



UNIVERSITY AMERICAN COLLEGE SKOPJE

SELF-EVALUATION REPORT

ACADEMIC YEAR 2015-2016

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## School of Business Economics and Management - Profile

SBEM was founded in 2005 and offers undergraduate studies with duration of 3 years, during which the student acquires, a minimum of 180 ECTS and a degree title in the specified field. The Graduate studies offer the possibility of acquiring the title Specialist or Master in the specified academic field. The specialization studies last 1 year and the student obtains 240 ECTS, which is equivalent to U.S. Bachelor. The Master's degree lasts for 2 years, and the student obtains 300 ECTS.

UACS employs the European model of continuous education. This includes an accelerated baccalaureate degree program as well as extended studies at the graduate level. The programs for undergraduate and graduate levels are designed to be completed in 3+1+1 years, with the full option of transferring credits from other accredited institutions

### Number and types of study programs at undergraduate level (first cycle)

School	Number of study programs	Study programs
School of Business Economics and Management	5	<ul style="list-style-type: none"> <li>- Management</li> <li>- Marketing</li> <li>- Finance</li> <li>- Audit &amp; Accounting</li> <li>- Human Resources</li> </ul>

### Number and types of study programs of Graduate studies (second cycle)

School	Number of study programs	Study programs
School of Business Economics and Management	5	<ul style="list-style-type: none"> <li>- Management</li> <li>- Marketing</li> <li>- Finance</li> <li>- Audit &amp; Accounting</li> <li>- Human Resources</li> </ul>

**Table 2- Number of students (Academic 2015/2016 year)**

School	Undergraduate Program	Graduate Program	Total
School of Business Economics and Management	244	106	350

**Table 3- Faculty engaged for the Academic 2015/2016**

	Employed Faculty	Adjunct Faculty	Visiting Faculty	Total
SBEM	11	13	9	<b>33</b>

## Please specify the accreditations the University has.

The University American College Skopje (UACS) is accredited by the Board of Accreditation for Higher Education and licensed by the Ministry for Education and Science of the Republic of Macedonia. It is licensed to offer undergraduate, graduate and doctoral level degrees by the Ministry of Education and Science. Listing of incorporation may be found in the Registry of higher education Institutions in the Republic of Macedonia.

International accreditations for SBEM and the business-related programs of the other schools aside SBEM are part of the University.

ACBSP (American Council for Business Schools and Programs) is the leading organization for accreditation of business education. It granted accreditation to the business programs at UACS, which confirms that the educational process in the business-related programs at UACS meets the rigorous standards of this organization.

The Turkish Council of Higher Education (Y.O.K.) has formally recognized UACS as an institution for higher education and awarded full recognition of all programs offered by the University. The scope of recognition covers (undergraduate and graduate) academic programs. YOK is a non-governmental body that oversees universities in the Republic of Turkey as well as students who study abroad at schools and universities approved by the agency. The Council for Higher Education YOK regulates universities and aims at improving the quality of higher education.

## Decisions for accreditation

- [Decision for the commencement of the delivery of first cycle programs - 3 year academic studies at UACS](#)
- [Decision for the commencement of the delivery of second cycle study programs - one-year Specialization and two-year Master studies at UACS](#)
- [Decision for accreditation of first and second cycle study programs at the School of Business Economics and Management](#)

## Please state the cooperation agreements the University has signed with other higher educational institutions.

### SBEM Partnership Universities

- |   |  |
|---|--|
| <ol style="list-style-type: none"><li>1. Dauphine University, Paris (<a href="http://www.dauphine.fr">www.dauphine.fr</a>)</li><li>2. Maastricht School of Management, Maastricht ,Netherlands (<a href="http://www.msm.nl/">http://www.msm.nl/</a>)</li><li>3. International University of Monaco, Monaco (<a href="http://www.monaco.edu">www.monaco.edu</a>)</li><li>4. Virginia International University, Fairfax USA (<a href="http://www.viu.edu">www.viu.edu</a>)</li><li>5. John Cabot University, Rome (<a href="http://www.johncabot.edu">www.johncabot.edu</a>)</li><li>6. Vesalius College Brussels (<a href="http://www.vesalius.edu">www.vesalius.edu</a>)</li><li>7. Horizons University, Paris (<a href="http://www.horizonsuniversity.org">www.horizonsuniversity.org</a>)</li><li>8. CMH Academy and IEMI- European Institute of International Management, Paris</li><li>9. East Carolina University, USA (<a href="http://www.ecu.edu">www.ecu.edu</a>)</li><li>10. Institut Supérieur de Gestion (ISG), Paris (<a href="http://www.isg.fr">www.isg.fr</a>)</li><li>11. Swiss Management Center, Zurich, Vienna (<a href="http://www.swissmc.ch">www.swissmc.ch</a>)</li><li>12. European Institut of Education,San Gwan, Malta (<a href="http://www.eieonline.com/">www.eieonline.com/</a>)</li><li>13. St.Louis Community College,Missouri (<a href="http://www.stlcc.edu/">www.stlcc.edu/</a>)</li><li>14. Technical Faculty of Bor, University of Belgrade</li><li>15. Aachen University of Applied Sciences, Aachen , Germany (<a href="http://www.fh-aachen.de/en/">http://www.fh-aachen.de/en/</a>)</li><li>16. University of Applied Sciences Baltazar Zaprešić, Croatia , (<a href="http://www.vspu.hr">http://www.vspu.hr</a>)</li><li>17. Caucasus Univeristy from Georgia, Georgia, (<a href="http://www.cu.edu.ge/en">http://www.cu.edu.ge/en</a>)</li><li>18. EDEM Escuela de Empresarios, Valencia, Spain (<a href="http://www.edem.es/Inicio.aspx">http://www.edem.es/Inicio.aspx</a>)</li><li>19. Miguel Hernández University of Elche, Valencia, Spain (<a href="http://en.umh.es/">http://en.umh.es/</a>)</li><li>20. ESIC-Business and Marketing School, Malaga, Spain (<a href="http://www.esic.edu/malaga/">http://www.esic.edu/malaga/</a>)</li><li>21. Gazi University, Ankara, Turkey (<a href="http://gazi.edu.tr/">http://gazi.edu.tr/</a>)</li><li>22. GEA College , Ljubljana, Slovenia (<a href="http://www.gea-college.si/">http://www.gea-college.si/</a>)</li><li>23. Lazarski University, Warszawa, Poland, (<a href="http://www.lazarski.pl/en/international-exchange/contact/">http://www.lazarski.pl/en/international-exchange/contact/</a>)</li><li>24. Politehnica University of Timisoara, <u>Timisoara, Romania</u> (<a href="http://www.upt.ro/english/">http://www.upt.ro/english/</a>)</li></ol> | <ol style="list-style-type: none"><li>25. Romanian American University, Bucuresti, Romania (<a href="http://www.rau.ro/index.php?newlang=english">http://www.rau.ro/index.php?newlang=english</a>)</li><li>26. University of Rome Tor Vergata, Italy (<a href="http://www.uniroma2.it">http://www.uniroma2.it</a>)</li><li>27. Varna University of Management , Bulgaria , (<a href="http://vum.bg/">http://vum.bg/</a>)</li><li>28. Universidad a distancia de Madrid, Madrid, Spain (<a href="http://www.udima.es/">http://www.udima.es/</a>)</li><li>29. VSEM College of Economics and Management, Prague (<a href="http://www.vsem.cz">www.vsem.cz</a>)</li><li>30. Baku Business University from Baku, Azerbaijan, (<a href="http://bbu.edu.az/en">http://bbu.edu.az/en</a>)</li><li>31. Mehmet Akif Ersoy University , Turkey, (<a href="http://mehmetakif.edu.tr/">http://mehmetakif.edu.tr/</a>)</li><li>32. Univesidad de Burgos , Spain (<a href="http://www.ubu.es/">http://www.ubu.es/</a>)</li><li>33. Friedrich Schiller University Jena , Germany , (<a href="http://www.uni-jena.de/">http://www.uni-jena.de/</a>)</li><li>34. Haute Ecole de la Province de Liège , Belgium (<a href="http://www.provincedeliege.be/">http://www.provincedeliege.be/</a>)</li><li>35. Université Catholique de Lille, France , (<a href="http://www.fges.fr/">http://www.fges.fr/</a>)</li><li>36. UNICUSANO , Italy, (<a href="http://www.unicusano.it/en/">http://www.unicusano.it/en/</a>)</li><li>37. University of National and World Economy ,Sofia, Bulgaria (<a href="http://www.unwe.bg/en/">http://www.unwe.bg/en/</a>)</li><li>38. University of Applied Sciences Worms, Worms, Germany (<a href="http://www.hs-worms.de/">http://www.hs-worms.de/</a>)</li><li>39. Universita di Foggia, Foggia, Italy (<a href="http://www.unifg.it/">http://www.unifg.it/</a>)</li><li>40. Muğla Sıtkı Koçman University, Mugla,Turkey (<a href="http://www.mu.edu.tr/">http://www.mu.edu.tr/</a>)</li><li>41. University of Pila, Pila, Poland, (<a href="http://www.mu.edu.tr/">http://www.mu.edu.tr/</a>)</li><li>42. Angel Knachev University of Ruse,Ruse , Bulgaria (<a href="https://www.uni-ruse.bg/en/univers">https://www.uni-ruse.bg/en/univers</a>)</li></ol> |
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## Student Affairs Office – Records Office

The Student Affairs Office i.e. Records Office is organized in a way that it meets the needs of prospective and current students in terms of educational development in higher education. For easier coordination, the office is divided in two departments: Department for undergraduate studies and Department for graduate studies.

### The coordinators within each department are as follows:

<b>Coordinator</b>	<b>School of Business Economics and Management</b>
<b>1. Iva Gjorgjieva and Sandra Klimoska are coordinators of the students</b>	<ul style="list-style-type: none"><li>– The School of Business Economics and Management, from 1 to 3 year of study (undergraduate level)</li><li>– The School of Architecture and Design 1 to 5 year of study (undergraduate and graduate level)</li></ul>
<b>2. Sonia Filipovska is coordinator for the graduate studies</b>	<ul style="list-style-type: none"><li>– The School of Business Economics and Management- MBA Program - 4 and 5 year</li><li>– The School of Business Economics and Management-MA program - 4 and 5 year</li></ul>

The Records Office provides support to students in terms of:

Complete and written correspondence with prospective students, current students and all stakeholders that would need information about undergraduate and graduate programs, the method of study, examinations, re-taking, payment, required and elective courses, etc.

Preparation of a report at the end of each semester according to the Decision on the definition of indicators to measure the success of the full-time graduate students .Registration of new students, registration of existing students in each semester. Assist in the transfer of students from the full-time to part-time students and vice versa, as well as students who come from other institutions to UACS.

## PART I – LEADERSHIP

### Criterion 1.1

The leader of the school unit is to be accountable for the development, execution and continuous improvement of the programs and processes in the school unit, and for their compliance with the ACBSP Standards and Criteria.

The process of continuous improvement involves several fundamental parts of the institution. The Dean, in such instance, acts as a gateway of communication between the management and the faculty, between the strategic directions set forth by the university as a whole and the programmatic improvements needed for the school, as well as over viewing regular day to day operations. Regular activities of the Dean that encompass actions that promote the development, execution and improvement of the processes of the school and academic programs are listed below in Table 1.1.

General Activities of the leader of the school	Purpose of the activity	Activities in 2015/2016 by the Dean	Source	Measured Versus	Corrective action (If needed)
Regular attendance at Rectors Board Meetings	Attendance at the Rectors board meetings enables the dean to: - discuss strategic directions and activities of the school with the management of the university, - communicate accomplishments, concerns and potential areas of improvement -share experiences and discuss potential courses of action with other deans etc.	<ul style="list-style-type: none"> <li>- Review of the strategic plan of the university (new strategic plan developed for 2016 – 2019)</li> <li>- Review of the Administrative and Academic Load of Faculty Policy</li> <li>- Review and development of the academic calendar and semestral course schedule</li> <li>- General activities and events organization for the academic year</li> <li>- Review and proposed changes to bylaws and university acts</li> <li>- Suggestions for new program developments and/or existing program alteration in accordance with stakeholder needs and situational conditions</li> <li>- Accreditation and quality improvements on a university level</li> </ul>	Meeting minutes of rectors board meetings (2015/2016)  2014 - 12 Meetings  2015 - 11 Meetings  2016 - 26 Meetings	/	/

Regularly held Faculty Council Meetings	The Dean assembles Faculty meetings to discuss current and upcoming activities with their faculty, communicate strategic directions and general university goals, listen to activities undertaken by faculty and their suggestions for improvement, adoption of acts and making suggestions to University Senate and Rectors Board etc.	<ul style="list-style-type: none"> <li>- Development of the annual work plan for 2015/2016</li> <li>- Reviews and suggestions on existing bylaws and acts concerning the operations of the school</li> <li>- Communicating general university directions and proposed changes and improvements</li> <li>- Review of the 360 evaluation and overall performance of the school</li> <li>- Review of overall student performance and programmatic success data (Metrics)</li> <li>- Review and improvement of graduate ILO + development of a new master thesis form</li> </ul>	Meeting minutes of Faculty Council meeting  2014 - 16 Meetings 2015 - 16 Meetings 2016 - 12 Meetings	/	/
Review of the 360 evaluation results	An important tool for review of the performance of faculty, stakeholder satisfaction, performance of the school overall	<ul style="list-style-type: none"> <li>- Change in the 360 academic evaluation</li> <li>- Dissemination of student satisfaction results with faculty</li> <li>- Discussion on potential improvements in processes and in specific courses</li> <li>- Personal advising with faculty that fall on the lower end of the student satisfaction results</li> </ul>	Annual 360 Evaluation	Previous year	In the following academic year, personal advising and discussion with each faculty members could be beneficial
Quality circles meetings	Informal meeting with students from each academic year and study concentration, where they meet with up with the Dean and discuss all aspects of their experience with the program and give their viewpoints and suggestions	<ul style="list-style-type: none"> <li>- Collecting relevant information directly from the students</li> <li>- Making suggestions based on their opinions for program or services improvement</li> <li>- Discussion with faculty about the students major concerns and complaints (if any)</li> </ul> <p>Students had specific suggestions on :</p>	8 <sup>th</sup> session of Quality Circles Meeting Minutes	Previous Year	Act upon the student suggestions where possible within the academic year and



		<ul style="list-style-type: none"> <li>- Quality of teaching and teaching process: 6</li> <li>- Quality of administrative staff and support: No complaints</li> <li>- Quality of library and books: 1</li> <li>- Quality of Cafeteria : 1</li> <li>- Quality of IT: 1</li> </ul>			conduct graduate level quality circles meeting
Annual Self – Evaluation Report participation	The Dean has a significant input into the process of Self-evaluation, especially during the compilation of the report, but as well as a control mechanism on the performance of the school	<ul style="list-style-type: none"> <li>- Involvement with the process of Self-Evaluation</li> <li>- Review of significant and school specific indicators</li> <li>- Defining areas of improvement and communicating the results to faculty</li> </ul>	Annual Work Plan and Annual Work Plan Report Input for standards of the SER	Annual Work Plan	Linking the annual plan to the new strategic plan of the University

**Criterion 1.1.a.**

**Administrators and the faculty must set, communicate, programs values and performance expectations.**

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 Dean 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 (11 Meeting’s – as described in table 1.1.) for each School, but also through a variety of other activities. Some of them are aimed at internal strengthening 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.

Activity	Description	Number of activities held in 2015/2016	Parties included	Key Activities and Outcomes Reported in	Specific activities relevant to criterion
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	2015 - 16 Meetings  2016 - 12 Meetings	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	Meetings where program values and expectations were communicated: 10  Meeting where new program development was suggested: 5
Strategic Planning Sessions	Discussion of the current strategic plan and strategic goals that have been set (both long term and short term) as well reporting on current standing	2015 - 2 sessions  2016 - 2 sessions	Rector, Deans, Full-time faculty and administrative staff	Meeting Minutes and made available to all relevant parties	Annual review of performance data (enrollment, research outcomes, new program suggestions and development) Setting general program expectations (enrollment, retention, quality assurance, research outcome goals)
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	- Suggestions on the new programs for accounting and HR.

