UNIVERSITY AMERICAN COLLEGE SKOPJE

SELF-EVALUATION REPORT

ACADEMIC YEAR 2014-2015

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Part 1 – Leadership

1. **The leader of the unit is to be accountable for the development, execution and continuous improvement of the programs and processes in the unit, and for their compliance with proposed standards and criteria.**

The cycle of continuous improvement of the programs and processes within the University is consisted of a mechanism that entails several integral parts. The formal bodies of the University, namely the Rector's Board, Senate, Faculty Council along with the Self-Evaluation Committee and the administrative staff of University are responsible for the development, compliance and execution of all proposed improvements within the institution. In such instance, neither a top-down, nor bottom up approach is taken. Improvements and amendments are made based on mutual communication, consideration and relevant information gathered stakeholders and internal analysis. Enforcement of any changes, such as adoption of new bylaws or policies, are primarily disseminated to all relevant parties, and then are monitored by the relevant person/formal body in charge in accordance with the organizational chart of the University.
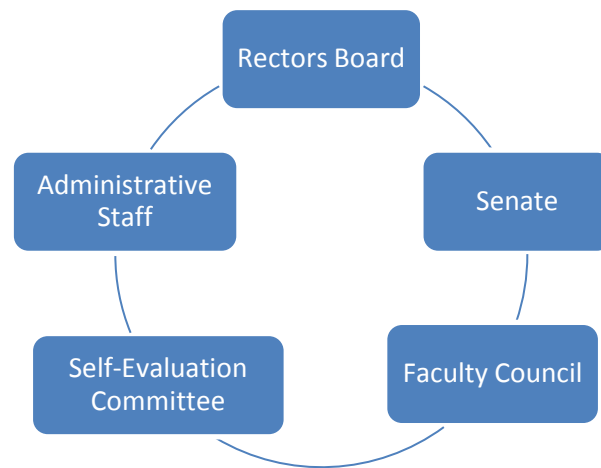
2. **Administrators and the faculty must set, communicate, and deploy the programs values and performance expectations. State key actions of administrators and faculty pertinent to this criterion.**

Primarily, the program values and expectations are set within the University's mission, vision and value statements. They are the founding pillars upon which the University makes its strategic decisions, later deployed by the heads of each school, department and administrative unit.

The communication and enforcement of program values and performance expectation is consistent throughout the academic year. It is primarily effectuated through the Faculty Council Meetings for each School, but also through a variety of other activities. Some of them are aimed at internal fortification of the program values and expectation, and others at communicating the same values and expectations to various stakeholders.

A summary can be found in table 1.1.a below.

Table 1.1.a

Activity	Description	Number of activities held in 2014/2015			Parties included	Key Activities and Outcomes Reported in
Rector's Board Meetings	Main body for discussion, proposing and approving internal rules, documents, reports, that are to be adopted by the Senate; developing strategic direction, and other relevant documents related to the operation and management of the University as a whole, its schools and the general academic programs (calendar, all, HR+ schedule, ,)	2014 - 12 Meetings 2015 - 11 Meetings			Rector; Deans; Members of the administrative staff	Rector's Board Meeting Minutes and made available to all relevant parties
University Senate Meetings	Main body for discussion, proposing and approving internal rules, documents, reports, etc. and other relevant documents related to the academic aspect of the University and its Schools, as well as setting the internal committees and administrative bodies within the university	2014 - 10 Meetings 2015 - 05 Meetings			Rector, Elected faculty and administrative staff, student representative	University Senate Meeting Minutes and made available to all relevant parties
Faculty Council Meetings	Main body for discussion, proposing and approving internal rules, documents, reports, etc. and other relevant documents related to the operation of each school separately		2014	2015	Dean of the School All faculty members of the School Members of the administrative staff	Faculty Council Meeting Minutes and made available to all relevant parties
		SBEM	16	16		
		SAD	13	11		
		SCSIT	14	17		
		SPS	13	9		
		SFL	6	8		
		SLAW	16	12		
Strategic Planning Sessions	Discussion of the current strategic plan and strategic goals that have been set (both long term and shot term) as well reporting on current standing	2			Rector, Deans, Full-time faculty and administrative staff	Meeting Minutes and made available to all relevant parties
Town Hall Meetings	Dissemination of relevant information in terms of current events, activities goals, amendments, situational changes, etc.	5			All faculty and administrative staff members	Meeting Minutes and made available to all relevant parties
Socialization and Training Seminars	Introductory seminar for the new staff to the internal regulations (bylaws, course syllabus, exam structure, code of ethics etc.), values and integration into the organizational culture of the UACS;	2			All new faculty and/or administrative staff members	Reported by HR officer
Research Seminar Series	Presentation and discussion of scientific research of the academic staff; including some training on topics that are relevant to research	3			All faculty and/or administrative staff members	Reported by Research Committee
Business Cluster Meetings	Providing input for future programs, internships even job opportunities for alumni, consultation for ongoing processes etc.	1			Deans, Career Center Officer, BC members	Reported by Career Center Officer

Orientation Day	Introducing students to the staff, bylaws and procedures and overall experience of the university campus. Very important for setting the tone for ongoing activities and instilling the values of the university	1	Newly enrolled students, administrative staff, faculty	/
Quality Circles	Keeping close relations with the students for constant improvement of the quality and delivery of the studies (currently applicable only at SBEM)	2	Student representatives from each group, study level and cohort, along with the Dean	Quality Circles Report by Dean
School Team Building / Faculty Luncheon	Each school is encouraged to have a small gathering or a brief team building where they can get together and discuss the program, develop syllabi, review the academic calendar and schedule etc.	2 school team buildings	Faculty, Deans and relevant administrative staff	/
Team Building	The official Team Building of the Entire university is an activity aimed at fortifying the organizational culture and bonds between faculty themselves, faculty and administration, as well among the Schools. This is a good workshop and tool for developing strategic plans, discussing potential threats and opportunities as well as solutions to various improvement areas.	1	All faculty, management, and administrative staff	/

3. **Administrators and the faculty must review program performance and capabilities to assess the program's success and your program's ability to address its changing needs. List the key performance measures regularly reviewed by your administrators and faculty, specifying who uses which measures and for what purposes.**

Table 1.1.b

Type of performance measure	Measure	Purpose	Users	Reported in
Performance measure for program success	Metrics (enrollment, dropout rate, graduation on time, retention, average gpa etc.…)	To assess programs success and rigor so that adjustments can be made to individual courses, pay attention to a specific cohort etc…	All academic staff, management, students, parents, Ministry of Education and Science general public (part of Self-evaluation report)	Standard 6
Performance measure for program success	Learning Outcomes	To assess whether students achieve the intended learning outcomes of the programs	All academic staff, management	Standard 4
Business Council Cluster Meetings	Suggestions on new program development/course contents	To keep the program updated with the business developments	Academic staff, management	Standard 6
Student Evaluation as part of 360	Student satisfaction with administration, faculty, services and overall program	To provide input for continuous improvement	Academic staff, management, administrative staff, students, parents, general public (part of Self-evaluation report)	Standard 3

4. **Programs must have processes in place for evaluating the performance of both administrators and the faculty. Explain how the performances of administrators and the faculty are evaluated.**

UACS has adopted a policy for 360 degrees evaluation. This policy has been adopted since 2011, and insofar it has provided a good basis for an unambiguous and realistic evaluation of the performance of faculty, administrative staff and the leadership of the university.

This policy encompasses the evaluation of faculty from all relevant stakeholders that are related to their academic and administrative work. Therefore, they are evaluated by the students, the management, the administration and the deans. The deans on the other hand, are evaluated by their faculty members, the management, the students and the administrative staff. The administrative staff is evaluated by the deans, the faculty, the students and the management. So basically, each operational unit of the university is evaluated between each other. Different weights are assigned to each evaluation deflecting the importance of stakeholder most influenced by the party evaluated. This evaluation is administered once each year.

At the end of the year, all faculty also prepare a Professional Development Report which is comprised of all activities that the faculty have participated in during the year, as well as all research and academic work they have. The Professional Development Reports are compared against the Professional development plan in order to understand which segments were accomplished, in which segments they excelled and which are the opportunities for improvement in the next year.

Criterion 1.2 - Social Responsibility

5. **Administrators and the faculty must create an environment that fosters and requires legal and ethical behavior. State key actions by administrators and the faculty pertinent to this criterion.**

Table 1.2.a

Activities Supporting Ethical behavior	Description
Code of Ethics	Encompasses all the relevant ethical and moral manners of conduct between faculty, administrative staff and students. It also incorporates grievance procedures for breaking the rules of conduct.
360 Evaluation	Besides being a tool for performance evaluation, the 360 evaluation provides for anonymous reporting of any kind of misconduct or breach of ethical guidelines. For the most part, this method is most valuable to students who often wish to report ethical misconducts anonymously.
Quality Circles	The Quality Circle committee consists of dean, heads of departments and students from each year of study and language of study. It meets at least once per semester and it involves discussion on all aspects of operation of a School, including the faculty members and their behavior. It is used as an avenue for quality control and improvement. The Dean is in charge of correcting the issues raised by students, and giving afterwards feedback for the implemented corrective measure
Anti-plagiarism policy	The anti-plagiarism policy is instilled into each and every syllabus, apart from being a document set forth by the University. Each faculty member strongly advises students to avoid plagiarism of any kind not only in class but also in life.
Workshops and seminars	Seminars and workshops on different aspects of ethical behavior are attended by faculty members, students and administrative staff.

Activities supporting legal behavior	Description
Regular compliance with changes in the regulatory and legal system	The secretary general is in charge of following amendments and compliance with changes in the governing laws and regulations concerning higher education. The appropriate amendments are relayed to the management, deans and department head to insure compliance with the most recent of changes. Regular inspections from the Ministry and Board of Accreditation insofar have passed without remarks
Compliance with the Law on personal data protection	Administrators that handle personal faculty and student files have passed a workshop for ensuring compliance with the law on personal data protection

6. **Programs should address the impacts on society of its program offerings, services, and operations. Explain how societal impacts are addressed and measured.**

Method of course delivery	Interactive courses that implement the PCL method, and include case studies, role plays and team work convey realistic views of how organizations operate better preparing students for their future work environment	Measured by student satisfaction and business council members satisfaction from interns
Employability of Alumni	The career center surveys the university graduates to gather data on their employability in organizations that are relevant to their field of study	Measured by a career center alumni survey
Alumni Association	Our Alumni Association host Alumni gathering at least once a year where achievements of our notable alums are discussed. In this manner we are acquainted with the successes of our students and their impact on society as academic citizens	Not measured, only discussed at meetings. Planned for inclusion in Alumni Newsletter.
Business Council	Regular contacts with the business community keep the programs up to date and hence allow contribution to the development of companies (through proving them quality new employees)	Discussions with BC members
Social Corporate Responsibility	UACS regularly organize at least one event per year that addresses some societal/global issue	/
High School lectures	Continuous organization of special lectures for students and teachers from Secondary Schools on very new and interesting topics as well as improvement of teaching methods	High School Surveys to be administered in 2015/2016
PTA	Inclusion of the secondary stakeholders (students parents) in discussion their views on the program and their child's progression throughout their academic years and beyond, as well as presenting successful achievements of our students	Survey to be administered in 2015/2016
Career Direction workshops	Organized workshops for job hunting and successful completion of job interviews with potential employers	Feedback from participating companies

Round tables and workshops	We provide research on a topic that is very critical for the country, raise the public awareness on the topic and propose some policy recommendations	/
International Conference	The annual international conference is held each year and encompasses research papers on various topics and across a variety of disciplines that is available to the public	/

7. Programs should ensure ethical business and academic practices in all student and stakeholder transactions and interactions.
Explain how ethical business practices are ensured.
Explain how ethical academic practices are ensured.

The faculty and administrative staff create an environment that creates and fosters ethical and legal behavior. Policies and procedures for ethical behavior at UACS are applied through training of all new members at UACS, through periodic workshops with existing members for updates on changes (if any), and through transparent procedures and corrective measures. UACS has adopted internal bylaws that correspond to national legislature in order to ensure sound and ethical business and academic practices:

- Code of Ethics
- Grievance Policy
- Incorporation of the Law on Personal Data protection
- Anti-plagiarism policy
- Bylaws on rights and obligations for studying at the first and second cycle of studies

8. Programs should have processes in place for monitoring regulatory and legal compliance.
Explain how regulatory and legal compliance are ensured.

The Secretary General is in charge of observing the national regulation concerning the higher education, the compliancy of them and alerting for any changes. Afterword every change in the national regulation is addressed by the responsible person or department at UACS.

Changes in internal bylaws are shared through regular meetings, electronic notices, Town Hall Meetings etc. Compliance with the regulatory and legal requirements is ensured through the University Senate, Rector's Board and Academic Council meetings

To make the above stated changes respected and applied, all amendments in the Act for Higher Education or other legislative acts made by the Ministry of Education and Science of the Republic of Macedonia are implemented in the internal Bylaws through the process of preparation of the amendments of the existing policies and procedures by the authorized UACS employees (like for example: By the Secretary General, Deans, Vice Deans etc) and afterward they are adopted by the University Senate as the highest UACS governing body.

Regular compliance is assured by inspections by the Ministry of Education and the Board of Accreditation. In the academic year 2014 – 2015 UACS passed 10 inspections without remarks.
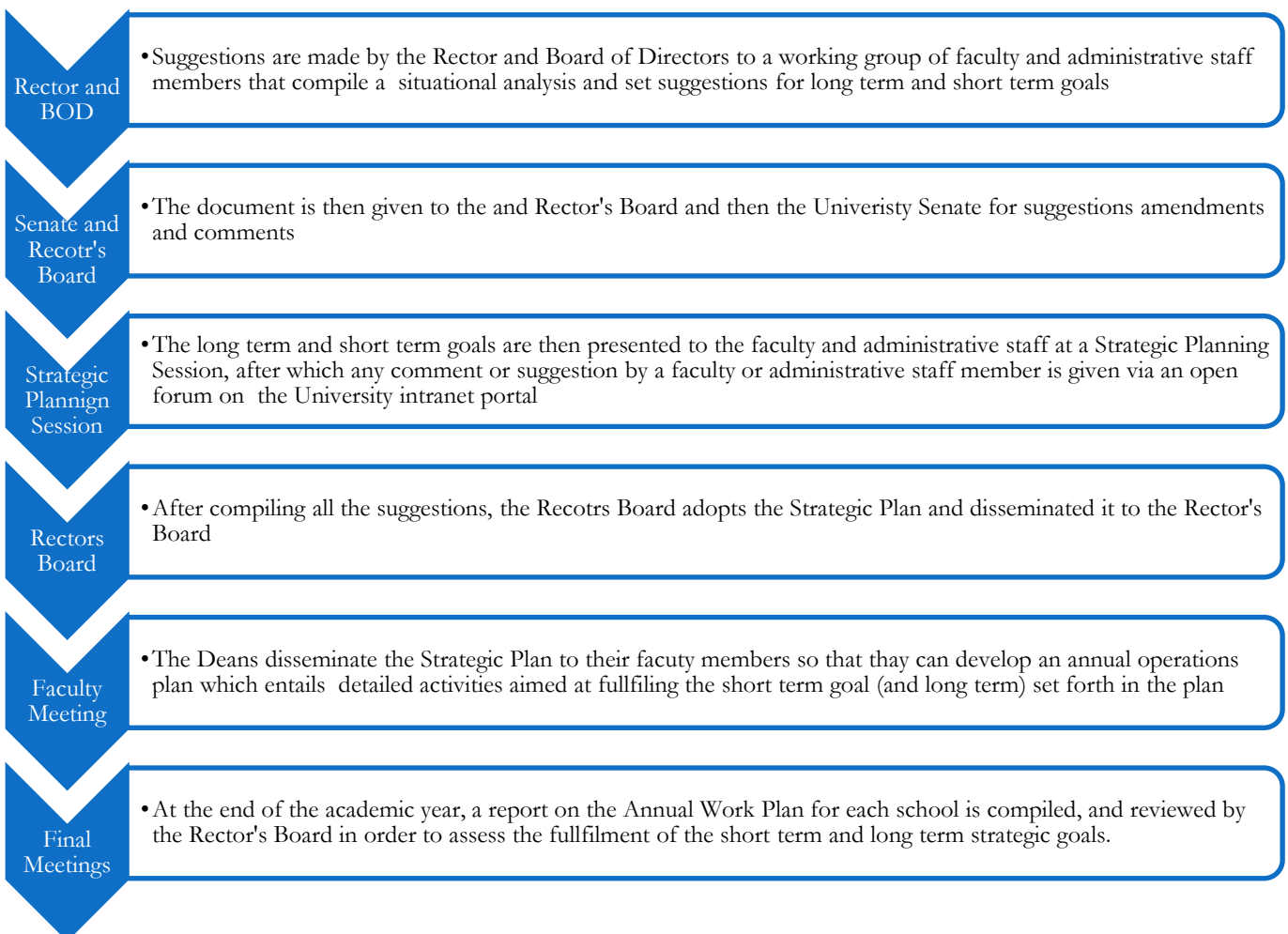
Part 2 - Strategic Planning

9. The unit must have a formal process by which its strategic direction is determined, its action plans are formulated and deployed, and innovation and creativity are encouraged. Describe your formal process for strategic planning.

University American College Skopje has a formal process for setting a strategic direction for UACS and for each School or program. UACS and its schools pay special attention to strategic planning, due to its crucial importance to the creation and implementation of long-term goals and directions for the University. In this regard, in times of rapid change, it is essential for the strategic planning process to have a structured approach to emerging challenges and predictions and expectations for the future.

The UACS Strategic Plan is a document that is adopted for a set of 5 years, and entails strategic goals that are set up and grouped as: general long term goals, (accomplishment within the time frame of five years) general short term goals (accomplishment within the time frame of on/two years), and other goals specified upon the different departments as: academic goals, accreditation goals, international collaboration goals, financial goals, networking goals, IT goals and library goals.

In brief, the strategic planning process can be summarizes in Graph 2.1.

Rector and BOD	• Suggestions are made by the Rector and Board of Directors to a working group of faculty and administrative staff members that compile a situational analysis and set suggestions for long term and short term goals
Senate and Recotr's Board	• The document is then given to the and Rector's Board and then the Univeristy Senate for suggestions amendments and comments
Strategic Plannign Session	• The long term and short term goals are then presented to the faculty and administrative staff at a Strategic Planning Session, after which any comment or suggestion by a faculty or administrative staff member is given via an open forum on the University intranet portal
Rectors Board	• After compiling all the suggestions, the Recotrs Board adopts the Strategic Plan and disseminated it to the Rector's Board
Faculty Meeting	• The Deans disseminate the Strategic Plan to their facuty members so that thay can develop an annual operations plan which entails detailed activities aimed at fullfiling the short term goal (and long term) set forth in the plan
Final Meetings	• At the end of the academic year, a report on the Annual Work Plan for each school is compiled, and reviewed by the Rector's Board in order to assess the fullfilment of the short term and long term strategic goals.

10. The faculty and staff members of the unit should have significant input into the strategic planning process. Explain how the faculty and staff members participate and/or have a voice in the strategic planning process.

As described in Criterion 2.1. , all faculty and administrative members have input into the strategic planning process. Some of them are included in the governing bodies of the university, whereas other participates in the strategic planning process by attending the Strategic Planning Sessions and stating their opinions in the Strategic Planning Forum.

11. The strategic plan should identify the school's or programs key strategic objectives and the timetable for the current planning period. Present your current strategic plan in an appendix, and summarize it using a table.

All key strategic objectives can be found in the Strategic Plan of the University.

12. Strategic action plans should address both short- and long-term objectives. Summarize your short- and long-term action plans and objectives Note: If you develop your key human resource plans as part of your business programs' short- and long-term strategic objectives and action plans, please list HR Plans here, but describe those plans under Standard 5.

All long term and short term objectives can be found in the Strategic Plan of the University.

13. The business unit shall have established performance measures for tracking progress relative to strategic action plans. Identify the performance measure(s) pertaining to each action item in your strategic plan.

The Strategic Plan contains key performance indicators, which are measured at the end of the year and the progress is discussed in continuation. Corrective measures are being undertaken whenever an objective is underachieved.

14. The leadership of the business unit should communicate strategic objectives, action plans, and measurements to all faculty, staff, and stakeholders, as appropriate. Show evidence of how strategic objectives, action plans, and measurements are communicated to all faculty members, staff, and stakeholders.

Goals, annual plans and measures for monitoring are communicated and shared with the faculty, administrative staff, and stakeholders through Strategic Planning Sessions where all employees (including faculty) are invited to attend. At these meetings the Rector of the University regularly informs employees about the achieved goals, the activities in process, and the objectives for the future.

At these meetings the strengths and weaknesses of the University are discussed, and the opportunities and threats facing the University.

These meetings are considered brainstorming sessions on how to transform threats into opportunities and pave the way to harnessing the potential opportunities of the environment.

The General Secretary prepares a forum which is placed on the intra portal and which creates an opportunity for discussions, suggestions and ideas for new projects and challenges. Meeting minutes of the Strategic Planning Sessions are also kept on record.

15. Programs must determine (or target) the student segments its educational programs will address. State targeted and served student segments.

Table 3.1. Student targeted segments

Educational program	Student Segment targeted	Rationale
Undergraduate Full -Time program	Domestic high school graduates	The typical target for this program are the typical age high school graduates that are inclined to pursue higher education
Undergraduate Full -Time program	International students	The programs at the SBEM, SCSIT, SFL, SPS have been made available in English for foreign & domestic students
Undergraduate Part - Time program	Employed professionals that still seek higher education	There are still professions in Macedonia that at the time before the transition period did not require a college degree. Professionals
Undergraduate Part - Time program	High school graduates that pursue internship or have sought employment after graduation	The typical student age individuals that have pursued other interests before applying for college, and/or may have enrolled at a school but not completed their higher education and seek transfer
Graduate Full – Time program	Graduate students that pursue furthering their education	The typical age college graduate, that seeks to pursue a master degree
Graduate Full – Time program	Working professionals/Junior – Middle Managers	Professionals that seek to advance their career and upgrade their knowledge and skills

16. The unit will have identified its major stakeholders, and found methods to listen and to learn from its stakeholders in order to determine both student and stakeholder requirements and expectations. List your unit's major stakeholders other than your students. Briefly describe how you gather and use relevant information from students and stakeholders.

The university has identified two main groups of stakeholders; primary and secondary.

Primary stakeholders refer to the segment that the school has a direct impact on (or from) i.e. that immediate needs of stakeholders have been addressed and there is sufficient data to provide plausible outcomes.

Secondary stakeholders are not directly impacted by the operations of the school and their needs will be addressed in future planning of the ways to introduce such focus groups and their specific outcomes. Short and long term requirements are determined in a variety of ways. The following table shows the stakeholders that have been addressed, and the manner of obtaining relevant information.

