZIBE is directly and heavily involved in this development phase of the institution and therefore relies hugely on informal processes, direct consultation and intervention. The quality assurance system (or rather *systems*) is more or less confined to the operational level, as is reflected in the nature of the three basic elements of the institution’s quality assurance approach:

1. *Faculty development and management:* All ZIBE faculty members are leading scholars and experts who are uniquely positioned to bridge and synthesise management practices from both the East and the West.
2. *Implementation and control:* ZIBE’s operation is under complete supervision of CEIBS’s senior management team, ranging from strategic positioning, curriculum design, faculty

hiring, student management to financial and HR management, which strictly follow the AACSB and EQUIS accreditation standards.

3. *Strategy*: ZIBE's advisory council, together with CEIBS's external review panel, provides independent external reviews as well as advice on the school's strategic direction, positioning of programmes as well as overall objectives.

Point 1 is underscored by a sound faculty development policy, with strict recruitment criteria, an impressive "socialisation" approach to new faculty members (mentoring, specific training in the school's teaching philosophy, gradual passage to executive education under the guidance of a senior colleague), faculty retreats, etc.

Point 2 follows a more traditional, systematic approach, with several feedback mechanisms along an integrated PDCA cycle (Plan-Do-Check-Do), covering such items as product innovation, process definition and control, onboarding of new staff and faculty members, customer service, course quality assessment, complaint handling, personal development and external quality assurance (AACSB, EQUIS, PRME). These quality assurance devices refer to both the institutional level (e.g. design of new degree programmes) and the programme level (e.g. application process, course survey).

Point 3 is once again more dependent on the initiative taken by the senior leadership.

While such a holistic approach may be considered appropriate for strategic management in a rapidly changing international environment (where the formal collection of information may lack speed and agility for an adequate response), the team of experts, which assesses performance against defined quality standards chosen by ZIBE for the evaluation, was unable to confirm more structured and systematic bottom-up feedback loops initiated at an operational level, beyond the more informal processes. Therefore, the expert team concluded that this standard was not entirely fulfilled.

Standard 2.01 is **largely fulfilled**.

Recommendation(s):

The expert group recommends that ZIBE/GEMBA pay more attention to structuring the quality assurance processes to allow more structured and systematic, bottom-up feedback loops initiated at an operational level, beyond the more informal processes. This appears even more important in the light of the growth strategy pursued by ZIBE/CEIBS and the internationally spread operations.

Standard 2.02

The quality assurance system shall systematically contribute to providing relevant and current quantitative and qualitative information upon which the higher education institution or other institution within the higher education sector relies to make current and strategic decisions.

In line with the assessment and comments regarding Standard 2.01, the expert group believes relevant qualitative information does indeed feed effectively, albeit in a more informal way, into current and strategic decisions. There might be a perceived deficit of systematic proof of organisational devices for more quantitative data collection reaching senior management, as seems to be expected by standard 2.02. At least the expert team was unable during this visit to confirm more structured and systematic bottom-up feedback loops initiated at an operational level, beyond the more informal processes.

It is clear, however, that internal data collection (post-course survey, student feedback, debriefings) and external data scanning (e.g. for developing and designing new programmes) is an effective practice in the institute. The evaluation, however, did not reveal in detail how ZIBE systematically applies the quality assurance system to collect data for strategic decisions at institutional (e.g. strategic positioning of ZIBE in Switzerland) and programme level (e.g. localisation of GEMBA programme for Swiss/European context).

At course level (see standards related to the programme level, p. 9), all elements are in place (student evaluations are available and statistically evaluated; there is clear proof of faculty members responding to comments made; there is an effective Assurance of Learning approach, etc.), but it is less clear how these feedback loops are leveraged into the dynamics of the programme management and improvement, and regarding the development of the programme portfolio.

Notwithstanding this, the strong faculty culture allows the institution to thrive on it for quality assurance and does that in a successful way. The expert team is just wondering whether the deep-rooted departmental structure of the school tends to slow down its drive towards more innovation. Addressing new needs might require overcoming the departmental organisation.

Standard 2.02 is **largely fulfilled**.

Recommendation(s):

See recommendation under Standard 2.01. The expert group further recommends installing organisational devices for systematic and effective data collection and sharing between operational and strategic management level.

The expert group also recommends reassessing the possibly overly strong impact of the departmental structure (i.e. the fact that the institution (CEIBS) organised its faculty according to disciplinary-based departments) on the programme portfolio.

Standard 2.03

The quality assurance system shall ensure that the representative groups of the higher education institution or other institution within the higher education sector have an appropriate participatory right and that basic conditions are in place allowing them to independently operate.

ZIBE states in its self-evaluation report that an active and frequent exchange takes place with many departments of CEIBS Shanghai. Particularly the GEMBA Shanghai and the GEMBA Zurich Programme Managers and support staff seem to be in close communication regarding the students, curriculum development, faculty, quality assurance and financial aspects of the GEMBA (see self-evaluation report, p. 11). At the ZIBE, a flat hierarchy impacts well on participation by staff and external contractors. The former Lorange Alumni organisation is well established and will be integrated into the overall CEIBS alumni offerings. GEMBA participants do not elect formal governing bodies owing to their part-time enrolment status. But each class elects representatives for a Class Committee “CCT” which works closely with the Programme Manager to manage academic, disciplinary, extracurricular and other administrative matters. ZIBE points out that, generally, the relationship between Programme Manager, administrative staff and students is quite strong (see self-evaluation report, p. 13).