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	/	<ul style="list-style-type: none"> <li>- Introduction to the premises</li> <li>- Introduction to faculty and general information on the program</li> <li>- Description of student rights and obligations</li> <li>- Information on SOP's and code of conduct</li> <li>- Introducing the students to campus life and setting expectations for their progress</li> </ul>
Parent – Teacher Meetings (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	1	Students' Parents	/	<ul style="list-style-type: none"> <li>- Displaying the program values and student outcomes to parents and secondary stakeholders</li> <li>- Inclusion of their opinion of the program</li> <li>- Parent satisfaction survey administered for 2015/2016</li> </ul>
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	1 faculty luncheon (20.03.2016)	Faculty, Deans and relevant administrative staff	/	<ul style="list-style-type: none"> <li>- Informal discussion on potential for growth (both individual and</li> </ul>

	program, develop syllabi, review the academic calendar and schedule etc.				for the school) - Informal discussion on emphasizing focus on internationalization
Joint Sessions	Introduced in 2015, the joint faculty sessions are a tool for addressing not only relevant issues within the university but also disseminating best practices among the faculty and the schools	9	All faculty, management, and administrative staff		SBEM presided with 2 Joint Faculty Sessions

**Criterion 1.1.b.**

**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. 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.

**Criterion 1.2 Social Responsibility**

**Criterion 1.2.b.**

**Programs should address the impacts on society of its program offerings, services, and operations.**

**Table 1.2.b.**

	Description	Measure/Activity
<b>Business Council</b>	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
<b>Corporate Responsibility</b>	SBEM regularly organize at least one event per year that addresses some societal/global issue together with the students	Christmas Charity Sale International Water Day Garage Sale
<b>High School lectures</b>	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 students attendance in lectures and Lectures organized for High school teachers for improvement of teaching methods
<b>PTA</b>	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	Parent satisfaction survey results reported in Standard 3
<b>Round tables and workshops</b>	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	<ul style="list-style-type: none"> <li>• November 25, 2015 – Makedonka Dimitrova, MPPM moderated the panel discussion dedicated to Policies and Measures at the Youth Entrepreneurs Conference.</li> <li>• February 18, 2016 – Panel discussion on the topic: “20 years of the Macedonian Stock Exchange: Regulations and Challenges”.</li> </ul>

		<ul style="list-style-type: none"> <li>• May 23-24, 2016 – UACS SBEM Dean and faculty member, Prof. Nikica Mojsoska Blazevski participated at a conference organized by the European Commission titled: “Labor market integration of refugees and asylum seekers”, that was held in Madrid, Spain.</li> <li>• September 20, 2016 – Simulation on the topic of: “Leadership, Decision-Making and Team Building – in a Harvard way!” organized by the Concept Institute and UACS. The simulation was delivered on part of Makedonka Dimitrova, MPPM.</li> </ul>
<b>International Conference</b>	The annual international conference is held each year	<ul style="list-style-type: none"> <li>• 11th International Annual Conference on European Integration: "Borders, Imagined and Real"</li> </ul>
<b>Projects and activities with the community</b>	Students and/or faculty preparing projects/seminar papers for companies on various topics.	<ul style="list-style-type: none"> <li>• April 14, 2016 – UACS SBEM students had the possibility to get involved in a creative workshop with the Creative Team of the marketing agency McCann Skopje</li> <li>• April 20, 2016 – UACS SBEM students presented their project titled: “Prospect for issuing ordinary shares from Ohridska Banka AD Skopje” in front of the Bank’s representatives. They were hosted by Mr. Mito Gjoreski, member of the Management Board of Ohridska Banka AD Skopje.</li> </ul>

## **PART II - Annual Planning**

### **School of Business Economics and Management: Part 2 - Annual Planning**

#### **Criterion 2.1.**

**The school 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.**

#### **Criterion 2.1.a.**

**The faculty and staff members of the school unit should have significant input into the annual planning process.**

#### **Criterion 2.1.b.**

**The annual plan should identify the business school's or program's key strategic objectives and the timetable for the current planning period.**

Table 3.1- SBEM Goals, Activities and Strategies 2015/2016 (Criterion 2.1,)

Goal 1 - Improving the awareness and the public image of the SBEM (and the University)					Corrective action (if needed)
Strategies	Activities	Lead Role	Measure KPI	Achievement	
<b>Regular appearance of the faculty in the media and on big and important events</b>	<p>Developing better relations with the media, through establishment of closer and personalized business relations.</p> <p>Coordination among staff on the media appearance and media coverage of the events.</p> <p>More focus and presence on the social media (Facebook, Twitter and YouTube)</p>	Dean, Vice Dean for SRW, full-time professors, PR Officer	<ul style="list-style-type: none"> <li>- Interviews and articles of the staff in the media (target is Kapital, economic newspaper, International papers), but also other newspapers (always use the name of the institution).</li> <li>- At least 50% of the full-time staff to appear as key note speakers at one event during the 2015/2016.</li> <li>- Organized at least one lunch/ dinner (event) for building closer and more personalized relations between the academic and UACS management board with the media.</li> <li>- Higher promotion of the UACS student's achievements, former student's successful carrier stories and business.</li> </ul>	<p>Most of these planned activities were achieved and targets met. The exception is the KPI that at least 50% of the faculty <sup>1</sup>appears as key note speakers.</p>	<p>Re-evaluate <sup>2</sup>the necessity of the KPI for key note speakers, and/or establish more focus on activities that have a significant societal impact (7<sup>th</sup> faculty meeting in 2016)</p>

<sup>1</sup> List of interviews appearances



<p><b>Organizing a series of scientific and professional events for the public</b></p>	<p>Organizing round tables on different topics, to familiarize public with the scientific work and research projects</p> <p>Organizing professional events, and bringing media to the events</p>	<p>Dean, Vice Dean for SRW, full-time professors</p>	<ul style="list-style-type: none"> <li>- At least 2 scientific roundtables organized during the academic year 2015/2016 (high coordination among staff is needed-Vice dean for SRW to provide coordination)</li> <li>- Round table to be organized by the Finance department with the NLB Penziski fond.</li> <li>- At least 2 professional events organized during the 2015/2016(need high coordination among faculty-Vice dean for teaching to provide coordination)</li> </ul>	<p>Not completed fully. Round tables were not organized. The second KPI was completed but with very low interest from students.</p>	<p>Organize more roundtables/workshops/conferences that will improve the image and societal impact of SBEM</p>
<p><b>Building better relations with the secondary schools</b></p>	<p>Organizing more events with secondary schools (guest lecturing, bringing students to the University, open days, competitions)</p> <p>Organizing more events with the school teachers (training of school teachers)</p> <p>Certify some of</p>	<p>Dean, Vice Dean for SRW, Vice Dean for teaching, NGOs, full-time professors</p>	<ul style="list-style-type: none"> <li>- Number of quest lectures and lectures at the SBEM for the secondary school pupils</li> <li>- Trainings to secondary school teachers of Business and Entrepreneurship</li> <li>- At least one competition organized for secondary school pupils</li> <li>- Started procedure for certification of at least one training course</li> </ul> <p>Important 1: coordination, save energy and time, greatest impact with least resources, visibility is the most important</p> <p>Important 2: Develop and use special ppt format</p>	<p>Most of the activities were implemented, including targeted actions towards specific secondary schools. Unfortunately, two of the planned activities were not realized:</p> <ul style="list-style-type: none"> <li>- Certify some</li> </ul>	<p>Check activities against <sup>3</sup>enrollment from specific school in order to assess continuation or discontinuation of activities</p>

	<p>the training courses with the Agency for Adult Education-certification</p> <p>Apply and implement projects related to the secondary schools</p> <p>Start a marketing campaign focused on the secondary school's pupils, emphasizing the current UACS Accreditations and past UACS student's successful stories.</p>			<p>of the training courses with the Agency for Adult Education-certification</p> <p>- Apply and implement projects related to the secondary schools</p>	
<p><b>Improve marketing for SBEM</b></p>	<p>Special marketing plan for SBEM<sup>4</sup></p> <p>On-line marketing</p> <p>Direct marketing (leaflets,</p>	<p>Dean, Vice Dean for SRW, Vice Dean for teaching, NGOs, full-time professors</p>	<ul style="list-style-type: none"> <li>- To be organized for the third time the event called Parent's day, at which UACS programs, news, activities and success will be presented and parents, students, media and guests will be informed.</li> <li>- More intensive marketing campaign</li> </ul>	<p>There has been a large progress in the marketing campaign, drawing on the competitive</p>	<p>A more unified online</p>

	<p>brochures via regular post to PARENTS of potential students)</p> <p>More word of mouth marketing as most powerful marketing tool.</p> <p>Specific marketing campaign focusing on certain UACS programs and offers.</p>		<p>in the on line and printed media for the UACS MBA Programs, and for MSM program</p> <ul style="list-style-type: none"> <li>- Marketing campaign emphasizing the UACS international accreditations and UACS former student's successful career stories.</li> <li>- Direct marketing with Business council and providing promo codes</li> </ul>	<p>advantage of the SBEM and the University as a whole. Parents' day for organized successfully. Though, we have not prepared a special marketing plan for the SBEM.</p>	<p>presence of faculty and staff</p>
<p><b>Organize summer or winter school; or MBA lectures with foreigner students</b></p>	<p>Invite both domestic and foreign students (special focus on foreign students doing studies related to developing countries)</p>	<p>Dean, Faculty, Gerd Wasenberg Prof. Makedonka Dimitrova and Bettina Jones</p>	<ul style="list-style-type: none"> <li>- Foreign German students from Aachen together with our UACS MBA students could take an entire MBA subject UACS subject in April or May, 2016. Start organization in November, 2015 ready by February, 2016. This could be also a Summer School.</li> <li>- Youth in Action project for Summer School</li> </ul>	<p>Not completed. Limited financing from DAAD</p>	<p>Activities discontinued</p>
<b>Goal 2 - Expansion of graduate programs and implementation of doctoral studies</b>					
<b>Strategies</b>	<b>Activities</b>	<b>Lead Role</b>	<b>Measure KPI</b>	<b>Achievement</b>	<b>Corrective action</b>

<b>Implementation of the MBA dual program with the Maastricht School of Management</b>	<p>Immediately seek potential for scholarships</p> <p>Immediately start a marketing campaign</p> <p>Enrolled students Include in the Corporate OFFER to BC</p>	<p>Rector, Dean, MBA coordinator, networking</p>	<ul style="list-style-type: none"> <li>- Potential scholarships</li> <li>- Strong marketing campaign</li> <li>- At least 5 enrolled students.</li> </ul>	<p>Unfortunately, due to the change in the environment we did not complete this activity.</p> <p>Although the Ministry of Education and Science announced that it will co-finance the MBA program, latter on it revoked that announcement.</p>	<p>Activities discontinued</p>
<b>Start UACS - MBA Outreach Program abroad</b>	<p>Accredit the MBA programme abroad</p> <p>Seek enrollments abroad</p>	<p>Rector, Dean, MBA coordinator, networking, administrator</p>	<ul style="list-style-type: none"> <li>-The programme is accredited abroad<sup>5</sup></li> <li>- Marketing campaign for the programme abroad</li> <li>- At least 15 students are enrolled in the programme</li> </ul>	<p>Not completed.</p>	<p>Differed for 2016/2017</p>
<b>Implementation of the three accredited doctoral programs at</b>	<p>Start strong promotional activities and marketing of the 3 doctoral programs, plus for the one dual with the University of</p>	<p>Dean, Vice Dean for SRW, prof, Tome Nenovski, networking</p>	<ul style="list-style-type: none"> <li>- Licenses for the supervisors are obtained</li> <li>- At least 9 PhD candidates could be enrolled</li> <li>- waiting for approval from the Ministry of Education and Science</li> </ul>	<p>This activity is completed, in July 2016, but only for two programs (the program with</p>	<p>Not Completed</p>

<sup>5</sup> Marjan da dodade za Kosovo I Srbija

<b>UACS</b>	Bor, Serbia  Obtain licenses for the PhD supervisors (from the Ministry of Education and Science)	department		Bor have not been approved by the Ministry). Doctoral programs will start in November 2016.	
<b>Organize MBA Promo Classes</b>	Promo class for MBA by a foreign professor.	Dean, Professors	- At least two promo MBA classes with foreign professors, in September and October, 2015.	Completed.	Activities discontinu
<b>Goal 3 - Improvement of the scientific – research work at SBEM</b>					
<b>Strategies</b>	<b>Activities</b>	<b>Lead Role</b>	<b>Measure KPI</b>	<b>Achievement</b>	<b>Corrective action (if needed)</b>
<b>Regular monitoring of the scientific-research work (SRW) of the academic staff</b>	Vice Rector for Research prepares annual report for the progress in SRW at SBEM;  Evaluation of the teachers that includes assessment of SRW	Dean, Pro-Rector for SRW, teachers	Vice Rector for SRW prepares an annual report for SRW until September next year - Teachers are being regularly informed about the opportunities (financial support) for participation in conferences (through direct emails and announcement on the UACS web site)	Completed. The total research scores of the SBEM faculty improved by 8% (from 1467 to 1589 points), although the number of papers published in journals with impact factor declined from	Continue improvement and regular monitoring for fulfilling Law on Higher education requirements

				19 (in academic year 2014/2015) to 15 in academic year 2015/2016.	
<b>Publication in international scientific papers</b>	<p>Encouraging SRW and trainings for teachers</p> <p>Encouraging co-authoring of papers (Full time with Part time professors)</p> <p>Increased collaboration for research projects, events and papers with the Part time Professors at SBEM</p>	Dean, Pro - Rector for SRW	<p>-At least 1 international paper annually of the full-time teachers employed at SBEM</p> <p>- At least 1 participation in international conference of each employed teacher at SBEM</p> <p>- Financial rewards for published international papers</p> <p>- At least 2 papers co-authored (Full time with part time professor)</p>	<p>The target for at least one international paper annually of the full-time faculty at SBEM was met (even part-time professors met this requirement), and received financial rewards. Most of them also participated at a conference. Cooperation between SBEM faculty in terms of research was improved significantly. Besides the</p>	The results are reported at chapter Research

				planned activities, we also introduced co-authorship between professors and the master students (those who already completed theirs studies). We expect the first results of the cooperation in 2016/2017.	
<b>Encouraging work on research projects and consultation work in the business sector</b>	Dissemination of information for upcoming projects and support in the preparation of project applications	Dean, Pro-Rector for SRW, teachers	- At least 3 submitted applications for research projects	Not completed. Some project were not consistent with the UACS financing policy Partly due to the uncertainty in environment.	More emphasis is put on research papers, however projects are welcome
	Participation in analytical and research activities		- At least 95% of full-time faculty to be engaged in at least one type of SRW activity (according to Table 1 of article 52 from the Regulation of SRW) - At least 50% from the teachers with a semester contract to be engaged in at least	Completed (report by the Vice-rector for research)	Monitor the Scientific research work of the faculty in order to meet strategic

			one type of SRW activity (according to Table 1 of SRW)		goals and be compliant with Law on Higher Education as well as increasing research portfolio
<b>Internal trainings for UACS faculty</b>	At least six internal trainings per year for writing and publishing a paper  Starting again in the fall semester – 2015/2016 the research seminars under the name “Research talks”	Dean, Pro-Rector for SRW, Makedonka Dimitrova, Ana Tomovska, Miodraga Stefanovska	- All full-time faculty must attend at the trainings and participate	Only partially completed. Only 3 trainings were held, due to low interest by the faculty <sup>6</sup>	Review the need for TRSS, suggest more team based research work between experienced and inexperienced researchers
<b>Applications for research visits abroad</b>	The Vice Rector communicates open calls for research visits abroad  Each teacher fills an application	Dean, Pro – Rector for SRW, Makedonka Dimitrova	-At least one application per year -It is expected that at least 50% of those will be successful (study visits that range between one week and one year) - Erasmus + action 107 – to arrange research visits for 4 professors	This goal is completed, with exception of the Erasmus exchange.	Improve Network exchanges (Erasmus, Ceepusetc)