Primary Stakeholders	Requirements addressed	Method of gathering information
Students	Knowledge acquisition (metrics)	System based data gathered by the Records office on student GPA, progression, retention (broken down by cohort, program, and if necessary by course taken)
	Guidance during the program, tutoring and grievance	Counseling with program advisors, career center, probation & complaints officer, Tutoring
	Internship & placement	- Career Center data gathered annually for internship completion - Survey conducted after graduation for inquiries for employment
	Evaluation of faculty, teaching & academic program	- Survey conducted at the end of each course to evaluate the faculty and teaching - Quality Circles meetings
	Evaluation of services	- Survey conducted at the end of each semester to evaluate academic services - Quality Circles meetings
	Overall program satisfaction	- Graduate Survey conducted at the end of each year to evaluate overall program satisfaction (for 3rd and 4th year students)
Faculty & Administrative staff	Evaluation of teaching environment at university	Motivation & Satisfaction Survey
	Evaluation of ability to improve teaching methodology,	Motivation & Satisfaction Survey
	Evaluation of professional development, growth and promotion	Motivation & Satisfaction Survey Professional development plan
	Evaluation of future planning and sustainability	SC meetings Motivation & Satisfaction Survey
Business Council	Evaluation of students skills & knowledge	- Internship survey - Student employment survey
	Curricula development and feedback from the community	- General Assembly Meeting - Cluster meeting discussions - Annual programmatic survey - Scholarships provided by BC - Executive Education courses
	Inclusion of different companies and industries	- Career Center Data of BC members, and division by industry sector - Number of Guest lecturers and Clinical teachers included in classes
Alumni	Employability of alumni	Alumni Employment Promotion Survey (TBD)
	Networking opportunities, success after graduation	Networking and Alumni Association Meetings and Events
Secondary Stakeholders		
Student's Parents	Satisfaction with the program and its outcomes	PTA Meetings Parent Survey
Secondary Schools (Students & Teachers)	High school student expectation and developing scholarship opportunities	Secondary Student Survey
	Capacity building for high school teachers (ABE)	Secondary School Teacher Survey
Relevant Legislative Bodies (Ministry	Legal and ethical compliance with legislation	Number of inspections held and compliance with the most current

17. The unit will periodically review listening and learning methods to keep them current with educational service needs and directions. Describe your periodic review processes pertinent to this criterion.

UACS has established a policy for reviewing the methods for gathering data.

Namely, the Self-Evaluation Committee together with the Stakeholder Relations Officer reviews:

1. The data collected from the surveys – Once every year as the surveys are completed
2. The response rates and method of administering the surveys – Once every year as the surveys are completed
3. The questionnaire themselves – Once before the beginning of the academic year

Some of the data is also gathered through meeting minutes and face-to-face communication with the stakeholders, and is also taken into consideration.

The SEC makes suggestions for improvement of the methods of gathering the information and presents it at Faculty Meetings and the University Senate.

Once the suggestions are approved they are implemented and administered.

Table 3.3. Listening and learning method review

Stakeholder	Listening and learning method used	Revised by	Suggestion	Improvement
Students	End of year program survey	By SEC, end of academic year	Administered online, not enough responses	Administer the survey in person (hard copy) by the end of the year during end of classes
Students	Course, Instructor and Program evaluation survey	By SEC and Faculty Council,	No eligible questions for program satisfaction	Program satisfaction survey created
Faculty	360 evaluation	HR officer	The survey does not include motivation factors and overall satisfaction	Two new surveys have been introduced to address these requirements
Business Council	Employer satisfaction survey	Stakeholder officer, CAO, Deans	Employer satisfaction too long	New shortened Employer satisfaction survey is created.
Alumni	Alumni Employment Survey	SEC, Stakeholder Officer	Administer the survey online and via phone	Will be conducted in suggested manner
Parents of students	PTA Meeting	CAO and Vice-president	To formalize the process to obtain more quantifiable results	Introduction of Parent Survey
High school	High school students survey	Association for better education	Only informal suggestions were taken by students	New survey for High School Students created
Relevant Legislative Bodies	Regular inspections passed	Secretary General	No suggestions	No improvements

18. **The unit will have a process to use the information obtained from students and stakeholders for purposes of planning educational programs, offerings, and services; marketing; process improvements; and the development of other services. Describe your processes pertinent to this criterion.**

The School uses relevant data to assess whether there is a need for improvement in the educational program offerings. These considerations are discussed initially internally on the Faculty Council Meetings.
Any suggestion for improvement is then referred to in the Annual Action Plan for the School.
The improvement suggestions are also conveyed to the University Senate and Rectors Board so that any major changes and/or addendums are revised to be in line with the strategic goals of the University. If there is a fit between the current availability of resources and the improvement measure, then it is implemented and addressed.

The following table shows some of improvements that have been made during the course of the academic year

Table 3.4. Involving stakeholder information for planning purposes

Stakeholder	Information/Requirement	Information Obtained via	Reviewed by	Educational Program addressing requirement
Students	Need for an improved library and reading room (dissatisfaction shown from survey and at QC meeting)	Quality Circles Meetings	SEC, Faculty Council	New Librarian, Expanded Library with reading room,
Students	More international experience and exposure	Quality Circles Meetings	SEC, Faculty Council	Reviewing current Erasmus + partner universities and exploring new options Introducing the AIESEC Internship program
Business Council	Introduction of more specialized programs that address specific job requirements, such as accounting, auditing etc	Business Council Meeting	SEC, Stakeholder Officer, Faculty Council	Development of new UG and G program for Account and Auditing

19. **The unit should have processes to attract and retain students, and to build relationships with desired stakeholders. Define and describe your processes pertinent to this criterion.**

The School actively keeps up with attracting new students to its programs via clear communication with the Networking and Marketing Department. All activities undertaken by the School are aimed at attracting, retaining or engaging both students and relevant stakeholders. They are also communicated to the relevant stakeholders through the Networking and Marketing Department via print or electronic media.

Table 3.5.1. Student attraction processes

Target audience	Activity	Purpose
High School Students	Road show in high schools in and outside of Skopje	Getting high school students acquainted with the academic programs
High School Students	Offering state – matriculation preparatory courses	Aid potential high school graduates with better knowledge for passing the state examination
High School Students	Scholarship contests	Attracting the best pool of candidates for the scholarships available at the School
High School Students Parents (Broad audience – General Public)	Active radio, TV, print and social media advertising	Communicate new offerings, attracting new students and reinforcing good practices among current students and other stakeholders, image building
High School Students	Lectures by UACS Faculty	Demonstrating a UACS class
High School Teachers	Trainings for High School Professors (via the Association for better Education)	Image building for UACS
High School Students Working professional Graduated Students	Open Day	Introducing the University and its programs to interested parties
Working Professionals	B2B meetings	Promotion of the UG & G programs and Executive Ed courses
Potential UG & G students	Educational Fairs	Attracting new students and promotion of the programs
Working professionals	Promo Day – Promo Class	Demonstrating a UACS MBA class

Regarding student retention, UACS has established several policies to foster the retention process. Some of those processes are also aimed at engaging other stakeholders to support student retention:

Table 3.5.2. Student retention processes

Target audience	Activity	Purpose
Current Students	Student Metrics	Discussed at least once a year, including the indicators on student's retention and progression
Current Students	Quality Circles	Includes selected students meeting the dean at least twice a semester and discussing options for improvement.
Current Students	Focus groups	Selected student group meeting the Rector at least once a semester to discuss QC remarks for every school and other broad topics
Current Students	Tutoring Club	Help students with potential difficulties in covering a certain area or course
Current Students	Provide Erasmus and AIESEC Internships	International Exposure
Current Students	Provide Summer Schools and workshops	International Exposure
Current Students	Business council members as guest lecturers	Involving the BC members into the academic program and exposing students to expertise from a specific company/industry
Current Students	Career Counseling	To prepare the students for future employment
Current Students	Graduate program benefits presentation for UACS Undergraduates	Retention and progression of UG's into the graduate programs

Table 3.5.3. Relationship strengthening with other stakeholders

Target audience	Activity	Purpose
Faculty		
Business Council Members	Executive Education Courses	To give back to the Business Council members
Alumni	Annual Alumni Meeting	Strengthening alumni bonds and networking
Parents	Parent teacher meetings	To give parents a better understanding of what our students do in class and listen to their expectations
High School students		
Regulative Bodies		

20. The unit should have a process to seek information, pursue common purposes, and receive complaints from students and stakeholders. Describe processes pertinent to this criterion.

In terms of addressing the student needs, the School has established a Grievances procedure that formalizes the process of receiving complaints. The Grievance officer is the intermediary throughout the whole process, and seeks an amicable solution to each issue. Another form of addressing student concerns is through the regular Quality Circles Meetings, where they are able to express their opinions on any issue freely.

In terms of other stakeholders their expectations and complaints are addressed either through the organized meetings between the stakeholders or by analyzing the data gathered through systematic surveys.

Table 3.6.1. Formal and informal grievance procedures by students

	Number of Informal Complaints /Suggestions	Complaints /Suggestions on services	Complaints /Suggestions on faculty	Complaints /Suggestions on administrative staff	Complaints /Suggestions on course/program	Other	Resolved issues
2014/2015	None	/	/	/	/	/	/

Table 3.6.2. Formal and informal grievance procedures by faculty and administrative staff

	Number of formal Complaints	Complaints on services	Complaints on faculty	Complaints on administrative staff	Complaints on course/program	Other	Resolved issues
2014/2015	None	/	/	/	/	/	/

Table 3.6.3. Formal and informal grievance procedures by Business Council members

	Number of formal Complaints	Complaints on services	Complaints on faculty	Complaints on administrative staff	Complaints on course/program	Other	Resolved issues
2014/2015	None	/	/	/	/	/	/

21. **The unit should have a system to determine student and key stakeholder satisfaction and dissatisfaction. Describe your system of assessing student and stakeholder satisfaction or dissatisfaction**.

Satisfaction and dissatisfaction measurements are taken into consideration though the annually distributed surveys but also through meetings with different stakeholder groups. The table bellow shows the main KPI's satisfaction and dissatisfaction measurements for different stakeholders.

Table 3.7. Satisfaction and Dissatisfaction indicators

| Stakeholder	Satisfaction Measure	Dissatisfaction Measure
Student satisfaction with course	60% satisfaction and above	Bellow 60% satisfaction
Student satisfaction with instructor	60% satisfaction and above	Bellow 60% satisfaction
Student overall satisfaction	60% satisfaction and above	Bellow 60% satisfaction
Student Placement	70% and above	
Business council members	Annual increase in number of Business Council Members by 5%	A cancellation of membership in the BC and drop in members annually by 5%
Business council members as Internship providers	70% or above student skill satisfaction	Bellow 70% satisfaction with student skills

22. **The business unit should present graphs or tables of assessment results pertinent to this standard.**

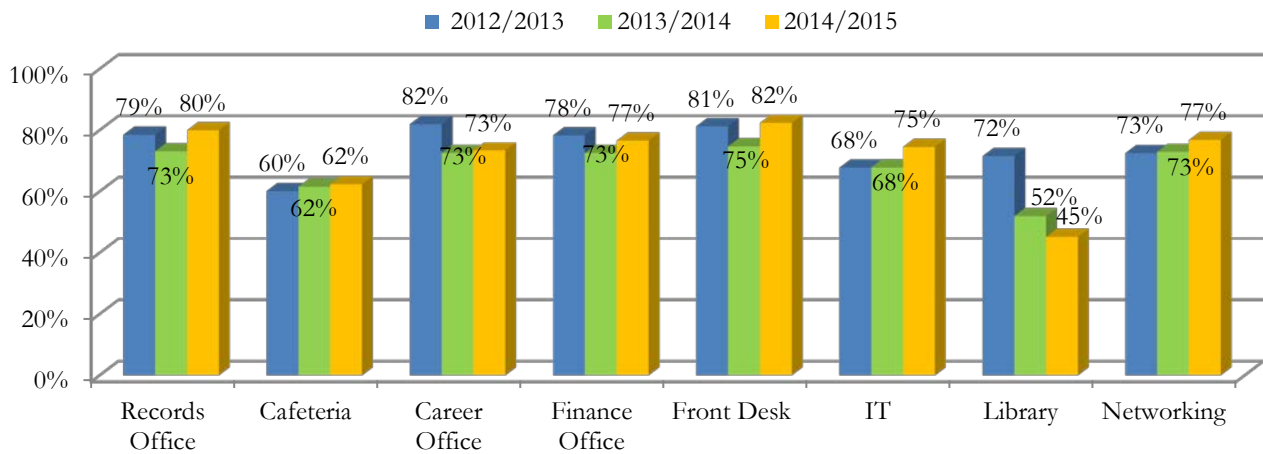In order to address this criterion the following tables and graphs has been provided

1. **Graph 3.8.1.a. – Undergraduate Student Satisfaction from Course**
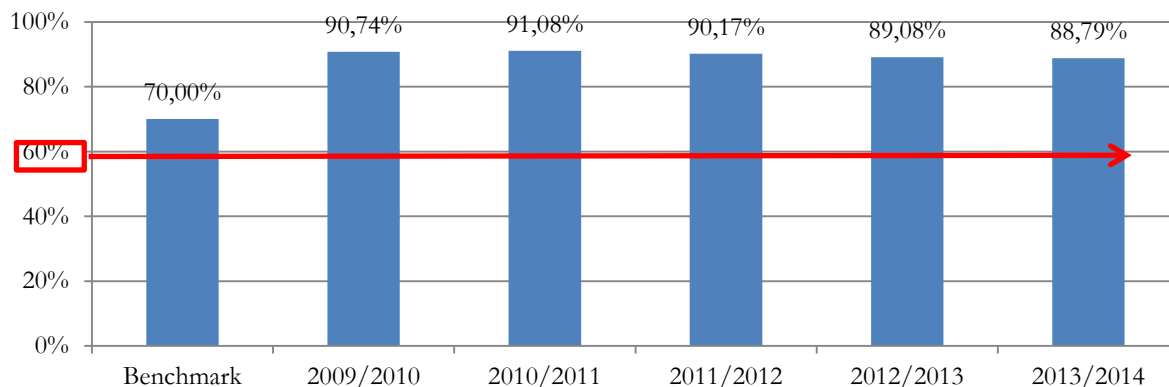
2. **Graph 3.8.1.c. – Undergraduate Student Satisfaction from Program**
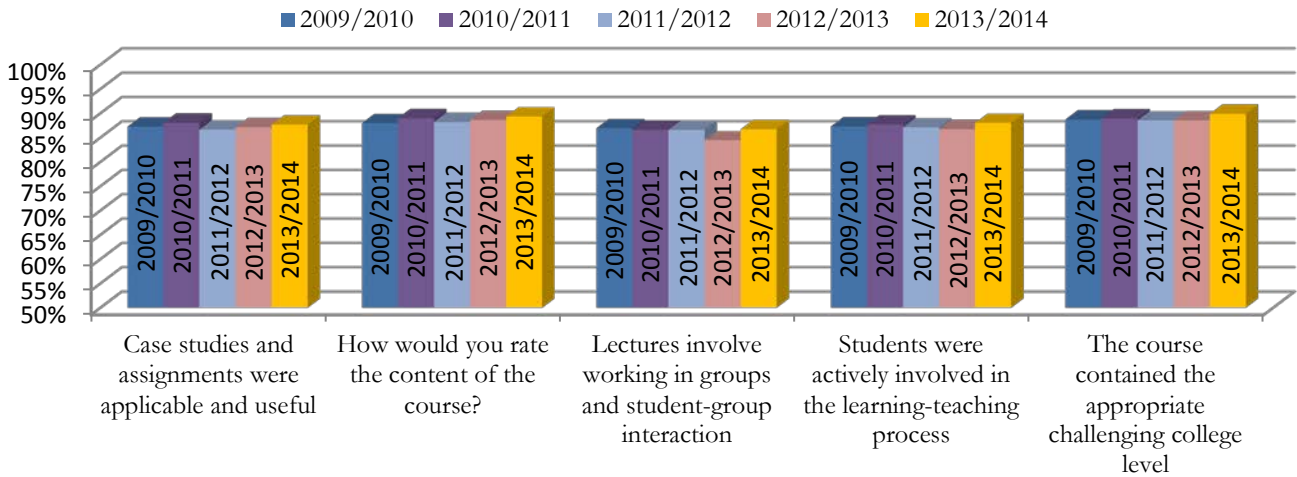
3. **Graph 3.8.1.d. – Undergraduate Student Satisfaction from Services & Facilities**

4. **Table 3.8.1.e. – Undergraduate Student Placement (Employment and Educational Status of Graduates)**

		Number of respondents		Full-Time Employment	Part-Time Employment	Pursuing Further Education	Still Seeking Employment
	Number in Class	#	%	Number (%)	%	Number (%)	%
SBE&M 2011-2012	186	123	66.1%	78 (63.4%)	/	65 (52.8%)	14 (11.4%)
SBE&M 2012-2013	102	76	74.5%	48 (63.1%)	/	39 (51.3%)	8 (10.5%)
SBE&M 2013-2014	110	89	80.1%	53 (59.5%)	/	54 (60.6%)	7 (7.9%)
KPI	/		Not to fall below 60%	Not to fall below 50%		Not to fall below 50%	Not to go above 15%

*Data for placement is measured one year after the students have graduated. Namely, for the self-evaluation report of 2014-2015, the data for the cohort graduated in 2013-2014 is reported (since they would require time after graduating to find employment)

5. **Table 3.8.1.f. – Undergraduate Student Advising (Career counseling, Academic counseling, Tutoring and Probation)**

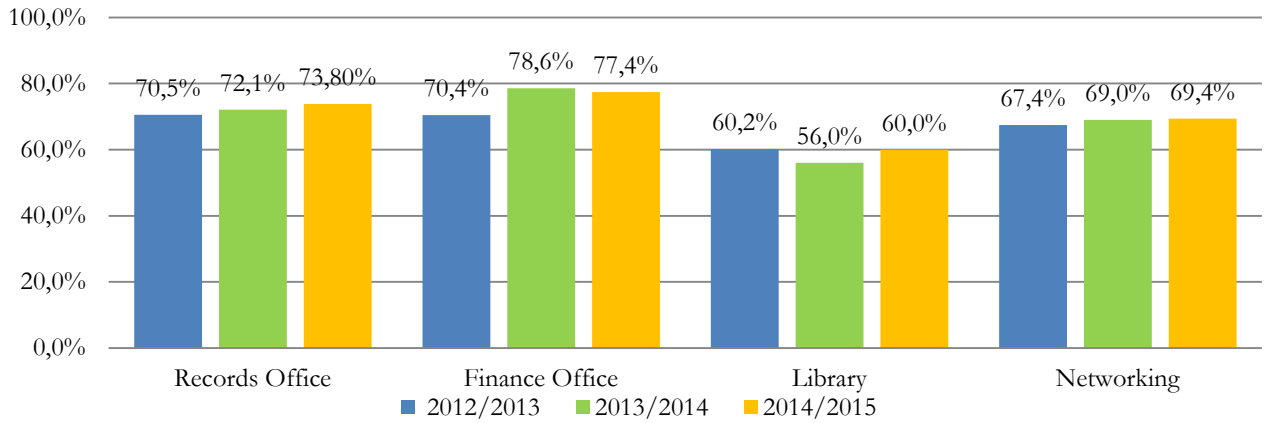|	CV and Cover Letter % of students participated	Measurement By timely internships	Interview and Job searching strategies	Measured by employed after graduation	Probation	Measured by out of probation	Academic counseling students received interpersonal advising	Measured by continued to graduate studies	Tutoring
2011-2012	38.15%	70%	65.15%	63.4%	81	41 (50.6%)	73.5%	52.8%	No data
2012-2013	33.7%	93%	67%	50.2%	92	46 (50%)	80% of	60.2%	Creation of Tutoring club
2013-2014	44.6%	90.6%	69.3%	54.7%	77	60 (77.9%)	90% of	61.1%	6 tutors, 69 hours of tutoring provided
KPI	Above 50%	Above 90% on time internships	Above 70%	Above 50%	Decrease no. of probation	Increase student out of probation	Above 80%	Above 50%	Increase tutors and hours by 50%

6. **Graph 3.8.2.a. – Graduate Student Satisfaction from Course**
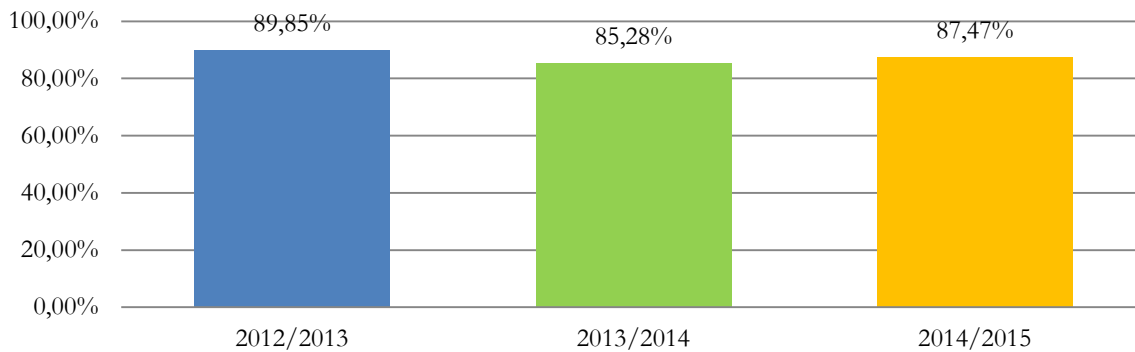
7. **Graph 3.8.2.c. – Graduate Student Satisfaction from Program**
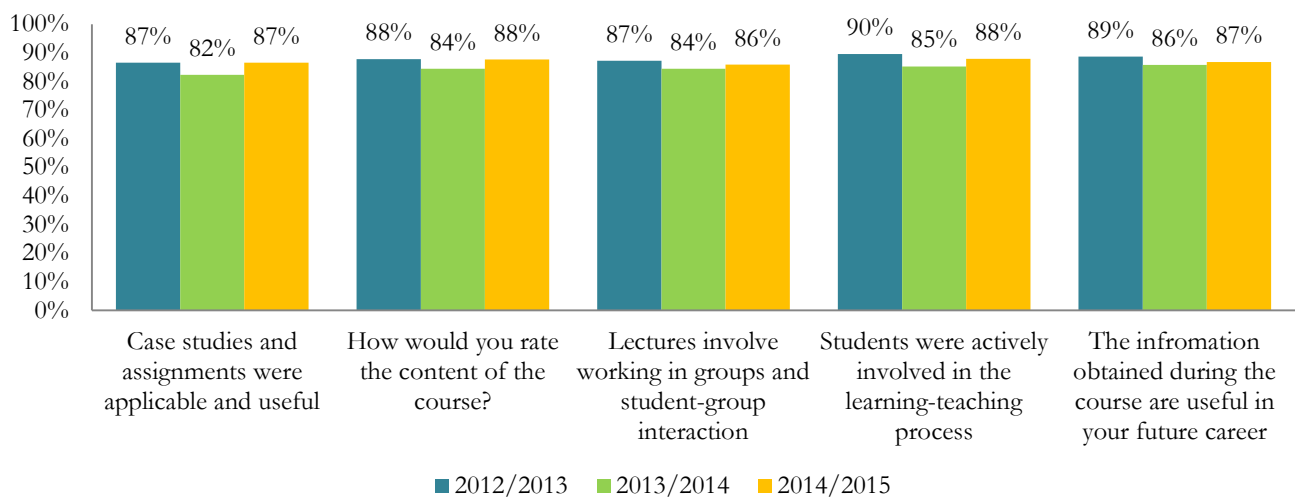
8. Graph 3.8.2.d. – Graduate Student Satisfaction from Services & Facilities