Overall, there are signs that there is frequent involvement of all representative groups/stakeholders, through several instances and bodies. However, the institution might benefit from the introduction of a more formal interaction platform with students at institutional

level to better comply with the expectations of the Swiss framework (“appropriate participatory right”, “allowing them to operate independently”).

This formalisation could be a supplementary measure to well-established practices in the institute, which the expert group assesses as clear achievements in line with the standard:

- There are processes in place which allow uncomplicated, direct and informal exchange of information, such as regular meetings with the campus management and staff.
- Students have the possibility to approach the campus management directly through informal channels and formalised feedbacks when it comes to course evaluations.
- If issues arise at an operational or course level, the programme management seems to react swiftly and find adequate solutions.

As the evaluation framework requests that ‘the representative groups of the higher education institution (...) have an appropriate participatory right and that basic conditions are in place allowing them to operate independently’, which implies a more formal interaction platform with students at institutional level, as suggested above, the expert group considers this standard to be only partially fulfilled.

Standard 2.03 is **partially fulfilled**.

Recommendation(s):

The expert group recommends that ZIBE/GEMBA set up a more formal interaction platform with students at institutional level.

Standard 2.04

The higher education institution or other institution within the higher education sector shall give consideration to an economically, socially and environmentally sustainable development in the completion of its tasks. The quality assurance system shall ensure that the higher education institution or other institution within the higher education sector sets objectives in this area and also implements them.

ZIBE describes in its self-evaluation report fundamental responsibilities that are shared by the institutes’ community. “Responsible leadership” is defined as a key element of ZIBE (see self-evaluation report, p. 15). Furthermore, it is stated that no discrimination should occur on the grounds of race, background, gender, nationality, religion, language or disability.

ZIBE’s economically sustainable development is considered fulfilled with the creation of new offerings. ZIBE has a growth strategy in place. For example, in Spring 2018 a new Hospitality EMBA will be offered in co-operation with the École hôtelière de Lausanne (EHL). Further programmes are in the pipeline but not yet confirmed. ZIBE will also grow its body of staff and teaching professors in line with the healthy expansion of its offerings. A sustainable development of revenue, cost and cash flow is being pursued.

Environmentally and socially sustainable development is defined as the use of a combined learning approach to the education programmes, merging an online/virtual learning environment with traditional classroom methods. The use of digital learning material such as eBooks reduces the amount of printed material. Additionally, ZIBE has created jobs for local individuals and companies (see self-evaluation report, p. 16).

ZIBE/CEIBS adheres to the PRME (Principles for Responsible Management Education) and develops an impressive list of activities and initiatives regarding sustainability. There are various

systems and processes in place to demonstrate economically, socially and environmentally sustainable actions, which the expert team could sufficiently verify. What prevents ZIBE from achieving full compliance with the requirements of this standard is a systematic set of objectives in that regard (“The quality assurance system shall ensure that the higher education institution (...) sets objectives in this area and implements them.”).

Standard 2.04 is **largely fulfilled**.

Recommendation(s):

The expert group recommends that ZIBE/GEMBA define a clear set of objectives/targets regarding the sustainable development, and to consider installing an internal committee to facilitate this and the follow-up. That would make the institute’s adherence to the principles of sustainability even more visible.

Standard 2.05

To carry out its tasks, the higher education institution or other institution within the higher education sector shall promote equal opportunities and actual gender equality for its staff and students. The quality assurance system shall ensure that the higher education institution or other institution within the higher education sector sets objectives in this area and also implements them.

According to ZIBE’s statement in the self-evaluation report, staff, faculty and students seem to be aware that they can approach the respective Programme Manager for their programme, the CEO or the Head of Operations with any issue relating to equal opportunities, gender matters or anything else. The open space set-up at the Zurich Institute seems to promote a close relationship with all representative groups, staff and stakeholders. The open-door policy of the CEO fosters open communication (see self-evaluation report, p. 17).

ZIBE provides many examples to prove that it promotes equal opportunities and gender equality among its staff and students; as of January 2018, ZIBE has assigned a staff member to assume the duties of Equal Opportunities Officer who will particularly oversee any matters relating to equal opportunities and gender equality. This position will work closely with CEIBS Shanghai to share resources, exchange knowledge, establish more formal mechanisms promoting equality policies and engage in more equal opportunities projects together with CEIBS Shanghai. CEIBS introduced in 2003 a formal code of ethics for all faculty members, students and staff. Additionally, ethics, responsibility and sustainability (ERS) are common themes that run through all CEIBS activities (see self-evaluation report, p. 18). Moreover, CEIBS actively promotes equal access in management education for women.

The expert group made similar observations regarding this standard: There are obviously no major issues regarding the pursuit of, and adherence to, the principles of diversity and gender equality. Diversity in terms of equal opportunities and gender equality are clearly respected at ZIBE at all levels – staff, student and management level. The only remaining, and rather formalistic compliance issue, appears to be the absence of set objectives and the implementation thereof.

Standard 2.05 is **largely fulfilled**.

Recommendation(s):

Similar to the advice regarding Standard 2.04., the expert group recommends that ZIBE/GEMBA define a clear set of objectives/targets regarding diversity and gender equality policies.