<sup>6</sup> Dates



<b>Implementation of the European Charter of Researchers</b>	Further implementation of ECR	Pro-Rector for SRW, Ana Tomovska,	Progression with the implementation as per the judgment of the European Commission	Not completed, change in ECR regulations	Differed for 2017/2018
<b>Goal 4 - Establishment of cooperation with educational institutions and professionals in relevant areas in order to exchange experiences and knowledge</b>					
<b>Strategies</b>	<b>Activities</b>	<b>Lead Role</b>	<b>Measure KPI</b>	<b>Achievement</b>	<b>Corrective action (if needed)</b>
<b>Intensifying the cooperation with partner universities and encouraging exchange of students and teachers</b>	Encouraging exchange of teachers (teaching purpose)	Dean, Makedonka Dimitrova (Resita), Viktorija Gombar and Ema Kostovska (Erasmus +), Ivana Trajanovska (CEEPUS)	- At least one teacher-exchange abroad in 2015/2016 - At least one teacher goes for a study visit abroad for at least 1 month	There were more teacher exchanges in 2015/2016, including two long-term exchanges (of 6 months and 2 months). One professor was elected as visiting professor at the University Tor Vergata , Rome, Italy. Ilijana Petrovsk) Only one teacher was on study visit abroad through	Improve usage of the faculty exchange programs

				Erasmus program (Makedonka Dimitrova)	
	Encouraging exchange of students through ERASMUS PLUS  Developing the Erasmus + for internships in foreign companies of our students	Viktorija Gombar (Erasmus +),	- At least 10 students sent abroad in 2015/2016	8 students were send abroad through the Erasmus program in 2015/2016	Encourage more activity for study abroad purposes
<b>Improving the cooperation between the Business Council and the SBEM</b>	Maintaining the regular meetings with the Business Council	Rector, Dean, Career Center	- Meeting with the Business Council once in a semester –organized by Department for more efficient outcome	This goal was not met.	Differed for 2016/2017
	Participation of representatives from the Business Council in the lectures (guest speakers)  Offering special discounts on the ExEd programs  Building closer	Dean, Chief Networking Officer, Career Center Director of ExEd, Rahela Evtimova	- Having Business Council representatives or the companies represented in the Council as guest lecturers, or as experts for panel discussions and important lectures  - Organizing a big event with together the Business Council members, for rising money in the UACS foundation, for providing scholarship for UACS potential and current students.	Only the first KPI was met. Fundraising idea dropped.	Continue inclusion of BC members as guest lecturers

	business relations with the Business Council and rising money in the UACS foundation for potential scholarships				
<b>Development of a community consultancy and research</b>	<p>Preparing specific corporate research projects and consultancy</p> <p>Selling UACS Enterprise executive education trainings</p>	Dean, Pro-Rector for Scientific Work, Heads of Departments, Executive Education Officer	<ul style="list-style-type: none"> <li>- Marketing and Management Departments offer at least one corporate research proposal</li> <li>- Selling at least two corporate research proposals and/or executive education in the academic 2015/16</li> <li>- Providing the opportunity for EBRD BAS funding</li> </ul>	<p>Only the second KPI was met. There were three executive education lectures/trainings delivered last year:</p> <ul style="list-style-type: none"> <li>- Econometric modelling for bankers (Dr. Marjan Petreski),</li> <li>- Effective leadership styles for the 21<sup>st</sup> century (Dr. Marjan Bojadziev and Ass. Makedonka Dimitrova),</li> <li>- When is the right time for</li> </ul>	Continue with proposing such activities in 2016/2017

				internationalization of a business (Dr. Jaka Vadnjal), - Finance for Non-finance workers (Dr. Ninko Kostovski and Dr. Jadranka Mrsik), - Techniques for managing liquidity in shallow financial markets (Dr. Igor Velikovski).	
<b>Goal 5 - Further Improvement of the quality of the studies at SBEM</b>					
<b>Strategies</b>	<b>Activities</b>	<b>Lead Role</b>	<b>KPI</b>	<b>Resources needed</b>	
<b>International professors in the curriculum of the first cycle</b>	Establishing cooperation and communication with lecturers from foreign and domestic universities for participation in the process of teaching at	Rector, Dean, Coordinator for graduate studies, HR	- Introduction of at least one foreign teacher in the curriculum of the first cycle - Continuation of the current practice of hiring visiting professors	Completed, for the course English language 1 (first year of undergraduate studies) and Business	Increase number of foreign faculty for upcoming year

	UACS			communications (second year) (Bettina Jones)	
<b>Preparation for the introduction of professional testing at the<sup>7</sup> end of year 5 studies (end of graduate programs)</b>	Organizing teams responsible for professional testing	Dean, Vice Dean, Ana Tomovska	Preparation of tests which are approved by professional associations or at least two companies from the Business Council until 2016 for students of 5th year (to be organized from Dec 2015)	This goal was accomplished but the tests were not implemented due to very low number of students completing specialization degree.	/
<b>Using a variety of different methods for measuring the success of the students</b>	Promoting formative methods for measuring the success of students	Dean, Head of Departments	- Further development of formative and summative assessment - New internal rules for formative and summative assessment	This goal has been completed. However, the report on accomplishment of the learning outcomes proposed changes in the learning outcomes and their measurement.	More emphasis on ILO measurement, especially summative external assessment

	Promotion of cross-subject projects	Dean, professors in selected courses	<p>- Combined projects for the following courses:</p> <ol style="list-style-type: none"> <li>1) Entrepreneurship and Business Planning</li> <li>2) Business Ethics and International Management and Globalization</li> <li>3) Organizational Behavior and Marketing Communications</li> </ol>	<p>Given the changes in the strategic goals of the University, we implemented combined lectures of courses from different Faculties within the University instead of within the SBEM.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>- Students of Marketing communication s and media had classes in Data Base management at the School for Computer Science.</li> <li>- Students in Marketing Management course took</li> </ul>	Continue with activities, but measure student and faculty feedback for such activities
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				<p>some drawing lessons at the School of Architecture and Design.</p> <ul style="list-style-type: none"> <li>- Joint projects on MEGATRENDS between students of SBEM and School of Computer Science and Technology (Entrepreneurship and Business Module 2)</li> </ul>	
<b>Engaging guest lecturers for each course of the study program</b>	Establishing cooperation and communication with lecturers from foreign and domestic universities for participation in the process of teaching at UACS	Dean, Teachers	- At least 1 guest lecturer for each course from the study program	Completed.	Increase KPI
<b>Offering</b>	Continuation of the	Dean,	- Offering new service to the UACS	- The Business	Continue

<p><b>more services to UACS students</b></p>	<p>work and function of UACS services offered to the students such as: Quality cycle, Tutoring Club, Student's Council and Alumni network</p> <p>Enhanced promotion and student's participation in the Student's Council.</p> <p>More, pro-active engagement of the UACS alumni members.</p> <p>Enhanced promotion of the Tutoring Assistance Student Club (TASC)</p>	<p>Teachers, Students (Graduate and Post graduate, as well as past successful UACS Students)</p>	<p>students called "Business Support Laboratory" which will help and teach students to develop entrepreneurial skills and to make a successful business plans as well as to share experiences with past successful UACS students. At least 10 students to be interested for this laboratory.</p> <ul style="list-style-type: none"> <li>- Increased number of meetings of the SC, internal activities and members.</li> <li>- Offering meetings with students (for discussion) who are not attending regularly the courses, to resolve the problem.</li> <li>- Regular meetings between the Commission for Quality Cycle and the undergraduate students, at least 2 times in the year 2015/2016.</li> <li>- Increased number of members, activities and events of the alumni network</li> </ul> <p>5.5.4 – Awarding certificates for the best tutors (students), at the UACS public events or ceremonies.</p> <ul style="list-style-type: none"> <li>- Development of the TASC: through appointing a coordinator who will work together with prof. Snezhana Hristova, PhD on tutoring students who are on probation, or during a makeup sessions.</li> </ul>	<p>Support Laboratory was not established.</p> <ul style="list-style-type: none"> <li>- In 2015/2016 the management team of the UACS has made a decision on procedures and timing for organizing meetings of the SC.</li> <li>- Three meetings of the Commission for Quality Cycle were organized</li> <li>- Certificates were awarded to the most engaged tutors</li> <li>- Need to further improve the organization and operation of the TASC</li> </ul>	<p>activities, more emphasis on alumni engagement and interaction between current students and alumni</p>
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<b>Assessing and improving student's satisfaction for the quality of the studies at SBEM</b>	Introduction of new editions of text books, more interactive teaching, strengthened internal control for regular attendance	SC,CAO Heads of departments	- Maintain high level of student's satisfaction (more than 70%) for first and second cycle of studies.	Achieved	Increase KPI for upcoming year
	Sessions of student's counseling for professional orientation	Dean, Teachers	- At least two sessions in 2015/2016	One counseling was held.	Consider making career counseling more frequent, and perhaps even consider individual career counseling
	Providing new innovative and interactive methods for more practical student's learning	Professor Makedonka Dimitrova	- At least one innovative method of learning and lecturing introduced during the academic year.	<b>Completed.</b> - Entrepreneurship Course used HP training platform for business development - Entrepreneurship Course used mobile application for development of	Suggest an increased use of Moodle and technology in teaching

				in-class Business Module	
	Peer pressure, quality control	Commission for Internal Control, Dean, Heads of departments, Student's Records Office	<ul style="list-style-type: none"> <li>- The Commission for Internal Control conducts once in a semester internal control and submits the results in a report to the Rector and Dean</li> <li>- Each professor has been peer-reviewed and has conducted a peer-review of other professor</li> </ul>	<ul style="list-style-type: none"> <li>- Not met. The Commission for Internal Control which was established at the University Level is not functional.</li> <li>- Not met, at the University level the obligation for peer-review was dropped.</li> </ul>	New policies developed for evaluation (360 TRI) and the Internal Control Committee Bylaws are under review. To be differed for 2016/2017
<b>Goal 6 - Further increase of the quality of the faculty of SBEM</b>					
<b>Strategies</b>	<b>Activities</b>	<b>Lead Role</b>	<b>Measure KPI</b>	<b>Achievement</b>	<b>Corrective action (if needed)</b>
<b>Increase the percentage of PhDs and support the continuing professional</b>	Sponsoring doctoral studies of teachers and potential teachers	Rector, Dean, HR	- Supporting young lecturers, and/or existing experienced lecturers	- Completed, One young lecturer enrolled	Make suggestions for upcoming year

<b>development of teachers and academic staff</b>					
<b>Opportunities for participation in the teaching process and in the scientific-research work for the graduates and postgraduate students</b>	Monitoring and evaluation of students who have an excellent GPA and like to pursue an academic carrier	Teachers full time and part time	Recruitment of graduates and postgraduates students with a high GPA and a desire for becoming future teachers/researchers	In progress.	TBD
<b>Goal 7 - Expansion of the services offered by SBEM/UACS</b>					
<b>Strategies</b>	<b>Activities</b>	<b>Lead Role</b>	<b>Measure KPI</b>	<b>Achievement</b>	<b>Corrective action (if needed)</b>

<b>Increased activities of the Institute for Leadership</b>	Effectuation of the Institute for Leadership	Rector, Dean, prof. Makedonka Dimitrova	- Execution of at least one activity of the Institute (offer training, consulting work, etc)	Completed. The Institute carried out several activities: - International Research. Social Innovation Mapping in Macedonia, finished (2015-16). - International Research. GUES SS, in progress (2015 - 2017) - International Research with Technical Faculty of Bor, Risk factors predictors in project management, 2015-2016 - International Research with Technical Faculty of Bor,	/
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				Ecological Awareness of the students in Serbia, Hungary, Bulgaria, Poland and Macedonia, 2015-2016 - Summer School in Social Entrepreneurship, Mavrovo, August 2015 - Summer School in Innovation Management, Bor, October 2015	
<b>Goal 8 – CSR Activities, projects and events</b>					
<b>Strategies</b>	<b>Activities</b>	<b>Lead Role</b>	<b>KPI</b>	<b>Resources needed</b>	
<b>Increased Corporate Social Responsibility</b>	Organizing a lot of different CSR activities and events for all stakeholders and the general public	Dean, Teachers, Students	- At least one CSR event/activity in the year as Christmas Sales and Garage Sales	Completed. Organized Christmas Sales (3rd year Students ), December 2015	More involvement of students

## Criterion 2.2 Strategy Deployment

### Criterion 2.2.a.

**Strategic action plans should address both short- and long-term objectives.**

Summarize your short- and long-term action plans and objectives

<b>Long term goals</b>	<b>Short term strategies</b>
Goal 1 - Improving the awareness and the public image of the SBEM (and the University)	1.1 Regular appearance of the faculty in the media and on big and important events
	1.2 Organizing a series of scientific and professional events for the public
	1.3 Building better relations with the secondary schools
	1.4 Improve marketing for SBEM
	1.5 Organize summer or winter school; or MBA lectures with foreigner students
Goal 2 - Expansion of programs for graduate and implementation of doctoral studies	2.1 Implementation of the MBA dual program with the Maastricht School of Management
	2.2 Start UACS - MBA Outreach Program abroad
	2.3 Implementation of the three accredited doctoral program at UACS
	2.4 Organize an MBA Promo Classes
Goal 3 - Improvement of the scientific – research work at SBEM	3.1 Regular monitoring of the scientific-research work of the academic staff
	3.2 Publication in international scientific journals
	3.3 Encouraging work on research projects and consultation work in the business sector
	3.4 Internal Trainings for UACS Faculty
	3.5. Applications for research visits abroad
	3.6 Implementation of the European Charter of Researchers
Goal 4 - Establishment of cooperation with educational institutions and professionals in relevant areas in order to exchange experiences and knowledge	4.1 Intensifying the cooperation with partner universities and encouraging exchange of students and teachers
	4.2 Improving the cooperation between the Business Council and the SBEM
	4.3 Development of a community consultancy and research
Goal 5 - Further Improvement of the quality of the studies at SBEM	5.1 International professors in the curriculum of the first cycle
	5.2 Preparation for the introduction of professional testing at the end of year 5 studies (end of graduate programs)
	5.3 Using a variety of different methods for measuring the success of the students
	5.4 Engaging guest lecturers for each course of the study program

	5.5 Offering more services to UACS students
	5.6 Assessing and improving student's satisfaction for the quality of the studies at SBEM
Goal 6 - Further increase of the quality of the faculty of SBEM	6.1 Increasing the percentage of PhDs and support the continuing professional development of teachers and academic staff
	6.2 Opportunities for participation in the teaching process and in the scientific-research work for the graduates and postgraduates students
Goal 7 - Expansion of the services offered by SBEM	7.1 Increased activities of the Institute for Leadership
Goal 8 – CSR Activities, projects and events	8.1 Increased Corporate Social Responsibility

## PART III – STUDENT AND STAKEHOLDER FOCUS

### 1. Criterion 3.1:

**Business 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 SPS, has been made available in English for foreign & domestic students
Undergraduate Part -Time program	Domestic students	Working professionals wishing to complete their education
Graduate Full – Time program	Graduate students that pursue furthering their education	The typical age college graduate, that seeks to pursue a master degree

### 2. Criterion 3.2:

**The business 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 business 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.

The Business School addresses the same stakeholders and their needs as identified at university level.

Primary stakeholders	Secondary stakeholders
<ul style="list-style-type: none"> <li>- Students</li> <li>- Faculty</li> <li>- Control and Regulatory bodies: ( MON, BoA, ACBSP)</li> </ul>	<ul style="list-style-type: none"> <li>- Board of Directors of the University</li> <li>- Business Council</li> <li>- Student’s parents</li> <li>- Alumni</li> </ul>

**3. Criterion 3.3:**

**The business 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 process for reviewing the methods for gathering data.

Namely, the Self-Evaluation Committee or the CAO 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 CAO and Stakeholder relations officer makes suggestions for improvement of the methods of gathering the information and presents it at Faculty Meetings and the University Senate. Each Schools reviews the data and the results and make suggestions for improvement.

Once the suggestions are approved they are implemented and administered.