Graph 3.8.2.d. – Graduate Student Satisfaction from Services & Facilities

Service	2012/2013	2013/2014	2014/2015
Records Office	70,5%	72,1%	73,80%
Finance Office	70,4%	78,6%	77,4%
Library	60,2%	56,0%	60,0%
Networking	67,4%	69,0%	69,4%

9. Graph 3.8.3.a. – Faculty satisfaction with services

Graph 3.8.3.a. – Faculty satisfaction with services

Service	2012/13	2013/14	2014/15
Records Office	87%	83%	88%
Cafeteria	82%	85%	88%
Front Desk	91%	86%	89%
Career Center	81%	78%	86%
Finance Office	90%	91%	82%
Networking	85%	84%	80%
IT	85%	72%	88%
Library	84%	71%	72%
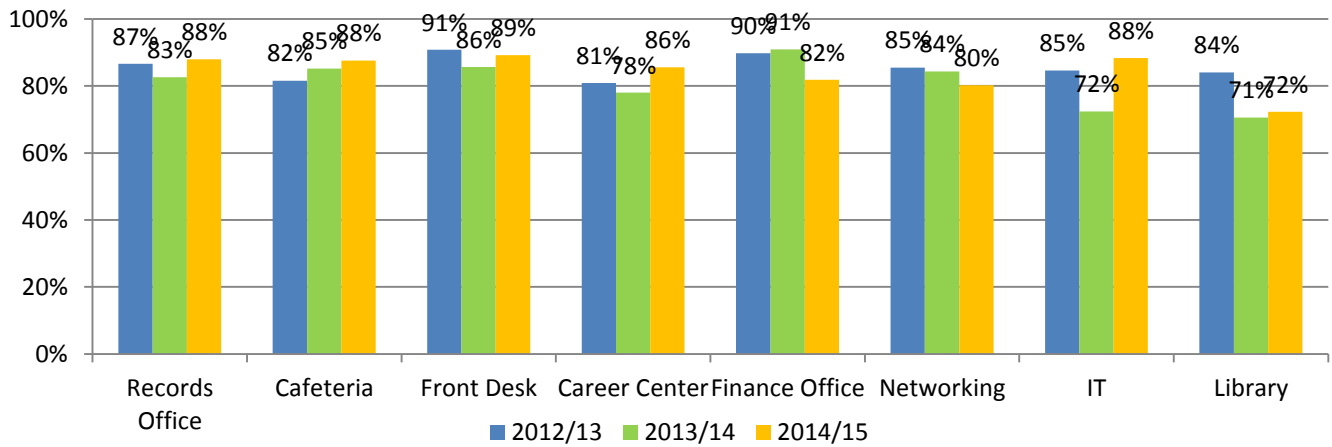
10. Table 3.8.3.c. – Faculty satisfaction with superior officer and teaching methodology

Stakeholder Faculty	Satisfaction with the superior officer Dean	Satisfaction with the superior officer Rector	Ability to improve Teaching methodology	Ability to improve Teaching methodology and professional development
			Practical Center Learning trainings	EFER trainings
2012-2013	93.41%	87.29%	7 participants	3 participants
2013-2014	92.69%	90.29%	10 participants	1 participant
2014-2015	89.60%	87,80%	/	2 participants
KPI	Above 70% Satisfaction	Above 70% Satisfaction	• One per semester • Socialization seminar (required for new teachers)	Sending teachers each year on EFER, at least 2 per year

11. Table 3.8.3.d. – Faculty research (TRSS Seminars)

	TRSS Seminar	KPI Number of participants	UACS Research portfolio (papers in peer reviewed journals per teacher)	KPI number of mentors to master's degree	Nu of mentors for PhD Programs
2013/2014	Research and publishing	25	6.58	Above 5	Above 5
Result as of 30.11.2015	Research and publishing	22	6.58	8 KPI met and exceeded[1]	7 KPI met and exceeded

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[1] New legislation was introduced in terms of master and PhD degree mentors. We believe we are the first University in Macedonia that has already accredited mentors in compliance with the new law.
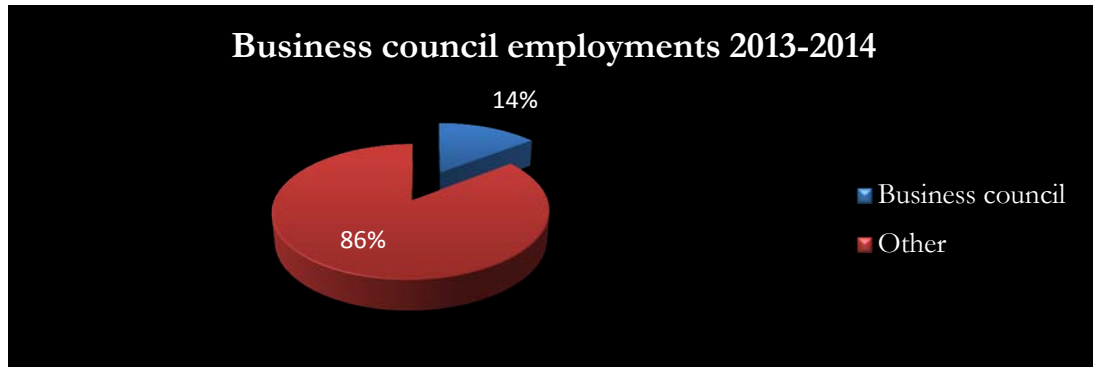
12. Table 3.8.3.e. – Faculty research results

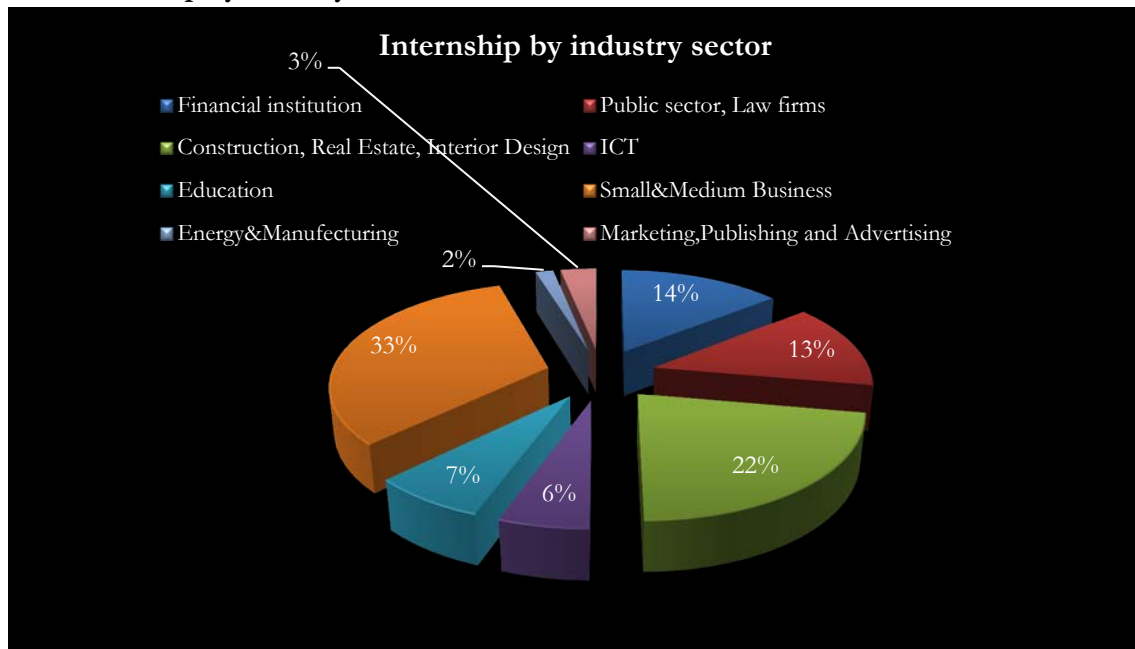|	Realization 2010/11	Realization 2012/13	Realization 2014/15	Target
Research income	14,958	167,764	111,029	Not to fall below 100,000
Research income from the Ministry of Education and Science and other international donors	0	165,842	60,516	At least 50,000
Number of paper published in international peer reviewed journals	2.02	6.58	7.35	At least 4
Number of papers at the Web of Science	0.22	0.19	0.60	At least 0.25
Published research books	0.41	1.02	0.88	At least 0.7
Research income from industry	0	7,275	50,513	30,000

13. **Table 3.8.4.a. – Business Council members progression (# of companies)**

	2012 (No. of companies at the moment)	2013 (new companies)	2014 (new companies)	KPI 2015
No. of companies	136	6	9	-Increase No of companies -Collect more money for scholarships -Constantly improve collaboration

14. **Table 3.8.4.b. – Business Council employment of graduates**

Business council employments 2013-2014

- 14% Business council
- 86% Other

15. **Graph 3.8.4.c – Internship by industry sector**

Internship by industry sector

- Financial institution
- Public sector, Law firms
- Construction, Real Estate, Interior Design
- ICT
- Education
- Small&Medium Business
- Energy&Manufacturing
- Marketing,Publishing and Advertising

3%, 2%, 33%, 7%, 6%, 22%, 13%, 14%

16. **Table 3.8.4.d. - Business council meetings - Curricula review, guest lectures & clinical teachers, scholarships, mentoring, Exec Ed Courses.**

	2012 – 2013	2013-2014	KPI 2015
No. of cluster meetings	1	1	2 meetings (one per semester)
GAM	1	1	Keep one GAM per year
			To introduce all reasonable suggestions from the business council concerning update on curriculum and skills in the academic program.

Curriculum suggestions	More Soft skills	Introduce 2 courses: *Project management and Innovation*	To perform survey and meetings about opening two new concentrations: Acc&Audit and HR on undergraduate
Guest lecturers	17	9	At least 1 GS in course per semester
Prof. from management practice	20	20	33.3% of teachers to be prof. from management practice
Scholarships	0	2	Increase number of scholarships
Student research project with BC (mentoring)	Done projects with 8 companies	Done projects with 12 companies	Keep as many projects as possible to be done for companies (practical projects)
ExED courses	13 companies, 2 different topics	17 companies, 2 different topics	Increase by 10% number of companies

17. Table 3.8.4.e. – Business Council satisfaction with students skills (Internship Evaluation)

1. Do the students on internship possess the skills which are in compliance with your needs? (please mark one option)

	2012-2013 %	2013-2014 %
They possess the skills which in larger part or entirely satisfy the need)	84.06	88.52
They possess skills that partially satisfy the needs	15.94	8.2
Do not possess the needed skills	0	0

2. Top three rated knowledge/skill:

2012-2013	2013-2014
Comes to internship regularly and on time	Complete its obligations/tasks on time
Complete its obligations/tasks on time	Ability to work in multicultural environment
Knowledge with computers (Microsoft Office)	Communication skills

3. Worst three rated knowledge/skills:

2012-2013	2013-2014
Recognizes, analyzes and reacts on ethical dilemmas in the organization	Recognizes, analyzes and reacts on ethical dilemmas in the organization
Skills to complete and interpret evaluation sheets, surveys	Imitative and able to work continuously
Capability for generating creative and innovative ideas/solutions	Analytical skills

4. According to your opinion, do educational qualifications of UACS students qualify them for internship in your organization?

		2012-2013		2013-2014
	Number of answers	**%**	**Number of answers**	**%**
Yes	68	100	59	96.72
No	0	0	0	0
No answer	0	0	2	3.28

5. How well has UACS prepared its students for internship?

		2012-2013		2013-2014
	Number of answers	**%**	**Number of answers**	**%**
Excellent	24	34.78	34	55.74
Very good	22	31.88	23	37.70
Average	8	11.59	2	3.28

Below average	7	10.14	1	1.64
Failed	0	0	0	0
No answer	8	11.59	1	1.64

6. In total, how would you assess your level of satisfaction with the work and performance of the student in your organization?

		2012-2013		2013-2014
	Number of answers	**%**	**Number of answers**	**%**
Very satisfied	46	66.67	50	81.97
Satisfied	14	20.29	8	13.11
Unsatisfied	0	0	0	0
No answer	9	13.04	3	4.92

18. Table 3.8.5.a. - Audit from State Inspectorate (Ministry of Education)

	Academic year 2012-2013	Academic year 2013-2014	Academic year 2014-2015	KPI
Audit from State Inspectorate (within the Ministry of education and science of the Republic of Macedonia)	04/10/2012 Compliance with the article 108 from the Act for Higher education (Official Gazette of the RM no.35/2008 with amendments)	30/09/2013 Compliance with the article 22, 9 and 166 from the Act for amending the Act for higher education 24/02/2014 Compliance with the articles 77 paragraph 5, 141,166, from the Act for higher education (Official Gazette of the RM no.35/2008 with the amendments) 15/05/2014 Compliance with the articles 119, 125, 125a, from the Act for higher education (Off. Gazette of the RM no.35/2008 with the amendments)	25/09/2014 Compliance with the articles 99, 141 from the Act for higher education (Official Gazette of the RM no.35/2008 with amendments) 09/07/2015 Compliance with the article 108, from the Act for higher education (Official Gazette of the RM no.35/2008 with amendments)	**Keep excellence in operations.**
Positive or negative outcome	Positive outcome	Positive outcomes from the all above mentioned visits	Positive outcomes from the all above mentioned visits	

19. Table 3.8.5.b. - UACS score ARWU ranking improvements

	Overall Ranking	Ranking among Private Universities	Ranking in Teach	Ranking in Research	Ranking in Social service
2010/2011	10/19	5/14	7	7	5
2012/2013	6/19	1/14	3	2	8
2014/2015*	4/19	1/14	2	2	4
Estimate / forecast based on own calculations					

20. Table 3.8.6.a. – PTA Meetings

	2012 - 2013	2013 - 2014	KPI – 2014-2015
Stakeholder Parents	No meeting	April 2014 Parents Day Meeting (PTA)	To formalize UACS/Students/Parents relationship and meetings. To develop action plan for next 3 years. To develop parents survey in 2016th.
Suggestion/Complains	To be informed about their children	To formalize this very useful but informal meeting.	
Problem	Ethical and Legal Dilemma.	/	
Action	State Agency for Confidentiality of data, that states that "Parent or a guardian can have access to student's files, if he/ she is a third party in the signing contract and if he / she is financing the studies", UACS decided to engage in this matter.	On the PTA UACS gave info about UACS and presented the best student projects.	
Result	Scheduled meeting with parents for next academic year.	Great networking, positive atmosphere, established relationship with parents	Reduced dissatisfaction. Parents were very satisfied with the meeting and are looking for this to become regular every year.

21. **Table 3.8.7.a. – Secondary Education activities**

Activities	2013	2014
Trainings to High School's Professors	8 trainings	3 trainings
UACS lectures for High Schools students	18 schools (above 100 hours)	24 topics with above 100 hours
High School students essay writing competition	500 participants "I have a dream – Martin Luther King" with participants HS students	/
Literature reading competition for HS students	30	30 students from 12 High schools
Trainings to HS students "Career directions"	80 participants	60 participants
Training of Business plan development	/	150 students

22. **Table 3.8.8. - Alumni Survey**

Question	2011
1. What level of studies have you completed at the UACS?	65.5% undergraduate, 34.5% graduate
2. Have you enrolled in a graduate or professional degree program since graduating from your undergraduate studies?	57.8% YES, at UACS, 27.4% yes, elsewhere, 14.8% no
3. Are you enrolled in a graduate or professional degree program now?	77.1% YES, full time, 22.9% no
4. How well did your undergraduate institution prepare you for graduate or professional school?	68.4% very well, 27.5% adequately, 4.1% very poorly
5. Please tell us about the undergraduate, graduate and professional degrees you have either already received or for which you are currently enrolled	59.2% Business Administration, 37.5% BA/BS, 3.3% Other for Bachelor's degree

		77.2% MBA, 22.8% MA, MS, MFA
6.	Are you working for pay right now? If not, why not?	67.9% YES full time, 0.9% YES part time, 31.2% NO
7.	In what type of organization is your principal employment?	12.7% Self-employed in own business or professional non-group practice 46.2% Private for-profit corporation/company/group-practice 6.1% Higher education (public or private) 3.9% Elementary or secondary education (public or private) 13.2% International organization in Macedonia 16.3% State and local government, institution or agency (except education) 1.6% Private non-profit organization (except educational and international organizations)
8.	Which of the following best describes your current work position?	54.2% Mid-level, 12.5% Senior level, 7.1% Executive level, 4.3% Chief executive level, 21.9% Entry level
9.	Is your current position related to your undergraduate field(s) of study?	32.1% YES, same as major, 57.4% YES, related to major, 10.5% NO
10.	Is your current position related to your graduate field(s) of study?	66.2% YES, same as major, 27.3% YES, related to major, 6.5% NO
11.	How would you characterize the course of your career so far?	72.3% staying in the same field, 19.8% moving around within one general field, 7.9% changing field once or twice
12.	What is your principal occupation right now? If you are not working for pay, what kind of work do you usually do or expect to do in the future?	2.4% College/university faculty member 1.7% Other educator (pre-school, adult educator high school educator) 5.2% Lawyer or judge 3.7% Other legal professional 9.6% Economist 5.1% Business Administration 2.1% Other social scientist or psychologist 4.8% Statistician, mathematician, or related analyst 0.7% Journalist

	1.9% Writer or editor
	1.3% Other creative profession
	10.1% Information technology specialist
	3.2% Civil engineer or architect
	9.6% Financial manager or analyst
	7.9% Human resources or labor relations professional
	9.2% Sales, marketing, advertising or public relations manager
	7.4% Salesperson, broker or agent
	7.8% Other manager, administrator or management consultant
	6.3% Administrative support, clerical worker, secretary
13. How well did your <u>undergraduate</u> institution prepare you for your current career?	72.7% very well, 17.1% more than adequately, 5.3% adequately, 4.9% very poorly
14. How well did your <u>graduate</u> institution prepare you for your current career?	61.2% very well, 21.4% more than adequately, 6.1% adequately, 4.3% less than adequate
15. Overall, how satisfied are you with the course of your career thus far?	80.7% very well, 11.4% more than adequately, 7.9% less than adequate
16. For how many of your undergraduate years, if any, were you an active participant in the following	53.2% participation on events organized by UACS, 27.6% conferences organized by UACS, 13.8% Participation in extra-curriculum activities, 5.4% University athletics (including club sports)
17. While you were an undergraduate, did you	12.3% Study abroad 56.7% Have an internship during a school term? 12% Have a summer (non-term) internship? 19% Work part time on UACS or any other university
18. While an undergraduate, about how often did you have conversations with faculty outside of class?	0.7% Never 8.9% Rarely 12.9% Occasionally 49.7% Often 27.8% Very often

19. What was your undergraduate major?	27.8% Management
	22.2% Marketing
	16.7% Human Resources
	19.9% Corporate finance and banking
	13.4% Other
20. For how many of your graduate years, if any, were you an active participant in the following	37.6% Participation on events organized by UACS
	23.5% Charity events organized by UACS
	28.7% Conferences organized by UACS
	10.2% Student publications (newsletter or other pub)
21. While you were a graduate, did you	6.1% Study abroad
	5.5% Have an internship during a school term?
	19.4% Interact with faculty on activities other than coursework or research
	69% Work part time on UACS or any other university
22. While a graduate, about how often did you have conversations with faculty outside of class?	0.3% Never
	7.2% Rarely
	22.4% Occasionally
	33.6% Often
	36.5% Very often
23. What was your graduate major?	51.8% Management
	19.5% Marketing
	12.4% Human Resources
	13.1% Corporate finance and banking
	3.2% Other
24. Overall, how satisfied are you with the level of your education?	57.9% Very Satisfied
	33.6% Generally Satisfied
	3% Ambivalent
	3.4% Generally Dissatisfied
	2.1% Very Dissatisfied
25. Would you encourage a high school student enroll and attend the University American College Skopje?	67.4% Definitely Would
	22.1% Probably Would
	7% Maybe
	2.7% Probably Would NOT
	0.8% Definitely Would NOT
26. Based on what you know now, how well do you think your level of experience prepared you to	• Write effectively
	54.3% Very Well
	40.1% Well enough
	5.6% % Adequate

	• Communicate well orally
	49.6% Very Well 44.5% Well enough 4% Adequate 1.2% Less than adequate 0.7% Insufficient • Think analytically and logically
	64.8% Very Well 34.5% Well enough 0.7% Adequate • Formulate creative/original ideas and solutions
	36.7% Very Well 33.3% Well enough 27.8% Adequate 2.2% Less than adequate • Acquire new skills and knowledge on your own
	44.3% Very Well 37.1% Well enough 18.6% Adequate • Use quantitative tools: Mathematics and Statistics
	31.2% Very Well 28.9% Well enough 37.9% Adequate 2% Less than adequate • Read or speak a foreign language
	63.7% Very Well 34.2% Well enough 2.1% Adequate • Gain in-depth knowledge of a field
	39.4% Very Well 33.5% Well enough 21.1% Adequate 2.9% Less than adequate 3.1% Insufficient • Understand social problems
	40.6% Very Well 34.6% Well enough 19.4% Adequate 4.4% Less than adequate 1% Insufficient • Work effectively as a member of a team
	57.8% Very Well

	32.2% Well enough 8.1% Adequate 1.9% Less than adequate
27. Did you receive financial aid or scholarship as a UACS student?	68.4% I did not receive financial aid 12.7% I received partial scholarship from UACS 14.1% I received full scholarship from UACS 3.4% I received full social scholarship from UACS 1.4% I received full scholarship from the Business Council
28. At the time you graduated, approximately what was the total amount you borrowed to finance your education?	57.1% No loan 26.7% up to 1000 Euros 16.2% 1000 - 3000 Euros
29. Did the benefits you received from attending UACS outweigh the financial costs to you and your family?	77.4% Yes, Definitely 19.7% Maybe 2.9% No, Definitely not
30. Please provide us with feedback, how would you change the emphasis your undergraduate institution places on these aspects of education.	/
31. Today, how connected do you feel to your undergraduate institution?	23.3% Very Connected 27.9% Moderately Connected 36.7 Somewhat Connected 12.1 Not very Connected
32. Today, how connected do you feel to your graduate institution?	41.3% Very Connected 34.1% Moderately Connected 18.6% Somewhat Connected 6% Not very Connected
33. When you think about your connection to your undergraduate institution today, how important is each of the following to you?	• Your class (year of graduation): 34.1% Very Important 37.6% Somewhat Important 22.1% Not sure of Importance 6.2% Not Important • Your academic department or major: 21.9% Very Important 45.8% Somewhat Important 24.6% Not sure of Importance 7.7% Not Important • Your school or college (within university): 27.2% Very Important 44.6% Somewhat Important

	21.9% Not sure of Importance
	6.3% Not Important
	• Your undergraduate institution as a whole:
	33.8% Very Important
	37.6% Somewhat Important
	19.5% Not sure of Importance
	9.1% Not Important
	• Your organizations:
	23.6% Very Important
	49.2% Somewhat Important
	19.7% Not sure of Importance
	7.5% Not Important
	• Alumni association:
	48.7% Very Important
	33.9% Somewhat Important
	16.5% Not sure of Importance
	0.9% Not Important
	• Friendships from college:
	58.7% Very Important
	31.5% Somewhat Important
	7.6% Not sure of Importance
	2.2% Not Important
34. When you think about your connection to your graduate institution today, how important is each of the following to you?	• Your class (year of graduation):
	63.7% Very Important
	31.2% Somewhat Important
	3.9% Not sure of Importance
	1.2% Not Important
	• Your academic department or major:
	44.6% Very Important
	37.8% Somewhat Important
	16.7% Not sure of Importance
	0.9% Not Important
	• Your school or college (within university):
	37.6% Very Important
	42.7% Somewhat Important
	18.7% Not sure of Importance
	1% Not Important
	• Your graduate institution as a whole:

	46.5% Very Important
	36.7% Somewhat Important
	15.9% Not sure of Importance
	0.9% Not Important
	• Your organizations:
	33.1% Very Important
	49.3% Somewhat Important
	8.1% Not sure of Importance
	9.5% Not Important
	• Alumni association:
	59.7% Very Important
	28.4% Somewhat Important
	10.1% Not sure of Importance
	1.8% Not Important
	• Friendships from college:
	67.9% Very Important
	30.2% Somewhat Important
	1.3% Not sure of Importance
	0.6% Not Important
35. In the past five years have you participated in any of the following activities?	37.1% Visited campus
	16.7% Attended a reunion
	12.6% Worked as a career advisor/mentor (to students or alumni)
	10.8% Mentored or advised a student organization
	22.8% Worked as a fundraising volunteer
36. Which of the following media do you visit on a daily basis?	44.6% Alumni web page 51.7% Alumni Facebook group
	3.7% Alumni LinkedIn group

Part 4 - Analysis of Student Learning and Performance (for SBEM only)

22. The business unit shall have a learning outcomes assessment program. To demonstrate compliance with this criterion:

a. State the learning objectives for each program (MBA, Ph.D., BBA, AA, etc.). A program is defined as follows: a plan of study is considered a program when it requires a minimum of 12 credit hours of coursework beyond the CPC and/or is recorded on a student's transcript (ex. Business Administration: major/concentration/option/specialization in Accounting, Finance, Marketing, etc.) Note: Include learning objectives for each program. For example, for students completing the CPC courses and then 12 or more required credit hours in accounting, international business, or human resources, there must be measurable learning outcomes for the accounting, international business, and human resources programs.