4.2 Quality standards for programme evaluation

Areas 1 to 4 focus on the Global Executive Master of Business Administration (GEMBA) according to the HEdA quality standards for programme accreditation.

Area 1: Educational objectives

Standard 1.01

The study programme shall show clear objectives, clarifying its special features and complying with national and international requirements.

The GEMBA is a 20-month, part-time executive programme with a strong focus on managerial issues, coupled with leadership development and individual coaching. Students receive a world-class education with a unique vantage point of a rapidly changing business and economic landscape (see self-evaluation report, p. 19).

Students are expected to achieve the following four main objectives on completion of the GEMBA (see student handbook, p. 9):

- 1) Understand and be able to apply fundamental concepts from the basic business domains of Accounting & Finance, Economics & Decision Sciences, Marketing and Management.
- 2) Be able to integrate knowledge and concepts across functional areas to diagnose and solve complex business problems.
- 3) Understand the unique challenges of operating in students' own business environment as an integrated part of the global economy.
- 4) Understand and be able to apply appropriate leadership behaviour and skills for enhancing personal and organisational effectiveness.

The programme objectives are clearly defined and meet national as well as international requirements in terms of their level of complexity and specificity. The programme clearly shows an international coverage and with a high focus on China business. Capstone projects are to be mentioned as a plus.

GEMBA has four programme objectives, which are published in the GEMBA brochure and on the website.

The programme objectives are defined by the Management Committee, which takes into account inputs and feedback from different advisory boards, alumni and students.

The programme objectives are mapped by the Learning Assurance Committee to the different course modules.

The special features of the programme such as duration, application process, programme structure and cost are shown in the GEMBA brochure and on the website.

National and international requirements regarding programme objectives are taken into consideration, also by localising the programme content to a certain degree.

Standard 1.01 is **entirely fulfilled**.

Standard 1.02

The study programme shall pursue educational objectives corresponding to the mission and strategic planning of the higher education institution or other institution within the higher education sector.

Programme objectives are fully in line with the mission and strategy of the school. This coherence is particularly expressed in the specific objectives called “China Depth” and “Global Breadth”:

- Goal 5: Each student shall be able to identify and analyse the unique challenges of operating in China’s business environment as an integral part of the global economy (China Depth).
- Goal 6: Each student shall be able to identify and analyse the global issues impacting individuals and companies doing business beyond national boundaries (Global Breadth).

This clearly fits the mission of the institution, its aim being “to provide world-class executive education with Chinese insights by utilising CEIBS’s resources of faculty, campuses and global network”, and the stated ambition of ZIBE to become the preferred provider of executive education in Switzerland (Europe) to promote business exchange between Europe and China as well as to enable European executives to successfully master the business challenges in China.

Not only the content, but also the delivery model, with course activities on three campuses, guaranteeing tri-continent exposure, underscores the alignment of the programme with the School’s vision and strategic positioning of “China Depth, Global Breadth”.

The educational objectives of the GEMBA are geared towards the preparation of participants with a global mindset, for international careers with a China link. Selection and admission processes focus particularly on this overall programme objective.

Standard 1.02 is **entirely fulfilled**.

Area 2: Conception

Standard 2.01

The content of the study programme and the methods applied shall allow students to attain their learning objectives.

The programme has been designed in function of the stated learning objectives. There is a detailed curriculum map, connecting courses, course objectives and programme objectives. Learning methods are defined accordingly.

All that is embedded in an Assurance of Learning practice, supervised by the Learning Assurance Committee, which ensures that content and methods applied are checked regularly in order for students to achieve the learning objectives.

The GEMBA lecturers report the use a variety of teaching methods (lecturing, discussions, group work, case studies, simulations), which cover the different learning styles of students and thus enable them to be successful in their achievement of the learning objectives.

Through the Centre for Teaching and Learning, the faculty receives regular training in how to teach the CEIBS way. Junior faculty members are supported via a mentoring system in conveying the CEIBS teaching methods as well as adapting to the CEIBS faculty culture.

Students emphasised the company visits in each location as being an effective mean to learn about local business practices and cultural specifics.

The diversity in class (Chinese, European, African students) was rated very positively by the students in terms of learning about intercultural differences. It is, however, not entirely clear whether the learning processes of a multicultural student cohort are reflected on a meta-level to enhance the learning outcomes.

The strategic simulation module was rated positively by the students to consolidate the different topics/modules of the programme. To a certain degree, the simulation could still be more practical and should be longer.

As such, the expert group believes that this standard is entirely fulfilled. However, the team would like to suggest that the institute assesses how its quality assurance processes push the programme management to periodical critical reconsideration of the learning objectives and the programme positioning.

Standard 2.01 is **entirely fulfilled**.

Recommendation(s):

The expert group recommends that ZIBE/GEMBA assess how its quality assurance processes push the programme management to periodical critical reconsideration of the learning objectives and the programme positioning.

Standard 2.02

The content of the study programme shall include academic knowledge and development of the professional field.
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The programme clearly meets the expectations in terms of academic knowledge and professional development. The programme also pays a lot of attention to the interaction between both – academic and professional development – and does that in a remarkable way. New initiatives at institutional level, such as “Real Situation Research” and “Real Situation Learning” underscore this.

Academic knowledge comes into GEMBA through the professors/lecturers, who are expected to have a PhD and research record as well as work experience in their respective field.