**Table 3.3. Listening and learning method review (2015-2016)**

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	To be implemented 2016-2017
Students	Course, Instructor and Program evaluation survey	By SEC and Faculty Council,	No eligible questions for program satisfaction	Program satisfaction survey to be created
Faculty	360 evaluation	CAO, Stakeholder officer	The survey does not include motivation factors and overall satisfaction	A new motivation factor survey has been developed and a trial version administered.
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 – First Trial
High school	High school students survey	Association for better education	Only informal suggestions were taken by students	Informative Survey for High School Students Administered, needs to be revised
Relevant Legislative Bodies	Regular inspections passed	Secretary General	No suggestions	No improvements

#### 4. Criterion 3.4:

**The business 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

**5. Criterion 3.5:**

**The business 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	Professional development opportunities	To enhance teaching quality, motivate faculty, and strengthen bond with the school
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

**6. Criterion 3.6:**

**The business 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 /Suggestio ns on faculty	Complaints /Suggestions on administrative staff	Complaints /Suggestions on course/progra m	Other	Resolved issues
2014/2015	6	1	2	1	2	/	All
2015/2016	10	1	6	0	3	/	All

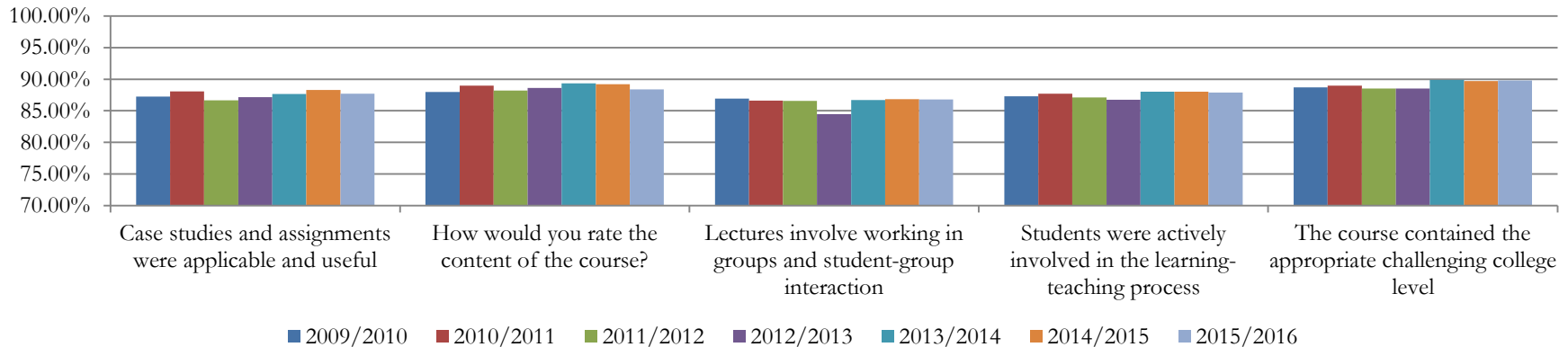
**7. Criterion 3.7:**

**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**

**SBEM UG Student Satisfaction from Course**





Comment: Student satisfaction from the courses at SBEM has been higher than the allotted KPI (70%) for more than 6 consecutive years. Suggested improvements are to either raise the KPI, and/or review the process.

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

Academic year	Number in Class	Number of respondents		Full-Time Employment	Part-Time Employment	Pursuing Further Education	Still Seeking Employment
		Number	%	Number (%)	%	Number (%)	%
SBEM 2012/2013	102	76	74.5%	48 (63.1%)	/	39 (51.3%)	8 (10.5%)
SBEM 2013/2014	<b>110</b>	<b>89</b>	<b>80.1%</b>	<b>53 (59.5%)</b>	/	<b>54 (60.6%)</b>	<b>7 (7.9%)</b>
SBEM 2014/2015	<b>125</b>	<b>71</b>	<b>56.8%</b>	<b>35 (49.2%)</b>	/	<b>42 (59.1%)</b>	<b>6 (8.5%)</b>
<i>KPI</i>	/		<b>Not to fall below 60%</b>	<b>Not to fall below 50%</b>		<b>Not to fall below 50%</b>	<b>Not to go above 15%</b>

Comment: The last data point shows that the response rate has fallen below 60%, and pulling at all data gathered for that academic year. Due to the lower response rate, employment and pursuing education rates are also below 60% and this year’s KPI’s are not met. Improvements for the upcoming academic year is either a change in the method for gathering such data, or better tracking of students contacts and plans, perhaps via the Alumni Association.

**3. Table 3.8.1.f. – Undergraduate Student Advising (Career counseling, Academic counseling, Tutoring and Probation)<sup>8</sup>**

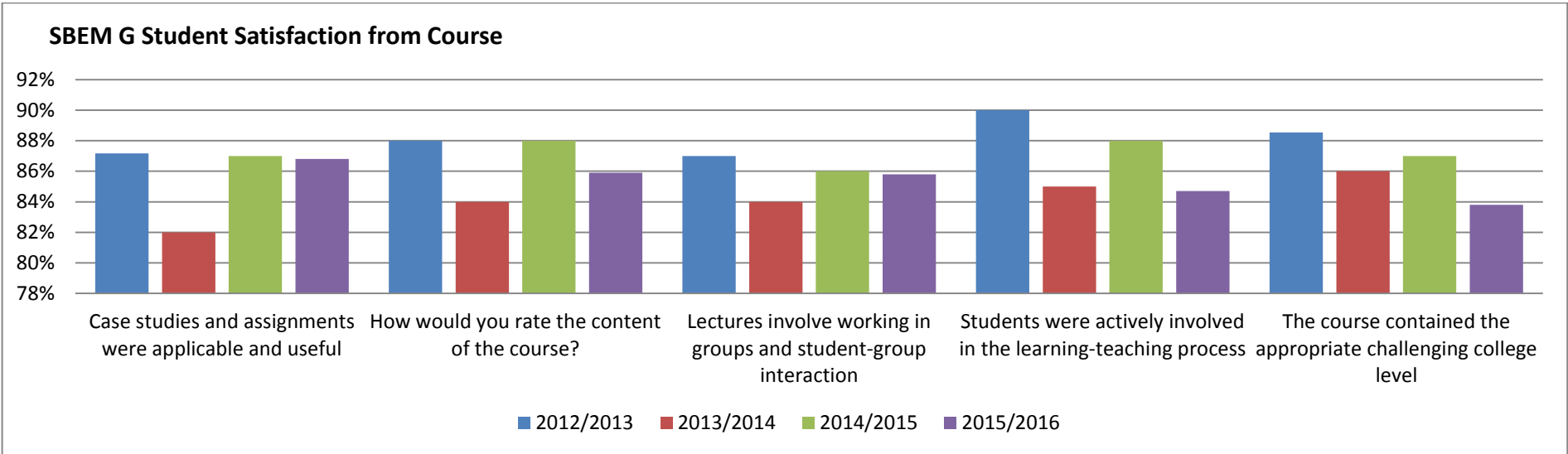
CV and Cover Letter % of	Measurement By timely internships	Interview and Job searching	Measured by employed	Probation	Measured by out of probation	Academic counseling students	Measured by continued	Tutoring
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	<b>students participated</b>		<b>strategies</b>	after graduation (within 6 months)			received interpersonal advising	to graduate studies	
<b>2012-2013</b>	33.7%	93%	67%	50.2%	92	46 (50%)	80%	60.2%	Creation of Tutoring club
<b>2013-2014</b>	44.6%	90.6%	69.3%	54.7%	77	60 (77.9%)	90%	61.1%	6 tutors, 69 hours of tutoring provided
<b>2014-2015</b>	43%	95%	67.3%	44.8%	77	60 (77.9%)	88%	51%	5 tutors provided (60 hours)
<b>KPI</b>	<b>Above 50%</b>	<b>Above 90% on time internships</b>	<b>Above 70%</b>	<b>Above 50%</b>	<b>Decrease no. of probation</b>	<b>Increase student out of probation</b>	<b>Above 80%</b>	<b>Above 50%</b>	<b>Increase tutors and hours by 50%</b>

Comment: Suggestions for improvement

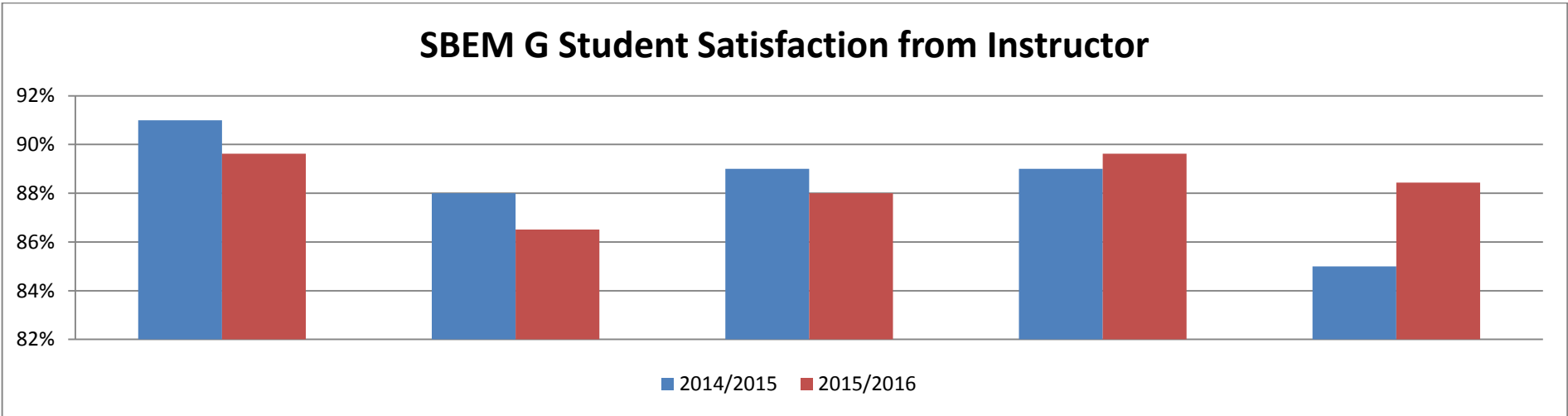
- Collecting job ads by the Career center and regular weekly sending to graduates and students near completion, Career Fairs
- Reduction of academic load for students who continuously are on academic probation for two consecutive semesters,
- Promote best students to the companies (recommendations)
- Mini-trainings for employment skills by the Alumni association

#### 4. Graph 3.8.2.a. – Graduate Student Satisfaction from Course



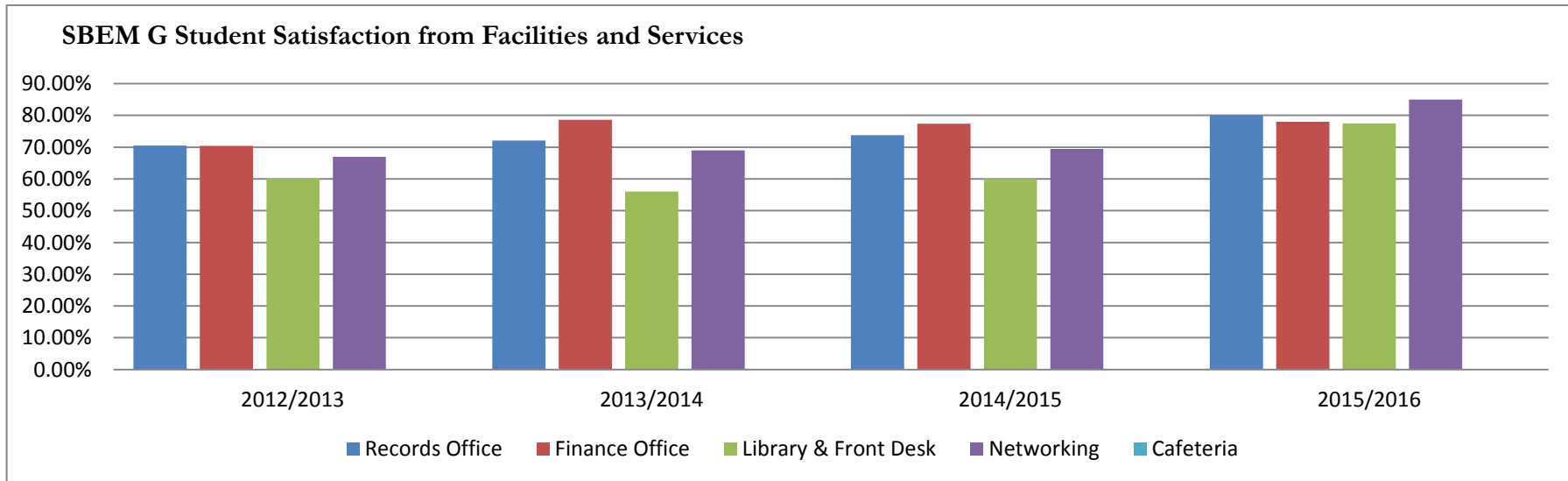
Comment: Student satisfaction from the courses at SBEM has been higher than the allotted KPI (70%) for more than 6 consecutive years. Suggested improvements are to either raise the KPI, and/or review the process.

**5. Graph 3.8.1.b. – Graduate Student Satisfaction from Instructor**



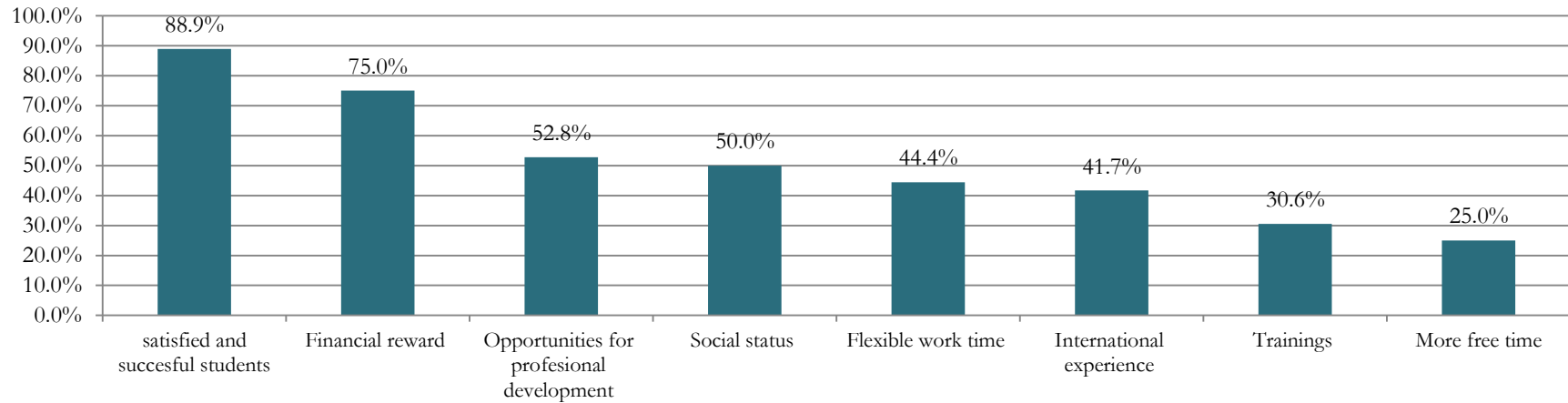
Comment: Student satisfaction from the instructors at SBEM has been higher than the allotted KPI (70%) for more than 6 consecutive years. Suggested improvements are to either raise the KPI, and/or review the process.

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



Comment: Student satisfaction from the facilities and services has been generally high, but certain sectors have been failing to meet the allotted KPI or appear to cause fluctuations in student satisfaction. Since these evaluation have been taking into consideration, significant improvements have been made in the Library and Cafeteria (see 2015/2016) The Networking Department is not heavily involved with student interaction, so they have been excluded from the evaluation and a new parameter Facilities and Equipment has been added.

**7. Graph 3.8.3.b. – Faculty members motivation & satisfaction**



Comment: Discovering motivation factors in faculty are essential in order to determine their drive and their fit into the organizational culture. This survey was administered for the first time in 2015, and will be also administered in 2016 in order to review the consistency in the results. Certain amendments will be made upon suggestion from management and faculty.