The learning outcomes assessment program is defined within the following Decisions of SBEM:

> Decision for assessment of Intended Learning Outcomes (ILO) on undergraduate study programs of SBEM - No. 14-1465/6 from 1.09.2014
>
> Decision for adoption of intended learning outcomes for second cycle of studies at the SBEM adopted on the Faculty Council held on November 30th 2012

The ILO are defined for each study program on SBEM undergraduate and graduate level. According to the development plan decision for assessment of ILO for master programs of SBEM are developed and are currently in procedure for acceptance from the School Council and the University Senate, until the end of this year

b. Describe your learning outcomes assessment process for each program;

The process for assessment of the learning outcomes of SBEM undergraduate program is performed in accordance with the Decision No.14-1465/6 from 2014. The decision covers combination of methods, including formative and summative, internal and external. The internal formative is including pre-test and post-test assessment. Internal summative are including capstone project assessment. External summative are including external test approved by the Business community and external assessment on students' internships.

c. Identify internal learning outcomes assessment information and data you gather and analyze; (Figure 4.1.)

Internal learning outcomes assessment information and data gathered at the SBEM according to the Decision No.14-1465/6 from 2014, are the following:

1. Implementation of a pretest and posttest results (as a formative measuring) in the following courses:
- Microeconomics
- Business mathematics
- Composition
- Contract Law
- Introduction to Marketing
- Financial markets and institutions and
- International management

The pretest and the posttest are structured according to the course's ILO, therefore they are formative form of assessment. At the end of the academic year the professor is providing the total results and for each course's ILO. The Dean develops a report with proposal for improvement of ILO results.

Another internal LO assessment information is through the average results of ILO in a test of specific courses: Introduction to Microeconomics and Introduction to Marketing, as a formative data. The exam test is developed according to the course's ILO and the average grade is presenting each ILO achievement level.

Summative internal data and information are gathered from the capstone project assessment in the following capstone course in each SBEM concentration:
- Corporate Finance for Finance concentration
- Strategic planning for Management concentration
- Marketing management for Marketing concentration

Each School's department are defining the concentration's ILO that are assessed with the capstone course project. The course professor is providing the assessment to the Department's Head for the achievement each year. The achievements are discussed at the Department's and School Council, in order to be improved in the next period.

Another summative internal data gathering is also with the capstone project, but assessing the following students' soft skills in all concentrations:
- Team work and effective communication
- Presentations skills
- Academic writing and referencing
- Technical skills (computer skills)

Both summative reports developed internally are discussed at a Department level.

d. Identify external learning outcomes assessment information and data you gather and analyze; (Figure 4.1.) and

External learning outcomes assessment information and data gathered are the following:

1. Exit test approved by the Business community assessing ILO for each concentration. It is a summative assessment, as it is performed at the last class in the last undergraduate academic year and it covers different questions for each concentration's ILO. The test is developed and approved by several relevant representatives from the School's Business Council. The questions are presenting real cases, and students should provide a solution or a decision for solving the situation in the real case.
2. External assessment on students' internships. Each students is obliged to perform internship in a company from the School's Business Council each academic year. After the internship the company should asses the student's performance and overall program ILO achievement. As it is performed each year, it is representing a ==formative== assessment data.

e. Identify formative and summative learning outcome assessment information and data you gather and analyze. (Figure 4.1.)

Formative learning outcomes assessment information are the pretest and posttest examination in specific courses as internal data, but also formative assessment could be taken the external assessment of the students internships as presented in figure 4.1.

Summative learning outcome assessment information are the capstone project assessment for each program concentration as an internal way of assessment. Another summative form is the exit test at the end of the program, which is also external as it is developed and approved from the Business community.

Figure 4.1. School of Business Economics and Management Bachelor's ILO assessment data

Degree Program	SBEM Undergraduate program	
	Summative Data and Information	Formative Data and Information
Internal Data and Information	Capstone project assessment in the following capstone courses for each concentration: - Corporate Finance for Finance concentration - Strategic planning for Management concentration - Marketing management for Marketing concentration	Pretest and posttest results in specific courses: - Microeconomics - Business mathematics - Composition - Contract Law - Introduction to Marketing - Financial markets and institutions - International management
	Capstone project assessment for achieving soft skills as: - Team work and effective communication - Presentations skills - Academic writing and referencing - Technical skills (computer skills)	Average results of ILO in the test of a specific course – Introduction to Microeconomics
External Data and Information	-Exit test approved by the Business community for ILO assessment for each concentration -External assessment on students' internships	

23. **To identify trends, the business programs should report, at a minimum, three successive sets of periodic assessment results. To demonstrate compliance with this criterion: In tables and graphs, provide three to five consecutive sets of assessment results for almost all of your programs as defined in the note below. Do not use course grades or grade point averages.**

Note: You must have learning outcome competencies that are measurable in each core business program, as well as competencies in each concentration (12 or more credit hours) associated with the core. As an example, you will have measurable competencies for the MBA program and, if the MBA program has a concentration in International Business (12 or more credit hours) and you have an MBA with a concentration in Finance (12 or more credit hours), then you must have a measurable competency in both concentrations, as well as the core. Describe how these assessment results are made systematically available to the faculty, administration, students, or other stakeholders, as appropriate. Note: Ideally, report three to five years of trend data, but at a minimum, ACBSP requires three cycles of learning outcomes measurement data.

Figure 4.2 Table for internal formative assessment with pre- and posttest of ILO for specific courses

SBEM	Formative Methods								
Course name	Percentage of achievement of the Learning Outcome (LO) of the course								
	2012-13			2013-14			2014-15		
ENG program	Pre test	Post test	Change	Pre test	Post test	Change	Pre test	Post test	Change
Introduction to Microeconomics	38%	65%	71%	42%	55%	30%	41%	56%	36%
Introduction to Marketing	47%	67%	43%	32%	58%	81%	31%	53%	71%
Mac language	Pre test	Post test	Change	Pre test	Post test	Change	Pre test	Post test	Change
Introduction to Microeconomics	/	/	/	30%	68%	123%	/	/	/
Introduction to Marketing	40%	60%	50%	31%	53%	71%	/	/	/

From the overall analysis of the ILO assessment on the courses with pretest and posttest assessment, it can be concluded that in all assessed courses progress is made in achieving the success of each learning outcomes of students from the beginning to the end of the course. In the fall semester courses registered an improvement of more than 30%, and in the spring for more than 25%. These formative methods for assessment are successfully implemented and are useful to measure the progress of knowledge and the overall success of students from the beginning until the end of the course, and also represent an indicator which learning outcome should be improved in the future. The analysis is useful for professors of each course in order to be aware for which ILO they should undertake certain measures for improving the achievement of the specific learning outcomes.

Figure 4.3. Table for summative assessment of ILO for the SBEM Marketing concentration using **exit test** approved by the Business community in the 3rd year of study

SBEM Marketing concentration Intended Learning Outcomes for 3 year of studies	2012/13		2013/14		2014/2015	
	MK group	ENG group	MK group	ENG group	MK group	ENG group
Develop a complex marketing plan, including development and implementation of situational analyses, implementing a market research and concluding a market summary,	**75%**	43%	**100%**	56%	67%	65%
Define the product positioning, differentiation and development a product, brand, price, delivery and communication strategies	0%	0%	50%	56%	42%	85%
Assess the elements of the brand, measure the level of awareness of the brand, assess the image of a brand and propose measures for improving the perceived quality of the brand	0%	0%	25%	39%	67%	100%
Implement the steps in the selling process that will increase likelihood for success	45%	29%	**0%**	**22%**	67%	90%
Create or choose most effective distributing channel for the company	35%	14%	50%	22%	50%	75%
Negotiate and implement few negotiation tactics in order to successfully close the sale	not covered in the exit examination				46%	75%
Develop a strategy for e-business development and opening an e-shop	50%	64%	**0%**	**33%**	44%	85%

Develop an integrated marketing communications strategy, using alternative channels	0%	0%	0%	37%	33%	70%
Design an advertisement, a label, multimedia TV commercial.	not covered in the exit examination				50%	75%
Critically examine the practical significance of what has been learnt about consumer behavior to their personal life	0%	0%	0%	**44%**	39%	90%
Business specific skills including basic research on the micro-environment	50%	50%	0%	56%	200%	75%
Business specific skills including basic research on the macro environment	35%	50%	0%	44%	50%	85%
Total average achievement	**29%**	**25%**	**23%**	**41%**	**63%**	**81%**

Given that testing is voluntary and does not affect the success of students, some of them did not solve the problems with attention because there are large fluctuations in the evaluations. However, the last academic year the tests were completely filled out by all the students and obvious are better results compared to previous years.

Figure 4.4. Table for summative assessment of ILO for the SBEM Management concentration using **exit test** approved by the Business community in the 4th year of study

SBEM Management concentration Intended Learning Outcomes for 4 years of studies	ENG group 2013/2014	ENG group 2014/2015
Demonstrate advanced skills in planning and engaging in administrative support to organizations	90	100
Integrate the knowledge acquired in the program in order to critically evaluate the political, economic, environmental and social events/matters intertwined in current business affairs, whether locally, regionally or internationally	80	50
Critically evaluate and engage in the activities of the strategic planning process	50	50
Analyze and apply principles of human resource management	45	25
Demonstrate the ability to understand, communicate and use financial reports	15	25
Evaluate the implications of some of the major ethical issues facing business and society	60	100
Overall average achievement	**57**	**58**

From the data obtained from the exit test ILO assessment, it can be concluded that the biggest issue is achieving a result in understanding financial statements and data. Taking into account the poor achievement of students in understanding financial indicators necessary is to take measures to improve the knowledge of students in this area. Other indicators vary from year to year and require further following and assessment in the next years.

Figure 4.5. Table for summative assessment of ILO for the SBEM Finance concentration using **exit test** approved by the Business community in the 3rd year of study

SBEM Finance concentration Intended Learning Outcomes for 3 years of studies for 2014/2015	2014/2015	
	ENG group	**MK group**
General Microeconomics	86%	89%
General Macroeconomics	29%	22%
Understanding monetary economics	71%	100%
Understanding public finance	71%	56%
Understand key accounting and auditing terms	90%	89%
Show knowledge of key ratios used in financial statement analysis	100%	33%
Show understanding in making financing and investment decisions as part of corporate finance decisions	36%	61%
Show understanding of functioning and institutions present in financial markets	71%	89%
Present basic knowledge about insurance and insurance principles	43%	78%
Show general banking and bank management knowledge	50%	22%
Overall average achievement	**65%**	**64%** **64%**

The exit test voluntarily was implemented at the SBEM Finance concentration with 3rd year undergraduate students from the English group and from the Macedonian group, for the first time in the academic year 2014/2015. The results for 2014/2015 Macedonian group shows clearly better results in four of the ten areas of learning goals. In three of the ten goals of learning results are roughly the same while in the other three goals of learning English group had significantly better results. The small number of tests answered contributes to it different results in certain parameters, leading to the question whether the results between the two groups are comparable. Corporate finance and macroeconomics results are generally the weakest of all learning objectives. This relates to the fact that these items are largely "stand alone", meaning knowledge of them are not supported through other courses. As a general conclusion that can be derived from a small number of recorded output tests is as follows: Students in Finance have no clear purpose and structure of the entire Studium. The great diversity in the responses indicate that no clear direction finance trajectory through courses that guide students to specialty (expertise) in a particular area. Hence, we need to do mapping of all courses and syllabuses of the department in order to make a greater connection to the topics and learning outcomes.

Figure 4.6. Table for summative assessment of ILO for the SBEM Marketing undergraduate concentration using

Capstone course project – Marketing plan in the 3rd year of study

SBEM Marketing concentration Intended Learning Outcomes for 3 year of studies	2013/2014		2014/2015	
Course Marketing Management	ENG group	MK group	ENG group	MK group
Develop a complex marketing plan, including development and implementation of situational analyses, implementing a market research and concluding a marketing strategy	70	65	67	86
Define the product positioning, differentiation and development a product, brand, price, delivery and communication strategies	75	60	75	80
Assess the elements of the brand, measure the level of awareness of the brand, assess the image of a brand and propose measures for improving the perceived quality of the brand	70	65	75	88

	65	65	65	85
Create or choose most effective distributing channel for the company	65	65	65	85
Develop an integrated marketing communications strategy	70	65	70	86
Implementing small scale market research I proposing solutions for companies business decisions	70	65	65	88
Critically examine the practical significance of what has been learnt about consumer behavior to their personal life	65	60	70	83

Figure 4.7. Table for summative assessment of ILO for the SBEM Management undergraduate concentration using

Capstone course project – Business plan in the 3rd year of study

SBEM Management concentration Intended Learning Outcomes for 3 year of studies	2013/2014		2014/2015	
	ENG group	MK group	ENG group	MK group
To perform a detailed analysis of the wider environment and conditions, and evaluation of the profit potential of different segments of the economy	86,7%	83,1%	87,6%	86,6%
To perform a detailed analysis of competition and major competitors like basis for strategic planning and evaluation of the strategic plan of the company	88,8%	91,7%	89%	90%
Analyze the potential for earnings of strategic sectors in the company	75,2%	71,2%	80,7%	77,5%
Participation and training activities for redefining the vision and mission of the company	82,5%	72,4%	83,4%	86,7%

According to the results of both Marketing and Management capstone course's projects in both concentration, it can be concluded that most of the students have achieved the ILO. The Macedonian group has made better improvements compared to the English group in the last two years. However, generally the difference in ILO achievement is on a low level.

III.3) Summative assessment of soft skills with the capstone course project in each SBEM concentration

Third form of summative assessment is concerned with the achieved students' soft skills. This assessment form is used on the capstone course's project in each SBEM program concentration.

Figure 4.8. Table for summative assessment of ILO in soft skills for the SBEM Marketing concentration using

Capstone course project – Marketing plan in the 3rd year of study

SBEM Marketing concentration Intended Learning Outcomes in soft skill for 3rd year of studies project	2013/2014		2015/2016	
Course Marketing Management	ENG group	MK group	ENG group	MK group
Team work and effective communication	80	70	80	84
Presentations skills	80	65	75	80
Academic writing and referencing	70	70	70	88
Technical skills (computer skills)	80	80	80	75

Again achieved is a higher success in soft skills of the students from the Macedonian group, with exception of computer skills, where we record greater success among the students of the English group.

Figure 4.9. Table for summative assessment of ILO in soft skills for the SBEM Management concentration using

Capstone course project – Business plan in the 3rd year of study

SBEM Management concentration Intended Learning Outcomes for 3 year of studies	2013/2014		2014/2015	
Capstone course Business strategy	ENG group	MK group	ENG group	MK group
Team work and effective communication	74	96	85,6	77,5
Presentations skills	77	93	80	81,7
Academic writing and referencing	72	54	74,1	75
Technical skills (computer skills)	82	78	84,1	83,7

From the results it can be concluded that the students from the English group in 2014/2015 show better results in the ability to work in a team and technical (computer skills). From the other side, the students from the Macedonian group show better presentation skills and academic writing, although there is a very small difference. Also, the Macedonian group dropped the achievements of the first two skills, and improved in the last two skills.

For the Finance concentration, the assessment intended learning soft skills are measured through the final project (case study) on the capstone course Corporate Finance, and the result is measured as the average of all 38 students who developed the study and the total GPA for 2014 / 2015 amounts to 71.7%.

The overall report is presenting generally satisfactory success among students studying in Macedonian and English language. However, this year it can be concluded that students from the Macedonian group have achieved greater success in terms of past years using the forms of summative assessment of intended learning outcomes. Through this report, it can be concluded that the application of these different methods and assessment, can provide a clear picture for the progress of students from all three SBEM concentrations and which learning outcomes should be improved and what criteria can be met. The report will serve as a basis for discussion towards improving the teaching methods and other elements of the study in order to improve the achievement of intended learning outcomes.

Working tasks (learning outcomes)	2010/2011	2011/2012	2012/2013	2013/2014
5-Excellent, 1-unsatisfactory	Average grade	Average grade	Average grade	Average grade
Comes to training regularly and on time	4.98	4.95	4.92	4.97
Completes its obligations on time	4.96	4.95	4.93	4.99
Undertakes initiatives and works continuously	4.78	4.68	4.74	4.86
Reacts on feed-back in regard with the working performances and improves in future	4.81	4.77	4.81	4.97
Self-determines priorities and executes the tasks according to the plan	4.74	4.91	4.86	4.95
Completes the obligations individually, when necessary	4.73	4.86	4.79	4.84
Recognizes, analyzes and reacts on ethical dilemmas in the organization.	4.52	4.8	4.64	4.83
Recognizes problems and offers logical solutions respectively	4.61	4.78	4.65	4.88
Cares for details and precision in work	4.85	4.81	4.84	4.88
Demonstrates skills for designing, execution and interpreting of assessments, investigations and questionnaires.	4.68	4.85	4.60	4.89
Creative and expressing enthusiasm for the work	4.95	4.88	4.81	4.92
Knows how to implement the knowledge acquired at the University	4.89	4.89	4.78	4.90
Professional and interested in the organization, its policies as well as the area of work	4.82	4.88	4.77	4.93
Analytical skills (capability for information analysis)	4.66	4.85	4.65	4.87
Critical thinking	4.68	4.76	4.66	4.87
Communication skills	4.78	4.74	4.78	4.97
Capability for team work	4.89	4.85	4.86	4.92
Capability for planning, organizing and documenting	4.68	4.71	4.78	4.92
Capability for generating creative and innovative ideas/solutions	4.52	4.71	4.62	4.89
Excellent knowledge of foreign language(s)	4.8	4.91	4.82	4.91
Excellent knowledge in computers (Microsoft Office)	4.92	5	4.91	4.95
Presentation skills	4.68	4.83	4.62	4.92
Capability for expressing in writing	4.8	4.85	4.74	4.90
Collegiate and establishing good relations among colleagues	4.94	4.86	4.94	4.93
Respect and capability to work in multi-cultural environment	4.96	5	4.91	5.00

24. The business unit shall make use of the learning outcomes assessment results analyzed in criterion 4.2 to improve its educational processes in the interest of continuously improving student learning outcomes. The business unit must describe specific improvements it has made to its programs, based on information obtained from its learning outcomes assessment results, for a minimum of three improvement cycles. To demonstrate compliance with this criterion: Identify specific program improvements based on what the business unit has learned from analyses of assessment results.

We regularly collect and discuss results from outcomes assessment tools and consequently take action to improve. In particular, we have so far implemented several changes/improvements in our curriculum and course syllabuses, some of which are:

- Given the relatively poor performance of students in Corporate Finance, the Finance department developed and implemented case analyses as a main project in this course sine 2014/2015.
- Because of the low level of achieved financial learning outcomes in the Management concentration, included were more financial classes in the capstone course Business strategy in the new academic year.
- Evidence of continuous improvement in the school policies, procedures and systems related to the assessment of learning outcomes is reported in the minutes from several meetings of regular school bodies and committees.

Given the importance of assessing program outcomes as accountability and transparency tool, as well as a tool for improving performance, the Business School medium-term plans involve development of a formal assessment plan for each program which would be part of the curriculum process. The plan would be developed and consequently monitored by the Learning Outcomes Assessment Team that would comprise of the Dean, Department Chairs, Academic Officer and the president of the Business School' Board of Trustees.

Part 5 - Faculty and Staff Focus

25. The unit will have a human resource plan that supports its strategic plan. In a brief statement here, explain your HR plan's relationship to your strategic goals.

UACS has a Human Resources Policy adopted in 2011. The Policy comprises of the processes of recruitment, selection, training, professional development and advancement, redistribution and dismissal of the academic and administrative staff of UACS. In addition, the policy covers the processes that impact the overall improvement of employee satisfaction at UACS.