Interaction among faculty members across departments is facilitated through formal (e.g. faculty retreat) and informal (e.g. lunch meetings) initiatives, which stimulate academic exchange but also allow to incorporate developments in the professional field.

Hence, the programme meets the requirements of the standard. However, the expert group would like to make a similar suggestion as above under standard 2.01. The institution is advised to assess how its quality assurance processes could also periodically challenge the programme premises and objectives to ensure that the programme keeps pace with the rapidly changing expectations and requirements in the professional field.

Relevant in that regard is the feedback from students that the latest developments in certain areas could be covered in more depth (e.g. the impact of digitalisation in various fields). In this context, the expert group would like to repeat its observation that the structure of the

programme is rather traditional, encompassing the functional areas of management, while current challenges are definitely cross-disciplinary, and that the departmental structure of the School might slow down the responsiveness.

It is not clearly visible how upcoming challenges for globally operating executives, such as dealing with the digital transformation, handling disruptive innovations, leading virtual teams, coping with ambiguity, etc. are being infused into the programme.

Standard 2.02 is **entirely fulfilled**.

Recommendation(s):

The expert group recommends that ZIBE/GEMBA consider processes to make sure that upcoming challenges for globally operating executives are being infused into the programme.

Standard 2.03

The methods of assessing the performance of students shall be adapted to the learning objectives. The admission requirements and requirements for being awarded a qualification shall be regulated and published.

ZIBE has the same admission process in place as the CEIBS GEMBA, whose application process involves a meeting with admission staff, an online application, an admission test, an interview and finally, the admission decision. The requirements for being awarded a qualification are regulated and published in the student handbook.

Admission requirements, methods of assessment and graduation requirements are clearly defined and published. There is, however, a general concern regarding transparency and individual feedback. Both aspects are obviously related, as the feeling of lack of transparency with the students is rooted in a perceived deficit of qualitative feedback, especially regarding their grades. The expert group suggests that the institution pay extra attention to this aspect.

Otherwise, the assessment policy is well-documented in the student handbook and the “Student Grading and Evaluation Policy”. The assessment methods are supervised by the Learning Assurance Committee and communicated to the students. In general, the assessment methods (final exam, class participation, learning log, etc.) correspond to the requirements of an executive programme such as GEMBA.

As mentioned above, students would appreciate receiving more qualitative feedback on the grading in order to also learn from their exams.

Admission requirements are published on the GEMBA website/brochure and regulated in internal documents. A detailed procedure is applied when interviewing GEMBA candidates. Interview questions are documented as a guideline in written form.

Standard 2.03 is **largely fulfilled**.

Recommendation(s):

The expert group recommends that ZIBE/GEMBA pay extra attention to the transparency of grading and to give personalised, qualitative feedback.

Area 3: Implementation

Standard 3.01

The study programme shall be regularly carried out.

This requirement is fulfilled, considering that ZIBE, as part of CEIBS, shares the programme management with the Shanghai intake. The programme was first offered in Zurich in 2016. ZIBE stated that 28 students are currently enrolled in GEMBA 2016, and 20 students are enrolled in GEMBA 2017. ZIBE states that a GEMBA cohort with up to 45 students from three continents (Europe, Africa and Asia) is expected to commence their studies each year with the Zurich Institute (see self-evaluation report, p. 24).

The sustainability of the GEMBA programme will depend on the capacity of CEIBS to increase its brand recognition within Switzerland/Europe as a leading global business school as well as the positioning of the GEMBA programme with its unique feature (“China depth, Global breadth”).

Standard 3.01 is **entirely fulfilled**.

Standard 3.02

The available resources (supervision and material resources) shall enable students to attain their learning objectives.

ZIBE provides the necessary infrastructure and resources (e.g. learning platform) for the students to facilitate their learning. Proper support services for students while on campus are in place. Some students mentioned that – in comparison to the Shanghai campus – more resources should be allocated to the Zurich and Accra campuses, but the expert group understood that this is being addressed (campus expansion, refurbishment, hiring of extra staff and planned deployment of full-time academic staff on the Zurich campus).

However, the programme, with course offerings on three campuses/three continents, is felt by students to be expensive (additional travel costs) and troublesome in terms of practical arrangements. The institution is advised to consider some practical and administrative support for the participants regarding such matters as travel arrangements, visas, etc.

Standard 3.02 is **largely fulfilled**.

Recommendation(s):

The expert group recommends that ZIBE/GEMBA consider practical and administrative support for participants regarding travel arrangements, visas, etc.

Standard 3.03

The teaching staff shall have the competence appropriate to the special features of the study programme and its objectives.

ZIBE describes in the self-evaluation report that for the moment it is working with visiting academic staff for the GEMBA, but that there are plans to have a full-time faculty team in Horgen as well. Research funding shall be improved and emphasised over the next years. Staff members who are teaching in the GEMBA are hired/contracted from CEIBS Shanghai. Since 2001, CEIBS has built up its full-time faculty members with PhD qualifications and research experience. A reduced teaching load contract for newly hired lecturers and assistant professors provides realistic opportunities for research and for gradual development of teaching skills and portfolios. CEIBS has introduced a Faculty Mentoring Programme under which new junior

faculty members (mentees) are assisted in their professional development through the guidance and support of senior teaching staff (mentors). An evaluation system has been established to monitor the progress of this programme. CEIBS also recognises excellence in teaching that is academically solid and relevant to practice through annual Teaching Excellence Awards (see self-evaluation report, p. 27).