1. Table 3.8.3.d. – Faculty research

School of Business Economics and Management	
Teachers	11
Papers	61
WoS papers	7
Research books	3
Papers per teacher	5.55
WoS papers per teacher	0.64
Research books per teacher	0.27
PhD Mentors	10

## PART IV – Measurement and Analysis of Student Learning and Performance

### **Criterion 4.1.**

**The business unit shall have a learning outcomes assessment program.**

- a. **State the learning objectives for each program (MBA, Ph.D., BBA, AA, etc.) to be accredited. 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**

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

1. [SBEM Decision for assessment of Learning objectives - first cycle of studies](#)
2. [SBEM Decision for assessment of Learning objectives - second cycle of studies](#)

- a. **Describe your learning outcomes assessment process for each program;**

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

1. [Decision for assessment of Intended Learning Outcomes \(ILO\) on undergraduate study programs of SBEM - No. 14- 1465/6 from 1.09.2014](#)
2. [Decision for assessment of intended learning outcomes for second cycle of studies at the SBEM](#)
3. 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.

The process for assessment of the learning outcomes of SBEM undergraduate program is performed in accordance with the [Decision for Assessment of Intended Learning Outcomes \(ILO\) for the MBA Program from January 2015.](#)

The decision for undergraduate covers combination of methods, including formative and summative, internal and external. The internal formative is including pre-test and post-test assessment at the beginning and end of the academic year.

- **Internal summative** are including capstone project assessment including various items from different departments.
- **External summative** are including external test approved by the Business community and external assessment on students' internships.

The decision for MBA ILO assessment covers Internal Formative through assignments of different courses. Internal Summative is the evaluation of the Master thesis and External Summative is involving external member as professor of management practice for evaluation of the Master thesis.

- b. **Identify external learning outcomes assessment information and data you gather and analyze; and**

External learning outcomes assessment is performed on several levels. Summative assessment for undergraduate is performed through implementation of Exit tests, approved from the business council members at the last year of studies. Also at the undergraduate level performed is internship evaluation.

On MBA level external assessment of the MBA ILO is performed through external members in the master thesis' committee or just external member – professor of management practice written opinion.

**c. Identify formative and summative learning outcome assessment information and data you gather and analyze.**

Formative learning outcomes assessment information are the pretest and posttest examination in specific courses, 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.

<b>SBEM Undergraduate program</b>		
	<b>SUMMATIVE</b> Data and Information	<b>FORMATIVE</b> Data and Information
Internal Data and Information	<p><b>Capstone project for each concentration:</b></p> <ol style="list-style-type: none"> <li>1. Marketing management – Marketing concentration</li> <li>2. Strategic planning – Management concentration</li> <li>3. Corporate finance – Finance concentration</li> </ol> <p><b>Capstone project for achieving soft skills:</b></p> <ol style="list-style-type: none"> <li>1. Team work and effective communication</li> <li>2. Presentations skills</li> <li>3. Academic writing</li> <li>4. Technical skills</li> </ol>	<p><b>Pre-Post test results (courses)</b></p> <ul style="list-style-type: none"> <li>- Microeconomics</li> <li>- Business mathematics</li> <li>- Contract Law</li> <li>- Introduction to Marketing</li> <li>- Financial markets and institutions</li> <li>- International management</li> </ul>
External Data and Information	<ul style="list-style-type: none"> <li>- Exit test of each course</li> <li>- External assessment on students internship</li> </ul>	

### SBEM Graduate program (MBA)

	<b>SUMMATIVE</b> Data and Information	<b>FORMATIVE</b> Data and Information
Internal Data and Information	<ol style="list-style-type: none"> <li>1. Master thesis without Master thesis seminar</li> <li>2. Master thesis with Master thesis seminar</li> </ol>	<p><b><i>Capstone project for each concentration:</i></b></p> <ol style="list-style-type: none"> <li>1. Operations management</li> <li>2. Leadership simulation (Climbing Everest) and inspiring speech</li> <li>3. Research methods (Data Analysis)</li> <li>4. AOB – Final Organizational analysis and Final Individual case analysis</li> <li>5. Corporate finance – Final case analysis</li> <li>6. Strategic management – Final project</li> <li>7. International Marketing – Final project</li> <li>8. International Management – Final paper</li> </ol> <p><b><i>Capstone project for achieving soft skills:</i></b></p> <ol style="list-style-type: none"> <li>1. Knowledge and Understanding</li> <li>2. Practical skills</li> <li>3. Intellectual and Cognitive skills</li> <li>4. Communication</li> <li>5. Learning Skills</li> </ol>
External Data and Information	<p>The external summative assessments of the ILOs is conveyed on the master thesis as the final work of the students.</p> <p>For the purposes of having an external summative assessment of the ILO, we have introduced two options for students – they may have an external member of the academic committee or they may have their thesis presented in front of a wider scope of business professionals. In either, the business community is directly involved in the assessment of the thesis.</p>	



	<p>Their assessment focuses on the ‘practical skills’, ‘communication skills’ and ‘learning skills’ i.e. applicability on the thesis, the innovativeness of the approach as well as the value of the findings for the business or the industry in general.</p>	
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**Criterion 4.2.**

**To identify trends, the business programs should report, at a minimum, three successive sets of periodic assessment results.**

Report for MBA ILO		Measured through		Cohort			
L.O. UACS MBA	ILO description	Course activity	Course activity	2012/2013	2013/2014	2014/2015	2015/2016
<b>Knowledge and Understanding</b>	Develop strategic understanding of the factors of the company	Operations Management - Final Research	Strategic management -Final project	31	72.15	82	77.65
<b>Practical skills</b>	Apply the knowledge and understanding, decision making and problem solving	Leadership simulation - Climbing Everest	International Marketing - Final Project	N/A	90	81.07	40.25
<b>Intellectual and Cognitive skills</b>	Intellectual curiosity, effective learning and critical thinking. Understand and critically evaluate scientific cases	Research methods - Assignment on Data Analysis	Advanced Organizational Behavior - Final Individual case analysis	82.5	86.5	92.75	86
<b>Communication</b>	Communication skills, argumentative proposals and communicate effectively within the company at a	Advanced Organizational Behavior - Final Org.	Leadership - Inspiring speech	42.5	80.5	89.81	44.25

	higher level as well with the public	analysis					
<b>Learning Skills</b>	Identifying need for additional learning and understanding the business situation and reports	Corporate Finance - Final Case analysis	International management - Final paper	89	80.39	89.18	79.2

**Table 4.2.2. Internal formative assessment of the intended learning outcomes. (Graduate studies MA)**

ILO UACS Graduate Program	Description of the MA in HRM ILO	Course/Activity	Course/Activity	2015/2016			2016/2017		
				Average 1	Average 2	Total average	Average 1	Average 2	Total Average
A: Knowledge and understanding	In-depth knowledge of strategic management principals and organizational behavior principles; understanding of the business environment and its impact on firm performance.	<a href="#">Advanced Organizational behavior - Organizational Analysis (project with presentation)</a>	<a href="#">Strategic Management - External and Internal Analysis through Case Study</a>	81.9	75.85	<b>78.875</b>		71.07	35.535
B: Practical skills (Application of knowledge)	Apply feasibility analysis of business ideas, develop and evaluate business plans and propose performance improvement	<a href="#">Staff Training and Development - Case Study Analysis</a>	<a href="#">Performance and Compensation Management - Final Project</a>	95	90	<b>92.5</b>	92	93	92.5

	recommendations;								
C: Intellectual and cognitive skills (Decision making)	Integrate knowledge in analysis of a specific problem, handle complexity, formulate judgment and propose and justify decisions	<a href="#">Creating and Managing Organizational Change - Case Study Analysis</a>	<a href="#">Strategic HR - Project</a>	91	86.66	<b>88.83</b>	91	91.12	91.06
D: Communication skills	To be able to exchange argumentative propositions and conclusions verbally or in writing and effectively communicate with the scientific community and the general public	<a href="#">Business English - Project</a>	<a href="#">Research Methods – Assignment One</a>	92.65	82.67	<b>87.66</b>	90.47	82.46	86.465
<a href="#">E: Learning Skills and Self Direction[1]</a>	Ability to identify the need for acquiring further knowledge and behavior consistent with academic integrity and social responsibility	<a href="#">F1 form</a>	<a href="#">Staff Training and Development - Essay 1</a>		87	<b>87</b>		88	44

ILO UACS Graduate Program	Description of the MA in Management ILO	Course/Activity	Course/Activity	2015/2016			2016/2017		
				Average 1	Average 2	Total average	Average 1	Average 2	Total Average
A:Knowledge and understanding	To develop knowledge and understand advanced principles of contemporary applied marketing.	<a href="#">Advanced Organizational behavior - Organizational Analysis (project with presentation)</a>	<a href="#">Strategic Management - Take home exam</a>	81.9	90.26	86.08		69.61	34.805
B:Practical skills (Application of knowledge)	To apply the acquired knowledge in order to develop critical, systematic, strategic, societal and creative marketing strategies in global and local environments	<a href="#">Advanced Entrepreneurship - Business Canvas Model</a>	<a href="#">Strategic Management - Project/Presentation</a>	88	92.61	90.305	86	71	78.5
C: Intellectual and cognitive skills (Decision making)	To be capable to synthesize and integrate knowledge for analyzing business cases and form opinions and direction for marketing strategies and tactics by using advanced marketing	<a href="#">Advanced Organizational behavior - Individual case analysis</a>	<a href="#">Cases in management</a>	43.025	92.5	67.7625		62.22	31.11

	modules								
D:Communication skills	To be able to exchange argumentative propositions and conclusions verbally or in writing and effectively communicate with the scientific community and the general public	<a href="#">Business English - Project</a>	<a href="#">Research Methods – Assignment One</a>	92.65	82.67	87.66	90.47	82.46	86.465
E: Learning Skills and Self Direction	Ability to identify the need for acquiring further knowledge and behavior consistent with academic integrity and social responsibility	<a href="#">F1 form</a>	-					?	

ILO UACS Graduate Program	Description of the MA in Finance ILO	Course/Activity	Course/Activity	2015/2016			2016/2017		
				Average 1	Average 2	Total average	Average 1	Average 2	Total Average
A:Knowledge and understanding	Understand the importance of integration of the human resources management in the overall organizational operation and the link between the strategic organizational goals and human resource management strategy	<a href="#">Advanced Corporate Finance – Final exam</a>	<a href="#">Bank Risk Management and Stress Testing - Final Exam</a>	46.11	74.41	60.26	68.33		34.165
B:Practical skills (Application of knowledge)	Appraise and apply techniques that can be used to facilitate effective planning, talent selection, placement, retention, performance management, compensation and rewards, and change management within the organization	<a href="#">Financial Reporting and Financial Statement Analysis – Project portfolio</a>	Cases in Finance-project take home	94.25	85	89.625		85	42.5

C: Intellectual and cognitive skills (Decision making)	To be able to synthesize and integrate different data to analyze and evaluate current strategic issues in human resource management	<a href="#">Managerial accounting-project</a>	Portfolio Analysis and Management - project (assignment 1)	89	56.25	72.625	69	75	72
D: Communication skills	To be able to exchange argumentative propositions and conclusions verbally or in writing and effectively communicate with the scientific community and the general public	<a href="#">Business English - Project</a>	Research Methods - Assignment One	92.65	82.67	87.66	90.47	82.46	86.465
E: Learning Skills and Self Direction	Ability to identify the need for acquiring further knowledge and behavior consistent with academic integrity and social responsibility	<a href="#">F1</a>	<u>Creating and Managing Organizational Change (Essay)</u>	?	96	96		96	48

ILO UACS Graduate Program	Description of the MSc in Marketing ILO	Course/Activity	Course/Activity	2015/2016			2016/2017		
				Average 1	Average 2	Total average	Average 1	Average 2	Total Average
A: Knowledge and understanding	Demonstrate coherent and advanced knowledge of finance and banking concepts in diverse contexts; Understand the standards and methodologies of financial reporting, valuation, investment banking, quantitative finance and risk management concepts in terms of the analysis, design and operation of a business model, applied in a variety of contexts.	<a href="#">Strategic Brand Management - Final Case Analysis</a>	<a href="#">Strategic Marketing - Final Project</a>	?	80.03	80.03	42.8	93.33	68.065



B:Practical skills(application of knowledge)	Apply finance and banking theory to solve a variety of problems in making investment and financing decisions, issuing debt securities and equities in primary markets and risk measurement techniques;	<a href="#">International Marketing - Final Project</a>	<a href="#">Integrated Marketing Communications - Final case Exam</a>	89.54	78.75	84.145	70.8	96.25	83.525
Intellectual and cognitive skills (Decision making)	Use analytical and decision-making skills to solve problems encountered by business and investors in the investment decision-making and under different circumstances of the financial markets and different financial risks;	<a href="#">Advanced Organizational behavior - case</a>	Public Relations - project	68.84	84.61	76.725		100	50
D:Communication skills	To be able to exchange argumentative propositions and conclusions verbally or in writing and effectively communicate with the scientific community and the	<a href="#">Business English - Project</a>	<a href="#">Research Methods - Assignment One</a>	92.65	82.67	87.66	90.47	82.46	86.465

	general public								
E: Learning Skills and Self Direction	Ability to identify the need for acquiring further knowledge and behavior consistent with academic integrity and social responsibility	<a href="#">Strategic Marketing or IMC - Essay</a>	<a href="#">Cases in Marketing</a>						
				75.85	75	75.425	96.2	70	83.1

**Criterion 4.4. 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.**

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 2015/2016.
- 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 V- Faculty and Staff Focus**

### **Criterion 5.1**

**The business 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.**

Table 5.1 UACS sessions 2015/2016

	Date	Advantage	Total number of sessions/meetings
<b>Joint Sessions</b>	11/6/2015 12/4/2015 2/5/2016 3/4/2016 4/4/2016 5/6/2016 6/3/2016 6/27/2016 9/2/2016	<ul style="list-style-type: none"> <li>- Creating a Learning organization</li> <li>- Overcoming Silo Vision</li> <li>- Establishment of cross Functional teams</li> </ul>	9
<b>Town Hall Meetings</b>	9/9/2015	<ul style="list-style-type: none"> <li>- Understanding our environment, work and peers</li> <li>- Appreciating differences and diversity</li> <li>- Communicating clear message to all stakeholders</li> <li>- Sharing information, ideas and opinion</li> </ul>	1

### **Criterion 5.2.1**

**The business 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.**

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

At UACS, courses and programs are designed to offer theoretical and practical knowledge that provides quality in the educational process.

**Table 5.2 There is a balance between FT Faculty with a degree earned abroad and at home:**

2015/2016								
FULL-TIME FACULTY MEMBERS	Year of initial appointment	Highest Degree		Earned	Assigned Teaching Discipline/s	Prof. Cert.	Level of Qualification	Tenure/
		Type	Discipline					Contract
Marjan Petreski	2009	PhD	Economics	UK	Monetary Economics, Statistics, International Money and Finance		AQ	C
Ilijana Petrovska	2009	PhD	Economics	MK	Marketing		AQ	C
Edi Smokvarski	2007	MBA	Finance	MK	Corporate Finance	GCDF	PQ	C
Marjan Bojadjiev	2005	PhD	Economics	MK	Leadership and Organizational Behavior	CMC, Bank License	AQ	T

Nikica Mojsoska-Blazhevski	2008	PhD	Economics	UK	Macro- and Microeconomic s		AQ	C
Tome Nenovski	2005	PhD	Economics	MK	Public Finance, Macroeconomic s, Banking	Bank License	AQ	T
Marija Nacova Andonova	2013	MBA	Mathemati cs	MK	Business Mathematics, Introduction to Statistics		PQ	T
Snezhana Hristova	2007	PhD	Economics	Netherlan ds / MK	Management, Accounting, International Management		AQ	C
Ninko Kostovski	2006	PhD	Economics	Mk	Management, MIS and Accounting		AQ	C
Ana Tomovska-Misoska	2009	PhD	Psycholog y	UK	HRM, Psychology, Consumer Behavior		AQ	C
Elena Bundaleska	2010	PhD	Economics	U.S. /MK	Contract Law, Business Ethics		AQ	C
Jadranka Mrshikj	2010	PhD	Economics	MK	Financial Markets, Financial Accounting	Fund Manager License	AQ	C
Miodraga Stefanovska-Petkovska	2010	PhD	Social Sciences	MK	Sociology, Organizational Behavior and EU Economics		AQ	C

Besides the above mentioned it is relevant that UACS faculty members are ranked among TOP Researchers according to IDEAS REPEC: Out of 9 top researchers in Macedonia, 4 are UACS <sup>9</sup> making them 44% which the largest contribution per institution

**Table 5.2.2 – Cooperation between UACS and other universities**

44%	UACS
22%	UKIM
22%	Finance Think
11%	UGD

To be able to accomplish that, the 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,

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

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.. Guest lecturers as well as field studies is encouraged in each course and practices at least once during the entirety of the course.

