

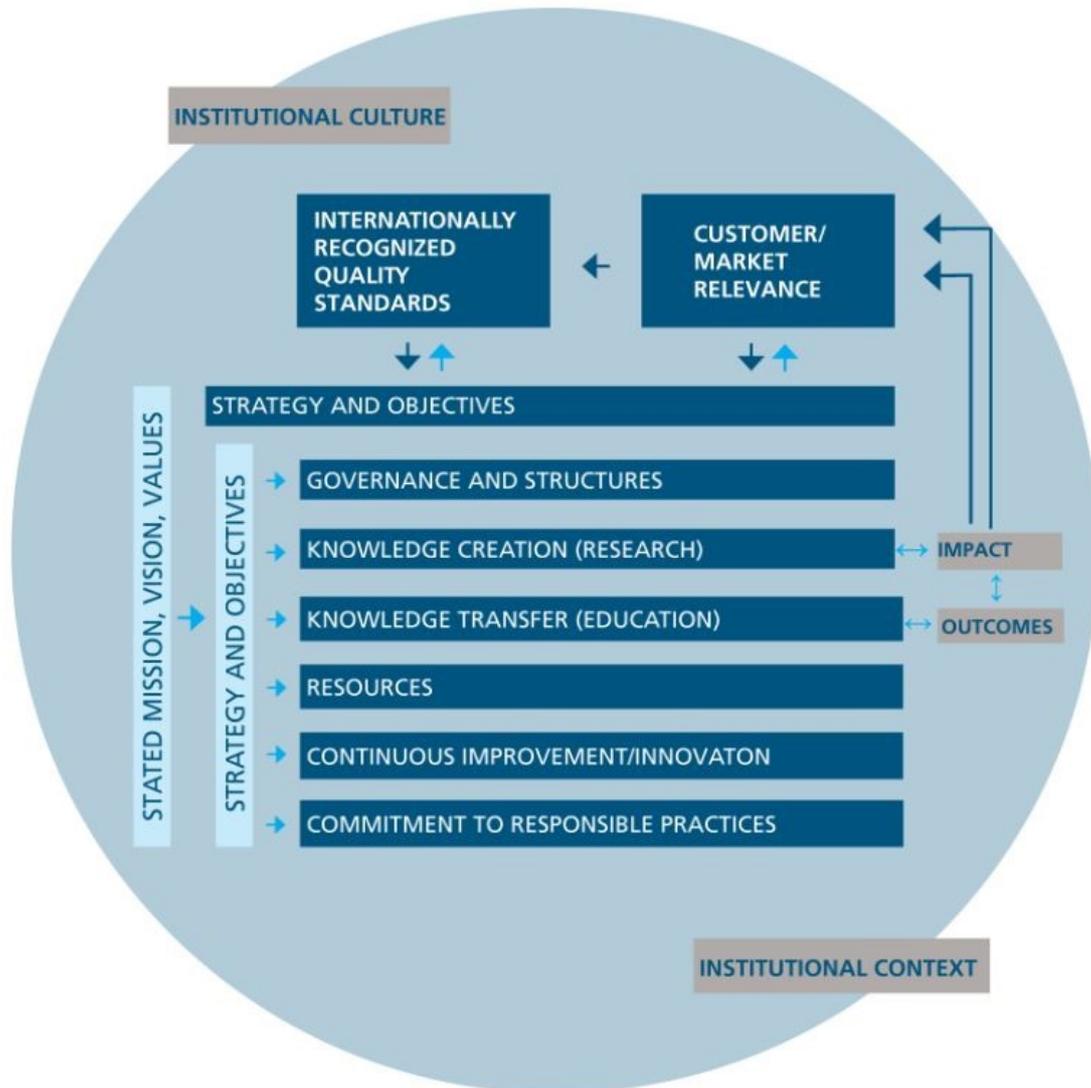
I'm familiar with accreditation agencies such as the European Association for Quality Assurance in Higher Education (ENQA), the Association to Advance Collegiate Schools of Business (AACSB), Accreditation Council for Business Schools and Programs (ACBSP), and the international quality accreditation program of the Central and East European Management Development Association (CEEMAN). Ukrainian recipients include such universities as MIM, Kyiv School of Economics, KMBS, Lviv Business School.