The faculty is perceived as a real and effective strength of the institution. Its faculty recruitment and development policy are well-conceived and demanding, resulting in a high-quality and very committed faculty team. The expert group would like to commend the institution for this policy and achievements.

This approach is also geared towards establishing and maintaining a strong organisational culture, which allows for decentralised management and a strong professional ethos and commitment to high quality standards.

Elements of this approach are:

- best-practices in faculty member development, such as mentoring system, co-teaching or 3+1 teaching format for junior faculty members
- yearly faculty retreats enabling the institution to address and discuss specific topics in a broader manner, and in the light of its strategy formation
- an emphasis on both impactful teaching and research, linked to adequate incentive system
- new and innovative initiatives such as the “Real Situation Research” and “Real Situation Learning”

Standard 3.03 is **entirely fulfilled**.

Area 4: Quality assurance

Standard 4.01

Managing the study programme shall take into consideration the interests of the relevant interest groups and allow for the necessary developments to be achieved.

ZIBE has described its processes for the programme management as including the programme design, the evaluation and its impact, the admission process, etc. That means that many aspects of programme management are in place. Although the expert group believes that there is room for improvement, and that the institution could benefit from a more structured and systematic approach.

Dynamics at course level are clearly effective. At programme level, there is a local operation in place to manage the programme at the Zurich campus. Regular video conferences between the Zurich and Shanghai campus allow for an exchange regarding operational and programme-specific issues. Bi-weekly meetings of faculty staff, via a programme manager, is described in the Learning Assurance report 2017.

The “line of command” appears to be clearly steered by Shanghai, where the strategic decisions are made and transmitted top-down to the Zurich (and Accra) campus. A further reason is that the Zurich campus is only “alive” when courses take place, meaning that operational and administrative staff risk facing lonely spells.

Considering that the integration of inputs coming from ZIBE seems to run on a more informal basis rather than formalised procedures, the above observations might render the programme management processes suboptimal.

The expert group believes that the programme and the institution could benefit from a more formalised approach, with documented data collection through feedback loops from the stakeholders, as well as an institutionalised interaction platform with students. The last proposal will also require a systematic response to the feedback given by the students, hence making the feedback loops more effective.

The informal processes are one of the strengths of the institute but depend on the organisational culture and the proximity of the stakeholders (especially faculty and staff). This has worked very well so far for CEIBS. However, with its international expansion across three continents so far, there will be a need to reconsider some aspects of this approach (hopefully without losing this strength through over-formalisation). The expert group is under the impression that the leadership is aware of this and is already taking action. But it should remain a major point of consideration.

Standard 4.01 is **partially fulfilled**.

Recommendation(s):

The expert group recommends that ZIBE/GEMBA, in the light of its international expansion across three continents so far, reconsider some aspects of the now predominantly informal approach relying on proximity and the organisational culture (hopefully without losing this strength through over-formalisation).

Standard 4.02

The study programme shall be an integral component of the quality assurance system of the higher education institution or other institution within the higher education sector.

As already has been described in the report, ZIBE has in place / is part of, the same quality assurance system as CEIBS Shanghai (see standard 2.01, p. 6). GEMBA is operated under the quality assurance system defined by CEIBS and is thus an integral component of the overall system. ZIBE/GEMBA is well advised to maintain the regular formal meetings between CEIBS and ZIBE to capitalise on the synergies between the two locations and ensure ZIBE's integration into the quality assurance umbrella of CEIBS. The umbrella of CEIBS guarantees the governance and the excellence of the programme.

Standard 4.02 is **entirely fulfilled**.

5 Overall impression/Strengths and weaknesses

ZIBE benefits from its link with CEIBS, which brings some of its best practices into play at the Zurich campus. The expert group could observe the positive impact of these.

At the same time, the establishment of CEIBS in Switzerland, through its acquisition of what is now ZIBE, requires some adjustments in order to reach full compliance with the Swiss framework.

5.1 Strengths and areas for improvement

The expert group has identified some strengths as well as areas for improvement.

Strengths

- Faculty member recruitment and development policy constitutes a real strength of the School and contributes in an effective way to the strong and conducive organisational culture.
- The chosen strategic positioning (*China Depth, Global Breadth*) is well considered and might assist CEIBS, through its Zurich campus, in evolving into a recognised high-end provider of executive education in Europe.
- The international diversity of the student body is remarkable and adds to the learning experience of the participants.
- Potential of inter-campus dynamics across three continents within one global school could even broaden the international exposure and experience of the participants.

Areas for improvement

- Programme management could be more forward-looking, considering the rapidly changing international business environment, while challenging the premises of the disciplinary-based department.
- The School should consider enhancing its practical and administrative support for a highly valued student body.
- Students are currently involved in school and programme matters in a rather informal way. However, giving structure to that involvement and participation of the student body in programme management and at institutional level would render it more impactful.

6 List of recommendations

Recommendations concerning Area 2: Governance		
1	Standard 2.01 (Governance)	The expert group recommends that ZIBE/GEMBA pay more attention to structuring the quality assurance processes to allow more structured and systematic, bottom-up feedback loops initiated at an operational level, beyond the more informal processes. This appears even more important in the light of the growth strategy pursued by ZIBE/CEIBS and the internationally spread operations.
2	Standard 2.02 (Governance)	The expert group further recommends installing organisational devices for systematic and effective data collection and sharing between operational and strategic management level.