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<sup>9</sup> <https://ideas.repec.org/top/top.macedonia.html>

**Criterion 5.2.2**

**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;**

After the recruitment of a new Faculty at UACS, he/ she is undergoing the process of learning and training. Therefore, there are *Socialization Seminars* organized, which also represents one of the terms for starting the teaching process. Apart from it, each new teacher is assigned a mentor- teacher, who is working on the design of the syllabus, examination, grading structure, etc. UACS has several programs for training and orientation:

**Table 5.3 Programs for training and orientation**

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. (December 2015)
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
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.
Other external trainings –	UACS supports external trainings related to the necessity for professional advancement of its members (in particular of administration

External Collaboration Events	UACS supports participation in the events created by various partner universities, including but not limited to: RESITA NETWORK <sup>10</sup>
International Teaching Experiences	<ul style="list-style-type: none"> <li>- Makedonka Dimitrova, MPPM delivered lectures at the Faculty of Bor, University of Belgrade, Serbia</li> <li>- Makedonka Dimitrova, MPPM - Visiting professor (Erasmus+ programme) at GEA College of Entrepreneurship, Slovenia</li> <li>- Assoc. Prof. Ilijana Petrovska, PhD- Visiting professor at University Tor Vergata, Italy.</li> <li>- Assoc. Prof. Ilijana Petrovska, PhD delivered lectures at Technical Faculty of Bor, University of Belgrade in Serbia.</li> </ul>
Peer-to-Peer Feedback; Be a host" Program	Are a policies that faded away

**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.

- Active participation on the Faculty council meetings

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



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

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

The points c, d and e are resolved in a similar manner

**Table 5.4 (c, d and e)**

<b>The Role of the Dean / Vice Dean</b>	<b>Orientation, Counseling</b>
<b>Faculty Council and Department meetings</b>	At the Faculty Councils all Faculty members are invited. The same is even more for department meetings ( Marketing; Management, Finance)
<b>Mentor Protégé Relations</b>	The Dean will assign formally or informally a Mentor for a new teacher  In 2015/2016 we had two new professors  - Dushica Stevchevska her mentor was Edi Smokvarski, MBA and - <u>Ivana Stojadinovik</u> her mentor was Assoc prof. Ilijana Petrovska, PhD
<b>Shared Experiences</b>	Nikica M. Blazevski has shared her experiences as a Fulbright student at University of Arizona at Joint Session in March  Marjan Petreski shared his experience as an international scholar at University of Tokio
<b>Opportunity</b>	Importance on the course content, learning outcomes and delivery methods that are in accordance with UACS

<b>consult with a professor that teaches a course within the same discipline</b>	bylaws and practices are highly stressed.
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**f. how you provide for course monitoring and evaluation.**

The monitoring is of a two fold nature:

1. During the course – usually there will be a Faculty council that discusses the results, experiences etc.
2. At the end of the course: Student evaluation as part of the 360 evaluation. Bell Curve Grading, Students evaluate the course and instructor teaching the course at the end of each course.

**Criterion 5.3.1**

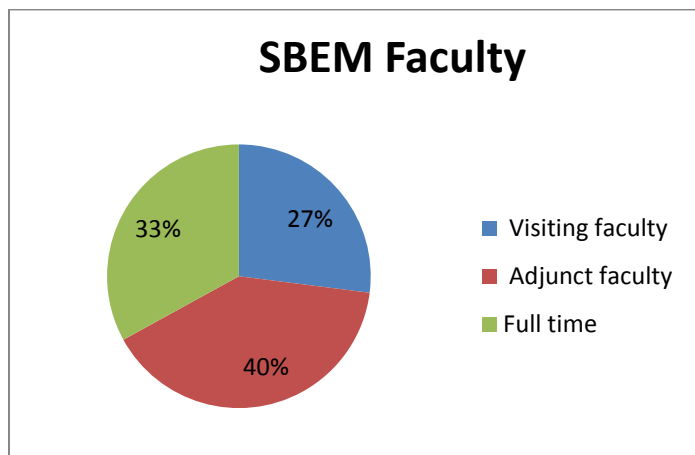
**The composition of the faculty must include sufficient academic credentials and business or professional experience to ensure appropriate emphasis on both business theory and practice to meet program objectives.**

The structure of the faculty contributes to steering creativity, critical reasoning and intellectual curiosity of the students. UACS applies the rule of 33:33:33 when it comes to teaching (for the English programs). This means that UACS strives to have:

- 1/3 of the curricula to be taught by academicians and professors with terminal degree in the area in order to provide students with solid theoretical knowledge which is an essential prerequisite for critical reasoning. In addition, these academicians are encouraged to research and publication activities which activates their creativity as well and this creativity we expect to be transferred to the students.

- 1/3 of the curricula to be taught by industry professionals which can relate the theoretical background to the country-specific industry context so students can develop a more critical eye on the current developing and ideas how to overcome potential obstacles
- 1/3 of the faculty to be internationally recognized experts or academicians who can provide to students a broader vision and insight on how problems are tackled in different countries and across different cultures. For the Macedonian teaching programs, the rule is 50:50. This implies that:
  - 1/2 of the curricula should be taught by academicians or researchers with highest terminal degree.
  - 1/2 of the curricula should be taught by industry experts or professors of management practice.

**Graph 1. Composition of UACS SBEM faculty**



### Criterion 5.3.2.a

Document every full-time and part-time faculty member teaching courses in the business unit. A recent curriculum vitae (not more than two years old) for all business faculty should be provided and included as an appendix in the self-study report.

( Presented in Standard 5.2.1 Table 5.2 balance between FT Faculty with a degree earned abroad and at home)

### Criterion 5.4

**Faculty Deployment Criterion - Each school or program must deploy faculty resources among the disciplines, units, courses, departments, and major fields to ensure that every student attending classes (on or off campus, day or night, or online) will have an opportunity to receive instruction from an appropriate mix of the faculty to ensure consistent quality across programs and student groups. For each academic major offered, a school or program must provide sufficient academic leadership at each location where the program is offered to ensure effective service to students and other stakeholders**

**Table 5.4 Teaching Load per semester**

Faculty Member	Undergraduate <sup>11</sup>		Graduate <sup>12</sup>	
	Fall	Spring	Fall	Spring
Ana Tomovska Misoska	7	12	1	1
Elena Bundaleska	7	7	1	1
Ilijana Petrovska	7	11	2	2
Makedonka Dimitrova	12.5	7	3.5	1
Marija Nacova	15	11	0	0

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<sup>11</sup> Hours weekly

<sup>12</sup> Course

Marjan Bojadjiev	0	0	0.5	1.5
Marjan Petreski	3	3	0.16	1
Miodraga Stefanovska	6	9	0.5	2
Nikica Mojsoska Blazhevski	3	3	1	1
Ninko Kostovski	11	11	0	2
Snezhana Hristova	11	9	2	2
Tome Nenovski	7	6	0	0
Edi Smokvarski	1	7	1	1

**Criterion 5.4.2. - The business 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.**

UACS has one location only.

**Criterion 5.5 -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.**

**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 and other activities:

**Table 5.5.1 - Hours per semester**

2015/2016													
Qualification	FULL-TIME FACULTY MEMBERS	Hours taught/ Academic Year	Number of Business Disciplines per year (UG)	Scholarly activities			Professional activities	Community service	Memberships in professional Organizations	Number of theses supervised	Number of Committees at UACS	Administrative duties	Travel to Off-Campus Locations
				Papers Published	Conferences Attended	Trainings and Workshops Attended							
AQ	Ana Tomovska-Misoska	13.8	3	5	1	1	No		1	6	3	Yes	
PQ	Edi Smokvarski	2	1		1		No	Yes	2	N/A	2	Yes	
AQ	Elena Bundaleska	9.9	3	1	4	1	Yes	Yes	2	0			
AQ	Ilijana Petrovska	8.2	2	6	4	4	Yes	Yes	6	2	2	Yes	
AQ	Jadranka Mrshikj	9	4	3	3	2	No		0	0			
PQ	Makedonka Dimitrova	7.9	2	4	2		Yes	Yes	6	N/A			Speaker at the University of Bor, Serbia
AQ	Marjan Bojadjiev	3	1	7	2		Yes		4	1	2	Yes	
AQ	Marjan Petreski	6.3	3	12	7	3	Yes		1	0	4	Yes	University of Amsterdam, The Netherlands, research stay
AQ	Miodraga Stefanovska-Petkovska	11.2	3	9	3		No		1	3			
AQ	Nikica Mojsoska-Blazhevski	5.9	2	5	3	1	Yes	Yes	10	2	3	Yes	
AQ	Ninko Kostovski	9.5	3	4	4		No		0	0			
AQ	Snezhana Hristova	10.3	3	2	4	2	No		0	0	1	Yes	
AQ	Tome Nenovski	8.8	4	2	6		Yes	Yes	3	0			Key Note Speaker, Bulgarian Chamber of Commerce, Sofia, Bulgaria
AQ	Venera Krlju-Handjiski	0	0	2	1	1	No	Yes	1	0	1	Yes	
AQ	Zoran Shapurikj	6	2	5	3	10	Yes	Yes	2	1	1		

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.

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.

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

**Table 5.5.2 Students / Faculty Ratio**

<b>Sbem Students/Faculty Ratio</b>		
<b>2015/2016</b>	School of Business Economics and Management	6.481

**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 in 5.5.1.a .

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

The above mentioned AAL policy as well as its implementation proves that the UACS faculty do have enough time to fulfill their functions effectively, as it can be seen in Table 5.6.

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

The part-time faculties participate on the Faculty Council al 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 student's demands. In addition, part-time faculties are actively involved in curricula development because UACS believes that their contribution as industry experts is very important.

**Criterion 5.5.2**

**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. Deans have reduced load, i.e. Deans should have not more than 9 hours teaching load weekly.

**Criterion 5.6 Faculty Evaluation**

**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:**

**Table 5.6 - Represents a condensed approach to main activities of the faculty – ALREADY REPORTED IN TABLE 5.5.**

A	B	C	D	E	F	G	H	I	J	K	L	M	N
FULL-TIME FACULTY MEMBERS (Name and Surname)	Hours taught / Academic Year Per weekl y	Num. of Busin ess Discip lines per year (UG)	Scholarly activities			Trainings and Worksho ps Attended	Profes sional activiti es	Communi ty service	Member ships in professi onal Organiza tions	Num ber of these s supe rvised	Number of Committees at UACS	Admi nistra tive duties	Travel to Off-Campus Locatio ns
			Papers Publishe d	Confe rence s Atten ded	Trainings and workshops held								
Marjan Petreski	4.5	3	10	8	0	3	/	yes	yes	4	4	yes	/
Ilijana Petrovska	12.5	6	6	1	2	3	/	yes	yes	6	2	yes	yes
Edi Smokvarski	4.1	2	1	0	0	1	/	yes	yes	0	2	yes	/
Marjan I. Bojadjiev	1.5	1	2	1			/	yes	yes	2		yes	yes



Nikica Mojsoska Blazevski	12	3	9	7	2	1	yes	yes	yes	6	2	yes	yes
Tome Nenoski	15.5	5	3	1	0	0	yes	/	yes	3	3	/	/
Marija Nacova Andonova	10	7	1										/
Snezhana Hristova	12	6	5	1		3			yes	2	2		/
Ninko Kostovski	11	6	7	3	2	2				6			/
Ana Tomovska Misoska	10.5	5	3	/	/	1	/	/	yes	/	1	/	/
Elena Bundaleska	9.5	5	3	/	/	/	/	/	/	/	1	/	/
Miodraga Stefanovska	10.5	6	9	/	/	/	/	/	/	/	/	/	/

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

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.

**Table 5.6.2 Faculty engagement examples**

EFER UACS	PTA – best project	Dona – Virtual Company, New Year Sales	Climbing Mont Everest simulation	Resita Net Summer School
Mavrovo 15.02.2015	Achievements of UACS students and Alumni 23 March 2016	Virtual Company April (2016) New year sales (December 25 2015)	20 September 2016	Ecological Entrepreneurship: Innovation Management for Technical Products and Intellectual Property from October 2-6, 2016, in Bor, Serbia, organized and hosted by the Engineering Management Department of Technical Faculty of Bor, University of Belgrade, Serbia

**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,**

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.

**Criterion 5.7 Faculty and Staff Operational Procedures, Policies and Practices and Development**

**Criterion 5.7.1**

**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.

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.

UACS bylaws are available at the following link [UACS Bylaws](#).

### **Criterion 5.7.2**

**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;**

**b. how you get input from the faculty and staff about their development needs;**

**c. 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.

Professor	Sabbatical
Prof. Nikica Mojsoska Blazhevski, PhD	Philippines (2015)
Prof. Marjan Petreski, PhD	Japan (2016)
Prof. Makedonka Dimitrova , MPPM	Semi-sabbatical in Albania (2016)

## Criteria 5.8 Scholarly and Professional Activities

### Criterion 5.8.1

Faculty members must be actively involved in professional activities that will enhance the depth and scope of their knowledge and that of their disciplines, as well as the effectiveness of their teaching. The institution must demonstrate a reasonable balance of scholarly and professional activities by the faculty as a whole, consistent

- Has been reported in Table 5.6.

## **PART VI – Educational and Business Process Management (METRIX REPORT)**

### **Criterion 6.1.1**

**Educational 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.**

UACS has tried to get input from the Business Council on the Curricula development, but without significant results. Amendments on the Curricula design are a result of the discussions on the faculty Council and Rector's Board

### **Criterion 6.1.2**

**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);**

The minimum time for the student to obtain a degree is three (3) years, if he/she timely pass all exams. During the studies, the student should pass the 6 semesters in order to graduate. UACS offers undergraduate studies with duration of 3 years, during which the student acquires a minimum of 180 ECTS and a degree title in the specified field. The Graduate studies offer the possibility of acquiring the title Specialist or Master in the specified academic field. The specialization studies last 1 year and the student obtains 240 ECTS, which is equivalent to U.S. Bachelor. The Master's degree lasts for 2 years, and the student obtains 300 ECTS.

UACS employs the European model of continuous education. This includes an accelerated baccalaureate degree program as well as extended studies at the graduate level. The programs for undergraduate and graduate levels are designed to be completed in 3+1+1 years, with the full option of transferring credits from other accredited institutions.

**b) 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**

While taking courses, students earn academic credits: the European Credit Transfer System (ECTS) suggest 25 hours of learning time per academic credit. Usually, the basic and intermediary courses carry 6 ECTS, and advanced courses 8 ECTS.

**c) if your unit confers nontraditional 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**

Currently at the University American College such types of non-traditional programs are not offered.