Here in Ukraine, I had the great privilege to work with Taras Finikov and many other leaders of Ukraine's system of higher education representing over 40 Universities, academies and business schools located throughout Ukraine to help establish the Ukrainian Association for Management Development and Business Education (UAMDBE). We supported the Association's efforts to create an independent accreditation system focused on business and management education along with a set of standards and processes. This was based on multiple Accreditation programs, adapting them to Ukraine realities with an emphasis on institutional **"self-evaluation" and continual improvement.**

One of ENQA's Standards (which NAQA guidelines are similar) in their quality assurance procedures (2.1) indicates that external accreditation or quality evaluations should take into account the effectiveness of internal quality assurance processes put in place and undertaken by the universities. In short, if universities can demonstrate the rigor and effectiveness of their own system to assure quality of programs, then the external processes might be less intensive than otherwise.

The focus of my presentation was on the importance of a university's relations with local industry and business, the foundation which is their university-industry partnerships that are necessary to ensure the "customer/market relevance" of their programs and services offered to students and the community. If the university is excellent in all areas while failing to be market relevant, they are not fulfilling their role in preparing the workforce of tomorrow and contributing to industry of today.

CEEMAN has done an excellent job in developing a comprehensive framework to guide university efforts to internally evaluate their programs and establish systems for continual improvement, including preparing for external evaluations. This is their schematic that illustrates how all elements of their strategy and quality measures must relate to the key component of Customer/Market Relevance.



The evaluation cycle needs to constantly pass through CUSTOMER/MARKET RELEVANCE, which serves as the **linchpin** or a **keystone** of a university's structure and quality systems. The most important tools to help Universities achieve and maintain this relevance are the various types of University – Industry partnerships.

The chart below illustrates many of the partnership formats and activities along with suggested indicators to measure the effectiveness of the partnerships.

| Type of cooperation                 | Output indicators  | Indicators of networks & knowledge transfer   |
|-------------------------------------|--|---|
| Curriculum development and delivery | Number of programs/curricula developed in cooperation with industry; number of courses with guest lectures from industry and attendees in these courses; joint supervision and number of master and/or doctoral theses; number of graduates  | Intensity of cooperation; number of meetings, seminars, workshops; number of attendances/presentations at conference/seminar with industry (non-academic) participants; number of collaborative and contract research projects as a result of knowledge exchange or networking activities; length of relationship; feedback of participant/employer/graduate. |
| Lifelong learning                   | Number of courses held; number of attendees and graduates at these courses; number of researcher exchanges between university and industry; number of other scientific and research training schemes for industry.   |   |
| Student mobility                    | Number of student internships and/or trainees in industry; number of student placements in industry; number of PhD student exchanges (with industry); number of industry funded postgraduate positions/scholarships.   |   |
| Academic mobility                   | Number of researcher exchanges between university and industry; postdoctoral or doctoral positions offered within alliance.  |   |
| Commercialization of R&D results    | Patent applications; number of patents granted; number of plant variety rights; number and value of copyright licenses; provision of training in research commercialization; number of spin-offs formed; market value of spin-offs; value of revenue generated by the spin-offs; number of staff working on commercialization activity.                    |   |
| Collaboration in R&D                | Number of consultancy contracts; number and value of contract research projects; number and value of collaborative research projects; number of joint publications; number of joint inventions; number of (new) products/processes successfully created in collaborative research (e.g. as reported in the final report), number of invention disclosures. |   |
| Entrepreneurship                    | Number of joint ventures; number of entrepreneurship courses to students and researchers in university; number of attendees at entrepreneurship courses.   |   |
| Governance                          | Number of business actors on the board of university; number of academics on the boards of firms.  |   |