3	Standard 2.02 (Governance)	The expert group also recommends reassessing the possibly overly strong impact of the departmental structure (i.e. the fact that the institution (CEIBS) organised its faculty according to disciplinary-based departments) on the programme portfolio.
4	Standard 2.03 (Governance)	The expert group recommends that ZIBE/GEMBA set up a more formal interaction platform with students at institutional level.
5	Standard 2.04 (Governance)	The expert group recommends that ZIBE/GEMBA define a clear set of objectives/targets regarding the sustainable development, and to consider installing an internal committee to facilitate this and the follow-up. That would make the institute's adherence to the principles of sustainability even more visible.
6	Standard 2.05 (Governance)	The expert group recommends that ZIBE/GEMBA define a clear set of objectives/targets regarding diversity and gender equality policies.

Recommendations for programme evaluation		
1	Standard 2.01 (Programme)	The expert group recommends that ZIBE/GEMBA assess how its quality assurance processes push the programme management to periodical critical reconsideration of the learning objectives and the programme positioning.
2	Standard 2.02 (Programme)	The expert group recommends that ZIBE/GEMBA consider processes to make sure that upcoming challenges for globally operating executives are being infused into the programme.
3	Standard 2.03 (Programme)	The expert group recommends that ZIBE/GEMBA pay extra attention to the transparency of grading and to give personalised, qualitative feedback.
4	Standard 3.02 (Programme)	The expert group recommends that ZIBE/GEMBA consider practical and administrative support for participants regarding travel arrangements, visas, etc.
5	Standard 4.01 (Programme)	The expert group recommends that ZIBE/GEMBA, in the light of its international expansion across three continents so far, reconsider some aspects of the now predominantly informal approach relying on proximity and the organisational culture (hopefully without losing this strength through over-formalisation).

7 Conclusion

ZIBE is part of a well-established institute, CEIBS, which has long been known for its high quality. The international expansion of CEIBS was the driver to take over the former Lorange Institute to become ZIBE. ZIBE clearly benefits from the link with CEIBS. This also entails some challenges and requires some adjustment in the processes.



The expert group could observe an institution undergoing full development. It should thus come as no surprise that there remain some areas for improvement in relation to the quality standards that have been chosen for evaluation. But overall, ZIBE is performing well.

The AAQ Commission released the report on 8 June 2018. ZIBE/GEMBA is authorised to use the quality seal “AAQ evaluated 2018” for its publications. The quality seal is linked with the expert report and clearly makes the connection to the standards that are the basis for the evaluation. The report is published on the website AAQ.

8 Feedback of ZIBE/GEMBA

On 28th of March 2018, ZIBE/GEMBA submitted its position statement on the evaluation report to the AAQ. In the position statement ZIBE/GEMBA support the findings of the expert group and show how the institution is going to implement the recommendations of the expert group. The position statement is part of the evaluation documentation and attached to the evaluation report.

AAQ
Schweizerische Agentur
für Akkreditierung
und Qualitätssicherung
Herrn Christoph Grolimund
Postfach
Effingerstrasse 15
CH-3001 Bern

28.03.2018

Position Statement

Dear Mr Grolimund, dear Christoph,

On behalf of ZIBE, we would like to sincerely thank you and the AAQ panel of experts for your efforts during the evaluation process. Our thanks also go to all ZIBE employees and students who have contributed significantly to the successful on-site visit.

We are pleased to note that the group of experts feel the school and GEMBA programme fulfils most of the standards of the AAQ evaluation and ZIBE management would like to thank you for the opportunity to contribute towards the mentioned areas of the review report. We consider the panel's recommendations for further development presented in the report as valuable inputs, and as outlined below, through current and planned developments, we strive to make excellent even better.

Feedback on list of recommendations

Recommendations concerning Area 2: Governance

Standard 2.01 The quality assurance system shall ensure that the organisational structure and decision-making processes enable the higher education institution or other institution within the higher education sector to fulfil its mission and to achieve its strategic objectives

(Governance) The group of experts recommends to ZIBE/GEMBA to pay more attention to structuring the quality assurance processes as to allow more structured and systematic bottom-up feedback loops initiated by the operational level, beyond the more informal processes. This appears even more important in the light of the growth strategy of ZIBE/CEIBS and the internationally spread operations.

How ZIBE will implement recommendation:

Recent IT upgrades and integration projects have been instrumental in achieving more structured and systematic feedback loops both in terms of both Admissions and program management/delivery.

In terms of Admissions, a new IT system has been put in place in March 2018, allowing the admissions teams from Zurich, Accra and Shanghai to share real time information regarding program inquiries from potential applicants, applications in the system and admission decisions. This new functionality allows the Admissions team to generate and share among all team members a monthly report indicating number of leads, where they come from (MBA fairs, info sessions, etc), conversion of leads to applications, application status, etc. This newly introduced structured, formal approach allows the admissions to make more informed decisions about the effectiveness of both marketing efforts and the progress of achieving its admissions targets. It is discussed, and corrective actions are taken as part of the monthly meeting between the Senior Admissions Manager, the Deputy Director and the Director of GEMBA.