**Criterion 6.1.7.**

**Report and explain your methods and processes for program evaluation.**

Description – SBEM ENG	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Number of students in year 1	56	65	64	56	39	31	41
Number of students in year 2	48	54	56	50	35	20	30
Progression rate from year 1 to year 2	85.71%	83.08%	87.50%	89.29%	89.74%	64.52%	73.17%
Number of students in year 3	46	51	54	47	33	17	25
Progression rate from year 2 to year 3	95.83%	94.44%	96.43%	94.00%	94.29%	85.00%	83.33%
Average GPA in Year 1	2.55	2.64	2.64	2.40	2.61	2.36	2.31
Average GPA in Year 2	2.64	2.79	2.57	2.57	2.38	2.81	2.55
Average GPA in Year 3	2.55	2.52	2.52	2.50	2.65	2.68	
Number of students on probation	5	14	7	13	4	12	11
Probation rate	10.87%	27.45%	12.96%	27.66%	12.12%	70.59%	44.00%
Number of students on sabbatical	3	1	0	1	0	0	0
Sabbatical rate	6.52%	1.96%	0.00%	2.13%	0.00%	0.00%	0.00%
Number of dropped out students	4	8	5	6	3	6	2

Retention rate	92.86%	87.69%	92.19%	89.29%	92.31%	80.65%	95.12%
Drop - out rate	7.14%	12.31%	7.81%	10.71%	7.69%	19.35%	4.88%
Number of students that completed in 3 years	32	35	41	36	22	13	0
Number of students that completed in 4 years	2	6	9	2	3	0	0
Number of students that completed in 5 years	1	1	1	0	0	0	0
Students that completed study in 6 or more	0	0	0	0	0	0	0
Average completion time	3.11	3.19	3.22	3.05	3.12	3.00	0.00
On time graduation rate	57.14%	53.85%	64.06%	64.29%	56.41%	41.94%	0.00%
Not on time graduation rate	5.36%	10.77%	15.63%	3.57%	7.69%	0.00%	0.00%
Graduation rate (total)	62.50%	64.62%	79.69%	67.86%	64.10%	41.94%	0.00%
Average graduate GPA in 3 years	2.84	3.08	2.81	2.69	2.77	2.90	
Average graduate GPA in 4 years	1.96	1.75	2.14	2.04	1.95		
Average graduate GPA in 5 years	2.33	2.15	1.70				
Average graduate GPA in 6 or more years					0	0	0

Description – SBEM MK								
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Number of students in year 1	92	62	52	48	29	45	24	20
Number of students in year 2	80	54	44	37	21	30	16	15
Progression rate from year 1 to year 2	86.96%	87.10%	84.62%	77.08%	72.41%	66.67%	66.67%	75.00%
Number of students in year 3	73	49	35	36	21	28	16	0
Progression rate from year 2 to year 3	91.25%	90.74%	79.55%	97.30%	100.00%	93.33%	100.00%	0.00%
Average GPA in Year 1	2.16	2.21	2.06	2.28	2.14	2.02	2.36	2.30
Average GPA in Year 2	2.28	2.34	2.18	2.64	2.26	2.54	2.73	
Average GPA in Year 3	2.09	2.14	2.26	2.37	2.23	2.49	1.94	
Number of students on probation	27	18	16	19	8	18	6	0
Probation rate	36.99%	36.73%	45.71%	52.78%	38.10%	64.29%	37.50%	0.00%

Number of students on sabbatical	4	3	2	1	1	1	0	0
Sabbatical rate	5.48%	6.12%	5.71%	2.78%	4.76%	3.57%	0.00%	0.00%
Number of dropped out students	7	6	7	9	5	7	6	1
Retention rate	92.39%	90.32%	86.54%	81.25%	82.76%	84.44%	75.00%	95.00%
Drop - out rate	7.61%	9.68%	13.46%	18.75%	17.24%	15.56%	25.00%	5.00%
Number of students that completed in 3 years	43	32	26	28	13	15	0	0
Number of students that completed in 4 years	11	6	4	2	2	4	0	0
Number of students that completed in 5 years	4	3	1	0	0	0	0	0
Students that completed study in 6 or more	4	3	0	0	0	0	0	0
Average completion time	3.50	3.48	3.19	3.07	0	0	0	
On time graduation rate	46.74%	51.61%	50.00%	58.33%	44.83%	33.33%	0.00%	0.00%
Not on time graduation rate	20.65%	19.35%	9.62%	4.17%	6.90%	8.89%	0.00%	0.00%
Graduation rate (total)	67.39%	70.97%	59.62%	62.50%	51.72%	42.22%	0.00%	0.00%
Average graduate GPA in 3 years	2.53	2.49	2.32	2.62	2.47	2.83		
Average graduate GPA in 4 years	1.95	1.93	2.02	1.85	1.67	1.79		
Average graduate GPA in 5 years	1.70	1.77	1.73					
Average graduate GPA in 6 or more years	1.81	1.82				0	0	0

### School of Business Economics and Management (Graduate students)

MA English 3+1 - Specialization	2012-2013	2013-2014	2014-2015	2015-2016
Enrolments in year 1	1	8	2	4
Number of progressing to year 2	1	4	2	
Average GPA per pass exam - entered year 1	3.10	3.11	3.58	2.92
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	



<b>MA English 3+2</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>
Enrolments in year 1	29	34	28	32
Number of progressing to year 2	23	26	18	27
Average GPA per pass exam - entered year 1	2.79	2.92	2.87	3.01
Average GPA per pass exam - entered year 2	2.98	3.10	2.81	3.13
Number of graduated	5	0	0	
Number of students who passed all exams	10	19	13	
<b>MA English 4+1</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>
Enrolments in year 1	5	2	4	3
Number of progressing to year 2	3	0	0	
Average GPA per pass exam - entered year 1	3.58	2.81	3.22	2.7
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	
<b>MBA 4+1</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>
Enrolments in year 1	13	19	14	16
Number of progressing to year 2	11	10	11	
Average GPA per pass exam - entered year 1	3.35	3.26	3.26	2.94
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	

**School of Business Economics and Management (Graduate students)**

<b>MA- Mk 3+1 - Specialization</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>
Enrolments in year 1	1	1	6	2

Number of progressing to year 2		1	2	
Average GPA per pass exam - entered year 1	2.53	3.09	2.75	2.76
Average GPA per pass exam - entered year 2		3.67	2.79	
Number of graduated	1		1	1
Number of students who passed all exams		1	1	
<b>MA-MK 3+2</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>
Enrolments in year 1	18	20	20	14
Number of progressing to year 2	12	8	10	12
Average GPA per pass exam - entered year 1	2.74	2.69	1.45	2.54
Average GPA per pass exam - entered year 2	2.82	2.55	1.55	3.13
Number of graduated	0	1	1	
Number of students who passed all exams	8	14	3	
<b>MA-MK 4+1</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>
Enrolments in year 1	3	8	4	2
Number of progressing to year 2	0	3	2	
Average GPA per pass exam - entered year 1	2.27	2.93	3.05	3.47
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	

#### **Criterion 6.3.4.**

**Academic Policies for Probation, Suspension, and Readmitting of students will be clearly stated. Describe the academic policies used by the business unit for placing students on probation, for suspending students, and for readmitting students who were suspended.**

Students are expected to behave in a good manner, to comply with bylaws and ethical standards. They are regulated with (link)

- Discussion with student
- Propose that Rector issues a Written warning

- Suspension of the Rector of 90 calendar days
- Suspension and punitive measures are accepted when student: written plagiarism, has not respected the norms of university etc.

**Students on Probation** - Probation Officer is obliged to submit a list of students who are below 1.67 GBP for those students undertook series activities:

- Determination of tutors
- Determination of assistants who will hold additional lectures
- Passing the courses in summer semester

### **Criterion 6.3.5.**

**Academic Policies for Recruiting, Admitting, and Retaining Students will be clearly stated. Describe the academic policies used by the business unit for recruiting students; admitting students; and retaining students.**

Academic policy for student's admission is regulated by the HEA . UACS enrolls students who have completed secondary education. For international students a verification of their degree is required from the ministry. Enrollment is based on Open Call. UACS does not discriminate based on nationality, ethnicity, age, race, religion or sexual orientation.

Academic for policy for recruitment are based on strong ethical standards. UACS has a policy of clearly stating its: tuition, international collaboration, accreditation and thus like. UACS does not engage in "aggressive advertisement and sales practices"

UACS does not have a SPECIAL POLICY ON STUDENT RETENTION. We believe that our quality is the best retention policy.

Communication strategy is based on : video and audio clips ( link). Printed adds ( link to drive) internet campaign and educational fairs

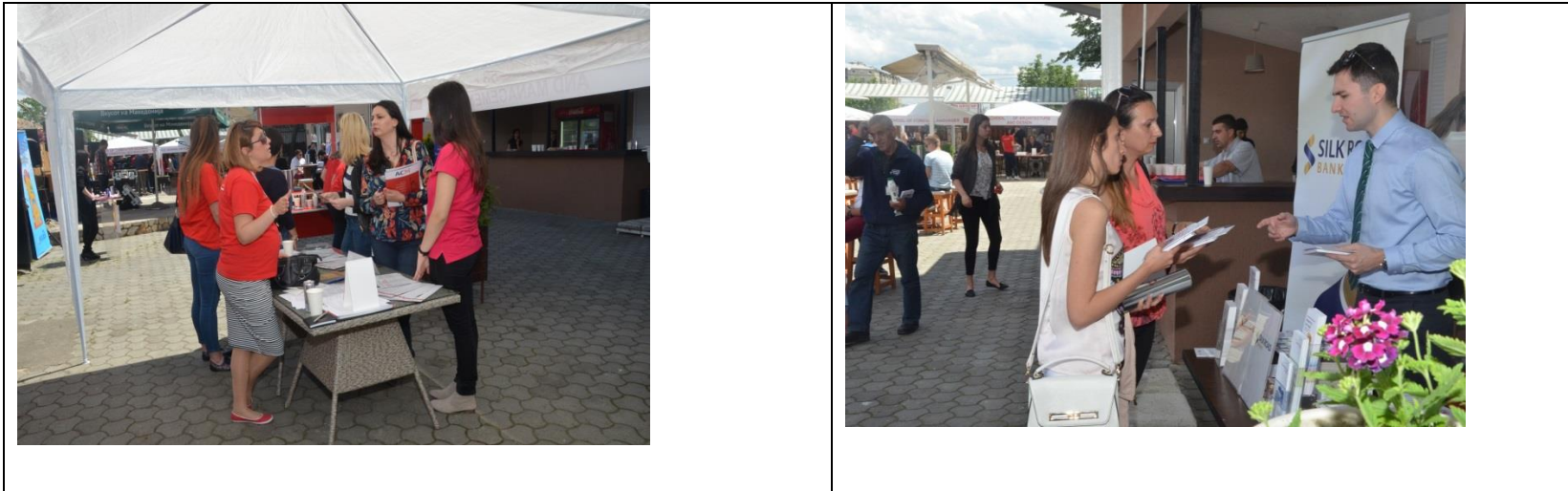
### **Criterion 6.3.6.**

**Results of Enrollment Management will be reported. Summarize results for enrollment management not reported elsewhere in the report. You could include measures/indicators that reflect effectiveness in areas such as student retention, graduation rates, recruitment, and relationships with suppliers of students. The use of graphs, such as Figure 6.12, is encouraged.**

- Enrollment is decreasing due to external factors
- Recruitment management for Undergraduate programs has experienced some changes that have eventually brought positive effects.
- Introduction of PROMO CODE – Offering quantitative easing for student's cohorts

In this sense the main improvement is

- 1) direct communication with high school seniors who visit UACS in organized manner (photo)
- 2) The second improvement is UACS Open Day



Recruitment for graduate and part time, has been conducted via:

- Circular Letter to Embassies
- Presentation for Master studies
- Circular Letter to Business Council

**Criterion 6.3.7**

**Improvement in Enrollment Management will be pursued on a continuous basis. Explain how you improve the enrollment management processes and how the improvements are deployed across the organization.**

The projects for students enrollment is immediately shared within organization or even sometimes before the process if the UACS staff is part of the process. Direct e-mail communication is usually used to inform about the news, and direct presentation and meetings with the staff.

**There some additional activities planned if the enrolment process is very low:**

- More direct communication with Companies from the Business Council and new companies in the country.
- More direct communication with High Schools of the whole country.
- Seasonal offer for new students
- Inviting High schools students to participate on an event where they can get informed more about: successful UACS student project, scholarship, employment successes etc
- Printed brochures and new promotional materials for prospective students

## **PART VII – Research Work and Publishing**

### **Criteria 7.1.1**

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

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.

### **Criteria 7.1.2**

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

Faculty must publish research in international peer-reviewed journals, as well present ongoing research work at international conferences.

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), presented experience from a methodological seminar, conference, workshop and the other.

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.

### **Criteria 7.1**

**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, where by each member is responsible for his/her school. It ensures uniform distribution of research activities and publishing.

### **Criteria 7.2.**

**Please provide a list of books, papers, conferences, publications, monographs and textbooks published at UACS in the last academic year.**

#### **List of books published at SBEM**

##### **Marjan Petreski**

1. Petreski, M. and Petreski, B. eds. (2016) *Migration as Social Protection: Evidence from Macedonian, Albanian and Serbian Remittance-receiving Households*. Lambert Academic Publishing
2. Petreski, M. and Mojsoska-Blazevski, N. (2016) *The Gender and Motherhood Wage Gap in the Former Yugoslav Republic of Macedonia: An Econometric Analysis*. Budapest: International Labor Organization (ILO).

Nikica Mojsoska-Blazevski

3. Petreski, M. and Mojsoska-Blazevski, N. (2016) *The Gender and Motherhood Wage Gap in the Former Yugoslav Republic of Macedonia: An Econometric Analysis*. Budapest: International Labor Organization (ILO).

### **Criteria 7.3.1**

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

### **Criteria 7.3.2**

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

##### **Marjan Petreski**

1. Wong, S. and Petreski, M. (2016) Exportable manufacturing value added growth in Latin America: capital inflows and the role of China. In: Observatorio América Latina - Asia Pacífico (ed.) *Exploring options for productive integration between Latin America and Asia Pacific*. Uruguay, p.199-229.
2. Velickovski, I., Petreski, M. and Jovanovic, B. (2016) The Macedonian Economy and the European Union. In: Briguglio, L. (ed.) *Small States and the European Union*. London: Rutledge, p.153-183.

3. Petreski, M. and Petreski, B. (2016) Introduction. In: Petreski, M. and Petreski, B. (eds.) *Migration as Social Protection: Evidence from Macedonian, Albanian and Serbian Remittance-receiving Households*. Lambert Academic Publishing, p.1-5.
4. Petreski, M. and Vchkov, I. (2016) Methodology and Data. In: Petreski, M. and Petreski, B. (eds.) *Migration as Social Protection: Evidence from Macedonian, Albanian and Serbian Remittance-receiving Households*. Lambert Academic Publishing, p.39-60.
5. Petreski, B., Tumanoska, D., Petreski, M., Vchkov, I., Kochovska, T. and Tumanoski, D. (2016) Results and Discussion for Macedonia. In: Petreski, M. and Petreski, B. (eds.) *Migration as Social Protection: Evidence from Macedonian, Albanian and Serbian Remittance-receiving Households*. Lambert Academic Publishing, p.61-125.
6. Petreski, M. and Tumanoska, D. (2016) Comparison Among the Tree Countries. In: Petreski, M. and Petreski, B. (eds.) *Migration as Social Protection: Evidence from Macedonian, Albanian and Serbian Remittance-receiving Households*. Lambert Academic Publishing, p.279-288.
7. Petreski, M. and Petreski, B. (2016) Conclusion and Policy Recommendations. In: Petreski, M. and Petreski, B. (eds.) *Migration as Social Protection: Evidence from Macedonian, Albanian and Serbian Remittance-receiving Households*. Lambert Academic Publishing, p.289-295.
8. Mojsoska-Blazevski, N., Petreski, M. and Petreska, D. (2015) Increasing labour market activity of poor, females and informal workers: Let's make work pay in Macedonia. *Eastern European Economics*, 53(6), p.466-490.
9. Petreski, M. and Mojsoska-Blazevski, N. (2015) Youth self-employment in households receiving remittances in Macedonia. *Czech Journal of Economics and Finance*, 65(6), p.499-523.
10. Tumanoska, D., Mojsoska-Blazevski, N. and Petreski, M. (2016) Are small, open economies exposed to capital? Insights into the Feldstein-Horioka puzzle in Macedonia. *Economic Review*, 67(2), p.116-134.
11. Mojsoska-Blazevski, N., and Petreski, M. (2016) Can internship program reduce unemployment among youth in a low job creation environment? The evidence from Macedonia. *Romanian Journal of Labour and Social Studies*, 1(1), p.2-32.
12. Petreski, M. and Petreski, B. (2015) Dissatisfied, feeling unequal and inclined to emigrate: Perceptions from Macedonia in a MIMIC model. *Migration Letters*, 12(3), p.300-314.
13. Mojsoska-Blazevski, N. and Petreski, M. (2016) Labor-market scars when unemployment is extremely high: Evidence from Macedonia. *PEP General Meeting, Manila, Philippines, 6-8 June 2016*.