In the UACS Strategic Plan for 2010-2015 the strategic goals linked to the faculty are oriented towards:
1) having a ratio domestic/international faculty 90:10% for undergraduate courses taught in English;
2) full time/part time faculty ratio 50:50% (measured by number of hours);
3) towards encouraging faculty member to publish minimum two scientific papers annually in international magazine according to the Procedure for rewarding the scientific activities or in the international magazine listed on the Web of Science;
4) Improvement dr./master ratio from 33% to 50%;
5) Improvement of the level of conferences and seminars participation;
6) Continued improvement of performance evaluation systems 360; and
7) Improvement of the UACS position on Webometrics raking through several measurements and activities.

Considering the above mentioned strategic goals, the UACS HR Policy addresses and covers them completely. In concrete, in regards to the first and second mentioned strategic goal, in the general provisions (Art. 6), UACS strives to create diversity among faculty members and encourages teaching of courses by International faculty. UACS according to the HR Policy, (Art. 7) has several indicators for selection of faculty members which go in line with the strategic goal of improvement of dr. / master ratio. Another provision in Article 19 also strives to achieve this goal by providing funds for faculty members who pursue a higher level degree. In the general provisions for faculty development within the UACS HR Policy, there are specific provisions (Art. 17 and Art. 18) which contribute to the achievement of the goal of encouraging faculty member to publish minimum two scientific papers annually and the improvement of the level of conferences and seminars participation. The goal towards improvement of the evaluation system 360 degrees is also mentioned in the provisions of the HR Policy however concretely prescribed in the 360 Evaluation Bylaws.

26. The programs must show how the composition of the full-time and part-time faculty (in terms of their practical experience and academic credentials) matches program objectives. In doing so, you may address:

a. how the composition of your faculty provides for intellectual leadership relative to each program's objectives;

b. how the composition of your faculty provides for required depth and breadth of theory and practical knowledge to meet your student learning outcomes.

a. At UACS, courses, programs and objectives are designed to offer theoretical and practical knowledge that provides quality in the educational process. To be able to accomplish that, the engaged faculty is composed of full-time faculty to cover both theoretical and practical elements of a specific course and program, and part-time faculty as experts/practitioners to be able to transfer the insights and practical knowledge from their respective working environments and fields to the students. In order to meet the demands of providing an international education, there is also balance between faculty that has completed their education abroad and at home, as well as visiting faculty from other countries.

b. Considering the above, the composition of the faculty members is selected carefully in accordance with the UACS bylaws and HR Policy and foremost in accordance with each program learning outcomes. Theoretical and practical knowledge is transferred by providing sufficient number of professor in theory, and experts in the field for the practical knowledge transferred to the students. Each year, at the beginning of the courses, each Schools selects a list of practitioners, with a minimum of ten years' experience in the field as professors engaged in the study programs

where practical knowledge is required in the learning outcomes. Guest lecturers as well as field studies is encouraged in each course and practices at least once during the entirety of the course.

27. In your institution's use of multiple delivery systems and/or your program's use of part-time (adjunct) faculty, your human resource management process must include policies for recruiting, training, observing, evaluating, and developing faculty for these delivery systems. Explain or describe:

a. how you develop qualified full-time and part-time faculty members;

- Be a host Program – full-time faculty member attends classes of an international professor. This is a program which is carried out on regular basis within the UACS and which enables gaining new skills and techniques for teaching from visiting professors coming from prestigious universities.
- ExecEd Trainings – UACS developed the UACS Enterprise which offers trainings for companies in various disciplines (legal, economic/econometric, linguistic, IT). UACS professors design these courses, oftentimes with another industry expert in the field and UACS members are also offered the opportunity to participate.
- Master and Doctoral Degrees for faculty and administration – UACS offers to all of its members a first and a second cycle education. For the members who wish to advance in academia, UACS sponsors doctoral programs
- Other external trainings – UACS sponsors external trainings related to the necessity for professional advancement of its members (in particular of administration).
-

b. how you orient new faculty members to the program;

- Socialization and Training Seminar – at the beginning of each semester UACS organizes a seminar for induction of the new faculty. In addition to the new members of the UACS family, this seminar is available for all existing members of UACS who consider it useful to renew or expand their own knowledge on bylaws, course content and conduct etc.
- Be a host Program – full-time faculty member attends classes of an international professor. This is a program which is carried out on regular basis within the UACS and which enables gaining new skills and techniques for teaching from visiting professors coming from prestigious universities.

c. how you orient new faculty members to assigned course(s);

- Socialization and Training Seminar – at the beginning of each semester UACS organizes a seminar for induction of the new faculty. In addition to the new members of the UACS family, this seminar is available for all existing members of UACS who consider it useful to renew or expand their own knowledge
- Meetings with the Dean and a professor that has taught the same or similar course – In these meetings, professors are given examples of how the course has been taught, the reading and teching materials used, grading etc. They are also available to consult with a professor that teaches a course within the same discipline. Importance on the course content, learning outcomes and delivery methods that are in accordance with UACS bylaws and practices are highly stressed.

d. how you provide opportunity for part-time and/or full-time faculty members to meet with others teaching the same courses;

In general, faculty that teaches courses within a program has very good communication amongst each other. However, they also attend regular Faculty Meetings where they can discuss and share their opinions and ideas regarding a course or program. Some other activities that also promote interaction between faculty are:

- Research Seminar Series – RSS – seminars designed to facilitate the process of research experience and the exchange of practical advices among faculty and to enable higher level of involvement of the faculty in research-related activities.
- Peer-to-Peer Feedback – faculty member invites other faculty member to attend his class and provide valuable feedback. This is a program which UACS introduced in order to enrich the communication and the exchange of best-practices among faculty.
- Be a host Program – full-time faculty member attends classes of an international professor. This is a program which is carried out on regular basis within the UACS and which enables gaining new skills and techniques for teaching from visiting professors coming from prestigious universities.

e. how you provide guidance and assistance for new faculty members in text selection, testing, grading, and teaching methods; and

- Socialization and Training Seminar – at the beginning of each semester UACS organizes a seminar for induction of the new faculty. In addition to the new members of the UACS family, this seminar is available for all existing members of UACS who consider it useful to renew or expand their own knowledge.

f. how you provide for course monitoring and evaluation.

- Peer-to-Peer Feedback – faculty member invites other faculty member to attend his class and provide valuable feedback. This is a program which UACS introduced in order to enrich the communication and the exchange of best-practices among faculty.
- Student evaluation as part of the 360 evaluation – Students evaluate the course and instructor teaching the course at the end of each course.

28. The unit must ensure that sufficient human resources are available at each location to provide leadership (including advising and administration) for each program and that assessment processes are in place to ensure that this leadership is being provided. Describe the leadership, advisement and assessment processes for each location at which programs are delivered. A narrative or tabular format may be used.

UACS has only one campus.

UACS developed a 360 degree evaluation for its employees, which is an after-course evaluation. The administrative activities of the faculty are evaluated with the 360 degrees evaluation. The administrators who cooperate with professors evaluate the timely submission of grades, availability to students and colleagues, fulfillment of the obligations related to the student affairs etc. In addition, the Dean evaluates the work of professors in respect to their involvement in the meetings of the Academic Councils, assistance and support in the processes of accreditation etc. The system of 360^0 evaluation is subject to periodical review in accordance with the changes in the academic/business environment, the needs of UACS for improvement of the organizational culture, the needs of the faculty for more detailed feedback on their performance etc. The faculty has the possibility to propose amendments to the evaluation. UACS regularly follows the trends which are applied by other international universities and if it is considered that a specific practice could be useful, it incorporates this in the process of evaluation. At the same time, we use the experience from the previous years as an indicator for specific parts of the evaluation which could be improved in the future. However, before introducing any kind of amendment in the evaluation, it must be communicated to all members of the faculty by the Rector at a joint meeting (in most cases at the Town Hall Meetings where the professors, assistants (junior faculty) and administrative staff of the University are invited to attend).

29. Though other qualified individuals may participate in these functions, the faculty must play an essential role in each of the following: classroom teaching assignments, student advising and counseling activities, scholarly and professional activities, community and college service activities, administrative activities, business and industry interaction, special research programs and projects, thesis and dissertation supervision and direction, if applicable travel to off-campus locations and/or non-traditional teaching, if applicable. With regard to Criterion 5.5.1, please address:

a. how you determine the appropriate teaching load for your faculty members;

UACS has a bylaw on Academic-Administrative Load (AAL) which regulates the number of contact-hours for undergraduate and graduate program, mentorships of bachelor and master thesis and thus like. With the AAL, UACS prescribes an expected number of contact-hours that professors should have with students, the hours expected to be spent for research and research-related activities, and the number of hours that they are expected to spend for additional activities (such as mentorship of master students, administrative work and other) in order to comply with the Labor Act of the Republic of Macedonia and fulfill the criterion of 40 working hours per week. Aside the teaching which is a subject of the class schedule, all other activities are at the decretory right of the professor to organize in order for them to achieve the optimal load for the week.

The Bylaw is based on the experiences of similar and highly recognized international universities as well as on the compulsory criteria of the international accreditations UACS obtained. This Bylaw sets out the specific level of academic and/or administrative workload which a professor should have in accordance with his/her title. The Bylaw also lays out the systematic promotion of professors following either an academic or an administrative track. For example, if a professor has the ambition to develop a career as a researcher, the load can be redistributed so as to allow more work time spent on research and have lower teaching hours. Or if a professor is also assuming an administrative position (such as Department head, vice-dean, dean…) their teaching and research load is reduced in order to provide sufficient time for the other duties.

b. how you demonstrate that the faculty and staff are of sufficient number to ensure performance of the above nine functions;

The performance and the overall workload of the faculty and staff are monitored on regular basis according to the bylaw on Academic-Administrative Load (AAL) explained above. This allows for constant improvements if necessary and assurance of quality performance of all faculty members and staff.

c. the institutional policy that determines the normal teaching load of a full-time faculty member;

UACS has a bylaw on Academic-Administrative Load (AAL) which regulates the number of contact-hours for undergraduate and graduate program, mentorships of bachelor and master thesis and thus like, as explained above.

d. how the combination of teaching and other responsibilities for full- and part-time faculty members is consistent with fulfilling all nine functions effectively; and

The Rector, the Deans, the Heads of Departments and the Human Resource Office are responsible to monitor the level of compliance with the AAL policy. The plan for the workload of the professors which corresponds to qualifications is prepared before the beginning of the academic year. If necessary, the plan is subject to revision before the beginning of the spring semester. At the end of the year, the HR Officer provides a report on the actual load throughout the year. In this report, we take into consideration all aspects of a professor's job including number of credit-hours produced (CHP) and decide what measures should be taken for the next academic year, if UACS needs to reduce the teaching load for a certain professor or needs to assign additional teaching load to a professor. When decisions are made, multiple factors are taken into consideration: previous work load and teaching load, area of expertise and area of research interest, level of language proficiency, student evaluation, etc.

e. how your part-time faculty members participate in these essential functions.

The part-time faculties participate in the Faculty Meetings of the schools where they teach and through these meetings they are actively involved in the process of defining their workload corresponding to their daily activities and to students' demands. In addition, part-time faculties are actively involved in curricula development because UACS believes that their contribution as industry experts is very important.

30. A faculty member who is extensively engaged beyond what is normally expected in any one of the nine functions (e.g., one who teaches graduate level courses, has significant administrative duties, directs multiple graduate theses and/or dissertations, or is engaged in extensive approved research) should have an appropriate reduction in other professional responsibilities. Explain your institution's policies with respect to the granting of release time for faculty members performing the sorts of exceptional duties

The plan for the workload of the professors which corresponds to qualifications is prepared before the beginning of the academic year. If necessary, the plan is subject to revision before the beginning of the spring semester. At the end of the year, the HR Officer provides a report on the actual load throughout the year, as explained above. Depending on the planned and reported activities of each professor, their time is allotted respectfully. Therefore, this ensures for appropriate allotment of faculty to courses, in the instance that one professor is engaged in important research, an engagement abroad for professional or academic development, or has a significant role in mentorship of dissertations.

31. Each program must have a formal system of faculty evaluation for use in personnel decisions, such as the awarding of tenure and/or promotion, as well as retention. This system must also provide processes for continuous improvement of instruction through formative evaluations. This standard requires justification of personnel decisions based on the mission of the programs. The actual system of annual evaluation is within the jurisdiction of the individual school or program. The system of evaluation must provide for some measurement of instructional performance and should consider related areas as appropriate, not limited to these topics:

a. how you monitor/evaluate your faculty's teaching.

The 360 degree evaluation adopted at UACS in 2011, aims at assisting each member of the UACS family develop and progress, improve the work of the instructors and administrative staff at the University American College Skopje. The purpose of the evaluation is to provide:

1. proper and on-time feedback to all members of the UACS family;
2. to provide adequate appraisal of each individuals as well as groups of UACS;
3. to differentiate between those who have distinguished results and those who have less distinguished results;
4. adequately to award those who have outstanding results (as individuals or groups);
5. to provide feedback information to those who do not have outstanding results in the areas where improvement is warm welcomed and would be appropriate;
6. to provide inputs for professional development for next year;
7. to provide the distinguished achievers with accelerating career growth according to the AAL policy;
8. to provide adequate feedback from all stakeholders in the process of delivery of services, including but not limited to: students, faculty members, relevant members of the administration, deans, Rector and others;
9. and finally, to mark the underperformance, thus enabling the organization to have a sustainable permanent growth.

The Evaluation by students is considered to be one of the key pillars of the 360 evaluation. The Evaluation by students is conducted with a questionnaire designed by the HR Officer and prior approval by the Chief Academic Officer (CAO) and the Rector. The Evaluation by students is conducted at least once per semester, usually the last teaching class.

b. how you monitor/evaluate your faculty's student advising and counseling.

Faculty's student advising and counseling is carried out constantly and there is no specific and strict procedure for doing so. UACS has embodied a culture where students are enabled to communicate with each professor freely and attend individual meetings during allotted office hours. Each School at UACS during its faculty meetings discusses issues which are related with offering advising and counseling to the students. If issues are at place and needs attention they are discussed as solved during these meeting where if necessary students are present as well. Another procedure which is taking place and it is used for advising and counseling is the Quality Circle process in which students take active participation by engaging themselves in special meetings with the Deans of the UACS School, on which they discuss their potential issues and problems they have during their studies. Also, students are always advised to follow the Grievance policy and communicate with the Grievance officer in case they have issues with any aspect of their studies.

c. how you monitor/evaluate your faculty's scholarly, professional, and service activities (see glossary of terms for scholarly activities).

At UACS, in 2011 a Committee for science and research has been formed, with the scope to monitor the faculty development in the area of scientific and research work. Part of the 360 Evaluation is also an evaluation performed on the basis of faculty results in one academic year. The Evaluation is conducted by the appointed Vice Rector for research once a year, usually at the beginning of the new academic year, and a report is compiled with all research and scholarly work for the faculty of each school.

In reference to the professional and service activities, UACS monitors the progress of the faculty members by their professional development plan and report and through the organization of several professional development seminars throughout one academic year. These activities are also reported in the AAL.

d. how you monitor/evaluate your faculty's business and industry relations.
e. how you monitor/evaluate your faculty's development activities.
f. how you monitor/evaluate your faculty's consulting activities.

At the end of each academic year, faculty members are obliged to report their professional development activities throughout the year. In the report they need to indicate, a part from their teaching and mentoring activities they also need to provide details on research activities among which professional development seminars attended as well as consultancy projects carried out during the year. In the report faculty members also need to indicate their involved in professional organizations, institutions and commissions.

g. how your faculty and staff demonstrate and promote a student focus.

UACS applies the model of participative learning with focus on the students (Participant Centered Learning). This method puts students in the center of the teaching/learning process. It is a principle implemented by the Harvard Business School and is recognized as one of the most effective methods of in-class teaching.

Every year, UACS rewards members with strong commitment to professional development to attend a training by the European Foundation for Entrepreneurial Research (EFER) in order to get introduced with this method of teaching and then to exchange their knowledge with the other UACS members.

In addition to the educational process, UACS strongly believes that the educational process improvements require the focus of the teaching and learning processes to be put on the students. Students are stimulated to evaluate their professors at the end of the semester, to evaluate the administration and to indicate means or ways of improving the student life on campus.

UACS has designated a Grievance Officer so that students can submit complaints related to grades, education process or other matters related to their experience at UACS.

In addition, UACS has designated faculty member in charge of students' sports and recreational activities. UACS has also designated a Student Advisor – member of the faculty who should work more closely with the students on probation.

UACS dedicates great attention to the practical training of students and development of their skills and thus pays great focus on providing internships. The Career Center has a specific task to provide internship for students which sometimes even lead to employment in the company.

h. how your compensation and recognition approaches for individuals and groups, including faculty and staff, reinforce the overall work system, student performance, and learning objectives, and

UACS bylaw on Academic-Administrative Load (AAL) and 360 Evaluation are matched after each academic year in order to compare results and performances especially in what concerns teaching activities and the level of satisfaction expressed by the students in the evaluation questionnaires.
After the performed 360 Evaluations, scores are prepared for each faculty members and according to the results the faculty members with the best scores are rewarded by giving them explicit recognition of their great performance and hard work. This is seen as great incentive and motivation for the other colleagues for the upcoming academic year. The recognition activities range from increase of salaries, through paid memberships in professional organizations, journals, paid participation in conferences, etc.

i. how you improve your faculty/staff evaluation system.

The evaluation system in place at UACS is improved through reviewing process at the end of each year, taking into consideration the performances and results in the previous academic year. Suggestions from both academic and administrative staff is taken into consideration in regard to the policy itself, the questionnaires used, the assigned weights etc. Meetings with the Deans and Vice Deans are carried out as well as separate meetings with the faculty members at Schools' level so that the suggestions can be revised.

31. Each institution (school or program) must have a written system of procedures, policies, and practices for the management and development of faculty members. Written information on all of these must be available to faculty and staff members.

All UACS bylaws, procedures and decisions concerning the overall work of the university in general, and at Schools 'level in specific are placed in an organize system as electronic database. All bylaws, procedures and decisions as well as policies are available internally to all faculty members and administration for consultation, through their designated electronic accounts connected with their email addresses.

Explain how your institution improves these procedures, policies, and practices.

Bylaws, procedures and policies are improved and revised on ad-hoc basis, depending on a situation at hand, following strictly new laws and amendments in the country. If there is a need of a revision of UACS act, meetings are held as well as open forums are organized where all faculty members can express their comments and concerns and propose amendments and text if necessary.

32. Each business program must provide an opportunity for faculty and staff development consistent with faculty, staff, and institutional needs and expectations. Part-time faculty members should participate in appropriate faculty development activities. Please describe or explain:

a. how you determine faculty and staff development needs;

Each faculty member has the freedom to choose a track in which they desire to develop and progress (research, academic or administrative). The academic advancement is related to fulfillment of specific criteria stipulated in the Higher Education Act of the Republic of Macedonia (e.g. the official title and number of publications, which determine the academic level/title and the amount of classes per week), while the other two tracks are not directly related to national legislation, but are defined at UACS level. For example, in case a faculty m

ember chooses the research track, then the load of classes is reduced, but the member is expected to publish significantly larger amount of international peer-reviewed publications than compared to one who chose teaching track. Similarly, in case a faculty member is promoted to perform an administrative role (e.g. dean, vice-dean and the like), the load with classes is reduced due to the increased administrative workload of the professor.

Principally, the development needs of the faculty and the administration result from the UACS strategy as well as the individual needs of the employee.

In the academic 2014/2015, the strategic emphasis remained strong on research and publication. Consequently, Research Seminar Series – RSS were organized for this purpose. For the members of the administration, the employees have the academic freedom to participate at seminars and trainings which would help them advance professionally or to ask for sabbaticals in order to pursue an academic/research degree (including a post-doc). Both academic and administrative staff is encouraged to participate in professional organizations and to pursue a higher educational degree. Faculty and staff also are encouraged to develop a Professional Development Plan in which they specifically indicate their preferences in reference to the three main tracks explained above.

b. what orientation and training programs are available;

UACS has several programs for training and orientation:

1. Socialization and Training Seminar – at the beginning of each semester UACS organizes a seminar for induction of the new faculty. In addition to the new members of the UACS family, this seminar is available for all existing members of UACS who consider it useful to renew or expand their own knowledge.
2. Peer-to-Peer Feedback – faculty member invites other faculty member to attend his class and provide valuable feedback. This is a program which UACS introduced in order to enrich the communication and the exchange of best-practices among faculty.
3. "Be a Host" Program – full-time faculty member attends classes of an international professor. This is a program which is carried out on regular basis within the UACS and which enables gaining new skills and techniques for teaching from visiting professors coming from prestigious universities.
4. Research Seminar Series – RSS – seminars designed to facilitate the process of research experience and the exchange of practical advices among faculty and to enable higher level of involvement of the faculty in research-related activities.
5. Moodle trainings – seminars designed to facilitate the use of the Moodle platform.
6. Grade keeper trainings – seminars designed to facilitate the use of a special software for grades.
7. ExecEd Trainings – UACS developed the UACS Enterprise which offers trainings for companies in various disciplines (legal, economic/econometric, linguistic, IT). UACS professors design these courses, oftentimes with another industry expert in the field and UACS members are also offered the opportunity to participate.
8. Master and Doctoral Degrees for faculty and administration – UACS offers to all of its members a first and a second cycle education. For the members who wish to advance in academia, UACS sponsors doctoral programs
9. Other external trainings – UACS sponsors external trainings related to the necessity for professional advancement of its members (in particular of administration).

c. how you get input from the faculty and staff about their development needs;
d. how you allocate faculty and staff development resources;
e. how you make development activities available to part-time faculty members;

All UACS Schools prepare a Faculty Development Plan as part of the Annual Plan of the schools at the beginning of each academic year. At the end of the year, all faculties prepare a Professional Development Report which is comprised of all activities that the faculties have participated in during the year, as well as all research and academic work they have completed during the year. The Professional Development Reports are compared against the plan in order to understand which segments were accomplished, in which segments they excelled and which are the opportunities for improvement in the next year. After completion, the Professional Development Report is later delivered to the HR department, at the beginning and at the end of the year, with a scope to serve as remainder of all the goals that are stated in the Report and expected to be achieved. All faculty members (full-time and part-time) are involved in the process. The input from faculty and staff about their development needs is considered during this process. What concerns the allocation of resources; this is done through separate Research Department which on individual basis and request evaluates and approve the necessary resources for professional development of faculty members.

f. whether the faculty and staff development process employs activities, such as sabbaticals, leaves of absence, grants, provision for student assistants, travel, clerical, and research support, etc.

The paid leave and sabbaticals of the faculty or the administration are set out in the Bylaw on the Academic-Administrative Load of UACS. A faculty can take a semester off to finalize their doctoral thesis or up to one month off to finalize a master thesis. Sabbaticals are also possible on the simple grounds that the absence is planned well in advance, so that a suitable replacement for the particular faculty member is found before the commencement of the classes. Funding and grants for research, business trips to attend conferences or seminars etc. are set out in the Scientific and Research Activity Act.