Over the last few months the current Head of Operations for GEMBA at ZIBE/CEIBS has also taken the role of Quality Assurance officer for the program. She approves all course outlines against the learning objectives set up by the Learning Assurance Committee and makes sure the student evaluation components are aligned with those set by the Learning Assurance Committee. Similarly, course evaluations and student evaluations are examined, and corrective action is taken, based on the approval of the Program Director. These issues are also raised as a part of the monthly meeting between the Head of Operations, the Deputy Director and the Director of the program. The integration of IT among all CEIBS campuses and the use of a common platform makes this now possible.

Standard 2.02

The quality assurance system shall systematically contribute to providing relevant and current quantitative and qualitative information on which the higher education institution or other institution within the higher education sector relies to make current and strategic decisions

Standard 2.02

2.02 (1) (Governance) The group of experts further recommends installing organisational devices for systematic and effective data collection and sharing between operational and strategic management level.

How ZIBE will implement recommendation:

During the exit module of the program, in addition to the survey-based data collection from each participant about various aspects of the program, the Associate Dean of GEMBA conducts a workshop with the entire class (a deep dive/structured brainstorming session around several themes related to the improvement of the program management and innovations in content and delivery). This has been happening at CEIBS for years and will take place for the first time in 2019 with the first ZIBE GEMBA graduating class. The proposed changes are evaluated by the GEMBA team and those adopted are presented and approved by both the Executive committee and the Faculty committee.

20.2 (2) (Governance) The group of experts also recommends reconsidering the possible overly strong influence of the departmental structure (i.e. the fact that the institution (CEIBS) organised its faculty in disciplinary-based departments) on the programme portfolio.

How ZIBE will implement recommendation:

The strong influence of department heads when selecting faculty for teaching core GEMBA courses has been a recent initiative within CEIBS (was enforced two years ago). However, effective communication and planning between the GEMBA team and department heads allow for selection of suitable faculty. As a last resort, the Dean can intervene and decide/approve the faculty (luckily, this has not been necessary so far). As for elective courses, the GEMBA team has full freedom to discuss directly with individual faculty.

Standard 2.03

The quality assurance system shall ensure that the representative groups of the higher education institution or other institution within the higher education sector have an appropriate participatory right and that basic conditions are in place allowing them to independently operate.

Standard 2.03 (Governance) The group of experts recommends to ZIBE/GEMBA to set up a more formal interaction platform with students at institutional level.

How ZIBE will implement recommendation:

Current actions:

- a) CCT members have lunch with the Associate dean and/or Deputy Director every other month
- b) CCT members have lunch with Dean twice over the 18 months of the program
- c) Please refer to Recommendation 2 (2.02) above, about student feedback during exit module.

New actions (starting with 2018 class):

Student hot line: there will be a specific email box managed by the Head of Operations. Based on the feedback, the operations team will suggest corrective actions to the Dean of GEMBA during the monthly GEMBA meeting.

Standard 2.04

The higher education institution or other institution within the higher education sector shall give consideration to economic, social and environmental sustainable development in the completion of its tasks. The quality assurance system shall ensure that the higher education institution or other institution within the higher education sector sets objectives in this area and also implements them.

Standard 2.04 (Governance) The group of experts recommends to ZIBE/GEMBA to define a clear set of objectives / targets regarding sustainable development, and to consider installing an internal committee to facilitate this and the follow-up. That would make the adheres of the institute to the principles of sustainability even more visible.

How ZIBE will implement recommendation:

ZIBE/CEIBS has recently established a Sustainability task force. Over the next few months, the task force will together with the Director of GEMBA and the Associate Dean for Learning Assurance, set clear objectives / targets.

Standard 2.05

To carry out its tasks, the higher education institution or other institution within the higher education sector shall promote equal opportunities and actual gender equality for its staff and students. The quality assurance system shall ensure that the higher education institution or other institution within the higher education sector sets objectives in this area and also implements them.

Standard 2.05 (Governance) The group of experts recommends to ZIBE/GEMBA to define a clear set of objectives / targets regarding diversity and gender policy.

How ZIBE will implement recommendation:

CEIBS Management Committee has initiated a staff leadership development program for high potential staff members in 2017. The president's office requires that at least 50% of the participants for this multi-module in depth leadership development program are female staff members. For 2017 Staff Leadership Development Program, more than 67% of participants are female. ZIBE nominated a female manager participated in the program. In 2018, ZIBE will nominate another female manager to attend the upcoming program. By consistently hiring and developing female staff members, we hope to maintain current balanced male/female staff ratio at ZIBE.

CEIBS has organized a school wide Women Leadership Forum for the last 5 years. Leading female faculty members as well as female CEOs and successful entrepreneurs are invited to speak at the forum to share their experiences of personal development and growth. All female members of the CEIBS community (faculty, staff as well as students) are invited to attend the forum. GEMBA program strongly encourages its participants to participate in the Women Leadership Forum.

With HR department and Dean's office support, starting from 2018, all Female Visiting Thought Leaders are asked to deliver a special session for female participants of MBA and GEMBA. The purpose of this is to encourage open dialogues and conversations of successful female leaders to share their experiences with our female participants to help develop their leadership potential.

CEIBS has put a lot of effort in the past few years in hiring faculty members with diverse backgrounds, especially female faculty members. Out of the total full time faculty members, about 22% of faculty are female which is a higher than average number for business schools. The Dean's office together with the Faculty Evaluation Committee and Heads of academic departments have reached agreement to strengthening our hiring efforts for female faculty members. We hope the percentage of our female full time faculty members will be about 30% of the faculty. The associate dean (Europe) is a female faculty member.