14. Petreski, M., Petreski, B. and Tumanoska, D. (2016) Remittances as a Shield to Socially-Vulnerable Households in Macedonia: The Case When the Instrument is Not Strictly Exogenous. *53rd International Conference on Social Science and Economics (ICSSE), Tokyo, Japan, 23-24 April 2016.*
15. Mojsoska-Blazevski, N. and Petreski, M. (2016) Employment and wage ‘scarring’ when unemployment is extremely high: Evidence from Macedonia. *ILO/IZA Research Symposium: “Labour Market Transitions of Young Women and Men: Innovative research from 30 school-to-work transition survey datasets”, Geneva, Switzerland, 23-24 March 2016.*
16. Mojsoska-Blazevski, N. and Petreski, M. (2016) Employment and wage ‘scarring’ when unemployment is extremely high: Evidence from Macedonia. *International Conference of the American Economic Association, San Francisco, USA, 3-6 January 2016.*
17. Mojsoska-Blazevski, N. and Petreski, M. (2015) Employment and wage ‘scarring’ when unemployment is extremely high: Evidence from Macedonia. *Conference “Challenges of contemporary society”, Skopje, Macedonia, 12 November 2015.*
18. Petreski, M., Petreski, B. and Petreska, D. (2015) Remittances as a Shield to Socially-Vulnerable Households in Macedonia: The Case When the Instrument is Not Strictly Exogenous. *International Conference on Eurasian Economies, Kazan, Russia – 9-11 September 2015.*

### **Nikica Mojsoska-Blazevski**

1. Mojsoska-Blazevski, N., Petreski, M. and Petreska, D. (2015) Increasing labour market activity of poor, females and informal workers: Let’s make work pay in Macedonia. *Eastern European Economics*, 53(6), p.466-490.
2. Petreski, M. and Mojsoska-Blazevski, N. (2015) Youth self-employment in households receiving remittances in Macedonia. *Czech Journal of Economics and Finance*, 65(6), p.499-523.
3. Tumanoska, D., Mojsoska-Blazevski, N. and Petreski, M. (2016) Are small, open economies exposed to capital? Insights into the Feldstein-Horioka puzzle in Macedonia. *Economic Review*, 67(2), p.116-134.
4. Mojsoska-Blazevski, N., and Petreski, M. (2016) Can internship program reduce unemployment among youth in a low job creation environment? The evidence from Macedonia. *Romanian Journal of Labour and Social Studies*, 1(1), p.2-32.
5. Mojsoska-Blazevski, N. and Petreski, M. (2016) Labor-market scars when unemployment is extremely high: Evidence from Macedonia. *PEP General Meeting, Manila, Philippines, 6-8 June 2016.*

6. Mojsoska-Blazevski, N. and Petreski, M. (2016) Employment and wage 'scarring' when unemployment is extremely high: Evidence from Macedonia. *ILO/IZA Research Symposium: "Labour Market Transitions of Young Women and Men: Innovative research from 30 school-to-work transition survey datasets"*, Geneva, Switzerland, 23-24 March 2016.
7. Mojsoska-Blazevski, N. and Petreski, M. (2016) Employment and wage 'scarring' when unemployment is extremely high: Evidence from Macedonia. *International Conference of the American Economic Association, San Francisco, USA, 3-6 January 2016*.
8. Mojsoska-Blazevski, N. and Petreski, M. (2015) Employment and wage 'scarring' when unemployment is extremely high: Evidence from Macedonia. *Conference "Challenges of contemporary society"*, Skopje, Macedonia, 12 November 2015

### **Ninko Kostovski**

1. Nanevski, B., Kostovski, N. (2016). "The Risks Of Leasing Arrangements For Small And Medium Enterprise In The Republic Of Macedonia". *Journal of Sustainable Development*. 5(14). pp. 39-52
2. Trajanoska, N., Kostovski, N. (2016). "Importance-Performance Gaps in Skills And Knowledge of Junior Management And Staff In Tourism And Hospitality Industry In Republic Of Macedonia". *Journal of Sustainable Development*. 5(14). pp. 68-80.
3. Kostovski, N. (2015). "Naming Software Products for Institutional Markets". *Knowledge-International Journal Skopje*
4. Kostovski, N., Mirsic, J. (2015). "Green Accounting" - Link between Economy and Environmental Protection". XI International May Conference on Strategic Management, Book of Proceedings. Bor. p.p. 560-567.
5. Mrsik, J., Kostovski, N. (2015). "Environmental and social responsibility reporting. Do Macedonian companies disclose those information and how?". *Timisoara Journal of Economics and Business*. 8(2) p.p. 220-231
6. Bojadziev, M., Kostovski, N. and Buldioska, K. (2015). "Leadership Stiles in Companies from Republic of Macedonia". *Economic Development. Skopje*. 17(3). pp. 211-222
7. Kostovski, N., Bojadziev, M. and Buldioska, K. (2015). "Leadership Styles And Organizational Culture In Macedonian Companies". *Journal of Sustainable Development*. 5(13). p.p. 33-43
8. Mrsic, J., Kostovski, N. (2015) "Accounting Education for Enabling Offshore Accounting Services in Developing Countries", National Accounting Association Conference Proceedings, Accounting, Reporting and Auditing in Function of the Management and the Economic Development, Struga.

### **Snezana Hristova**

9. Hristova, S, Kostovski, N(2016)Promoting small business and entrepreneurship in Macedonia:Policies, perceptions and expectations at municipal level, Horizons International Scientific Journal, UKLO, Bitola, vol.12
10. 2.Hristova, S, Kostovski, N(2016)Globalization and small businesses and economies-challenges and opportunities, Annals UCB Series Economy, University of Targu Jiu, ino.4/2016
11. 3.Hristova,S., Tast,J.(2015) Motives and determinants of FDI in the Republic of Macedonia, Theoretical and Practical Research in Economic Fields (TPREF),Volume VI, Issue 2(12), Winter, 2015,p.116-127
12. 4.Hristova,S.,Tast,J.(2015), The emergence and significance of local economic development., Journal of the Institute of Economics, Year 17, No.3/ 2015, p.380-397
13. Hristova,S.(2015) Local government planning in Macedonia, ERAZ 2015, Novi Sad, Serbia, p.67-77

### **Ilijana Petrovska**

14. Petrovska, Meloska and Efremov (2016) "CEFTA Agreement and Opportunities for Republic of Macedonia Wood Furniture Export" *Drvna industrija* (Wood industry), Volume 67, Number 1 (2016), DOI: 10.5552/drind.2015.1513, p. 43-52
15. Marencheva, Petrovska, Bundaleska and Tomovska Misoska (2016) Advertising to children and parental buying behavior in the municipality of Gevgelija. *Journal of the Institute of Economics – Skopje*, Year 18, No 1-2/2016, p. 225-244.
16. Djambaska, Petrovska, and Bundalevska (2016) Is Humor Advertising Always Effective? Parameters for Effective Use of Humor in Advertising. *Journal of Management Research*. ISSN 1941-899X 2016, Vol. 8, No. 1. Macrothink Institute. doi:10.5296/jmr.v8i1.8419, p. 18-36
17. Efremov, Majstoroska, Petrovska and Bojadjiev (2015) Regional Trade and Investments Integration Results within the South East European 2020 Strategy, *Industrija, Journal of Sustainable Economics, Belgrade, Serbia*. Economics Institute: ISSN 0350-0373, UDK 33; vol. 43, No. 2, p. 117 – 128

18. Cuculeski, Petrovska and P. Mircevska (2015) Emerging trends in tourism: Need for alternative forms of tourism, *Review Of Innovation And Competitiveness: A Journal Of Economic And Social Research*, Vol. 1, issue 1, 2015, ISSN 1849-8795, p.103-114
19. Efremov, Majstoroska and Petrovska (2015) "South East Europe 2020 Strategy - Trade And Investment Integration" Conference proceedings UACS 10<sup>th</sup> annual international conference on European Integration, Macedonia, Skopje May 2016 ISBN: 978-608-467-37-3, COBISS.MK-ID 101186058, p.195-210.

### **Aneta Krstevska**

20. Jovanovik B., Krstevska A. and Popovska Kamnar N. (2015) Can Monetary Policy Affect Economic Activity under Surplus Liquidity? Some Evidence from Macedonia, NBRM Working Papers, October, 2015
21. Krstevska, A (2015) Financial intermediation during the crisis: what has changed during the crisis?, Proceedings of the Conference, Bank of Albania and SEESOX at Oxford, High-level Conference "DO CRISES CHANGE ECONOMIC FUNDAMENTALS?", 30 October 2015, Tirana

### **Tome Nenovski**

22. Banking services in terms of changing environment" (with E. Delova Jolevska @ Ilija Andovski as co-authors), *Journal of Sustainable Development*, vol. 5 issue 14/2016, pp. 53-68, Integrated Business Faculty – Skopje;
23. 2. "Causes, consequences and possible ways for combating undeclared economy in Macedonia", *Economic Development* no. 1-2/2016, pp. 279 – 294, Economic Institute, Skopje.
24. "Shattered Monetary Union", *Седма меѓународна научна конференција "Меѓународен дијалог: Исток – Запад"*, Свети Николе, 15.04.2016 година.

### **Filip Ivanovski**

1. Z.Sapuric, F. Ivanovski. (2015). Public Awareness and household separate waste collection: A case study in Macedonia, *International Journal of Ecosystems and Ecology Science*, Agriculture and Environment Faculty, Health and Environmental Association Albania, and Electronic Journal Publication, USA, 24354, Leski Ln, Plainfield, Illinois, USA.

IC™ Value: 6,00 global impact factor 0,675, indexed in Thomson Reuters, Index Copernicus, Miami University Libraries, EBSCO, and many other scientific bases, Volume, 5/4,2015,ISSN.p. p. 495–500. ISSN. 2224–4980.

2. Z.Sapuric, D.Dimitrovski, F.Ivanovski, Packaging Waste Management in Skopje. Proceeding Book. p.p72-77..3 rd International Conference Harmonization of Environmental Research and Teaching with Sustainable Policy Balkan Environmental Association, University of Shkoder and Albanian Institute of Technology, 6-8 November 2015, Shkoder Albania
3. Z. Sapuric, F. Ivanovski. The implementation of European Union Electrical and Electronic Waste Legislation and Standards in Macedonia, 6th International Conference of Ecosystem and Environmental Research, plenary presentation. University of Maryland, USA and Environment and Health Association, Albania, JIEAS, Selcuk University, Turkey, Polytechnic University of Torino, Italy, Tirana, June, 4-6 2016,and member of Scientific Committee of the Conference.
4. Z.Sapuric, D.Dimitrovski, F.Ivanovski, Packaging Waste Management in Skopje..3 rd International Conference Harmonization of Environmental Research and Teaching with Sustainable Policy Balkan Environmental Association, University of Shkoder and Albanian Institute of Technology, 6-8 November 2015, Shkoder Albania.
5. F.Ivanovski, Z.Sapuric, D. Dimitrovski. Relations Between Waste Infrastructure, and Packaging Waste Recycling: A Case Study of City Of Skopje. GREDIT 2016 Conference – Green, Development, Infrastructure, Technology, University St. Cyril and Methodius, Technical Campus, Skopje and BENA, 31 march – 2 April, Key presentation. Skopje 2016.

### **Igor Velickovski**

6. Velickovski, I., Petreski, M. & Jovanovic, B. (2016). The Macedonian Economy and the European Union, in: ed. By Briguglio, L. Small States and the European Union: Economic Perspectives. Publisher: Routledge, New York. p. 154-183.

### **Krum Efremov**

7. Petrovska I., Meloska Z., Efremov K. and Postolov K,, “CEFTA Agreement and Opportunities for Wood Furniture Export of the Republic of Macedonia”,DOI: [10.5552/drind.2016.1513](https://doi.org/10.5552/drind.2016.1513), *Drvena industrija*, Vol.67 No.1 Ožujak 2016.
8. Efremov K., Majstoroska J., Petrovska I. and Bojadjev M,, “Regional Trade and Investments Integration Results within the South East European 2020 Strategy”, DOI:[10.5937/industrija43-8138](https://doi.org/10.5937/industrija43-8138), *Industrija*, Vol.43, No 2 from 2015.

## **Makedonka Dimitrova**

9. Tomovska Misoska, A. Dimitrova, M. MRSIK, J. (2016). Drivers of entrepreneurial intentions among business students in Macedonia. *Economic Research-Ekonomska Istraživanja*, 29(1), p. xx-xx
10. Mihaljović, I. Milijić, N. Dimitrova, M. Jovanović, F. Risk Management Impact on the Quality of Strategic Investment Projects in South East Europe, *17th International Symposium on Quality*, ISBN 978-953- 8067-03-7, Zagreb, 2016, p.517.

### **Criteria 7.3.4**

**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 SBEM in the course of the academic year:

- A Glimpse into the Future: Using Scenarios to Explore Challenges and Opportunities in a Changing World - Financial Sector Outlook: Financial Systems in the Western Balkans – Present and Future – June 2016, World Bank Group, Finance and Markets
- Velickovski, I., Stojkov, A. & Rajkovic, I. GDN Global Research Competition 2013: Reconnecting the Peripheral Wagons to the Euro Area Core Locomotive. Project completed in December 2015.
- Peterski, M., Jovanovic, B. & Velickovski, I. WIIW GDN-SEE Research Competition 2014: WTO-induced (de)industrialization in Southeast Europe, with reference to the roles of public infrastructure and bank intermediation: A comparative analysis. Project completed in September 2015.
- Project title: Macedonia in Transition, proposal May 2016 (University of Derby, UK & UACS).
- Project title: Provision of Conducting a Survey on the Well-being and Security of Women in South East Europe, Eastern Europe and the South Caucasus (OSCE project call; project leader: Eurasia Barometer, Vienna)
- Title GUESSS (Global University Entrepreneurial Spirit Student Survey): Swiss Institute for Small Business and Entrepreneurship at the University of St. Gallen (KMU-HSG), Switzerland
- Ministry of Education and Science – MK-AT Joint projects: Income inequality during the economic crisis in Macedonia
- Regional Research Promotion Program: Forecasting the size and effects of emigration and remittances in four Western-Balkan countries
- UN Women – Investigating female inactivity in Macedonia
- Partnership for Economic Policy – IDRC & UKAid: Wage ‘scarring’ when youth unemployment is extremely high: Evidence from Macedonia

- EU/RM: “Further harmonisation with EU 'acquis' in the field of movement of capital and payments and financial services — securities markets and investment services Ref. EuropeAid/132948/D/SER/MK
- Brochure: The implementation of the relevant EU directives into the new regulatory framework of the financial market: Explained - Questions & Answers, April/May 2016

**Criteria 7.4.1.**

**How many exhibitions, concerts and other vocational or art projects were organized in the last academic year?**

In the previous academic year SBEM no organized exhibitions , concerts and other vocational projects.

**Criteria 7.5**

**How many academic conferences were organized?**

One academic conference on European integration (11th annual conference) was organized, under the title: “Borders, Imagined and Real”

**Criteria 7.5.1**

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

During the academic year, 8 TRSS were organized on research topics of academic writing, reviewing, preparing abstract, academic publishing, selection of journals for publishing and related topics.

**Criteria 7.6.1**

**a. Have the members of the faculty won national or international awards for their academic work?**

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

**b. Please specify the income generated for research from the Ministry of Education and Science (for 2015 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.

**c. Please specify the income generated for research from other domestic public or private institutions (for 2015 fiscal year)**

- UACS generated 349.210,00 dinar's (~5.700,00 EUR) over the fiscal year from research activities with domestic public and private institutions.

**d. Please specify the income generated for research from international organizations and institutions (for 2015 fiscal year)**

UACS generated 7.960.437,00 dinar's (~129.500,00 EUR) over the fiscal year with international donors.

**e. Please list all the patents that UACS has. Presently, UACS has submitted one patent for approval.**

The patent has passed the national check and is currently considered for the award by the international body for patents.