Part 6 - Educational and Business Process Management

32. Educational Design programs must describe and explain approaches to the design of educational programs and offerings, its method(s) of making curricular changes related to the school's or program's mission statement and strategic plan, and its use of student and stakeholder input in these processes.

The design and improvement of programs at the Schools within UACS, are developed and introduced by the Rector's Board, the Senate or Faculty Council as formal parts of the University, if they determine or confirm that there is a need on the market for introduction of new programs (new curriculum, literature), or new method of teaching, new/foreign professors etc.

The proposed changes and/or ideas for development and introduction of new programs arise from input gathered by various stakeholders:

Stakeholder	Information for improvement/change in curriculum or program design	Information Obtained via
Students	Improvements on internal administrative processes, courses, course delivery, faculty, etc	360 Evaluation, Quality Circles Meetings,
Students	Suggestions on new programs, new courses, attractiveness of programs	Quality Circles Meetings, Graduate Survey
Faculty	Suggestions on program and/or course improvement, internal process improvement	Analysis of data from Metrics for program success, Student Evaluations and overall performance of programs and courses
Business Council	Introduction of more specialized programs that address specific job requirements, such as accounting, auditing etc	Business Council Meeting

33. Degree Program Delivery Describe the degree program delivery for each degree program. To fulfill this criterion, you must provide the following information:

> **a. the length of time that it takes for a full-time student to complete the degree (both as cataloged and actually, on-average);**
> **b. the program delivery methods employed in each program (classroom, competency based, independent study, online, etc.);**
> **c. the number of contact (coverage hours or equivalent) hours required to earn three (3) semester hours (four (4) quarter hours) of credit or equivalent; and**
> **d. if your unit confers nontraditional business degrees, such as accelerated, competency based, executive, etc., specially designed to meet the needs of specific stakeholders other than traditional college students, etc., describe how**

a. The length of studies varies depending on the program; however in general, the timeframe for completion is the following:

Typical duration of study	ECTS awarded	EU degrees	US degrees
3 year studies	Min. 180 ECTS	Bachelor Degree	Associate Degree
4 year studies	Min. 240 ECTS	Specialist Degree	Bachelor Degree
5 year studies	Min 300 ECTS	Master Degree	Master Degree

b. The delivery methods are classroom based in each program, encompassing the PCL method that includes interactive learning, learning by doing, role plays, and case studies.

c. The European Credit Transfer System (ECTS) is applied in the programs, and it suggest 23-25 hours of learning time (Notional Learning Time, NLT) per academic credit. This is the equivalent of the 45 hours attributed to a 3 semester credit hour course (for a 15 week semester) applied by the US Carnegie System.

Usually, the basic and intermediary courses carry 6 ECTS, and advanced courses 8 ECTS.

Students can earn a bachelor degree with a minimum of 180 ECTS. With additional 60 ECTS, they can earn a degree of Specialist, and with additional 60 to 72 ECTS they reach the graduate master level (at least 300 ECTS).

d. UACS does not offer non-traditional degrees.

34. Report and explain your methods and processes for program evaluation. These observations and/or indicators could include such measures as: enrollment and participation figures; student evaluations of courses and instructors; success/completion rates; attendance rates; dropout rates; complaints; student feedback; and observations by school and/or program leaders. Explain whether these evaluations are internal to the business unit or required by your institution and, in either case, how and by whom they are used in the continuous improvement of the business programs' offerings. A table such as Figure 6.8 should be included.

Type of performance measure	Measure	Purpose	Users	Reported in
Performance measure for program success	Metrics (drop out rate, graduation on time, retention)	To assess programs success and rigor so that adjustments can be made to individual courses, pay attention to a specific cohort etc…	All academic staff, management, students, parents, Ministry of Education and Science general public (part of Self-evaluation report)	Standard 6
Performance measure for program success	Learning Outcomes	To assess whether students achieve the intended learning outcomes of the programs	All academic staff, management	Standard 4
Business Council Cluster Meetings	Suggestions on new program development/course contents	To keep the program updated with the business developments	Academic staff, management	Standard 3
Student Satisfaction Evaluation	Student satisfaction with administration, faculty, services and overall program	To provide input for continuous improvement	Academic staff, management, administrative staff, students, parents, general public (part of Self-evaluation report)	Standard 3

35. Student Metrix and results

School of business economics and management (ENG + MK cohorts Undergraduate)

Опис	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	Член
Број на студенти кои запишале 1 година	148	127	116	104	68	76	
Број на студенти кои запишале 2 година	128	108	100	87	56	59	
Стапка на напредување од 1 во 2 година	86,49%	85,04%	86,21%	83,65%	82,35%	77,63%	5,2
Број на студенти кои запишале 3 година	119	100	89	83	54	0	
Стапка на напредување од 2 во 3 година	92,97%	92,59%	89,00%	95,40%	96,43%	0,00%	5,2
Просечен GPA во 1 година	2,309367	2,430753	2,403173	2,349458	2,423232	2,136107	4,1
Просечен GPA во 2 година	2,410705	2,580571	2,419314	2,599788	2,330731	2,565358	4,1
Просечен GPA во 3 година	2,249062	2,324054	2,4148	2,442859	2,453229		4,1
Број на студенти под посебен режим	34	32	23	32	12	0	0
Стапка на студенти под посебен режим	28,57%	32,00%	25,84%	38,55%	22,22%	0,00%	4,3
Број на студенти во мирување	8	6	2	2	2		
Стапка на студенти во мирување	6,72%	6,00%	2,25%	2,41%	3,704%	0,000%	5,4
Број на откажани студенти	7	4	2	2	1	2	
Стапка на задржани студенти	95,27%	96,85%	98,28%	98,08%	98,53%	97,37%	5,1
Стапка на откажани студенти	4,73%	3,15%	1,72%	1,92%	1,47%	2,63%	5,3
Број на студентикои завршиле во 3 години	75	67	67	64	2	0	
Број на студентикои завршиле во 4 години	13	12	13	4	0	0	
Број на студентикои завршиле во 5 години	5	4	2	0	0	0	
Број на студентикои завршиле во 6 години и повеќе	4	3	0	0	0	0	
Просечно време на завршување на студии (години)	3,36	3,34	3,21	3,06	0	0	6,1
Стапка на студенти кои завршиле во пропишан рок	50,68%	52,76%	57,76%	61,54%	2,94%	0,00%	6,2
Стапка на студенти кои не дипломирале во предвидениот рок	14,86%	14,96%	12,93%	3,85%	0,00%	0,00%	4,1
Стапка на дипломирани студенти	65,54%	67,72%	70,69%	65,38%	2,94%	0,00%	6,3
Просечен GPA на GPA на дипломирани во 3 години	2,66047	2,798108	2,622451	2,659526	2,760465		4,1
Просечен GPA на GPA на дипломирани во 4 години	1,948877	1,843029	2,105361	1,947589			4,1
Просечен GPA на GPA на дипломирани во 5 години	1,830884	1,876174	1,715536				4,1
Просечен GPA на GPA на дипломирани во 6 и повеќе години	1,814153	1,819432					4,1

School of architecture and design (Undergraduate)

Опис	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	Член
Број на студенти кои запишале 1 година	57	71	81	53	75	95	
Број на студенти кои запишале 2 година	49	54	62	43	58	45	
Стапка на напредување од 1 во 2 година	85,96%	76,06%	76,54%	81,13%	77,33%	47,37%	5,2
Број на студенти кои запишале 3 година	47	51	57	40	46	0	
Стапка на напредување од 2 во 3 година	95,92%	94,44%	91,94%	93,02%	79,31%	0,00%	5,2
Просечен GPA во 1 година	2,40	2,45	2,68	2,75	2,41	2,61	4,1
Просечен GPA во 2 година	2,59	2,54	2,54	2,63	2,49	2,28	4,1
Просечен GPA во 3 година	2,57	2,44	2,43	2,34	2,60		4,1
Број на студенти под посебен режим	6	10	7	4	20	0	
Стапка на студенти под посебен режим	12,77%	19,61%	12,28%	10,00%	43,48%	0,00%	4,3
Број на студенти во мирување	1	1	3	0	4	2	
Стапка на студенти во мирување	2,13%	1,96%	5,26%	0,00%	8,70%	0,00%	5,4
Број на откажани студенти	7	15	17	9	20	31	
Стапка на задржани студенти	87,72%	78,87%	79,01%	83,02%	73,33%	67,37%	5,1
Стапка на откажани студенти	12,28%	21,13%	20,99%	16,98%	26,67%	32,63%	5,3
Број на студентикои завршиле во 3 години	32	35	39	29	0	0	
Број на студентикои завршиле во 4 години	10	5	10	2	0	0	
Број на студентикои завршиле во 5 години	0	1	1	0	0	0	
Број на студентикои завршиле во 6 години и повеќе	1	1	0	0	0	0	
Просечно време на завршување на студии (години)	3,30	3,24	3,24	3,06	0,00	0,00	6,1
Стапка на студенти кои завршиле во пропишан рок	56,14%	49,30%	48,15%	54,72%	0,00%	0,00%	6,2
Стапка на студенти кои не дипломирале во предвидениот рок	19,30%	9,86%	13,58%	3,77%	0,00%	0,00%	4,1
Стапка на дипломирани студенти	75,44%	59,15%	61,73%	58,49%	0,00%	0,00%	6,3
Просечен GPA на GPA на дипломирани во 3 години	2,84	2,70	2,85	2,77			4,1
Просечен GPA на GPA на дипломирани во 4 години	1,97	2,23	2,08	2,48			4,1
Просечен GPA на GPA на дипломирани во 5 години		2,41	2,03				4,1
Просечен GPA на GPA на дипломирани во 6 и повеќе години	1,75	1,41	0,00	0,00	0,00	0,00	4,1

School of computer science and information technology (Undergraduate)

Опис	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	Член
Број на студенти кои запишале 1 година	35	29	21	12	15	23	
Број на студенти кои запишале 2 година	34	24	16	10	15	17	
Стапка на напредување од 1 во 2 година	97,14%	82,76%	76,19%	83,33%	100,00%	73,91%	5,2
Број на студенти кои запишале 3 година	33	21	15	10	11	0	
Стапка на напредување од 2 во 3 година	97,06%	87,50%	93,75%	100,00%	73,33%	0,00%	5,2
Просечен GPA во 1 година	2,35	2,37	2,49	2,37	2,53	2,51	4,1
Просечен GPA во 2 година	2,09	2,49	2,53	2,43	2,05	2,33	4,1
Просечен GPA во 3 година	2,32	2,27	1,97	2,18	2,24	2,53	4,1
Број на студенти под посебен режим	6	9	5	5	4	0	
Стапка на студенти под посебен режим	18,18%	42,86%	33,33%	50,00%	36,36%	0,00%	4,3
Број на студенти во мирување	1	1	0	0	0	2	
Стапка на студенти во мирување	3,03%	4,76%	0,00%	0,00%	0,00%	0,00%	5,4
Број на откажани студенти	1	4	5	2	0	4	
Стапка на задржани студенти	97,14%	86,21%	76,19%	83,33%	100,00%	82,61%	5,1
Стапка на откажани студенти	2,86%	13,79%	23,81%	16,67%	0,00%	17,39%	5,3
Број на студентикои завршиле во 3 години	12	7	6	2	0	0	
Број на студентикои завршиле во 4 години	7	6	4	2	0	0	
Број на студентикои завршиле во 5 години	3	2	1	0	0	0	
Број на студентикои завршиле во 6 години и повеќе	1	1	0	0	0	0	
Просечно време на завршување на студии (години)	3,70	3,81	3,55	3,50	0,00	0,00	6,1
Стапка на студенти кои завршиле во пропишан рок	34,29%	24,14%	28,57%	16,67%	0,00%	0,00%	6,2
Стапка на студенти кои не дипломирале во предвидениот рок	31,43%	31,03%	23,81%	16,67%	0,00%	0,00%	4,1
Стапка на дипломирани студенти	65,71%	55,17%	52,38%	33,33%	0,00%	0,00%	6,3
Просечен GPA на GPA на дипломирани во 3 години	2,77	3,29	2,84	2,69			4,1
Просечен GPA на GPA на дипломирани во 4 години	2,26	2,40	2,10	3,36			4,1
Просечен GPA на GPA на дипломирани во 5 години	1,92	1,82	1,82				4,1
Просечен GPA на GPA на дипломирани во 6 и повеќе години	2,86	3,45	0,00	0,00	0,00	0,00	4,1

School of political science (Undergraduate)

Опис	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	Член
Број на студенти кои запишале 1 година	21	18	12		1		
Број на студенти кои запишале 2 година	17	13	9		0		
Стапка на напредување од 1 во 2 година	80,95%	72,22%	75,00%	#DIV/0!	0,00%	#DIV/0!	5,2
Број на студенти кои запишале 3 година	15	12	9		0		
Стапка на напредување од 2 во 3 година	88,24%	92,31%	100,00%	#DIV/0!	#DIV/0!	#DIV/0!	5,2
Просечен GPA во 1 година	2,11	2,45	2,19		1,34		4,1
Просечен GPA во 2 година	2,57	2,72	2,47				4,1
Просечен GPA во 3 година	2,26	2,50	2,67				4,1
Број на студенти под посебен режим	2	3	2	0	1	0	
Стапка на студенти под посебен режим	13,33%	25,00%	22,22%	0,00%	0,00%	0,00%	4,3
Број на студенти во мирување	0	1	0	0	1	0	
Стапка на студенти во мирување	0,00%	8,33%	0,00%	0,00%	0,00%	0,00%	5,4
Број на откажани студенти	5	3	1	0	0	0	
Стапка на задржани студенти	76,19%	83,33%	91,67%	#DIV/0!	100,00%	#DIV/0!	5,1
Стапка на откажани студенти	23,81%	16,67%	8,33%	#DIV/0!	0,00%	#DIV/0!	5,3
Број на студентикои завршиле во 3 години	6	8	7		0		
Број на студентикои завршиле во 4 години	1	2	2		0		
Број на студентикои завршиле во 5 години	2	1	0		0		
Број на студентикои завршиле во 6 години и повеќе	1	0	0		0		
Просечно време на завршување на студии (години)	3,80	3,36	3,22	0,00	0,00	0,00	6,1
Стапка на студенти кои завршиле во пропишан рок	28,57%	44,44%	58,33%	#DIV/0!	0,00%	#DIV/0!	6,2
Стапка на студенти кои не дипломирале во предвидениот рок	19,05%	16,67%	16,67%	#DIV/0!	0,00%	#DIV/0!	4,1
Стапка на дипломирани студенти	47,62%	61,11%	75,00%	#DIV/0!	0,00%	#DIV/0!	6,3
Просечен GPA на GPA на дипломирани во 3 години	2,44	2,59	2,67				4,1
Просечен GPA на GPA на дипломирани во 4 години	2,07	1,89	1,82				4,1
Просечен GPA на GPA на дипломирани во 5 години	1,99	3,87					4,1
Просечен GPA на GPA на дипломирани во 6 и повеќе години	4,76	0,00	0,00		0,00		4,1

School of Foreign Languages (Undergraduate)

Опис	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	Член
Број на студенти кои запишале 1 година	8	4		3	1	7	
Број на студенти кои запишале 2 година	7	4		1	1	4	
Стапка на напредување од 1 во 2 година	87,50%	100,00%	0,00%	33,33%	100,00%	57,14%	5,2
Број на студенти кои запишале 3 година	6	3		1	1	0	
Стапка на напредување од 2 во 3 година	85,71%	75,00%	0,00%	100,00%	100,00%	0,00%	5,2
Просечен GPA во 1 година	2,567143	2,384		3,124815	2,085	2,091525	4,1
Просечен GPA во 2 година	2,220847	2,324412		3,224167	1,29375	2,406667	4,1
Просечен GPA во 3 година	2,082456	2,379545		3,125	2,052308		4,1
Број на студенти под посебен режим	0	0	0	0	0	0	
Стапка на студенти под посебен режим	0,00%	0,00%	#DIV/0!	0,00%	0,00%	0,00%	4,3
Број на студенти во мирување	0	0	0	1	0	1	
Стапка на студенти во мирување	0,00%	0,00%	#DIV/0!	100,00%	0,00%	0,00%	5,4
Број на откажани студенти	4	8	5	6	3	4	
Стапка на задржани студенти	50,00%	-100,00%	#DIV/0!	100,00%	-200,00%	42,86%	5,1
Стапка на откажани студенти	50,00%	200,00%	#DIV/0!	200,00%	300,00%	57,14%	5,3
Број на студентикои завршиле во 3 години	0	0	0	1	0	0	
Број на студентикои завршиле во 4 години	5	2		1	0	0	
Број на студентикои завршиле во 5 години	1	0		0	0	0	
Број на студентикои завршиле во 6 години и повеќе	0	0		0	0	0	
Просечно време на завршување на студии (години)	0	0		0	0	0	6,1
Стапка на студенти кои завршиле во пропишан рок	0,00%	0,00%	#DIV/0!	33,33%	0,00%	0,00%	6,2
Стапка на студенти кои не дипломирале во предвидениот рок	75,00%	50,00%	#DIV/0!	33,33%	0,00%	0,00%	4,1
Стапка на дипломирани студенти	75,00%	50,00%	#DIV/0!	66,67%	0,00%	0,00%	6,3
Просечен GPA на GPA на дипломирани во 3 години	2,386828	2,847619		3,4075			4,1
Просечен GPA на GPA на дипломирани во 4 години	2,011379						4,1
Просечен GPA на GPA на дипломирани во 5 години							4,1
Просечен GPA на GPA на дипломирани во 6 и повеќе години							4,1

School of Law (Undergraduate)

Опис	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	Член
Број на студенти кои запишале 1 година	22	16	10	19	5	23	
Број на студенти кои запишале 2 година	20	15	10	17	5	20	
Стапка на напредување од 1 во 2 година	90,91%	93,75%	100,00%	89,47%	100,00%	86,96%	5,2
Број на студенти кои запишале 3 година	19	14	10	16	5	0	
Стапка на напредување од 2 во 3 година	95,00%	93,33%	100,00%	94,12%	100,00%	0,00%	5,2
Просечен GPA во 1 година	2,17	2,14	2,46	1,92	2,45	2,14	4,1
Просечен GPA во 2 година	2,39	2,10	2,54	2,58	2,23	2,29	4,1
Просечен GPA во 3 година	2,48	2,61	2,80	2,59	2,42	1,00	4,1
Број на студенти под посебен режим	8	6	1	9	0	0	0
Стапка на студенти под посебен режим	42,11%	42,86%	10,00%	56,25%	0,00%	0,00%	4,3
Број на студенти во мирување	0	0	0	1	0	0	
Стапка на студенти во мирување	0,00%	0,00%	0,00%	6,25%	0,000%	0,000%	5,4
Број на откажани студенти	2	0	0	1	0	3	
Стапка на задржани студенти	90,91%	100,00%	100,00%	94,74%	100,00%	86,96%	5,1
Стапка на откажани студенти	9,09%	0,00%	0,00%	5,26%	0,00%	13,04%	5,3
Број на студентикои завршиле во 3 години	15	9	8	14	0	1	
Број на студентикои завршиле во 4 години	1	4	1	2	0	0	
Број на студентикои завршиле во 5 години	2	1	0	0	0	0	
Број на студентикои завршиле во 6 години и повеќе	0	0	0	0	0	0	
Просечно време на завршување на студии (години)	3,28	3,43	3,11	3,13	0	0	6,1
Стапка на студенти кои завршиле во пропишан рок	68,18%	56,25%	80,00%	73,68%	0,00%	4,35%	6,2
Стапка на студенти кои не дипломирале во предвидениот рок	13,64%	31,25%	10,00%	10,53%	0,00%	0,00%	4,1
Стапка на дипломирани студенти	81,82%	87,50%	90,00%	84,21%	0,00%	4,35%	6,3
Просечен GPA на GPA на дипломирани во 3 години	2,50	2,42	2,77	2,41		2,02	4,1
Просечен GPA на GPA на дипломирани во 4 години	1,67	2,19	1,67	2,53			4,1
Просечен GPA на GPA на дипломирани во 5 години	2,16	1,67					4,1
Просечен GPA на GPA на дипломирани во 6 и повеќе години							4,1

School of Business Economics and Management (MK + ENG Graduate)

MA English 3+1 - Specialization	2012-2013	2013-2014	2014-2015
Enrolments in year 1	1	8	2
Number of progressing to year 2	1	4	2
Average GPA per pass exam - entered year 1	3,10	3,11	3,58
Average GPA per pass exam - entered year 2		3,62	3,00
Number of graduated	1	3	1
Number of students who passed all exams		3	1

MA English 3+2	2012-2013	2013-2014	2014-2015
Enrolments in year 1	29	34	28
Number of progressing to year 2	23	26	18
Average GPA per pass exam - entered year 1	2,79	2,92	2,87
Average GPA per pass exam - entered year 2	2,98	3,10	2,81
Number of graduated	5	0	0
Number of students who passed all exams	10	19	13

MA English 4+1	2012-2013	2013-2014	2014-2015
Enrolments in year 1	5	2	4
Number of progressing to year 2	3	0	0
Average GPA per pass exam - entered year 1	3,58	2,81	3,22
Average GPA per pass exam - entered year 2	3,11	0	0
Number of graduated	1	1	0
Number of students who passed all exams	3	1	2

MBA 4+1	2012-2013	2013-2014	2014-2015
Enrolments in year 1	13	19	14
Number of progressing to year 2	11	10	11
Average GPA per pass exam - entered year 1	3,35	3,26	3,26
Average GPA per pass exam - entered year 2	3,35	2,89	3,62
Number of graduated	6	0	0
Number of students who passed all exams	5	15	8

MA- Mk 3+1 - Specialization	2012-2013	2013-2014	2014-2015
Enrolments in year 1	1	1	6
Number of progressing to year 2		1	2
Average GPA per pass exam - entered year 1	2,53	3,09	2,75
Average GPA per pass exam - entered year 2		3,67	2,79
Number of graduated	1		1
Number of students who passed all exams		1	1

MA-MK 3+2	2012-2013	2013-2014	2014-2015
Enrolments in year 1	18	20	20
Number of progressing to year 2	12	8	10
Average GPA per pass exam - entered year 1	2,74	2,69	1,45
Average GPA per pass exam - entered year 2	2,82	2,55	1,55
Number of graduated	0	1	1
Number of students who passed all exams	8	14	3

MA-MK 4+1	2012-2013	2013-2014	2014-2015
Enrolments in year 1	3	8	4
Number of progressing to year 2	0	3	2
Average GPA per pass exam - entered year 1	2,27	2,93	3,05
Average GPA per pass exam - entered year 2	0	3,06	3,00
Number of graduated	0	0	3
Number of students who passed all exams	0	6	1