Recommendations for programme evaluation

Standard 2.01

The content of the study programme and the methods applied shall allow students to attain their learning objectives.

Standard 2.01 (Programme) The group of experts recommends to ZIBE/GEMBA to assess how its quality assurance processes push the programme management to periodical critical reconsideration of the learning objectives and the programme positioning.

How ZIBE will implement recommendation:

The GEMBA program is scheduled to undergo an external audit in 2019, by an external review panel consisting of Deans, CEOs, etc. The audit is in the area of academic content relevance and innovation in delivery and course design.

Also, every year, during the exit module of the program, in addition to the survey based data collection from each participant about different aspects of the program, the Associate Dean of GEMBA conducts a workshop with the entire class (a deep dive/structured brainstorming session around several themes related to the improvement of the program management and innovations in content and delivery). This has been happening at CEIBS for years and will happen for the first time in 2019 for the first ZIBE GEMBA graduating class. The proposed changes are evaluated by the GEMBA team and those adopted are presented and approved by both the Executive committee and the Faculty committee.

Finally, student feedback after every module and at the exit module, are compiled and listed under certain themes and act as the basis for the annual program review conducted by the GEMBA team during July of each year.

Standard 2.02

The content of the study programme shall include academic knowledge and development of the professional field.

Standard 2.02 (Programme) The group of experts recommends to ZIBE/GEMBA considering processes to make sure that upcoming challenges for globally operating executives are being infused into the programme.

How ZIBE will implement recommendation:

The school's recently introduced Teaching Innovation Policy, which encourages and rewards with clear KPIs the creation of new courses and the redesign of existing courses with more up to date content is definitely a step to the right direction. The cross departmental Learning Assurance Committee approves the innovation element of each proposal.

In addition, CEIBS has Research Centres on “hot” themes, consisting of faculty from different departments. We already have three centres of this kind: Centre for Globalisation of Chinese Companies, Centre for Emerging Market Studies and Centre for Healthcare Management and Policy. The faculty members of these centres, are incentivized by the above-mentioned teaching Innovation Policy to create content around these themes.

Standard 2.03

The methods of assessing the performance of students shall be adapted to the learning objectives. The admission requirements and requirements for being awarded a qualification shall be regulated and published.

Standard 2.03 (Programme) The group of experts recommends to ZIBE/GEMBA to pay extra attention to the transparency of grading and to give personalised, qualitative feedback.

How ZIBE will implement recommendation:

Although most faculty do a very good job providing feedback on grading, we fully agree with the need to make this consistent across all faculty. Starting with the 2018 class, all faculty teaching in GEMBA will be required to share student’s qualitative feedback (at a minimum explaining the answer to every exam question and or describing the way an assignment should have been tackled.)

Standard 3.02

The available resources (supervision and material resources) shall enable students to attain their learning objectives.

Standard 3.02 (Programme) The group of experts recommends to ZIBE/GEMBA to consider practical and administrative support for participants regarding travel arrangement, visa, etc.

How ZIBE will implement recommendation:

GEMBA has a standard operating procedure for each global module, followed by the coordinator for the specific module.

We provide visa invitation letters to applicants, clear instructions about where and when to apply for visa. Depending on the module, we book the hotels or we recommend hotels at pre negotiated prices for the elective modules. This is done consistently for all global modules.

However, we have probably “created our own enemy”. Students sometimes expect us to act as a full service travel agent, e.g. to accommodate requests related to participants wanting to bring family members, or stay at the hotel before or after each module. For example, the most common issue is when participants are late applying for a visa and they want us to help expedite the process. We have no control over this situation. We fully understand that this is a big challenge mainly in terms of managing clearly expectations. We are in the process of updating our operating procedure with reminder emails making sure that all participants are on track with travel arrangements.

Standard 4.01

Managing the study programme shall take into consideration the interests of the relevant interest groups and allow for the necessary developments to be achieved.

Standard 4.01 (Programme) The group of experts recommends to ZIBE/GEMBA, in the light of its international expansion across three continents so far, to reconsider some aspects of the now predominantly informal approach relying on proximity and the organisational culture (hopefully without losing this strength through over-formalization).

How ZIBE will implement recommendation:

The following are in place as of March 2018:

- a) Newly developed IT tools (e.g. monthly reports on student inquiries/applications/admissions from each continent)
- b) Formal monthly meetings (virtual or face to face) between the CEO of the Zurich campus and the Associate Dean of GEMBA
- c) Formal monthly meetings (virtual or face to face) between the sales/admissions officers in Zurich and Accra and the Senior Manager of GEMBA Admissions in Shanghai.

General concluding remarks

ZIBE is constantly striving to improve through continuous review and development. To this end, this process of GEMBA and institutional accreditation will make a significant contribution to these improvements. We would therefore like to reiterate our thanks to the AAQ experts for their efforts and interest in ZIBE and CEIBS. Finally, we would like to thank all our employees who are committed to our institution every day and who actively contribute to the successful further development of the school.

ZIBE agrees with the publication of the report on the AAQ website.

Yours sincerely



Dr Yuan Ding
Executive Chairman of the Zurich Institute of Business Education
Vice-President and of the China Europe International Business School (CEIBS)

AAQ
Effingerstrasse 15
Postfach
CH-3001 Bern

www.aaq.ch