School of Architecture and Design (Graduate)

3+2	2012-2013	2013-2014	2014-2015
Enrolments in year 1	40	47	32
Number of progressing to year 2	32	36	27
Average GPA per pass exam - entered year 1	3,07	2,64	2,59
Average GPA per pass exam - entered year 2	3,02	2,77	3,07
Number of graduated	9	4	0
Number of students who passed all exams	20	25	19
4+1	**2012-2013**	**2013-2014**	**2014-2015**
Enrolments in year 1	7		
Number of progressing to year 2			
Average GPA per pass exam - entered year 1	3,86		
Average GPA per pass exam - entered year 2			
Number of graduated	1		
Number of students who passed all exams			

School of computer science and information technology (Graduate)

3+2	2012-2013	2013-2014	2014-2015
Enrolments in year 1	6		7
Number of progressing to year 2	2		0
Average GPA per pass exam - entered year 1	3,18		3,79
Average GPA per pass exam - entered year 2	3,77		0
Number of graduated	1		0
Number of students who passed all exams	0		0
3+1	**2012-2013**	**2013-2014**	**2014-2015**
Enrolments in year 1	5	1	2
Number of progressing to year 2	3	1	0
Average GPA per pass exam - entered year 1	3,52	3,72	4
Average GPA per pass exam - entered year 2	3,74	3,78	0,00
Number of graduated	0	0	0
Number of students who passed all exams	3	1	0

School of political science (Graduate)

MK 3+2	2012-2013	2013-2014	2014-2015
Enrolments in year 1	1	2	1
Number of progressing to year 2	1	0	0
Average GPA per pass exam - entered year 1	3,17	3,12	3,22
Average GPA per pass exam - entered year 2	3,11	0	0,00
Number of graduated	0	0	0
Number of students who passed all exams	0	0	0
Eng 3+2	**2012-2013**	**2013-2014**	**2014-2015**
Enrolments in year 1	5	7	7
Number of progressing to year 2	0	6	5
Average GPA per pass exam - entered year 1	2,7	3,56	3,37
Average GPA per pass exam - entered year 2	3,05	2,78	3,08
Number of graduated	1	1	0
Number of students who passed all exams	3	3	5
MK 4+1	**2012-2013**	**2013-2014**	**2014-2015**
Enrolments in year 1			1
Number of progressing to year 2			0
Average GPA per pass exam - entered year 1			3,07
Average GPA per pass exam - entered year 2			0
Number of graduated			0
Number of students who passed all exams			0
Eng 4+1	**2012-2013**	**2013-2014**	**2014-2015**
Enrolments in year 1	2	3	2
Number of progressing to year 2	0	0	0
Average GPA per pass exam - entered year 1	3,89	3,67	3,79
Average GPA per pass exam - entered year 2	0	0	0
Number of graduated	0	1	0
Number of students who passed all exams	0	1	1

School of Foreign Languages (Graduate)

3+2	2012-2013	2013-2014	2014-2015
Enrolments in year 1	1	7	1
Number of progressing to year 2	0	1	0
Average GPA per pass exam - entered year 1	2,00	3,16	3,73
Average GPA per pass exam - entered year 2	0	2,88	0,00
Number of graduated	0	0	0
Number of students who passed all exams	0	0	0
3+1	2012-2013	2013-2014	2014-2015
Enrolments in year 1	3		
Number of progressing to year 2			
Average GPA per pass exam - entered year 1	2,65		
Average GPA per pass exam - entered year 2			
Number of graduated	1		
Number of students who passed all exams	1		
4+1	2012-2013	2013-2014	2014-2015
Enrolments in year 1	1	5	4
Number of progressing to year 2			
Average GPA per pass exam - entered year 1	3,67	3,77	2,92
Average GPA per pass exam - entered year 2			
Number of graduated	0	2	0
Number of students who passed all exams	1	1	0

School of Law (Graduate)

3+2	2012-2013	2013-2014	2014-2015
Enrolments in year 1	24	17	15
Number of progressing to year 2	16	11	7
Average GPA per pass exam - entered year 1	3,18	3,06	3,00
Average GPA per pass exam - entered year 2	3,03	2,73	2,58
Number of graduated	14	4	2
Number of students who passed all exams	7	6	5
4+1	2012-2013	2013-2014	2014-2015
Enrolments in year 1	12	12	9
Number of progressing to year 2	8	10	8
Average GPA per pass exam - entered year 1	3,28	3,63	3,71
Average GPA per pass exam - entered year 2	3,20	3,58	3,68
Number of graduated	7	7	2
Number of students who passed all exams	2	3	6

Part 7 – Research and Publication work

36. Does the University offer assistance in research activities and the publication of papers – formal and informal? Please elaborate.

Through the Research Committee (RC), UACS offers academic assistance for application and participation in international conferences, training, writing and publishing papers in international journals. The Committee, in cooperation with the Commission for Funding Research Activities (CFRA), provides financial support for participation in conferences and for publishing papers.

37. In what way the research activities of the University are monitored and evaluated?

To achieve professional advancement in accordance with LHE, a set of objective criteria must be met. Faculty must publish research in international peer-reviewed journals, as well present ongoing research work at international conferences.

Faculty who teaches design and architecture is also required to present its work in a suitable form (exhibitions for instance).

Schools monitor the professional development of their members. They also provide advice and assistance where necessary.

The research activities of the faculty are valued equally as their activity as lecturers. Schools promote research spirit by active participation in the Teach & Research Seminar Series (TRSS), widely understood as a forum to present ongoing research, consult colleagues in a similar research domain, present experience from a methodological seminar, conference, workshop and the like. TRSS are also used by the management to inform the faculty for new research bylaws, as well for the changes within the current one, as well to promote the research culture university-wide. Also, a small fund at the university level is available for project development, and applying for research grants is encouraged.

The faculty is encouraged to participate in international conferences and to disseminate their research results, and the University has funds to support these activities. In addition, the University supports the establishment of research laboratories and the Research Committee is responsible for their creation and work. Table 8 summarizes the research activity of UACS, through different categories of research work, for each school.

In the academic 2014-15 year, UACS reduced the level of research by 2% compared to the previous year. Most of the research work, about 54% is produced by SBEM. The composition of the research activities at UACS reaffirms the focus to papers in peer-reviewed journals and international conferences, as 55% of research activities belong to the group 'published articles in international journals and conferences`. Also, a notable increase of 55% of research activities is registered in the group 'research stays abroad'.

Table 1. – Research activities

Figures represent units (e.g. number of papers; number of conference presentations and the like), unless otherwise noted.

Name of group	Description of the scientific paper/lecture/research project	SBEM	SCSIT	SAD	SFL	SPS	SL	Total units	Total points	points	participation	compared to 2013/14	group
Scientific books and monographs	Prominent scientific book and monograph of international importance	0	0	0	0	0	0	-	-			0%	
	Scientific book and monograph of international importance	4	0	0	0	0	1	5	35			67%	
	Scientific book and monograph of domestic importance	2	0	0	0	2	0	4	16	51	3%	100%	76%
Book chapters and book reviews in journals	Book chapter of international importance; book review in leading journal or thematic journal of international importance	3	0	0	0	1	1	5	20			-50%	
	Book chapter of domestic importance; book review in leading journal or thematic journal of domestic importance	0	0	0	0	0	5	5	10	30	2%	67%	-35%
Published articles in international journals and	Published article in international journal with impact factor	14	1	0	0	3	1	19	285			6%	
	Published article in international journal without impact factor	12	3	0	8	6	12	41	287			24%	

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conferences	Plenary session of invited paper at a conference of international importance, printed entirely or abstract	0	0	0	0	0	1	**1**	**5**			**-92%**	
	Paper presented at a conference of international importance, printed entirely or abstract	22	16	0	6	11	2	**57**	**228**	805	55%	**-26%**	**-7%**
Published articles in domestic journals and conferences	Published article in domestic journal	0	0	12	0	0	0	**12**	**24**			**140%**	
	Introductory session of invited paper at a conference of domestic importance, printed entirely or abstract	0	0	0	0	0	2	**2**	**3**			**-50%**	
	Paper presented at a conference of domestic importance, printed entirely or abstract	0	0	0	0	0	0	**-**	**-**	27	2%	**-100%**	**54%**
Dissertations and theses by faculty	Defended doctoral thesis by faculty	0	0	0	1	0	0	**1**	**6**			**-50%**	
	Defended master thesis by faculty	0	0	0	0	0	0	**-**	**-**	6	0%	**0%**	**-50%**
Devising a research proposal	Devising an international research proposal as principal or co-principal researcher	4	0	0	0	2	4	**10**	**80**			**100%**	
	Devising an international research proposal as assistant researcher	5	0	0	0	2	0	**7**	**42**			**17%**	
	Devising a domestic research proposal as principal or co-	0	0	0	0	0	0	**-**	**-**			**-100%**	

	principal researcher											
	Devising a domestic research proposal as assistant researcher	0	0	0	0	0	0	-	-	122	8%	0%	39%
Work on a research project	Work on international project with an outcome: Report, Monograph, Study, where the faculty appears as principal or co-principal researcher	8	0	0	0	0	1	9	90			-25%	
	Work on international project with an outcome: Report, Monograph, Study, where the faculty appears as assistant researcher	7	0	0	0	0	0	7	49			-13%	
	Work on domestic project with an outcome: Report, Monograph, Study, where the faculty appears as principal or co-principal researcher	1	0	0	0	0	3	4	20			0%	
	Work on domestic project with an outcome: Report, Monograph, Study, where the faculty appears as assistant researcher	0	0	0	0	0	0	-	-	159	11%	-100%	-20%
Analytics	Report (Editor)	1	0	0	0	0	0	1	4			-75%	
	Short analysis, forecasts, models (Editor)	0	0	0	0	0	0	-	-			0%	
	Report (Analyst)	1	0	0	0	0	0	1	3			0%	
	Short analysis, forecasts, models (Analyst)	0	0	0	0	0	0	-	-	7	0%	-100%	-67%

Category	Subcategory												
Editorial and reviews	Editor at international journal with impact factor listed on the Web of Science	0	0	0	0	0	0	-	-			0%	
	Editor at international journal	0	0	0	1	0	0	1	5			-83%	
	Editor at national journal	0	0	0	0	0	0	-	-			0%	
	Reviewer at international journal with impact factor listed on the Web of Science	11	0	1	0	0	1	13	65			160%	
	Reviewer at international journal	4	0	0	1	1	2	8	24			-27%	
	Reviewer at domestic journal	1	0	0	0	0	0	1	1			0%	
	Participation In Program or Reviewing Committee of International Conference	3	0	0	0	2	3	8	24			-27%	
	Reviewer of International Conference	1	1	0	0	0	4	6	12			0%	
	Participation In Program or Reviewing Committee of International Conference	0	0	0	0	0	1	1	2			-50%	
	Reviewer of national conference	1	0	0	0	0	0	1	1	133	9%	0%	-3%
Research stays	Research stay in USA, EU, Canada, Japan, Switzerland, Norway	5	0	0	0	1	2	8	120			60%	
	Research stay in other countries	1	0	0	0	0	0	1	7	127	9%	0%	55%
TOTAL		**794**	**102**	**29**	**94**	**195**	**252.5**		**1,467**			**28%**	**-2%**

38. How do you determine appropriate distribution of research activities and publishing?

The Research Committee is responsible for the distribution of research activities. Dissemination of information is performed by each member of the committee, whereby each member is responsible for his/her school. It ensures uniform distribution of research activities and publishing.

39. Please provide a list of books, papers, conferences, publications, monographs and textbooks published at UACS in the last academic year. (The lists of titles please attach it as an annex).

Detailed list of research papers and work can be found in Annex 7.

40. Please provide a number and make a list of all papers published in international journals and presented at international conferences

Detailed list of research papers and work can be found in Annex 7.

41. Please provide a number and make a list of all papers published in journals with impact factor in Web of Science (Thompson Reuters).

Detailed list of research papers and work can be found in Annex 7. Web of Science journal publications are marked with gray.

42. Provide a list of all consulting activities, research projects, and vocational workshops in which were involved members of the faculty.

The following research projects and consultancy activities have been conducted at UACS in the course of the academic year:

- Research project: "Declaration for the improvement of road traffic safety on global level, adopted on the International Conference on the Role of Local Government and Municipalities in Improving Traffic Safety on Local and Regional Roads, PRI - La Prévention Routière Internationale (International Road Traffic Safety Organization) Skopje, 2014 September
- Research project: "Second National strategy of the Republic of Macedonia for improvement road traffic safety 2015 – 2020, Skopje 2014.ISBN 978 -608 – 65372 -5- 8.
- Research project: Velickovski, I., Stojkov, A. & Rajkovic, I. GDN Global Research Competition: Reconnecting the Peripheral Wagons to the Euro Area Core Locomotive. Project submitted in September 2013 with a deadline to complete in December 2015.
- Ilijana Petrovska, Chief supervisor of proposal individual research project: Marketing programmes optimization to Marie Sklodowska-Curie Actions Rome Business School
- Research project: UACS ELDI (M. Dimitrova, A. T. Misoska and I. Petrovska) SIL on social innovation mapping. "Social Innovation-Driving Force of Social Change", SI-DRIVE is a research project funded by the EC under FP7
- Research proposal: EU – Preneur, Research on Failure of SME's, RESITA Network
- Research proposal: CSR in South Eastern Europe, Resita Network
- Research project: Social Innovation Mapping in Macedonia, FP 7 Project - Social Innovation Drive, UACS ELDI (M. Dimitrova, A. T. Misoska and I. Petrovska), Client, Social Innovation Laboratory
- Research Project for Development of Methodology for Project Risks, University of Belgrade, Technical Faculty Bor, Main Researcher, prof. Ivan Mihajlovic
- Joint EU/CoE Project "Regional Support for Inclusive Education" in South East Europe
- Research project: Active labor market policies in Macedonia
- Research project: Background report and action plan on Access, completion and prevention of drop out in education in Western Balkan countries, international expert, Regional Cooperation Council
- EPI: Project "NET 23", IPA 2013/333-780:"Current situation, practices and recommendations for better financing courts in RM", November 2014 – June 2015

43. How many academic conferences were organized?

One academic conference on European integration (10th annual conference) was organized, under the title: "UROPEAN INTEGRATION - NEW PROSPECTS".

44. How many other academic events (e.g. workshops, seminars etc) were organized?

During the academic year, 3 TRSS were organized on research topics of statistical methods, academic writing, reviewing, preparing abstract, academic publishing, selection of journals for publishing and related topics.

45. Have the members of the faculty won national or international awards for their academic work? Please provide a list of awards and credits.

During this academic year, there has been no awarded professor or research work.

46. Please specify the income generated for research from the Ministry of Education and Science (for 2014 fiscal year).

No income has been generated for research activities by the Ministry of Education and Science over the fiscal year, since the Ministry has not announced any call for projects/papers/research activities.

47. Please specify the income generated for research from other domestic public or private institutions (for 2014 fiscal year).

UACS generated 2 million denars (~33.000 EUR) over the fiscal year from research activities with domestic public and private institutions.

48. Please specify the income generated for research from international organizations and institutions (for 2014 fiscal year).

UACS generated 2.4 million denars (~40.000 EUR) over the fiscal year with international donors.

49. Please list all the patents that UACS has.

UACS does not have patents.

50. List of publications and papers

School of business economics and management

Marjan Bojadziev

1. Does participative management produce satisfied employees? Evidence from the automotive industry. Stefanovska – Petkovska M., Bojadziev M., Mucunski Z. Published in the Serbian Journal of Management, Vol. 10 (1), February 2015, pp. 75-88

2. Job Diagnostic Survey – Longitudinal Study on the Balkan Countries – Macedonia, Bulgaria and Kosovo. Krliu-Handjiski V., Tomovska-Misoska A., Stefanovska-Petkovska M., Krleska A., Petrovska I. Published in Journal of Management Research, Vol. 7 (4), pp. 39-55, July 2015, ISSN 1941-899X

3. Reliability, Validity and Factor Structure of the 12-Item General Health Questionnaire among General Population. Stefanovska-Petkovska M., Bojadziev I. M., Velikj-Stefanovska V. Open Access Macedonian Journal of Medical Sciences electronic publication ahead of print, June 25, 2015

4. . Perceived work environment and job satisfaction among public administration employees. Bojadjiev M., Stefanovska – Petkovska M., Tomovska – Misoska A., Stojanovska J. Published in the European Journal of Applied Economics, Vol. 12 (1), pp. 10-18, April 2015, Singidunum University

5. Organizational alignment as a model for sustainable development in the public sector in the Republic of Macedonia. Limani A., Tomovska – Misoska A., Bojadziev M. Published in the Journal of Sustainable Development, Vol. 5 (12), pp. 51-68, June 2015, Integrated Business Faculty

Ana Tomovska

6. Tomovska Misoska, A. (2014) Giving children space to express themselves: exploring children's views and perspectives of contact programmes in Northern Ireland and the Republic of Macedonia, Compare: A Journal of Comparative and International Education, 44 (5), pp. 778-800. DOI: 10.1080/03057925.2013.792665

7. Tomovska Misoska, A., Stefanovska-Petkovska, M., Ralev, M. and Krliu-Handjiski, V. (2014) Workspace as a factor of job satisfaction in the banking and IST industries in Macedonia, Serbian Journal of Management, 9 (2), pp. 159 – 171. DOI: 10.5937/sjm9-6347.

8. Bojadziev, M., Stefanovska Petkovska, M., Tomovska Misoska, A. and Stojanovska, J. (2015) Perceived work environment and job satisfaction among public administration employees, The European Journal of Applied Economics. 12 (1), pp. 10-18. DOI: 10.5937/EJAE12-8154.

9. Krliu-Handjiski, V., Bojadjiev, M., Tomovska-Misoska, A., Stefanovska-Petkovska, M. and Krleska, A. (2015) Job diagnostic survey – longitudinal study on the Balkan countries – Macedonia, Bulgaria and Kosovo, Journal of Management Research, 7 (4), pp. 39-53.

10. Limani, A., Tomovska-Misoska, A. and Bojadjiev, M. (2015) Organizational alignment as a model of sustainable development in the public sector in the Republic of Macedonia, Journal of Sustainable Development, 5 (12), pp. 51-68.

Nikica Mojsoska-Blazevski

11. Petreski, M., Mojsoska, N., Krliu-Handziski, V. (2015) Does Cultural Heritage Affect Job Satisfaction: The Divide between EU and Eastern Economies. Acta Oeconomica, 65(2), p._____.

12. Petreski, M., Mojsoska-Blazevski, N. and Petreski, B. (2014) Gender wage gap when women are highly inactive: Evidence from repeated imputations with Macedonian data. Journal of Labor Research. 35(4), p.393-411.

13. Andonovska M. and Mojsoska-Blazevski, N. (2015) Factors influencing the wage expectations among Macedonian students: a comparative perspective with the EU students. Croatian Economic Survey, 17(1): p.71-110

14. Mojsoska-Blazevski, N. and Petreski, M. (2015) Wage 'scarring' when youth unemployment is extremely high: Evidence from Macedonia. The 12th PEP General Meeting, Nairobi, Kenya - May 4-7, 2015.

15. Mojsoska-Blazevski, N. and Petreski, M. (2014) Impact evaluation of active labour market programmes: key findings. Workshop on The Preparation Of The Operational Plan For Active Labour Market Measures 2015, Skopje, December 2-3, 2014.

16. Mojsoska-Blazevski, N. and Petreski, M. (2014) Youth self-employment in households receiving remittances in Macedonia. EACES Biennial meeting, Budapest, Hungary, September 4-6, 2014.

17. Petreski, M., Mojsoska-Blazevski, N. and Petreski, B. Gender wage gap when women are highly inactive: Evidence from repeated imputations with Macedonian data. InGRID Summer School "The gender pay gap revisited – causes and consequences of horizontal and vertical gender inequalities on the labor market", Amsterdam Institute for Advanced labour Studies (AIAS), Amsterdam, The Netherlands, 7-11 July 2014.

18. Andonovska M. and Mojsoska-Blazevski, N. (2014) Factors influencing the wage expectations among Macedonian students: a comparative perspective with the EU students. INTERNATIONAL CONFERENCE ON EDUCATION AND SOCIAL SCIENCES-INTCESS, Istanbul, Turkey, 3-5 February, 2014.

19. Petreski, M. and Mojsoska-Blazevski, N. (2014) Youth self-employment in households receiving remittances in Macedonia. The 11th PEP General Meeting, Santa Cruz, Bolivia - May 5-8, 2014.

Krum Efremov

20. Academicus International Scientific Journal, Volume 12, July 2015, ISSN 2079-3715 E-ISSN 2309-1088, topic: Central European Free Trade Agreement (CEFTA) 2006 Opportunities, Trade Relation and Evolution of Macedonian Economic Diplomacy

21. Business-Related Scientific Research Conference Venice, March 2015 (ABSRC 2015 Venice), title: Consumer Attitudes Towards Mobile Advertising: case of Macedonia vs. UK and China

Marjan Petreski

22. Petreski, M. (2014) Increasing the welfare effect of the agricultural subsidy programme for food crop production in the former Yugoslav Republic of Macedonia. In: Pavcnik, N. (ed.) Trade policies, household welfare and poverty alleviation. Geneva: United Nations, p.77-118.

23. Petreski, M. and Petreski, B. (2015) Dissatisfied, feeling unequal and inclined to emigrate: Perceptions from Macedonia in a MIMIC model. Migration Letters, 12(2).

24. Petreski, M., Mojsoska, N., Krliu-Handziski, V. (2015) Does Cultural Heritage Affect Job Satisfaction: The Divide between EU and Eastern Economies. Acta Oeconomica, 65(2).

25. Petreski, M., Mojsoska-Blazevski, N. and Petreski, B. (2014) Gender wage gap when women are highly inactive: Evidence from repeated imputations with Macedonian data. Journal of Labor Research. 35(4), p.393-411.

26. Jovanovic B. and Petreski, M. (2014) Monetary policy, exchange rates and labor unions in SEE and the CIS during the financial crisis. Economic Systems, 38(3), p.309-332.

27. Petreski, M. (2014) Inflation targeting at the crossroads: Evidence from post-communist economies during the crisis. Communist and Post-Communist Studies, 47(2), p.247-260.

28. Petreski, M. (2014) Regulatory environment and development outcomes: Empirical evidence from transition economies. Ekonomicky Casopis, 61(3), p.225-248.

29. Petreski, M. (2014) Grooming Classifications: Exchange Rate Regimes and Growth in Transition Economies. Eastern European Economics, 52(1), p.5-33.

30. Mojsoska-Blazevski, N. and Petreski, M. (2015) Wage 'scarring' when youth unemployment is extremely high: Evidence from Macedonia. The 12th PEP General Meeting, Nairobi, Kenya - May 4-7, 2015.

31. Mojsoska-Blazevski, N. and Petreski, M. (2014) Impact evaluation of active labour market programmes: key findings. Workshop on The Preparation Of The Operational Plan For Active Labour Market Measures 2015, Skopje, December 2-3, 2014.

32. Wong, S. and Petreski, M. (2014) Dutch Disease in Latin American countries: De-industrialization, how it happens, crisis, and the role of China. Latin American Meeting of the Econometric Society Sao Paolo, Brazil, November 20-22, 2014.

33. Petreski, M., Jovanovic, B. and Velickovski, I. (2014) WTO-induced (de)industrialization in Southeast Europe: A comparative analysis. wiiw-GDN Workshop on "Falling Behind and Catching Up in Southeast Europe", Vienna, Austria, 6 − 7 November 2014.

34. Petreski, M. (2014) Inflation targeting at the crossroads: Evidence from post-communist economies during the crisis. First research conference on macroeconomic issues and financial stability, Central Bank of Azerbaijan, Baku, Azerbaijan, October 30-31, 2014.

35. Petreski, M. (2014) Improving the welfare effect of the agricultural subsidy program for food crops in Macedonia. High-level policy conference on "Trade and poverty in developing countries", Geneva, Switzerland – September 8-10, 2014.

36. Petreski, M. and Mojsoska-Blazevski, N. (2014) Youth self-employment in households receiving remittances in Macedonia. EACES Biennial meeting, Budapest, Hungary, September 4-6, 2014.

37. Petreski, M., Mojsoska-Blazevski, N. and Petreski, B. Gender wage gap when women are highly inactive: Evidence from repeated imputations with Macedonian data. InGRID Summer School "The gender pay gap revisited – causes and consequences of horizontal and vertical gender inequalities on the labor market", Amsterdam Institute for Advanced labour Studies (AIAS), Amsterdam, The Netherlands, 7-11 July 2014.

Tome Nenovski

38. "Regional potential of CEFTA -2006 and its future challenges". Journal of Sustainable Development, vol. 5 issue 11, pp. 5-24 (Скопје: Факултет за бизнис економија);

39. "Competitiveness of the European Union: pre-crisis trends and impact of the financial crisis". Journal of Economic Analysis, vol. 48, no. 2014/3-4, (Belgrade: Institute of Economic Sciences).

Ilijana Petrovska

40. <Dimitrova & Petrovska, Fx3x: Star Performance without a Star Attitude & p. 179-192>, in: Prats, Sosna, and Sysko-Romanczuk (2015). *Entrepreneurial Icebreakers: Insights and Case Studies from Internationally Successful Central and Eastern European Entrepreneurs*. London: Palgrave Macmillan, ISBN-13: 9781137446305

41. Venera Krliu-Handjiski, Marjan Bojadjiev, Ana Tomovska-Misoska, Miodraga Stefanovska-Petkovska, Ana Krleska, Ilijana Petrovska (2015) Job Diagnostic Survey - Longitudinal study on the Balkan countries - Macedonia, Bulgaria and Kosovo. Journal of Management Research, ISSN 1941-899X, 2015, Vol. 7, No. 4, p. 39-53

42. Cuculeski, Petrovska and P. Mircevska (2015) "Emerging trends in tourism: Need for alternative forms of tourism" published abstract and paper to be published in the Conference proceedings of the 7th International Scientific Conference "European Union Future Perspectives: Innovation, Entrepreneurship and Economic Policy " Croatia,

43. Efremov, Majstoroska and Petrovska (2015) "South East Europe 2020 Strategy - Trade And Investment Integration" published abstract at the UACS 10th annual international conference on European Integration

44. Mladenoska, Petrovska, Efremov, Dimitrova, and Kovacevski (2015) published paper in the Conference proceedings of "Advances in Business-Related Scientific Research Conference - ABSRC 2015"

Makedonka Dimitrova

45. Dimitrova, M., Petrovska, I. CASE 5: Fx3x: Star Performance without a Star Attitude, Entrepreneurial Icebreakers -Conquering International Markets from Transition Economies: Insights from Internationally Successful Central and Eastern European Entrepreneurs. Palgrave-Macmillan, 2015ISBN-13: 9781137446305

46. Dimitrova, M., Vadnjal, J., Petrovska, I. & Bojadziev, M. Should I become an entrepreneur or an employee: dilemmac of students in Macedonia and Slovenia? Acta Oeconomica Universitatis Selye, p. 35-44, 2014

47. Misoska, Dimitrova, Mrsik (2015) "Entrepreneurial intentions among business students in Macedonia " "7 th Conference on European Union Future Perspectives: Innovation, Entrepreneurship and Economic Policy " organized within the SMART INNO project framework by the Juraj Dobrila University of Pula, Faculty of Economics and Tourism „Dr. Mijo Mirković" Pula and Istrian Development Agency

48. Mladenoska, Petrovska, Efremov, Dimitrova, and Kovacevski (2015) published paper in the Conference proceedings of "Advances in Business-Related Scientific Research Conference - ABSRC 2015"

Igor Velickovski

49. Velickovski, I., Stojkov, A. & Rajkovic, I. Reconnecting the Peripheral Wagons to the Euro Area Core Locomotive. Presented at the GDN and CERGE EI Annual Conference in August 2015 in Prague.

School of political science

Miodraga Stefanovska

50. Patient satisfaction in outpatients' health services at secondary level vs. tertiary level. Srpski arhiv za celokupno lekarstvo, 142(9-10), 579-585. Print ISSN 0370-8179; Online ISSN 2406-0895

51. Reliability, Validity and Factor Structure of the 12-Item General Health Questionnaire among General Population. Stefanovska-Petkovska M., Bojadziev I. M., Velikj-Stefanovska V. Open Access Macedonian Journal of Medical Sciences electronic publication ahead of print, June 25, 2015

52. Job Diagnostic Survey – Longitudinal Study on the Balkan Countries – Macedonia, Bulgaria and Kosovo. Krliu-Handjiski V., Tomovska-Misoska A., Stefanovska-Petkovska M., Krleska A., Petrovska I. Published in Journal of Management Research, Vol. 7 (4), pp. 39-55, ISSN 1941-899X.

53. Does participative management produce satisfied employees? Evidence from the automotive industry. Stefanovska – Petkovska M., Bojadziev M., Mucunski Z. Published in the Serbian Journal of Management, Vol. 10 (1), pp. 75-88

54. Perceived work environment and job satisfaction among public administration employees. Bojadjiev M., Stefanovska – Petkovska M., Tomovska – Misoska A., Stojanovska J. Published in the European Journal of Applied Economics, Vol. 12 (1), pp. 10-18, Singidunum University

55. Workspace as a factor of job satisfaction in the Banking and ict industries in Macedonia. Serbian Journal of Management, Vol 9 (2), 159-171. Online ISSN 2217-7159; Print ISSN 1452-4856; COBISS.SR-ID 130171660

56. Access to treatment of people living wth HIV/AIDS in Macedonia (2015) Velikj Stefanovska V., Zafirova Ivanovska B., Stefanovska Petkovska M., Mikic V. Published in Medicus, Vol 20(2), p.165-169.

57. Epidemiology of Hepatitis C infections in R. Macedonia-Challenges and Perspectives (2015) Velikj Stefanovska V., Zafirova Ivanovska B., Stefanovska Petkovska M., Kuzmanovska, G. Published in Medicus, Vol 20(3), p.333-340.

58. The role of participatory management in fostering job satisfaction among public administration employees5th Annual MSM Research Conference on ' *Global Business,Emerging Markets and Human Rights: Old Concerns or Fresh Hopes'*, 5th September in Maastricht, The Netherlands.

Marina Andeva

59. Андева, М (2014). Еврорегионални платформи и иницијативи: инструменти за поттикнување на интеграцијата и добрососедските односи, Политичка мисла 46, Скопје: КАС, ИДСЦС [УДК: 341:232(4–192.2)]

60. 10/2014 - Panellist in the Second Session"Beyond the CEI Instrument: the role of the CEI in further tacklingminority issues and possibilities for project cooperation", of the CEISeminar "20 Years of the CEI Instrument for the Protection of MinorityRights - A Retrospective Glance and Future Challenges", CEI Headquarters,Trieste, Italy

61. 01/2015: Minorities in coalition governments: the case of the Republic of Macedonia. Paper presented at the International Conference "Trans-ethnic Coalition-Building within and across States", Uppsala University, Sweden

62. 1. Andeva, M. (2014). The Theories and Practical Implications of Cross-border Cooperation: The EGTC "EURO-GO" as an Example of an Instruments for Promoting Integration among Neighboring Countries. In Dodovski, I., Hudson, R., Stefanovska, M. and Pendarovski, S. The Europe of tomorrow: Creative, Digital, Integrated. UACS: Skopje

63. 2. Del Bianco, D. & Andeva M. (2015). Cross Border Cooperation in Europe: Experience, Tools and Practice. In Dodovski, I., Hudson, R. (eds.). European Integration: New Prospects. UACS: Skopje

64. 09/2014 - Workshop Lecturer: "Inter-ethnic relations and minority rights", Summer School "Religion, Ethnicity and Nationalism" organized by Konrad Adenauer Stiftung, University Euro-Balkan, Skopje

Jadranka Mrsikj

65. DRIVERS OF ENTREPRENEURIAL INTENTIONS AMONG BUSINESS STUDENTS IN MACEDONIA, THE 7TH INTERNATIONAL CONFERENCE Ana Tomovska Misoska, Makedonka Dimitrova, Jadranka Mrsik, "EUROPEAN UNION FUTURE PERSPECTIVES: INNOVATION, ENTREPRENEURSHIP AND ECONOMIC POLICY" May 21st, 2015

66. 2. "Green Accounting" - Link between Economy and Environmental Protection, Ninko Kostovski, Jadranka Mrsic, 11th INTERNATIONAL May Conference on Strategic Management 29. - 31. 5. 2015.

67. 3. Accounting Education for Enabling Offshore Accounting Services in Developing Countries, Ninko Kostovski, Jadranka Mrsic, Сметководство, финансиско известување и ревизија во функција на менаџментот и економскиот развој 16-ти Меѓународен симпозиум на Сојуз на сметководители на РМ 9-11 Октомври 2014

Evica Delova-Jolevska

68. Non-Performing Loans in the Banking Systems of Serbia, Croatia and Macedonia: Comparative Analysis меѓународно списание Економика 1/2015, Друштво економиста, Ниш, Србија, ISSN 0350-137Х, UDK: 338 (497,1) година LXI, I-III 2015, број 1.

Ivan Dodovski

69. Dodovski, I. (2014). Introduction. In I. Dodovski, R. Hudson, M. Stefanovska & S. Pendarovski. (Eds.). The Europe of Tomorrow: Creative, Digital, Integrated. Skopje: UACS.

70. "„Раскажувач на трансатлантските контрасти: поговор", во Хенри Џејмс, Европејци. Скопје: КСЦ, 2013, стр. 167-177.

71. „Уметноста на раскажувањето објаснета од романописец: поговор" во Едвард Морган Форстер, Аспекти на романот. Скопје: КСЦ, 2014 стр. 123-129.

72. „Едгар Алан По и инстиктот за трансценденција: поговор кон Авантурите на Гордон Пим и Философија на композицијата", во Едгар Алан По, Авантурите на Гордон Пим. Философија на композицијата. Скопје: КСЦ, 2014, стр. 183-193.

73. „Темна симфонија за човекот: поговор кон романот Моби Дик од Херман Мелвил", во Херман Мелвил, Моби Дик или Китот. Т. 2. Скопје: КСЦ, 2014, стр. 271-278.

74. „Желба и смрт: поговор кон Избрани драми од Тенеси Вилијамс ", во Тенеси Вилијамс, Драми: избор. Скопје: КСЦ, 2014, стр. 415-424.

75. Мултикултурализмот – европски и македонски искуства 1, предавање во рамки на семинар организиран од Институт „Прогрес" во Битола, 15. 11. 2014 година

76. Мултикултурализмот – европски и македонски искуства 2, две предавања во рамки на семинар организиран од Институт „Прогрес" во Битола, 26-27. 6. 2015 година

School of law

Zoran Mihajlovski

77. Implementation of the new Labor-law Institute in the Macedonian Labor Law, меѓународна Kopaonicka skola prirodnog prava, R. Srbija, декември 2014 година. – casopis "Pravni Zivot", ISSN 0350-0500, pochetna godina – 1951, kategorija chasopisa PK 52, BICH impact factor 5: 0.093

78. Illegal Decisions of a Shareholders Assembly, Balkan Social Science Review, Vol 3 (2014), 229.13(497.7:4-672EU) (094.2) ISSN 1857 – 8799 (Indexed in EBSCO)

79. Inclusion of Persons With Mental Disorders in the Employment Process – Challenge for Contemporary Management, HR konferencija: „Upravljanje kvalitetom ljudskih resursa – savremeni trendovi", Белград, 23-25 октомври 2014 година

80. SOME THEORETICAL ASPECTS OF THE CORPORATE SOCIAL RESPONSIBILITY INFLUENCE ON THE BUSINESS FINANCIAL PERFORMANCES, Economic Development – Journal of the Institute of Economics – Skopje ISSN 1409-7893, e-ISSN 1857-7741, UDK – 338, Year 17, No 1-2/2015, Indexed in EBSCO

81. Some aspects of employees informing and consulting in accordance with the labor Law and Law on Safety and Health at Work, First International Scientific Conference, Center for Legal and Political Research, Faculty of Law, University Goce Delchev, Shtip, 11-13 September 2014, ISBN 978-608-244-129-0

82. „Правни проблеми и одлуките на судовите во врска со договорот за уредување на односите на друштвото со извршен член на одборот на директори, односно член на УО и договорот за уредување на односите на раководните работници во друштвото" – 71-ва Средба на правниците на РМ, Здружение на правници на РМ, Охрид, 16-18 октомври 2014 година

Marko Andonov

83. Implementation of the new Labor-law Institute in the Macedonian Labor Law, меѓународна Kopaonicka skola prirodnog prava, R. Srbija, декември 2014 година. – casopis "Pravni Zivot", ISSN 0350-0500, pochetna godina – 1951, kategorija chasopisa PK 52, BICH impact factor 5: 0.093

84. ON-LINE POLITICS AND VOTING: OVERCOMING THE DEMOCRATIC DEFICIT, Journal of Social Sciences Research, Vol 8, No. 1, ISSN 2321-1091, Impact factor 1,704.

85. Illegal Decisions of a Shareholders Assembly, Balkan Social Science Review, Vol 3 (2014), 229.13(497.7:4-672EU) (094.2) ISSN 1857 – 8799 (Indexed in EBSCO)

86. Inclusion of Persons With Mental Disorders in the Employment Process – Challenge for Contemporary Management, HR konferencija: „Upravljanje kvalitetom ljudskih resursa – savremeni trendovi", Белград, 23-25 октомври 2014 година

87. SOME THEORETICAL ASPECTS OF THE CORPORATE SOCIAL RESPONSIBILITY INFLUENCE ON THE BUSINESS FINANCIAL PERFORMANCES, Economic Development – Journal of the Institute of Economics – Skopje ISSN 1409-7893, e-ISSN 1857-7741, UDK – 338, Year 17, No 1-2/2015, Indexed in EBSCO

88. Challenges of the harmonization of Macedonian Environmental with the EU Legislation, International Journal of Ecosystems and Ecology Sciences, Vol. 5 (2): 229-334 (2015), ISSN 2224-4980

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Part 8 – Financing

51. How is the University financed?

The University is financed by tuition of the students enrolled on the undergraduate and graduate studies at all six schools. Part of the income comes from research projects from national and international donors, as well as from offering corporate training (executive education) and consultancy.

52. Through this way of financing, what are the financial results for the last 2 years? Specify indicators.

Table 10: Profit margin

2012	2013
2.25%	3.12%

53. Does the University receive state funds? If yes, please state the proportion of those assets to the total assets of the University?

The University does not receive state funds.

54. Please specify the tuition for the various programs?

The tuition for various programs is provided in Annex 10.

55. Please specify the ratio between tuition and the total cost of the program?

The ratio total cost/tuition of the program is 80%.

56. What is the cost/investment for the library, electronic database, and vocational literature and for the journals in relation to the total UACS revenue and in relation to the total number of students?

1% of UACS revenue is spent for library, electronic database, vocational literature and journals, being 26 euro/student.

57. What is the cost/investment for the IT infrastructure in relation to the total UACS revenue and in relation to the total number of students?

0.5% of UACS revenue is spent for IT infrastructure, being 18 euro/student

58. **Please state the collaboration agreements which UACS signed with various institutions.**
   - **How many collaboration agreements have been signed with foreign institutions in the last academic year? Please make a list and explain the type of collaboration between the university and the foreign educational institution.**
   - **How many collaboration agreements have been signed with a various domestic institutions in the last academic year? Please make a list and explain the type of collaboration between the university and the domestic educational institution.**

The list below presents all the institutions in total 18, with which UACS has signed a collaboration agreement. All the agreements listed below are signed with Universities which are part and members of the Erasmus+ network.

1. Universita di Foggia, Foggia, Italy http://www.unifg.it/
2. Miguel Hernández University of Elche, Valencia, Spain http://en.umh.es/
3. EDEM Escuela de Empresarios, Valencia, Spain http://www.edem.es/Inicio.aspx
4. Universidad a distancia de Madrid, Madrid, Spain http://www.udima.es/
5. ESIC-Business and Marketing School, Malaga Barcelona, Spain http://www.esic.edu/malaga/
6. Gdansk Management College, Gdansk, Poland http://www.wsz.pl/
7. Infrastructure and Management College, Warsaw, Poland http://www.wsiiz.pl/
8. Polish Open University, Warsaw, Poland, http://pou.pl/international/en/
9. Lazarski University, Warsaw, Poland
10. IBS International Business School Ljubljana http://www.ibs.si
11. GEA College, Ljubljana, Slovenia http://www.gea-college.si/
12. Politehnica University of Timisoara, Timisoara, Romania http://www.upt.ro/english/
13. Romanian American University, Bucuresti, Romania http://www.rau.ro/index.php?newlang=english
14. Eftimie Murgu University of Resita, Resita , Romania http://www.uem.ro
15. Gazi University, Ankara, Turkey http://gazi.edu.tr/
16. Aachen University of Applied Sciences, Aachen, Germany http://www.fh-aachen.de/en/
17. Staffordshire
18. Stredoeurópska vysoká škola, UCEU University of Central Europe

59. **How many foreign lecturers teach at the University?**
   - **Please state their academic title, the school and the cycle of studies in which they teach.**

The table below presents all the foreign lecturers who taught at the University over the academic 2013/14 year.

Table 11: International Faculty Teaching at UACS in the Academic 2013/2014

International Faculty Teaching at UACS in the Academic 2013/2014			
Title	Name and Surname	School	Undergraduate (UG) /Graduate (G)
PhD	Gerhard Wassenberg	School of Business Economics and Management (SBE&M)	(G)
PhD	Ivan Mihajlovic	School of Business Economics and Management (SBE&M)	(G)

PhD	Jaka Vadnjal	School of Business Economics and Management (SBE&M)	(G)
PhD	Jeremy Cripps	School of Business Economics and Management (SBE&M)	(G)
PhD	Jean-Francois Gagne	School of Business Economics and Management (SBE&M)	(G)
PhD	Jimmy Char	School of Business Economics and Management (SBE&M)	(G)
PhD	Khosro Jadhi	School of Business Economics and Management (SBE&M)	(G)
PhD	Vittorio DePedys	School of Business Economics and Management (SBE&M)	(G)
PhD	Dimitris Akrivoulis	School of Political Science (SPS)	(G)
Expert	Donatino Marcon	School of Political Science (SPS)	(G)
PhD	Erwan Fouere	School of Political Science (SPS)	(G)
PhD	Zlat Milovanovic	School of Political Science (SPS)	(G)

- **What is the percentage of foreign lecturers who teach, in relation to domestic lecturers?**

At undergraduate studies UACS did not engage international faculty over 2013/14. The priority during the academic 2013/2014 was given to domestic lecturers due to cost cuts. In addition, having only one school where the program is delivered in English, the policy was not to engage professors at undergraduate studies for an entire course, but to rather have visiting lecturers from the graduate program to teach a part of a course at undergraduate studies.

For the graduate studies, the percentage of foreign and domestic professors in presented in the table below. (See Table 12)

T able 12: Domestic/Foreign Professors at Graduate programs

Domestic/Foreign Professors at Graduate programs			
		Absolute numbers	Percentage
School of Business Economics and Management	Domestic Professors	15	65,2%
	Foreign Professors	8	34,8%
School of Political Science	Domestic Professors	7	63,6%
	Foreign Professors	4	36,4%

60. What are the number and percentage of foreign students at your University?

The number of foreign students at University American College Skopje is in total 41, and 62 on preparing courses (Macedonian and English Language).

61. How many professors and assistants from your University taught abroad in the last academic year? Please list the institutions.

In the past academic year none of the UACS professors went for a teaching exchange abroad, mainly due to the measures taken by the university and limitations in the budget allocated for this. However, the university worked on several joint degree projects with universities from Europe, which are expected to produce teaching exchange in the forthcoming years.

62. How many professors and assistants were on a study visit for at least 15 days in the last academic year? Please indicate the duration of the stay for each professor.

Three UACS professors had a study visit of at least 15 days in the past academic year.

Table 13: Study visits of the UACS Faculty Members

<table>
<tr><th colspan="4">Study visits of the UACS Faculty Members</th></tr>
<tr><th>Title</th><th>Name and Surname</th><th>Institution/
Country</th><th>Duration of stay</th></tr>
<tr><td>PhD</td><td>Nikica Mojsoska Blazhevski</td><td>Vienna Institute for International Economic Study</td><td>3-week stay January 2104</td></tr>
<tr><td>PhD</td><td>Marjan Petreski</td><td>Institute for East and Southeast Economic Studies</td><td>3-week stay, January 2014</td></tr>
<tr><td>MSc</td><td>Simon Milosheski</td><td>Staffordshire University, 3-month stay</td><td>3-month stay, Sept-Dec 2013</td></tr>
</table>

63. How many students were on a study visit abroad for at least 3 months in the last academic year?

Only one student was on a study visit abroad for at least 3 months in the academic year 2013/14. He was on the study visit in Thessaloniki, Greece at the University Sheffield.

64. How many students from abroad came on a student's exchange or on an internship at our University? (please indicate the institution and the country in which the students were on exchange)

In the last academic year, 4 students in total came on a student's exchange from abroad at our University.

- 2 students from University of Monaco, Monaco;
- 1 student from John Cabot University, Rome Italy;
- 1 student from A & M University in Kingsville, TX USA.

65. How many students went abroad on student's exchange or on a vocational training at your University? (please indicate the institution and the country in which the exchange has been made)

In the last academic year none of our students went on a student's exchange or on a vocational training.

66. How many students participated in international vocational competitions? How many students participated in international and scientific gatherings?

In the academic year 2013/14, in total 210 students from all the schools, participated in scientific conferences, 40 participated in scientific gatherings and 40 in international vocational competitions.